


Lesson-5: Little Red Riding Hood

Theme 5: We Stay Safe and Healthy

 15 Periods (40 minutes each)



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



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

Confirming better

I tell my parents everything.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to remember and identify story events, characters, sight words and vocabulary.
- to understand and explain the meaning of difficult words, summarise the story and discuss.
- to apply and use pronouns correctly in sentences, complete spelling exercises and rewrite sentences with correct punctuation.
- to analyse and compare Red Riding Hood's actions with real-life situations, differentiate between safe and unsafe situations and classify words into nouns, pronouns and verbs.
- to evaluate and justify Red's decisions in the story, assess personal safety choices and express opinions.
- to create and construct meaningful sentences, design a traffic signal model and write a short paragraph as 'Red' to express thoughts and emotions.

Methodology

Period 1

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

SHOULD DO

10 MIN.

Teacher: That is great to hear. Before we begin today's lesson, let us talk about something important: sharing our thoughts and feelings with our parents.

Teacher: When you have an exciting day at school or a problem that is bothering you, whom do you talk to about it?

Teacher: That is right. Talking to our parents is important. They guide us, help us and make us feel safe.

Teacher: Now, let us say this together: 'I tell my parents everything.'

(Students repeat.)

Teacher: This means we trust our parents and share our joys, worries and questions with them. When we share, we feel lighter and get the best advice.

Teacher: Can you think of one thing you shared with your parents recently?

(Students respond.)

Teacher: That is wonderful. Always remember, your parents are your biggest supporters. Now, let us begin today's lesson with this positive thought.



Confirming better I tell my parents everything.

PLH

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Teacher: Now we will begin a new chapter, 'Little Red Riding Hood'. 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

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

Let us start with the Kinaesthetic activity. Open book to page 46.

Kinaesthetic

Teacher: We have been learning about words that can take the place of names. Do you remember the words 'he' and 'she'? (Pauses for responses) Yes, we use 'he' for boys and 'she' for girls.

MUST DO

20 MIN.



Kinaesthetic

Say a sentence about one of your family members. Use the name of the family member. Your partner will say the same sentence using he or she. Repeat the activity thrice.

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Teacher: Now, let us play a fun game with these words. Listen carefully. I will say a sentence about my family. 'My mother cooks delicious food.' Now, my partner will repeat my sentence using 'she' instead of 'my mother'. So, the sentence will be 'She cooks delicious food.'

Teacher: Let us try another one. 'My father reads the newspaper.' Who can tell me how to change this using 'he'? (Pauses for a student to respond) Yes. 'He reads the newspaper.'

Teacher: Now, it is your turn. Think about someone in your family, your mother, father, brother or sister. Say a sentence about them to your partner using their name. Your partner will repeat the sentence using 'he' or 'she' instead of the name.

Teacher: Let us begin. Take turns and do this three times with different family members. I will come around and listen to your sentences.

(Students begin the activity. The teacher observes and encourages them.)

Teacher: Wonderful. You all did a great job using 'he' and 'she'. Now that we have practised, let us get ready for our next exciting task.

Auditory

Teacher: We have been learning about how to use 'he', 'she' and 'it' in sentences. Now, let us practise together with a fun listening activity.

Auditory*

Listen to your teacher carefully. Your teacher will read out a few sentences. Complete the sentences with he, she or it.

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(Open page 103 to get the sentences for Auditory)

Teacher: I will read a sentence, but I will leave a blank. You need to think carefully and say the correct word. We use 'he' for a boy, 'she' for a girl and 'it' for a thing. Are you ready?

Teacher: Listen carefully. Sneha is in the garden. What do we say for Sneha? Think and answer. Yes, 'she' is reading a book.

Teacher: Well done. Now, listen to the next one. 'Isha is my sister'. What word should we use for Isha? Yes, 'she' likes to play with clay.

Teacher: That is correct. Let us try another one. 'Manoj is in the park'. What do we say for Manoj? Yes, 'he' is playing with his friends.

Teacher: Fantastic. Now, for the last one. 'Look at this bag'. What should we say for the bag? Yes, 'it' is so big.

Teacher: Great job, everyone. You all are getting better at using 'he', 'she' and 'it' in sentences. Keep practising and you will become experts. See you in the next class now.

Pictorial

Teacher: We have been learning how to use 'he' and 'she' in sentences. Now, let us look at this beautiful picture together.

Pictorial PS

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



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(Students will do this activity)

MUST DO

10 MIN.



Teacher: Can you see the children playing in the park? Let us give them names. The girl on the swing can be Sayema. The children on the slide can be Rani and Mohit. The boy climbing up the slide can be Fazal. The girl reading the book can be Pooja. The two children sitting with Pooja can be Ronny and Anna.

Teacher: You will describe some parts of the picture and you will help me complete the sentences using 'he' or 'she'.

Teacher: Look at the girl on the slide. ____ is sliding down happily. Yes, 'she' is sliding down.

Teacher: Now, see the boy on the swing. ____ is swinging high. That is right, 'he' is swinging high.

Teacher: There is another boy climbing the ladder. ____ is going up the steps. Well done, 'he' is going up the steps.

Teacher: Look at the two girls sitting on the grass. ____ is reading a book and Blank is listening to her. Fantastic, 'she' is reading a book and 'she' is listening.

Teacher: Excellent work. Now, turn to your partner and describe any part of the picture using 'he' or 'she'. Let us practise together.

Teacher: That was a fun activity. You all did an amazing job. Keep practising and see you in the next class now. Tomorrow, we will start a new chapter together.

Differentiated Activities

110 km/hr



Form five sentences using 'he', 'she' or 'it' based on a different picture given by the teacher.

80 km/hr



Write three sentences describing the given picture using 'he', 'she' or 'it'.

40 km/hr



Match given sentences with the correct pronoun ('he', 'she' or 'it').

Home Task

Look at a family photo and write three sentences describing what each family member is doing. Use 'he' or 'she' correctly in each sentence.

Period 2

Interacting better

Teacher: Good morning, everyone. I hope you all had a wonderful day yesterday. Before we begin today's lesson, let us have a quick and fun discussion. Think about your favourite story. It can be a fairy tale, a fable or even a story that someone in your family has told you.

SHOULD DO

10 MIN.



Interacting better ICL

Write the name of your favourite story in the given space.
Tell your partner why you like this story. _____

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(Students are going to do Interacting better)

Teacher: Now, write the name of your favourite story in the given space. Take a moment to think about why you like this story. Is it because of an interesting adventure, a funny character or a wise lesson?

Teacher: Once you have written it down, turn to your partner and share your favourite story with them. Tell them why it is special to you. Listen to your partner's story carefully and notice if it has something exciting in it.

Teacher: Now, let us have some volunteers to share. Who would like to tell the class about their partner's favourite story?

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

Jas and Daarji are talking to each other. Daarji tells Jas to always be safe while going to school. Jas asks Daarji, "Why is it important to be safe?" Daarji smiles and tells Jas the story of Little Red Riding Hood.

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Teacher: Now that we have spoken about our favourite stories, let us read a short conversation between Jas

MUST DO

10 MIN.



and his grandfather, Daarji on page 47. I want you to listen carefully and think about what Jas is learning from this conversation.

Teacher: Have you ever been told to be careful when going somewhere alone? What are some safety tips your parents give you?

Teacher: That is right. Parents and elders always tell us to be careful. But why do you think they do that?

Teacher: Jas is also curious about safety, so he asks his grandfather a question. What do you think Daarji tells him? Let us read and find out.

Teacher: As we read, try to think about how this conversation connects to your own experiences. Have you ever asked an elder about something important?

Teacher: Why do you think Daarji chose to tell Jas the story of 'Little Red Riding Hood' instead of just answering his question directly? What do stories help us learn?

Once there was a little girl. She liked to wear a red cape. Everyone called her Little Red Riding Hood.

One day, Red's mother told her, "Grandma is sick, Little Red. Please take some food for her." Red was happy to help her mother. Mother **gave** Red a basket of food. She said, "Do not stop along the way and do not talk to strangers." Red nodded.



47

Teacher: Now, let us start reading the first two paragraphs of 'Little Red Riding Hood'. This story is about a little girl who wears a bright red cape and is loved by everyone.

COULD DO

20 MIN.



Teacher: One day, Red's mother asks her to take some food for her sick grandmother. She gives her a basket of food and tells her something very important.

Teacher: What do you think her mother tells her? Look at the paragraph and read carefully.

Teacher: That is right. She tells Red not to stop on the way and not to talk to strangers. Why do you think she gives this advice?

Teacher: This story teaches us a lesson even before we finish reading it. What do you think would happen if Red does not listen to her mother?

Teacher: Think about what could happen next. Will Red reach her grandmother safely or will she face a problem? We will continue reading in the next class to find out.

Differentiated Activities

110 km/hr



Explain why Red's mother warned her and predict what might happen if Red does not listen.

80 km/hr



Who is relating the story and to whom?

40 km/hr



Name two characters from the story and say one thing about each.

Home Task

Draw a picture of Little Red Riding Hood and write one sentence about her.

Period 3

Teacher: Good morning, everyone. Yesterday, we started reading the story of 'Little Red Riding Hood'. Can anyone remind me what happened in the beginning?

SHOULD DO

5 MIN.



Teacher: That is correct. Red's mother gave her a basket of food and asked her to take it to her grandmother. Red's mother told her not to stop or talk to strangers. Now, let us think. What do you think might happen next?

Teacher: Let us open page 47 in our books and continue reading to find out.

Teacher: Now, we will read the next part of the story. Red saw beautiful flowers and stopped to look at them. She forgot her mother's words. A wolf saw her. The wolf asked where she was going.

MUST DO

20 MIN.



Teacher: She told the wolf about her grandmother. The wolf, being very hungry, decided to go to Grandma's house first.

Teacher: Do you think it was a good idea for Red to stop and talk to the wolf?

Teacher: Let us read what the wolf did when he reached the house.

Teacher: The wolf saw that Grandma was not home. So, he wore her clothes and climbed into her bed, pretending to be her.

Teacher: What do you think will happen when Red arrives? Let us continue reading.



On the way, Red saw some beautiful blue flowers. She forgot her mother's words. She stopped to look at the flowers. A wolf saw Red. "Where are you going?" the wolf asked Red. "I am visiting Grandma.

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"She lives near the river," Red replied. The wolf was **very** hungry. He was looking for food. He thought, "I will go to Grandma's house and eat them both."

The wolf hurried on and reached Grandma's house **first**. The house was empty. Grandma was in the city to visit the doctor. The wolf went inside. He put on Grandma's clothes and got into her bed.

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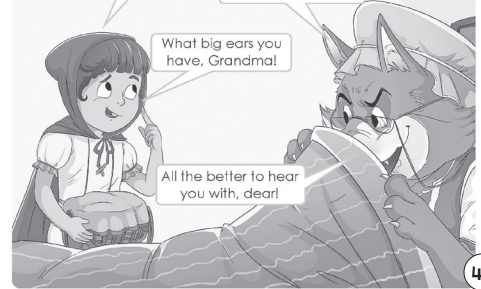
Soon, Red arrived and knocked on the door. The wolf answered, "Come in, dear." Red noticed that Grandma looked strange. Her voice was different too.

What big eyes you have, Grandma!

All the better to see you with, dear.

What big ears you have, Grandma!

All the better to hear you with, dear!



48

Teacher: Now that we have read this part, let us think. Why did Red not realise that Grandma looked different?

COULD DO

15 MIN.



Teacher: If you were in Red's place, what would you have done?

Teacher: Let us predict. What do you think will happen next?

Teacher: Well done, everyone. Tomorrow, we will continue reading to see what happens next. See you in the next class.

Differentiated Activities

110 km/hr



If you were Red, what questions would you ask to check if it was really Grandma?

80 km/hr



Describe what the wolf did to trick Red.

40 km/hr



Name two things Red noticed about Grandma that were different.

Home Task

Read the story at home, take help of any adult if needed.

Period 4

Teacher: Good morning, everyone. Yesterday, we read about how the wolf tricked Red by dressing up as Grandma. Can anyone recall what Red noticed that was different about Grandma?

SHOULD DO

10 MIN.



Teacher: Yes, she saw that Grandma had big eyes, big ears and a big mouth. But instead of running away, she stayed and asked more questions. What do you think will happen next?

Teacher: Let us open our books and continue reading the final part of the story on page 49.

Teacher: Now, we will read the part where Red finally realises that it is not Grandma. Let us read what happens next.



Teacher: The wolf jumped out of bed, trying to catch Red. Just then, Grandma returned home. She quickly grabbed a broom and scared the wolf away.

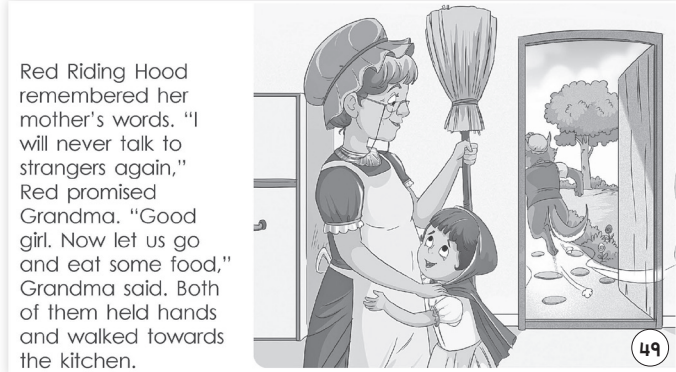
MUST DO

20 MIN.

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Teacher: What do you think would have happened if Grandma had not arrived on time?

Teacher: After the wolf ran away, Red understood her mistake. She remembered her mother's words and promised never to talk to strangers again.



Teacher: Why do you think it is important to listen to elders when they warn us about safety?

COULD DO

10 MIN.

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Teacher: Now that we have finished the story, let us think about what we have learnt.

Teacher: Why do you think the wolf was able to trick Red so easily?

Teacher: What would you do if a stranger spoke to you while you were walking alone?

Teacher: The story teaches us an important lesson about listening to our elders and being careful.

Teacher: Well done, everyone. You all did a great job. Tomorrow, we will do some fun activities based on the story. See you in the next class.

Differentiated Activities

110 km/hr

Write a short paragraph about what you would have done if you were in Red's place.

80 km/hr

List two things Red did wrong and two things she should have done instead.

40 km/hr

Who helped Red in the end? How did they save her?

Home Task

Draw a picture of your favourite scene from the story and write one sentence about it.

Period 5

Recalling better

Teacher: Let us quickly recall the story of 'Little Red Riding Hood'. Who can tell me what Red Riding Hood's mother asked her to do?

SHOULD DO

5 MIN.

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Recalling better

- Little Red Riding Hood's mother asked her to take some food to her sick grandmother.
- Red's mother asked Red not to talk to strangers on the way.
- On the way, Red met a wolf. She forgot her mother's words. Red told him that she was going to visit Grandma.
- The wolf ran to Grandma's house so that he could eat them both.
- Grandma was not at home. The wolf dressed up as Grandma and lay in her bed.
- Red reached Grandma's house. She thought Grandma looked strange. Her voice was different too.
- The wolf jumped out of bed to catch Red.
- Grandma returned home and saved Red.
- Red promised Grandma that she would never talk to strangers again.

Students: She asked her to take food to Grandma.

Teacher: That is correct. What did Red Riding Hood forget on her way?

Students: She forgot her mother's words and stopped to look at flowers.

Teacher: Good thinking. What happened when Red reached Grandma's house?

Students: The wolf had dressed up as Grandma and was waiting for her.

Teacher: And finally, how did Red and Grandma get saved?

Students: Grandma scared the wolf away with a broom.

Teacher: Well done, everyone. Now, let us move to some important words from the story

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

Sight words

Sight words: gave very first off FULL 49

Teacher: We will now focus on some sight words that appeared in our story. The words are 'gave, very, first, off'. Let us read them together.

MUST DO

10 MIN.

49

Teacher: The word 'gave' means to hand something to someone. Can anyone make a sentence with 'gave'?

Students: Red Riding Hood 'gave' the food to Grandma.

Teacher: Excellent. What about 'very'? It makes something stronger. Who can try?

Students: The wolf was 'very' hungry.

Teacher: Great. 'First' tells us about order. Can someone use it in a sentence?

Students: 'First', Red Riding Hood met the wolf.

Teacher: That is correct. And what about 'off'?

Students: The wolf ran 'off' into the forest.

Teacher: Wonderful. Keep these words in mind while reading stories.

Teacher: Now, let us go outside for a fun sports session. We will play a relay race. In this game, each team will run to a station and recall one event from the story before passing the baton. The team that completes the relay with the correct sequence wins.

(Students play the game while recalling story events.)

Teacher: Now let us go back to the class.

Differentiated Activities

110 km/hr



Retell the story in your own words with a partner.

80 km/hr



Write three sentences about what you learnt from the story.

40 km/hr



Draw a picture of your favourite part of the story and label it.

Home Task

Write three sentences about the lesson Red Riding Hood learnt from her experience.

Period 6

Learning better- Excelling Comprehension

Teacher: Good morning, everyone. I hope you all are feeling great today. Before we start, can anyone recall what we learnt in the last class?

Teacher: That is right. We completed the story of 'Little Red Riding Hood'. Today, we will test our understanding of the story by doing some exercises. Please open your books to page 50.

Teacher: Let us start with Exercise A. You need to colour the correct answers with a yellow crayon. Read each sentence carefully and choose the correct word. Take your time and think before colouring.

Learning better CBA Full

Excelling Comprehension

A Colour the correct answers with a yellow crayon.

1. Red took some **food** / flowers for Grandma.
2. On the way, Red saw some **blue** / pink flowers.
3. Grandma lived near the **sea** / river.
4. Red noticed that Grandma looked **tired** / strange.

50

Teacher: Now, let us move to Exercise B. Read the statements and write 'T' for True and 'F' for False. Think about what happened in the story before answering. Remember to go back to the text if you need to check.

B Write T for true or F for false.

1. Mother asked Red to pick some flowers for Grandma. _____
2. Red stopped to look at some blue flowers on the way. _____
3. The wolf told Red that Grandma was sick. _____
4. The wolf reached Grandma's house before Red. _____

50

Teacher: Once you have finished, we will discuss the answers together.

C Write short answers.

1. Why was the girl called Little Red Riding Hood?
2. Why was Red visiting Grandma?
3. Why did the wolf ask Red where she was going?

50

Teacher: Now, let us move to Exercise C. These are short answer questions based on the story. You will write the answers in your notebooks.

Teacher: Why was the girl called 'Little Red Riding Hood'? Think about what she wore. Write your answer in one sentence.

Teacher: Why was Red visiting Grandma? We have read this in the story. Write it in a complete sentence.

Teacher: Lastly, why did the wolf ask Red where she was going? This is an important part of the story. Answer carefully.

Teacher: Once you finish writing, check your answers. If you need any help, raise your hand.

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

Teacher: If you finish early, I have an extra challenge for you.

Teacher: In your notebooks, write one more question about the story that you think is important. Once you have written it, exchange your notebooks with a partner.

Teacher: Now, try to answer your partner's question. Do not make it too easy. Think of a question that will make them think.

(Observes students working and encourages them to discuss their answers)

Teacher: Fantastic. I love how you all think critically about the story.

Differentiated Activities

110 km/hr



Write a short summary of the story in five sentences.

80 km/hr



Write one sentence about what you liked most in the story.

40 km/hr



Which is your favourite scene from the story and write one sentence about it.

Home Task

Fill 'My Scribble and Secrets'.

Period 7



Excelling Vocabulary



Vocabulary DING WR P

D Read these words aloud.

pass less loss fuss

Now, look at the pictures. Name them. Read the words aloud.

1. che_____  2. dre_____ 

3. gla_____  4. gra_____ 

50

Teacher: Let us begin today's lesson with some vocabulary-building exercises. Open your books to page 50 and look at the words in Exercise D. Read these words aloud after me: 'pass, less, loss, fuss'. Can anyone tell me what all of these words have in common? That is correct. They all end with double 's'.

SHOULD DO

10 MIN.

Teacher: Now, let us move to the picture-based activity. Look at the images and try to complete the words with 'ss'. What do you see in the first picture? (Students respond.) Yes, that is a game of chess. The letters 'che' are given. So, which letters are missing? That's correct the missing letters are 'ss'. We will write 'ss' in the blanks to complete the word 'chess'. Let us complete the rest in the same way.

MUST DO

20 MIN.

Teacher: Now, let us play a fun matching game. Look at Exercise E. Let us first read the words aloud. Repeat after me. (Read aloud the words and wait for students to repeat after you.) Now, let us look at the pictures carefully. Can you find which word goes with which picture? Look at the word 'circus'. Which image shows a circus? (Students respond.) Well done. Now match all the words with their correct pictures.

E Match the words with the pictures, as shown. Read the words aloud.

1. circus 2. cylinder 3. circle 4. centre



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Teacher: Great job. Now, we will do a word train activity in Exercise F. Look at the first example. 'Wolf' ends with 'f', so the next word starts with 'f' – 'frog'. Let us continue this pattern to complete the word train. Try to think of words that fit this rule.

F Complete the word train. Write a word that begins with the last letter of the word before it. Take help from the example.



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Teacher: Now, let us challenge ourselves with a fun word chain game. I will say a word and the next person must say a word that starts with the last letter of my word. For example, if I say 'apple', the next person should say a word that starts with 'e', such as 'elephant'.

COULD DO

10 MIN.

Teacher: Let us try together. I will begin with the word 'sun'. Who will go next? (Students respond.) Fantastic. Keep going. Let us see how long we can keep the chain going without repeating words.

Teacher: Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.

 You may show the **I Explain** given on the digital platform.

Differentiated Activities

110 km/hr



Form a sentence using any three words from today's lesson.

80 km/hr



Complete an extra set of word trains using new words.

40 km/hr



Identify and say aloud any two words from the word-matching exercise on page 51.

Home Task

Write five new words from today's lesson in your notebook. Use each word in a sentence.

Period 8

Teacher: Let us begin today's session with a quick warm-up. I will say a sentence, but something will be missing. You need to complete it with the correct word. Ready?



Teacher: The colour of the sky is... (Students respond)

Teacher: The opposite of 'small' is... (Students respond)

Teacher: Great job. Now, let us move on to spellings.

Excelling Spelling

Teacher: Open your books to page 51. We will work on spellings today. Look at the pictures in your book. They are clues for words that begin either with 'bl' or 'pl'. Let us try the first one together.



Spellings
G Fill in the blanks to complete the bl and pl words. Read the words aloud.

1. b _ l _ _ 2. b _ l _ _

3. p _ l _ _ 4. p _ l _ _

Teacher: The first word starts with 'bl'. It is a colour and it matches the splash of paint. Can anyone guess? (Students respond)

Teacher: Yes, it is 'blue'. Now, complete the remaining words on your own. Once you are done, we will read them aloud together.

Teacher: Now, let us move on to punctuation. Look at Exercise H. These sentences need proper punctuation marks. Let us read the first one together—'what a lovely day'. Does it sound like a question or an exciting statement?

(Students respond)

You may show the **Spelling Activity** given on the digital platform.

Punctuation
H Rewrite the sentences in your notebook. Use capital letters, full stop (.) question mark (?) or exclamation mark (!) in each sentence.

1. what a lovely day
2. where are you going
3. fara and usha went to school
4. red was happy to help her mother

Teacher: Yes. It is an exciting statement, so we will add an exclamation mark at the end. Now, look at the second sentence 'where are you going'. What do we need at the end?

(Students respond)

Teacher: Correct. It is a question, so we must add a question mark. Now, write all the sentences in your notebook using the correct punctuation.

Teacher: You all worked very hard today. Now, let us play a quick challenge. I will say a sentence without punctuation and you have to tell me which mark to use.



Teacher: Here is the first one. 'Wow this is amazing'. What punctuation do we need? (Students respond)

Teacher: Yes, we need an exclamation mark. Next sentence. 'What is your name'. (Students respond)

Teacher: Right. It is a question, so we add a question mark. Well done.

Teacher: Well done, everyone. You all did a fantastic job today. I loved how focused you were on the spellings and punctuation. Keep practising at home and soon you will be punctuation experts. Do not forget to complete your home task. Now, let us all give ourselves a big round of applause. See you in the next class.

Differentiated Activities

110 km/hr

Write two additional sentences and punctuate them correctly.

Example:

- My favourite colour is blue.
- Can you help me with my homework?

80 km/hr

Correct three punctuation errors in the given sentences.

Example (correcting errors in given sentences):

- What a lovely day.
- Where are you going?
- Tara and Usha went to school.

40 km/hr

Identify the correct punctuation mark from given choices.

Example:

Which punctuation mark is needed in this sentence?

- What a beautiful painting _ (. ? !)

Answer: !

Home Task

Read Exercise H aloud at home.

Period 9

Excelling Grammar

Teacher: Good morning students. Today, we are going to learn about pronouns. Pronouns help us avoid repeating names in sentences. Instead of saying 'Ravi is playing. Ravi is running fast', we can say 'Ravi is playing. 'He' is running fast.'



Grammar CING

Read these sentences.

1. Red saw some flowers. Red stopped to look at the flowers.
Red saw some flowers. She stopped to look at the flowers.
In the second sentence, she is used in place of the naming word Red.

2. Red and Grandma are in the jungle. Red and Grandma are looking for berries.
Red and Grandma are in the jungle. They are looking for berries.
In the second sentence, they is used in place of the naming words Red and Grandma.

Some words are used in place of naming words.

- **I** to talk about yourself
I have a little kitten.
- **he** to talk about a boy or a man
John is active. He plays football.
- **she** to talk about a girl or a woman
Rani is laughing. She is happy.
- **it** to talk about a bird, animal or thing
The book was here. Have you seen it?
- **we** to talk about more than one person
Ravi and I are packing. We are going on a trip.
- **you** to talk to a person about him/her
Are you new to this school?
- **they** to talk about boys, men, girls, women, birds, animals or things
The girls are playing. They have a match tomorrow.

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Teacher: Let us look at some examples on the board.
(Read the sentences and explain how pronouns replace nouns.)

Teacher: Now, let us try a quick exercise. I will say a sentence and you will replace the noun with a pronoun.

- 'Amit has a bicycle. Amit rides it to school.'
- 'The dog is barking. The dog is very loud.'

Students: 'He rides it to school.' and 'It is very loud.'

Teacher: Well done. Now, open your books on page 52 to the Grammar section and let us read a few more examples together.

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

Poster **MUST DO**
15 MIN.

English Theme 5: We Stay Safe and Healthy

PRONOUNS

Lata is in the garden. She is playing.

Raman and Falak are sitting together. They are talking.

Gargi and I study in the same class. We are partners.

Mix and match the words given in each column to make meaningful sentences.

Proper Nouns	Pronouns	Helping Verbs
Rohit	I	am
Aruna	you	is
Priya and Parul	he	are
Mona	she	was
Bilal, Sam and Rhea	it	were
Monty	we	have
Howrah Bridge	they	has
Mohan	me	had

Photo credits: All icons and photographs courtesy Shutterstock.com

Teacher: Now, I have a 'Pronouns Poster' that will help us remember pronouns easily.

(Shows the 'poster with Proper Nouns, Pronouns and Helping Verbs'.)

Teacher: Look at the table. On the left, we have 'proper nouns', such as 'Rohit' and 'Aruna'. In the middle, we have 'pronouns', such as 'he' and 'she'. On the right, we have 'helping verbs', such as 'is' and 'are'. When we match them, we get meaningful sentences.

Teacher: Let us read a few sentences together.

(Point at the poster while students read aloud.)

Teacher: Now, I will paste this poster on the classroom wall so you can refer to it whenever you need help with pronouns.

Teacher: Before we finish, let us do a fun pronouns activity. I will say a sentence with a missing word and you will fill in the blank with the correct pronoun.


COULD DO
10 MIN.

1. 'Riya and I are best friends. ___ love playing together.'
2. 'Amit has a pet dog. ___ takes care of it every day.'
3. 'The sun is shining brightly. ___ is very hot today.'


(Teacher encourages all students to participate.)

Teacher: Well done, everyone. You all did a fantastic job today. I am so proud of how well you understood pronouns. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.


Differentiated Activities

110 km/hr
 Write five sentences using different pronouns and underline the pronoun in each sentence.

Example: They went to the park for a picnic.

80 km/hr
 Fill in the blanks with the correct pronoun from the given choices (he, she, they, it, we).

Example: ___ is sleeping under the tree. (it/he)

40 km/hr
 Match the pronouns to their correct usage.

Example: We → yourself and others.

Home Task

Write five sentences using different pronouns from today's lesson. Try to use 'he', 'she', 'it', 'they', 'we' and 'you'.

Period 10

Excelling Grammar

Teacher: Good morning, everyone. I hope you are all ready for today's lesson. Let us begin by opening your books to page 52. Today, we will focus on pronouns and road safety rules. First, let us recall what pronouns are. Can anyone tell me why we use pronouns in a sentence?

SHOULD DO
15 MIN.

1 Choose the correct words to fill in the blanks.

1. Gavin is my brother. _____ is ten years old. **He / She**
2. Look at the lady in the blue coat. _____ is my aunt. **He / She** 52
3. Aliya is my sister. _____ are twins. **We / They**
4. Manav, did _____ clean your room? **I / you**
5. Arun and Maria are in the park. _____ are playing on the slide. **We / They** 53

(Waits for responses)

Teacher: Excellent. Pronouns help us avoid repeating the same nouns. Now, let us look at Exercise I. I will read out the sentences and you will choose the correct pronoun to complete them. Let us start with the first sentence.

(Reads the first sentence aloud and guides students to fill in the blanks.)

Teacher: Well done. Keep going and complete the rest of the exercise.

(After students complete the exercise)

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

Excelling Concentration

Teacher: Now, let us move to Exercise J on page 53. This activity is about road safety rules. I will read the rules aloud and you will listen carefully. Then, you will choose the correct answer and colour it with a green crayon.

MUST DO

15 MIN.



Concentration*

1 Your teacher will read out some rules. Colour the correct answers with a green crayon.

1. Always walk on the **road / footpath**.
2. Cross the road at the **tiger / zebra** crossing.
3. Never run or play on the **road / playground**.
4. Never **sit / stand** inside a moving bus or van.
5. Never put your hand out of a moving **house / vehicle**. 53

Teacher: Always walk on the... road or footpath? (Pauses for student responses)

That is right, we must walk on the footpath to stay safe from vehicles.

Teacher: Cross the road at the... tiger or zebra crossing? (Pauses for student responses)

Excellent. The zebra crossing is the safest place to cross the road.

Teacher: Never run or play on the... road or playground? (Pauses for student responses)

Yes, very good. Roads are for vehicles and playgrounds are for playing.

Teacher: Fantastic work, everyone. You all have understood the importance of road safety. Can anyone tell me why we should always look both ways before crossing the road?

Teacher: Great answer. Looking both ways helps us ensure there are no vehicles coming. Here is another question—why should we never put our hands outside a moving vehicle?

Teacher: Yes, that is correct. It can be dangerous as we might get hurt. Always remember these rules to stay safe on the road.

Teacher: Now, let us end the class with a fun challenge. I will give you different situations and you will tell me which pronoun fits best. For example, if I say, 'Rita is my best friend. ___ loves to read books,' you will say 'She.' Are you all ready? Let us begin.

COULD DO

10 MIN.



(Engages students in a quick revision game with pronouns)

Teacher: Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.

Differentiated Activities

110 km/hr



Create three sentences using pronouns and road safety rules in them.

80 km/hr



Fill in the blanks with the correct pronouns in five given sentences.

1. ___ is my best friend. (he/she)
2. ___ are playing in the garden. (they/we)
3. The cat is sleeping. ___ looks very comfortable. (it/he)

40 km/hr



Passage:

Aisha and Rohan went to the park. They played on the swings and slides. She loved the swings, while he enjoyed running around. After some time, they sat on a bench and ate ice cream. Aisha said, 'This is delicious.' Rohan replied, 'Yes, it tastes amazing.' Then, we all walked back home together.

Task:

Identify the pronouns in the passage and underline them.

Home Task

Write three safety rules that you follow while walking on the road. Then, write one sentence using the pronoun 'they' correctly.

Period 11

SHOULD DO

10 MIN.



Excelling Language

Language

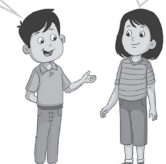
21st CS LAD OLD

K Work in groups of four. Take turns to ask and answer the questions given below. Each group member must answer all the questions.

1. Which is your favourite colour?
2. Do you wish to have a pet? If yes, which one?
3. Do you like going to the park?
4. Which is your favourite sport?

Which school do you go to?

I go to St Mary's School.



53

Teacher: Good morning, everyone. I hope you all are feeling great today. Before we begin, let us recall what we learnt in the last lesson. Who can tell me one thing they remember?

(Teacher listens to responses and appreciates students.)

Teacher: Wonderful. Now, please open your books to Exercise K. In this exercise, you will work in groups of four. Each group member will take turns asking and answering questions.

Teacher: Let us see an example. If I ask, "Which school you go to?", how would you answer?

(Student: I go to St. Mary's School.)

Teacher: That is correct. Now, I want you all to take turns asking and answering the questions in your groups. Make sure everyone participates.

(Teacher moves around the class, guiding students as they practise.)

Teacher: Great work, everyone. You spoke so well. Now, let us move to our next task.

Excelling Expression

 Expression
Imagine that you are Red. Write five sentences about yourself in your notebook. 53

Teacher: Now, we will do Exercise L in our notebooks. Imagine that you are Red Riding Hood and write five sentences about yourself.

MUST DO

20 MIN.

Teacher: Let us think together. If Red Riding Hood were to introduce herself, what would she say? She might say, "I love my grandmother," or "I wear a red cape." Can you think of more sentences?

(Teacher encourages students to share their thoughts.)

Teacher: Excellent ideas. Now, write five sentences in your notebooks. Remember to use capital letters, punctuation and correct grammar. I will walk around to check your work.

(The teacher observes and assists students while they write.)

Teacher: Since you all did a fantastic job, let us play a quick game. I will say a sentence about a character from the story and you will guess who it is.

COULD DO

10 MIN.

Teacher: This character tricked Red Riding Hood. Who is it?

(Student: The Wolf.)

Teacher: Correct. Now, this character wears a red cape and loves her grandmother. Who is it?

(Student: Little Red Riding Hood.)

(Teacher continues the game to reinforce learning in a fun way.)

Teacher: Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.

Differentiated Activities


110 km/hr

 Write a short paragraph answering all four questions in complete sentences with correct punctuation.

Example:

My favourite colour is blue. I wish to have a pet dog. I like going to the park because I enjoy playing there. My favourite sport is football.

80 km/hr

 Answer any two questions in complete sentences with proper punctuation and capitalisation.

Example:


Q: Which is your favourite colour?

A: My favourite colour is red.

Q: Do you like going to the park?

A: Yes, I like going to the park.

40 km/hr

 Match the given answers with the correct questions from the exercise.

Example:

1. Which is your favourite colour?
2. Do you wish to have a pet?

Home Task

Ask a family member about their favourite childhood story. Do you know the story? If not then, ask the family member to tell it to you. Write it in 100 words in your notebook.


Period 12

SHOULD DO

15 MIN.

Creating better

Teacher: Good morning, everyone. I hope you all are ready for a fun and creative activity today. We have been learning about safety rules and how to make the right choices. Today, we will make something that helps everyone stay safe on the roads.

 **Creating better** Art 1 2 or CS

Use an ice-cream stick and red, yellow and green coloured paper to make a traffic signal.

1. Cut out a circle each from the red, yellow and green coloured papers. They should be of the same size.
2. Stick the three circles on the ice-cream sticks. Make sure that red is at the top, yellow in the middle and the green at the bottom. 53
3. To make the stand, cover an empty matchbox with brown paper. Now, stick the traffic light on the box. 54

Teacher: Can anyone guess what it is? Who can tell me the three colours of a traffic light? Correct. Red, yellow and green. Now, what do these colours mean? Yes, red means stop, yellow means wait and green means go.

Teacher: Today, we will make our own traffic signal using coloured paper and an ice-cream stick. Take three circles—one red, one yellow and one green. Stick them in the correct order on the ice-cream stick. Where should the red circle go? That is right, on top. Yellow goes in the middle and green goes at the bottom.

Teacher: Now, let us make a stand for our signal. Take a small box, cover it with brown paper and attach your traffic light to it. Once you are done, hold it up and explain its meaning to your partner.

Teacher: Why do we need traffic lights? What happens if people do not follow traffic signals? Let us discuss.


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

Thinking better

Teacher: Now, let us think about an important lesson from our story. Red's mother told her not to talk to strangers and to go straight to Grandma's house. But did Red listen? No, she stopped to admire the flowers and spoke to the wolf. What happened next?

MUST DO

15 MIN.

 **Thinking better** COD HOTS 2Lr.CS

Think and discuss.
Why should Red have listened to her mother? Should you listen to your parents? 54

Teacher: Yes, the wolf tricked her and got to Grandma's house first. Now, let us discuss. Why should Red have listened to her mother? Why do our parents give us instructions? Think about a time when your parents gave you advice that helped you.

Teacher: Imagine if Red had followed her mother's words. What do you think would have happened differently in the story? Let us share our thoughts.


Teacher: Listening to parents and elders is very important. They want to keep us safe. What are some other rules that your parents give you for your safety? Let us list a few together.

Choosing better

Teacher: Now, let us think about real-life situations where we need to make the right choices. Imagine you are waiting for your school bus and a stranger starts talking to you in a friendly way. What will you do?

COULD DO

10 MIN.

 **Choosing better** EXL LSV 2Lr.CS

You are waiting for your school bus at the bus stop. A stranger starts talking to you in a friendly way. What would you do? Would you leave talk to them? Give reasons for your answer. 54

Teacher: Should you talk to them or walk away? Why? Think carefully before you answer.

Teacher: If a stranger offers you a gift, should you take it? No, we should never accept anything from strangers without our parents' permission.

Teacher: Now, let us share different ways to stay safe when we are alone in public places. What should you do if someone makes you feel uncomfortable? Who should you talk to if you feel unsafe?

Teacher: Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your safety rules and I will

see you in the next class. Give yourselves a big round of applause.

Differentiated Activities

110 km/hr



What should you do if a stranger tries to offer you something?

80 km/hr

How can you refuse a stranger's request?

40 km/hr

Whom should you talk to if you feel unsafe around someone?

Home Task

Write five safety rules that you should follow at home and in school.


Period 13

SHOULD DO

10 MIN.

Revising better

Teacher: Good morning, everyone. Let us begin our lesson today by revising what we have learnt so far. We have come across some new words in our lesson. Can anyone remember a difficult word that we learnt?

 **Revising better** DBL

Do not forget to add the difficult words from this lesson in your Little Book. Look up the meanings of the difficult words in your school dictionary. Write the meanings in your Little Book. 54

Teacher: Great. Now, open your Little Book and write down at least three difficult words from the lesson. Once you have written them down, use your school dictionary to find their meanings.


Teacher: Understanding the meanings of new words helps us improve our vocabulary. After finding the meanings, write them in your Little Book. If anyone needs help, raise your hand.

Teacher: Let us now share some of the words we found difficult. Who would like to go first?

MUST DO

25 MIN.

Playing better

 **Playing better** KOL PMD 2Lr.CS

Kabaddi

1. Divide into 2 teams.
2. Mark the playing area and divide it into two halves.
3. One player (raider) from the first team goes to the other team's side and tries to tag as many players from the other team as they can.
4. While tagging, the raider must say "Kabaddi, Kabaddi" and keep holding their breath.
5. The players on the other team try to avoid getting tagged.
6. If they catch the raider before the raider gets back to their side, the raider is out.
7. If the raider safely returns to their side, the tagged players will be out.
8. The team with most points wins.

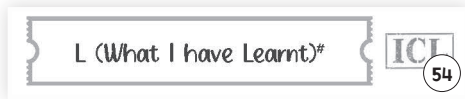
54

Teacher: Now, it is time for some physical activity. Today, we are going to play a fun game of Kabaddi. Do you know how to play this game? Let me explain the rules before we head to the playground.


Teacher: First, we will divide the class into two teams. Then, we will mark the playing area into two halves. One player from the first team will be the raider. The raider's job is to enter the other team's area and tag as many players as possible while continuously saying 'Kabaddi, Kabaddi' without stopping.


Teacher: The raider must also try to return safely to their side before getting caught. If the raider is caught before returning, they are out. The team with the most points wins.

Teacher: Now, let us go outside and play. Remember to follow the rules, play fair and have fun.



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. **SHOULD DO** 

Teacher: Think about the topics we have Learnt and write them neatly in the 'L' column of the chart. **5 MIN.** 

(Wait for students to fill in the chart.)

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

 Write a short paragraph explaining the rules of Kabaddi in your own words.

Example: Kabaddi is a team game played between two teams. One player from a team, called a raider, goes to the other side to tag opponents while saying 'Kabaddi, Kabaddi' without stopping. If they return safely, the tagged players are out. If they are caught, they are out. The team with the most points wins.


80 km/hr

 Arrange the given Kabaddi rules in the correct sequence.

Example:

1. Divide into two teams.
2. Mark the playing area.
3. One player (raider) goes to the other team's side... (and so on).

40 km/hr

 Match the rule with its correct explanation.
Example:

1. A raider must say 'Kabaddi, Kabaddi' → The player must hold their breath while tagging.

2. The raider is out if caught → The defending team stops the raider before they return.
3. The team with the most points wins → The team that eliminates more opponents wins the game.

Home Task

Write a few lines about your experience playing Kabaddi today. What did you enjoy the most?

Period 14

Book of Holistic Teaching

COULD DO

20 MIN.

Teacher: Good morning, everyone. I hope you all are ready to start today's lesson. We will be working on some interesting questions, so take out your notebooks and pencils. I will write the questions on the blackboard and you will write the answers in your notebooks. Let us begin with maths.

A Maths **HoLL MDA**

Maya's school playground is square in shape. **She** loves to play there. How many corners and sides does the playground have?

corners _____

sides _____

4

Teacher: I am writing a question on the board. Read it carefully. Maya's school playground is square in shape. How many corners and sides does the playground have?

Teacher: Think about the shape of a square. How many corners does a square have?

Teacher: Yes, a square has four corners. Now, let us think about the sides. How many sides does a square have?

Teacher: That is right. A square has four sides. Now, write these answers in your notebooks neatly. I will give you two minutes to complete this.

Teacher: Well done. Now, let us move on to EVS. I will write a few sentences on the board and we will discuss whether these actions are safe.

B EVS

Which of the following are safe to do? Colour the answer with a green crayon.

1. The children are sensible. **They** play in the park.
2. Rahul is smart. **He** never talks to strangers.
3. My family is careful. **We** always keep the doors of our house closed.
4. Maya is attentive. **She** never leaves the kitchen while something is cooking on the stove.

5

Teacher: Here is the first sentence. The children are sensible. They play in the park. Do you think playing in the park is a safe action?

Teacher: Yes, it is. Parks are meant for children to play safely. Now, look at the next sentence. Rahul is smart. He never talks to strangers. Why do you think Rahul is making a smart choice here?

Teacher: Absolutely right. We should never talk to strangers because we do not know their intentions. Now, read the next sentence on the board. My family is careful. We always keep the doors of our house closed. Is this a safe habit?

Teacher: Correct. Keeping doors closed protects us from strangers or unexpected situations. Now, I will give you time to write these sentences in your notebooks. Colour only the safe actions with a green crayon.

Teacher: Excellent work, everyone. You all did a great job understanding these concepts today. Keep thinking about how to stay safe in different situations. I will see you in the next class. Give yourselves a big round of applause.

Worksheet 1

Theme 5: We Stay Safe and Healthy

5. Little Red Riding Hood

Worksheet 1

Comprehension

Read the passage carefully.

A healthy life begins with healthy food habits. We need to eat nutritious meals at proper times. The first step is to have your breakfast on time. Doctors say that breakfast is the most important meal of the day. You must have breakfast within two hours of waking up. Include a glass of milk and some fruits in your breakfast. Eating a good breakfast can improve memory and concentration. It provides energy to the mind and body. A healthy breakfast gives an energetic start to the day.

12

Teacher: Now please take out your workbooks and open page 12. We will complete worksheet 1 together.

MUST DO
 15 MIN.

Teacher: Look at the passage at the top of the page. It talks about healthy food habits and why breakfast is considered the most important meal of the day. Can anyone tell me why eating a healthy breakfast is important?

Teacher: That is right. A good breakfast gives us energy and helps us concentrate better. Now, let us move to Exercise A. You need to fill in the blanks with the correct answers from the passage. Read the sentences carefully and find the answers in the text.

A. Fill in the blanks.

- A _____ life begins with healthy food habits.
- We need to eat meals at _____ times.
- _____ is the most important meal of the day.
- We must have breakfast within _____ hours of waking up.
- Eating a good breakfast can improve _____ and concentration.

12

Teacher: Great work. Now, let us move on to Exercise B. Here, you need to write T for true or F for false based on the information given in the passage. Read each sentence carefully before writing your answer.

B. Write T for true or F for false.

- We should eat nutritious meals. _____
- The most important meal is dinner. _____
- We can have breakfast at any time. _____
- Eating a good breakfast can provide energy to the mind. _____
- A heavy breakfast gives an energetic start to the day. _____

12

Teacher: Now, let us look at Exercise C. There is a picture of Mohan eating his dinner. You need to name the food items on his plate. Observe the image closely and write your answers in the given spaces.

C. Name the things that Mohan has on his dinner plate.

12

Teacher: Well done, everyone. You all worked very hard today. Keep practising good eating habits and make healthy choices every day. Give yourselves a big round of applause. See you in the next class.

Teacher: If you finish early, take a moment to reflect on what you have learnt today. Think about one healthy habit you follow at home and share it with your partner. You can also discuss why it is important to eat nutritious food every day.

COULD DO
 5 MIN.

Differentiated Activities

110 km/hr
 Write two reasons why breakfast is the most important meal of the day.

80 km/hr
 Write one reason why we should eat a balanced meal.

40 km/hr
 Draw and label any two healthy foods you eat in a day.

Home Task

Write down three food items you had for breakfast today. Identify which of them were healthy and which were not.

Period 15

12

Worksheet 2

Teacher: Good morning, everyone. I hope you are all ready for today's lesson. We will begin by working on Worksheet 2. Please open your workbooks to page 13. This worksheet will help us revise vocabulary and grammar concepts we have learnt so far.

Vocabulary

A. Fill in the blanks with **ss** to complete the words.

- bo_____
- le_____
- cla_____

B. Read the words given below. Colour the words that begin with **bl**.

block
snake
blank
solve
nest
bliss

book
best
belt
bless

13

Teacher: Let us look at Exercise A. You need to fill in the blanks using the correct letters to complete the words. I will read each word aloud and you will try to figure out the missing letters.

- The first word is 'b o _ _'. Think about a word that has a double 's' in it. (Encourages student responses)

- Yes, the answer is 'boss'.
- Now, the second word is 'le __'. What could it be? (Pauses for responses)
- Correct. It is 'less'.
- The last word is 'cla __'. Can anyone guess?
- Yes, it is 'class'. Well done.

Teacher: Now, let us move on to Exercise B. Look at the words given below and find the ones that begin with 'bl'. Once you identify them, colour them in your books.

- Which words begin with 'bl'? (Encourages students to identify)
- Great. The words 'block, blank, bliss, bless' start with 'bl'.

Teacher: For Exercise C, we will complete the word chains. Remember, the word you write should start with the last letter of the previous word. Think carefully before you write.

C. Complete the word chains, as shown. Write a word that begins with the last letter of the word before it.

1. camp - pick - kite - eyes
2. band - _____ - _____
3. late - _____ - _____

13

- The first word is 'camp'. The next word should start with 'p'. Can anyone think of a word?
- Yes. 'pick' is a correct answer. Now, what starts with 'k'?
- Good. 'kite'. And now a word starting with 'e'?
- 'eyes'. Excellent work. Let us complete the rest of the word chains in the same way.

Grammar

A. Match the pictures with the correct words.

1.  • a. they
2.  • b. he
3.  • c. she

13

Teacher: Great work so far. Now, let us do some grammar practise. In Exercise A, we need to match the pictures with the correct words. Look at the pictures and choose the correct pronoun from the options given.

- In the first picture, we see a group of people. Which pronoun fits?
- Yes, 'they'.
- In the second picture, there is a boy. What pronoun should we use?
- Correct. 'he'.
- In the last picture, we see a girl. The correct pronoun is?
- 'She'. Well done.

Teacher: In Exercise B, we will complete the blanks using the correct pronouns from the box. Read each sentence carefully and decide which pronoun fits best.

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

She They He We You

1. Ravi is my neighbour. _____ has a pet cat.
2. Nita and Gita are friends. _____ study in the same class.
3. My sister is a painter. _____ lives in Delhi.
4. Raju got his toy car repaired. _____ are going to play together.
5. _____ have my English notebook.

13

- The first sentence is 'Ravi is my neighbour. _____ has a pet cat.' What is the correct pronoun?
- Yes, 'he'.
- The second sentence is 'Nita and Gita are friends. _____ study in the same class.' What should we use?
- 'They'. Very good.
- The third sentence is 'My sister is a painter. _____ lives in Delhi.'
- Correct. 'She'.
- The fourth sentence is 'Raju got his toy car repaired. _____ are going to play together.' What is the correct pronoun?
- 'We'. Well done.
- The last sentence is '_____ have my English notebook.'
- Yes, 'I'.

Teacher: Well done, everyone. You are doing a fantastic job. Keep up the good work.

Worksheet 3

Teacher: Now, let us turn to Worksheet 3. Open your books to page 14. This worksheet focuses on listening, speaking and writing skills.

MUST DO

15 MIN.

Worksheet 3

Listening / Speaking / Writing

A. Listen to the text carefully. Circle the ways in which we can keep ourselves healthy.*

waking up early eating unhealthy food going to bed on time
looking at the screen for long hours
having breakfast on time keeping our surroundings clean

B. Discuss the following topics with your partner.

1. your morning routine
2. healthy eating habits
3. road safety
4. safety at a park

C. Look at the pictures given below. Identify the good habits shown in the pictures. Answer in full sentences.



18

Teacher: In Exercise A, I will read out some statements. Your task is to circle the correct options that show how we can keep ourselves healthy. Listen carefully and choose the right answers. (Reads out statements clearly.)

Teacher: Moving on to Exercise B, you will work with a partner and discuss the given topics. I want each of you to share your thoughts on these topics and explain your answers. Let us start with your morning routine. Who would like to begin?

Teacher: Now, let us talk about healthy eating habits. Why do you think eating healthy food is important? (Encourages student participation.)

Teacher: For Exercise C, look at the pictures given in your books. Each picture shows a good habit. Write a sentence describing what you see in the picture. Use complete sentences.

Teacher: Well done, everyone. You all are giving wonderful answers.

Teacher: Since you all have worked hard today, let us do a quick fun activity. Think about a healthy habit that you follow in your daily routine. Now, tell your partner about it in one sentence.



Teacher: You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.



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

Differentiated Activities

110 km/hr



Write three sentences using the pronouns learnt today.

80 km/hr



Match the pronouns with the correct nouns from the lesson.

- 'She' → (a) Ravi (b) Nita (c) Raju
- 'They' → (a) Nita and Gita (b) My sister (c) Ravi

40 km/hr



Identify and circle the correct pronouns from the given list.

- he, cat, she, tree (Circle the pronouns)
- they, ball, we, book (Circle the pronouns)

Home Task

Tell the chapter story to your family members and also share what you learnt from the story.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> • show interest and display coordination in playing outdoor games. • follow simple, short instructions consisting of several steps and carry out the task/project of making a traffic signal.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • engage in conversation with teachers and peers about the topics mentioned. • express their fears and talk about the time when they felt unsafe, in their secret diary. • identify the road signs and the message they convey. • role-play the characters and situations from the story with simple, short sentences framed on their own.
Cognitive Development	<ul style="list-style-type: none"> • recognise the sides and corners of the square playground based on their prior knowledge. • list a group of items as per the given category. • read, understand and recapitulate the plot, characters and events of the story. • sequence the events of the story.
Language and Literacy Development	<ul style="list-style-type: none"> • read the lesson with correct pronunciation, pauses and intonation. • identify new and difficult words and ask for their meanings. • frame simple, short sentences with sight words independently. • replace the naming words with suitable personal pronouns with a little guidance from the teacher. • learn correct spellings of multi-syllable words. • use simple marks of punctuation in the given sentences independently. • listen attentively and reproduce the sentences/answers. • read the text as per the given instructions for speech bubbles.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • read aloud and enjoy speech bubbles in the text. • follow expressive reading techniques for better understanding and engagement. • recall and reproduce the difficult words learnt in the lesson and write them in their Little Books of difficult words.
Positive Learning Habits	<ul style="list-style-type: none"> • develop a habit of asking for word meanings to expand vocabulary. • read aloud confidently, improving pronunciation and fluency.

Starry Knights

Did learners enjoy the activities in this unit? Which one remains your favourite?

Commendable, indeed.. Reward yourself with a STAR.

