

## Lesson-6: A Ride in the Metro

Theme 6:  
We Explore

16 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, My Scribbles and Secrets, CRM signs, Posters



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

Confirming better

I am careful.

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

#### To enable the students:

- to develop cognitive skills to think critically and solve problems in different subjects.
- to foster effective communication through speaking, listening, reading and writing.
- to promote emotional and social well-being through group activities and collaborative learning.
- to cultivate creativity and imagination through arts and hands-on learning experiences.
- to enhance physical coordination with motor skills through physical activities and games.
- to foster appreciation for diversity and encourage respect for different cultures and perspectives.

### Methodology

#### Period 1

**Teacher:** Good morning, everyone. I hope you all are smiling today.

SHOULD DO

10 MIN.

**Teacher:** Today, let us talk about something very important. It is about being careful.

**Teacher:** Tell me, when you walk near a staircase, what should you do?

**Students:** We should walk carefully and hold the railing.

**Teacher:** Yes, that is right. That means you are being careful.

**Teacher:** If there is water on the floor, should you run across it?

**Students:** No, we should not.

**Teacher:** Very good. You are thinking carefully.

**Teacher:** Being careful means we use our eyes, ears and brain before doing something.

**Teacher:** Can anyone give an example of when you were careful at home or in school?

**Students:** Open answers – example: I shut the cupboard slowly. I walked slowly when the floor was wet.

**Teacher:** Lovely. That shows you are thoughtful and careful.

**Teacher:** Let us all say together – 'I am careful'.

**Students:** I am careful.

**Teacher:** Well done. Let us keep this in our minds.

K (What I Know)\* ICL W (What I Want to Know)\*

55

**Teacher:** Now we will begin a new chapter, 'A Ride in the Metro'. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same column in your notebooks.

MUST DO

30 MIN.

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.

You may show the eBook given on the digital platform.

#### Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 55.

#### Kinaesthetic

##### Kinaesthetic

Work in pairs. Touch two things lying on your partner's desk. Describe them in one word each. Write the describing words in your notebook. Your partner will do the same for the things lying on your desk.

55

**Teacher:** We are going to do a fun activity in pairs.

**Teacher:** Look at your partner's desk. Touch two things on it.

**Teacher:** Now, describe each one in one word and write it in your notebook.

**Students:** We will touch and describe. Like rough or cold.

**Teacher:** Your partner will now do the same for the things on your desk.

**Students:** We are ready.

**Teacher:** Begin now. I will walk around and listen quietly. (Students do the activity in pairs.)

**Teacher:** Very good. Finish up and get ready for the next part.

## Auditory

### Auditory\*

Listen to your teacher carefully. Your teacher will read out a few sentences. Write down the describing words.

55

**Teacher:** Now, I will read some sentences. You will listen and pick out the describing words. Ready?

**Students:** Yes, ready.

**Teacher:** Sentence one – I sleep on a soft bed.

**Teacher:** What is the describing word here?

**Students:** Soft

**Teacher:** Sentence two – This tree is tall.

**Teacher:** What is the describing word?

**Students:** Tall

**Teacher:** Sentence three – Mala's cat is fluffy.

**Teacher:** Did you catch it?

**Students:** Fluffy

**Teacher:** Sentence four – My umbrella is blue.

**Teacher:** What is the describing word?

**Students:** Blue

**Teacher:** Last one – The children are happy.

**Students:** Happy

**Teacher:** Well done, everyone. You all listened carefully and found the right words.

**Teacher:** Let us clap for our good listening.

## Pictorial

**Teacher:** Now we will do one more activity.

**Teacher:** Look at the pictures in your book. You will work in pairs.

**Teacher:** Partner 1 will start. Point to each picture and describe it using one or two describing words.

**Teacher:** Then Partner 2 will do the same. Take turns. Use words like colourful, round, soft or shiny.

### Pictorial PS

Look at the pictures. Talk about each of them to your partner using describing words.



55

**Partner 1:** The backpack is orange.

**Partner 1:** The balloons are colourful.

**Teacher:** Well done. Now Partner 2, it is your turn.

**Partner 2:** The shirt is yellow.

**Partner 2:** The ball is bright and round.

**Teacher:** Lovely. Keep going and try the rest of the pictures.

**Partner 1:** The flowers are pretty.

**Partner 2:** The cat is furry.

**Partner 1:** The peacock is colourful and beautiful.

**Teacher:** Very good, both of you. I liked how you took turns and used describing words.

**Teacher:** Now give your partner a smile and say 'Well done'.

**Teacher:** That was a great activity. Tomorrow, we will begin our new chapter. Be ready.

## Period 2

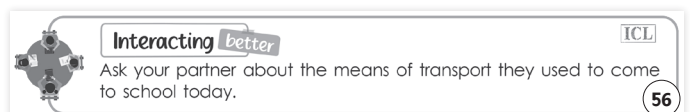
### Interacting better

SHOULD DO

10 MIN.

**Teacher:** Good morning, everyone.

Today, we will begin with the 'Interacting better' section.



**Teacher:** Please open page 56 in your books.

**Teacher:** Look at the pictures and think about the question written there – What is public transport?

**Teacher:** Public transport means vehicles that many people can use together. Can anyone name a few?

**Students:** Bus, metro, train, auto, etc.

**Teacher:** Very good. Now discuss with your partner – which of these do you think are public transport?

**Teacher:** Now, circle the pictures of public transport in your book. Work together and talk to your partner before circling.



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

**Teacher:** Now, let us start reading the story. It is called 'A Ride in the Metro'.

**MUST DO**

20 MIN.



STEP TML

Jas's cousin, Rina, is visiting him for the first time. Jas's mother, Zara, is taking them to the market. They are going to buy a gift for Jas. It is his birthday the next day. They plan to travel by the metro.

"Are you excited about your **first** ride in the metro, Rina?" asks Jas.

"Yes! I am **very** excited," says Rina.

The children walk down the road with Zara. They reach the metro station. At the entry gate, Rina sees a cardboard cutout of a girl. She runs and stands next to it.

56

**Teacher:** Please look at the top of page 56.

**Teacher:** This is a story about Jas and his cousin Rina. Rina is visiting for the first time. It is Jas's birthday tomorrow. They are going to buy a gift for him and they plan to travel by metro.

**Teacher:** Look at the first line. Jas asks Rina, Are you excited about your first ride in the metro, Rina?

**Teacher:** Why do you think he asks that?

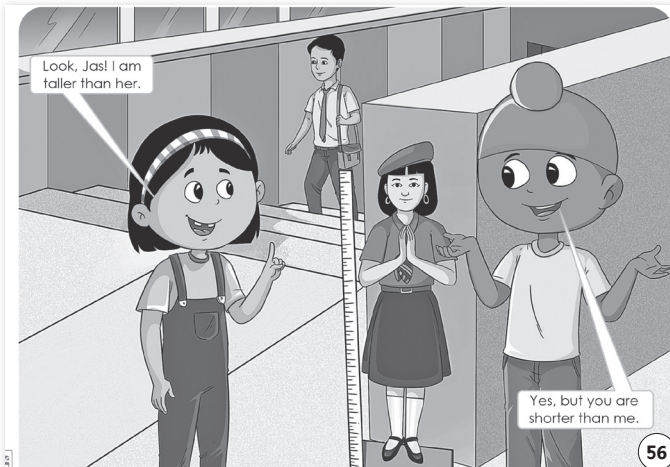
**Students:** Because it is her first time.

**Teacher:** Yes and she replies, I am very excited.

**Teacher:** Do you remember your first ride in the metro or bus? How did you feel?

**Teacher:** Look at the next part. They are walking with Jas's mother, Zara. At the metro station, Rina sees a cardboard cutout of a girl.

**Teacher:** What does she do?



56

**Students:** She runs and stands next to it.

**Teacher:** Well done. Look at the picture. What are the children doing?

**Students:** They are comparing their heights.

**Teacher:** That is right. This part shows how excited they are about their trip.

**Teacher:** Let us now talk to our partners. I want each of you to think

**COULD DO**

10 MIN.



about a time when you went on a metro or a bus ride.

**Teacher:** Partner 1 will start. Share one thing you remember from your ride.

**Teacher:** You can begin like this – 'I remember feeling happy when the train started moving' or 'I saw many people at the station'.

**Students:** I remember holding my father's hand tightly when we went on the bus.

**Students:** I saw many lights inside the metro.

**Teacher:** Very nice. Partner 2, now it is your turn to share. Listen to your friend and then speak.

**Students:** I felt excited when the doors opened.

**Students:** I remember sitting near the window.

**Teacher:** That was wonderful. You all are using such nice words to describe your memories.

**Teacher:** This helps us connect our own lives with the story we are reading. Keep up the good thinking.

### Differentiated Activity

110 km/hr



Name two public transport vehicles and write one reason why they are useful.

80 km/hr



Circle the correct options from a list of vehicles that are public transport.

40 km/hr



Match pictures of public transport with their names.

### Home Task

Talk to your parents or grandparents and ask about their first metro or bus ride. Write two sentences about what they told you.

### Period 3

**Teacher:** Good morning, everyone. I hope you are ready for another exciting part of the story.

**SHOULD DO**

15 MIN.



**Teacher:** Please open your books to page 57. Let us look at what happens after they enter the metro station.

**Teacher:** Zara gives Rina a smart card. What does she say?

**Students:** It is like a ticket for the metro.

**Teacher:** Yes, she teaches Rina how to use the smart card to enter. Look at the gate. What does Rina do?

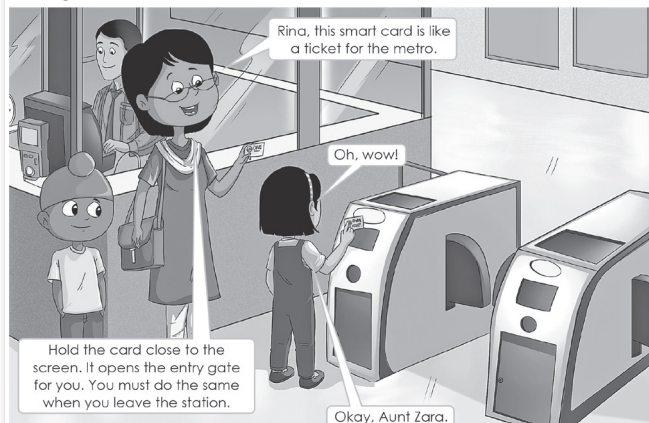
**Students:** She touches the card on the screen.

**Teacher:** Very good. That is how we enter the station using a smart card. Then they reach the platform and see the train.

**Teacher:** What does Jas say when he sees the train?



Zara gives Rina a smart card.



They reach the platform.



**Students:** Look. This is our train.

**Teacher:** And what does Zara tell them before getting in?

**Students:** Let the people get off first.

**Teacher:** That is a very important rule. We must always let others get off before we enter. Now let us move to the next page.

**Teacher:** Look at the top part of page 58. The children are now inside the train.

**MUST DO**

25 MIN.

The children step onto the train. They find seats for themselves and sit down. The doors close and the train starts moving. Rina looks out of the window. She likes the view. The train goes fast.



The train stops at a station. Some people get on the train while some get off.



**Teacher:** They sit down and the doors close. What happens next?

**Students:** The train starts moving.

**Teacher:** Rina looks out of the window. She enjoys the view. What does she say?

**Students:** The buildings look so small. I am having fun.

**Teacher:** But what is happening to Jas?

**Students:** He is feeling giddy.

**Teacher:** That is right. Sometimes we feel dizzy when the train moves fast. What does Zara do to help him?

**Students:** She gives him water and tells him he will be okay.

**Teacher:** Good. Now look at the next part. What happens when the train stops at a station?

**Students:** Some people get off and some get in.

**Teacher:** Yes, Zara tells them that the metro stops at many stations. So, we must be alert and not miss our stop.

**Teacher:** This part shows us how to travel safely and enjoy the ride too.

**Teacher:** Now think about this with your partner. If your friend is scared during the ride, what will you do?

**COULD DO**

10 MIN.

**Teacher:** Take turns and share your ideas.

**Students:** I will hold my friend's hand and say, it is okay.

**Students:** I will tell them to look out the window and enjoy the view.

**Teacher:** That is very kind. Helping each other makes travel fun and safe.

### Differentiated Activity

110 km/hr



Write any two safety rules to follow while travelling in the metro.

80 km/hr



Match the picture of the metro card, platform and gate with their correct names.

40 km/hr



Colour the picture of the metro train and circle where the people sit.

## Home Task

Ask your parents about the rules they follow while travelling in the metro or bus. Write any one rule they shared with you.

## Period 4

**Teacher:** Good morning, children. Let us begin today's lesson by turning to page 59.

**Teacher:** Today, we will read the final part of the story.

**Teacher:** Before we begin, tell me – did you enjoy reading about the metro ride yesterday?

**Students:** Yes, it was fun and interesting.

**Teacher:** Wonderful. Let us see how Rina and Jas finish their journey. Please look at the first picture on the page.

**Teacher:** In the train, Rina and Jas are sitting and talking. What does Rina say about the metro ride?

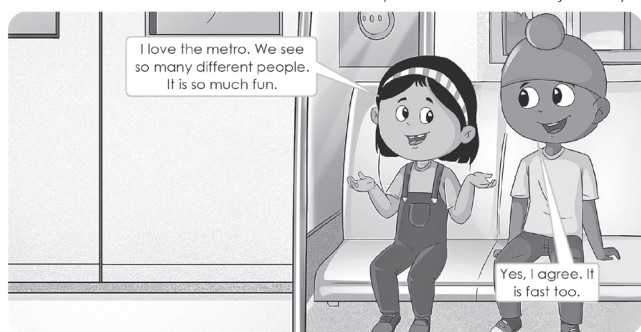
SHOULD DO

10 MIN.

MUST DO

25 MIN.

Rina and Jas wait for their station. They talk about **their** journey.



Soon, the three of them arrive at their destination. They tap their cards at the exit gate. After that, they leave the metro station. "What an exciting day!" says Rina. She was happy that she took a ride on the metro.

**Students:** She says it is fun and she saw many different people.

**Teacher:** That is right. Jas agrees with her and adds that the metro is fast too.

**Teacher:** Now look at the next part. They reach their destination. What do they do next?

**Students:** They tap their cards at the exit gate and leave the station.

**Teacher:** Very good. Why do they tap their cards again?

**Students:** So, the gate opens and they can come out.

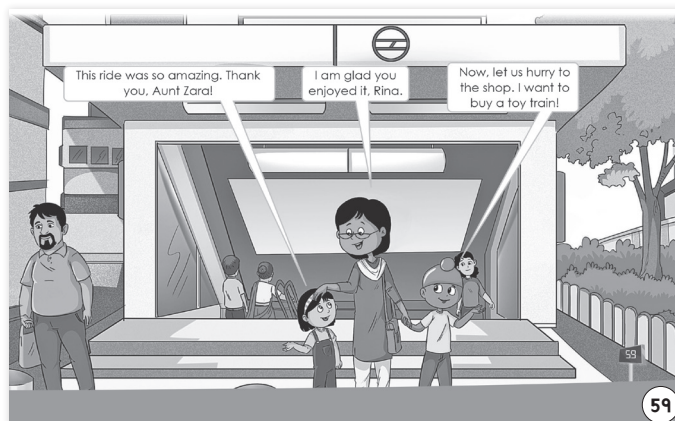
**Teacher:** Excellent. Look at the last picture. Rina says, 'This ride was so amazing. Thank you, Aunt Zara'.

**Teacher:** How is she feeling?

**Students:** She is happy and excited.

**Teacher:** Yes. Zara replies, 'I am glad you enjoyed it, Rina'. What does Jas say?

**Students:** He says, 'Let us hurry to the shop. I want to buy a toy train'.



**Teacher:** So, the metro ride made Jas and Rina feel happy, curious and excited. What did you learn from this story?

**Students:** We should follow rules. / We should enjoy travelling safely. / Use smart cards.

**Teacher:** Very thoughtful answers. You understood it well.

**Teacher:** Now, close your eyes and think about your dream train ride.

**Teacher:** Where would you like to go?

What would you see out the window?

**Teacher:** Now share your dream metro or train ride with the class.

**Students:** I would go to the hills and see mountains.

**Students:** I would ride a train underwater and see fish.

**Teacher:** Wonderful. I love your imagination. Keep dreaming and learning.

COULD DO

10 MIN.

## Differentiated Activity

110 km/hr



Write three things Rina liked about the metro ride.

80 km/hr



Tick the correct order of events:

1. They reach the station
2. They ride the metro
3. They tap the card and exit

40 km/hr



Draw a happy face for Rina and colour her dress.

## Home Task

Draw and label one thing you saw or would like to see while riding in a metro or bus.

## Period 5

### Interacting better

SHOULD DO

15 MIN.

**Teacher:** Good morning, everyone. Let us begin today's lesson with a quick recall.

## Recalling better

CING

- Jas's cousin, Rina, visited him for the first time.
- Jas's mother, Zara, took the children to buy a gift for Jas's birthday.
- They walked down to the metro station.
- Rina, Jas and Zara used smart cards at the entry gate.
- They reached the platform to catch the train.
- Zara asked the children to wait till the people got off the train.
- Then, they entered the train and sat down.
- Rina enjoyed the view outside the train window.
- The metro stopped at many stations.
- Soon, they reached their destination.
- They used the smart cards again at the exit gate to leave the station.

60

**Teacher:** Please open page 60. Let us look at the 'Recalling better' box.

**Teacher:** We are going to go through the journey of Rina and Jas one more time. I will read each point and you will think about what it reminds you of.

**Teacher:** Jas's cousin, Rina, visited him for the first time. What happened after that?

**Teacher:** They walked down to the metro station and used smart cards at the gate.

**Teacher:** Then they entered the train and sat down. Rina enjoyed looking out the window.

**Teacher:** The metro stopped at many stations. Finally, they reached their destination and exited using the smart cards again.

**Teacher:** Now read the whole list silently. After that, retell the journey with your partner using your own words.

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

## Sight Words

MUST DO

15 MIN.

**Teacher:** Now let us look at the 'Sight Words' on the same page.

## Sight words

first very off their

FuLL

60

**Teacher:** The words are – first, very, off, their.

**Teacher:** Let us read each word aloud together.

**Teacher:** Now I will read some sentences. Listen carefully and identify the sight word used.

**Teacher:** This is my very first time on the metro.

**Teacher:** We got off at the last station.

**Teacher:** Their smart cards opened the gate.

**Teacher:** Now write any two of these words in your notebook and make one sentence with each.

**Teacher:** Let us play a listening game. I will say a sentence from the story. Raise your hand when you hear one of the sight words.

COULD DO

10 MIN.

**Teacher:** Zara said the metro was very fast.

**Teacher:** They got off at the last stop.

**Teacher:** I love how carefully you are listening. Well done.

## Differentiated Activity

110 km/hr



Write four sight words from the story and use any two in your own sentences.

80 km/hr



Match the sight words to their meanings or pictures (e.g., 'off' with a door, 'first' with a medal).

40 km/hr



Trace the sight words – first, very, off, their – twice each in your notebook.

## Home Task

Write three sentences to retell Rina's metro journey in your own words using at least one sight word from today. Fill 'My Scribbles and Secrets'.


## Period 6

## Learning better - Excelling Comprehension

**Teacher:** Good morning, everyone. Please open page 60 in your books.

SHOULD DO

15 MIN.


**Learning better**

**Excelling Comprehension**

**A Match the following to make sentences from the story.**

1. Zara	○	○	a. is feeling giddy.
2. Rina	○	○	b. takes the children to the market.
3. Jas	○	○	c. stops at many stations.
4. The metro	○	○	d. is excited about her first ride in the me

CBA FuLL

60

**Teacher:** Today, we will begin with Exercise A under 'Learning better'.

**Teacher:** Take out your pencil and keep it ready. We will do this exercise in the book.

**Teacher:** This is a matching exercise. You must match the items in column one with the correct actions in column two.

**Teacher:** For example – Number 1 is 'Zara'. Look at the right side. She 'takes the children to the market'. Draw a line from 1 to b.

**Teacher:** Now do the rest of the matching quietly in your book using your pencil.

**Teacher:** When you finish, read the full sentences in your mind to make sure they sound correct.

**Teacher:** Now let us move to Exercise B on the same page. Keep your pencils ready and follow along in your books.

MUST DO

15 MIN.



**B Fill in the blanks with correct words from the story.**

1. Rina is visiting \_\_\_\_\_ for the first time.
2. Rina uses the \_\_\_\_\_ card to enter the station.
3. The \_\_\_\_\_ close and the train starts moving.
4. Rina looks out of the \_\_\_\_\_.

60

**Teacher:** Let us solve each blank together. I will read it out and we will think about the correct word from the story.

**Teacher:** First sentence – 'Rina is visiting \_\_\_\_\_ for the first time.'

**Teacher:** Who did Rina come to visit? Yes, write 'Jas' in the blank.

**Teacher:** Second sentence – 'Rina uses the \_\_\_\_\_ card to enter the station.'

**Teacher:** What kind of card did she use? Yes, write 'smart' in the blank.

**Teacher:** Third sentence – 'The \_\_\_\_\_ close and the train starts moving.'

**Teacher:** What closes before the train starts? That is right, write 'doors'.

**Teacher:** Fourth sentence – 'Rina looks out of the \_\_\_\_\_.'

**Teacher:** What did she look out of? Write 'window' in the blank.

**Teacher:** Well done. Please read your completed sentences once again. Make sure they are neat and correct. I will come around to check your work.

**Teacher:** Now take your notebook and draw your favourite scene from the story.

**COULD DO**

10 MIN.

**Teacher:** It could be the moment when Rina tapped her card or when the train was moving fast.

**Teacher:** After drawing, write one sentence below it to describe what is happening.

**Differentiated Activity**

**110 km/hr**



Write two things that happened before they entered the metro and two things that happened after they left the metro.

**80 km/hr**



Fill in the blanks using helper words from a word box provided by the teacher.

**40 km/hr**



Draw lines to match simple pictures (Rina, metro, gate, train) with words.

**Home Task**

Choose any two new words you learnt from this chapter. Write them in your notebook and use each in a sentence of your own.

**Period 7**

**Excelling Comprehension**

**Teacher:** Good morning, everyone. Let us begin by answering a few questions based on the story we have read.

**SHOULD DO**

20 MIN.

**Teacher:** I will guide you step-by-step and we will write short answers to these questions in your notebooks.

**Teacher:** First question: Where did Zara take the children?

**Teacher:** Think about the story and where they went. You should write: Zara took the children to the market.

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

1. Where did Zara take the children?
2. How did Rina exit the metro station?
3. How do we know that Rina enjoyed her first metro ride? Give one example from the story.

61

**Teacher:** Now, let us move to the second question: How did Rina exit the station?

**Teacher:** Remember, Rina used a special card to exit the station. Write: Rina used a smart card to exit the station.

**Teacher:** Let us now look at the final question: How do we know that Rina enjoyed her first metro ride?

**Teacher:** Think about what Rina said at the end. You can write: Rina enjoyed her ride because she said, 'What an exciting day.'

**Teacher:** Please write these answers in your notebook. I will come around to check them.

**Excelling Vocabulary**

**MUST DO**

20 MIN.

**Teacher:** Now let us practise some words from today's lesson.

**Excelling Vocabulary**

**D Read these words aloud.**

pair

fair

hair

chair

**DING WR**

61

**Teacher:** Look at these words: pair, fair, hair, chair. Let us read each word together.

**Teacher:** First word – pair, second – fair, third – hair and fourth – chair.

**Teacher:** Everyone ready? Let us read them together.

**Students:** Pair... Fair... Hair... Chair...

**Teacher:** Now, I will say the words again and I want you to repeat after me.

**Teacher:** Pair...

**Students:** Pair...

**Teacher:** Fair...

**Students:** Fair...

**Teacher:** Hair...

**Students:** Hair...

**Teacher:** Chair...

**Students:** Chair...

**Teacher:** Great job. Now, write each word in your notebook. After that, try to make one sentence with each word.

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

**Teacher:** Let us do a fun activity now. I will show you pictures and you must choose the correct word from 'pair', 'fair', 'hair', 'chair'.

**COULD DO**

10 MIN.



**Teacher:** Look at this picture of two people sitting together. Which word do we use here?

**Students:** Pair.

**Teacher:** Now look at the next picture. It shows a chair at the table. What word do we use?

**Students:** Chair.

**Teacher:** In the third picture, someone is brushing their hair. Which word fits?

**Students:** Hair.

**Teacher:** Finally, look at the picture showing a judge. What word fits here?

**Students:** Fair.

**Teacher:** Excellent. Well done, everyone.

## Differentiated Activity

110 km/hr



Write three sentences using words from today's vocabulary exercise.

80 km/hr



Fill in the blanks with the correct word from pair, fair, hair, chair.

40 km/hr



Draw pictures of each word (pair, fair, hair, chair) and label them.

## Home Task

Write a short story using at least three of the words from today's vocabulary exercise. Your story should be between 5 to 7 sentences.

## Period 8

**Teacher:** Good morning, everyone. Today, we are going to do an activity where you need to colour the correct answers with your yellow crayons.

**SHOULD DO**

10 MIN.



**Teacher:** Let us begin with the first question:

**Teacher:** Amit sat on a chair or lair?

**Teacher:** Which one is the correct answer?

**Students:** Chair.

**Teacher:** Yes, colour the word chair with your yellow crayon.

**E Colour the correct answers with a yellow crayon.**

1. Amit sat on a **lair** / **chair**.
2. Pihu has long, black **air** / **hair**.
3. Riya and Jai went to the **fair** / **pair**.
4. This is a beautiful **hair** / **pair** of socks.

61

**Teacher:** Now, for the second question: Pihu has long, black hair or air?

**Students:** Hair.

**Teacher:** Correct. Colour the word hair with your yellow crayon.

**Teacher:** Let us move to the next one: Riya and Jai went to the fair or pair?

**Students:** Fair.

**Teacher:** Excellent. Colour the word fair with your yellow crayon.

**Teacher:** Last one: This is a beautiful hair or pair of socks?

**Students:** Pair.

**Teacher:** Well done. Colour the word pair with your yellow crayon.

**Teacher:** Great job, everyone. Make sure you have coloured the right answers neatly.

**MUST DO**

15 MIN.



**F Some words have similar sounds but different spellings and meanings. Fill in the blanks with words from the box. Take hint from the words given in brackets.**

rode deer plane week

1. There was a deer in the park. (dear)
2. Uncle Ken \_\_\_\_\_ his bike. (road)
3. Parth stayed with me for a \_\_\_\_\_. (weak)
4. Lily wants to sit in a \_\_\_\_\_. (plain)

61

**Teacher:** Now, we will work on another activity where you will fill in the blanks using the correct words.

**Teacher:** Look at the words in the box: rode, deer, plane, week. We will now fill in the blanks.

**Teacher:** For the first sentence, think about an animal – There was a \_\_\_\_\_ in the park.

**Students:** Deer.

**Teacher:** Yes, write deer in the blank.

**Teacher:** For the second sentence – Uncle Ken \_\_\_\_\_ his bike.

**Students:** Rode.

**Teacher:** Correct. Write rode in the blank.

**Teacher:** For the third sentence – Parth stayed with me for a \_\_\_\_\_.

**Students:** Week.

**Teacher:** Excellent. Write week in the blank.

**Teacher:** For the last one – Lily wants to sit in a \_\_\_\_\_.

**Students:** Plane.

**Teacher:** Great job. Write plane in the blank.

**Teacher:** Now, take a moment to read all your sentences and check them.



**Teacher:** For the next part, I want you to create your own sentence using these words: 'deer', 'rode', 'week', 'plane'.

COULD DO

10 MIN.



**Teacher:** You can make your sentences fun and creative. For example, 'I saw a deer in the park.'

**Teacher:** Work with a partner and take turns. Write your sentences in your notebook.

**Teacher:** You have 10 minutes to complete this.

### Differentiated Activity

110 km/hr



Write a short paragraph using all the words from today's activity correctly in sentences.

80 km/hr



Choose 3 words from today's lesson and write one sentence for each word.

40 km/hr



Draw pictures of the words 'deer', 'plane' and 'week' and label them.

### Home Task

Write 5 sentences using any of the vocabulary words from today's lesson. Try to use them in different contexts.

### Period 9


#### Excelling Spelling

SHOULD DO

15 MIN.



**Teacher:** Good morning, everyone. Let us begin by working on Exercise G.



**G** Fill in the blanks with **dd** to complete the words. Read the words aloud.

1. gi \_\_\_\_ y    2. te \_\_\_\_ y    3. fi \_\_\_\_ le    4. pu \_\_\_\_

61

**Teacher:** In this exercise, we need to fill in the blanks with letters to complete the words.

**Teacher:** I will read each incomplete word aloud and give you some time to fill in the missing letters.

**Teacher:** Let us begin with the first one – g i \_\_\_\_ y.

**Teacher:** What letter should go here to complete the word?

**Students:** 'v' – giving.

**Teacher:** That is correct. Let us move to the second one – t e \_\_\_\_ y.

**Teacher:** What letter should go here?

**Students:** 'n' – teeny.

**Teacher:** Excellent. Let us move to the next one – f i \_\_\_\_ le.

**Teacher:** What letter fits?

**Students:** 'n' – final.

**Teacher:** Great. Now, the last one – p u \_\_\_\_ le.

**Students:** 'z' – puzzle.

**Teacher:** Well done, everyone. Now, I would like you to read the words aloud with me. Let us start.

**Teacher and Students:** giving, teeny, final, puzzle

**Teacher:** Great job. You are doing very well.



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


### Excelling Grammar

MUST DO

15 MIN.



**Teacher:** Now, let us look at the grammar section on page 61. In this exercise, we are going to talk about comparing things.



Read these sentences.

I am taller than her.  
A cat is smaller than a tiger.  
An elephant is bigger than a horse.

When we compare things, we add **-er** to the describing word.  
soft - softer    short - shorter

61

**Teacher:** When we compare things, we add '-er' to the describing word. For example, 'soft' becomes 'softer'.

**Teacher:** Look at the first sentence – I am taller than her.

**Teacher:** What do you notice about the word 'taller'?

**Students:** It has '-er' added to 'tall'.

**Teacher:** Correct. Now, let us look at the second sentence – A cat is smaller than a tiger.

**Teacher:** What happens to the word 'small'?

**Students:** It becomes 'smaller'.

**Teacher:** Excellent. And in the third sentence – An elephant is bigger than a horse.

**Teacher:** What do we add to the word 'big'?

**Students:** We add '-er' to make it 'bigger'.

**Teacher:** Wonderful. Now, let us try some more examples. I will say a word and you will tell me what happens when we add '-er'.

**Teacher:** Soft.

**Students:** Softer.

**Teacher:** Short.

**Students:** Shorter.

**Teacher:** Great work, everyone. You are getting the hang of this.



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

**Teacher:** For the next part, I want you to make your own sentences by comparing two things.

COULD DO

10 MIN.



**Teacher:** For example – The cat is smaller than the dog.

**Teacher:** Now, take a minute and think of two things you can compare. Use the words we have learnt today.

**Teacher:** Write two sentences in your notebook and make sure to use '-er' to compare the words.

**Teacher:** You have 10 minutes to complete this.

## Differentiated Activity

**110 km/hr**



Write a short paragraph comparing at least four things using the '-er' form of adjectives.

**80 km/hr**



Write three sentences comparing different objects using the '-er' form of adjectives.

**40 km/hr**



Draw two pictures and write one sentence comparing them using '-er'.

## Home Task

Write three sentences comparing things around you using adjectives with '-er'. For example, 'My pencil is shorter than my pen.'

## Period 10

### Poster

**Teacher:** Good morning, everyone. Today, we are going to look at a poster that explains adjectives and their comparative forms.

SHOULD DO

10 MIN.



**DESCRIBING WORDS**

Now, think of objects that the following words describe. Add more words to the list.

bigger	smaller	happier
big	small	happy
taller	faster	heavier
tall	fast	heavy

short sweet bright cold warm full narrow soft long hard

**Teacher:** I will show you the poster and we will go over it together.

**Teacher:** This poster shows different adjectives with their comparative forms. For example, we have:

- 'This book is thicker than that book.'
- 'The elephant is the biggest of the three.'
- 'The rocket is the fastest of the three.'

**Teacher:** As you can see, adjectives change when we compare things. We add '-er' to make comparisons, like 'taller' or 'smaller.'

**Teacher:** I will paste this poster on the wall so that you can refer to it during our lesson.

**Teacher:** Now, look at the examples on the poster. I want you to think of more examples. For example, you can say:

- 'My pencil is shorter than my pen.'

**Teacher:** After you think of some examples, you can share them with the class.



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

## Excelling Grammar

MUST DO

20 MIN.



**Teacher:** Let us move on to Exercise H, which is about using adjectives in comparative forms.

**Teacher:** In the first sentence, write 'taller' in the blank: Jas is taller than Rina.

**Teacher:** For the second sentence, write 'softer' in the blank: Cotton is softer than iron.

**Teacher:** In the third sentence, write 'smaller' in the blank: A house is smaller than a building.

**Teacher:** For the last sentence, write 'sweeter' in the blank: Melons are sweeter than pineapples.

**Teacher:** Now, please check your answers and make sure they are correct.

**Teacher:** For the next part, make your own sentences using the words from the box.

COULD DO

10 MIN.



**Teacher:** For example – 'My dog is smaller than my cat.'

**Teacher:** Work with your partner to make two sentences each using 'softer', 'sweeter', 'smaller' and 'taller'.

**Teacher:** You have 10 minutes to complete this.

## Differentiated Activity

**110 km/hr**



Write a short paragraph comparing different things using the adjectives from the box. Use at least three of the words from today's lesson.

**80 km/hr**



Write three sentences comparing things using the words from the box.

**40 km/hr**



Draw pictures of things you can compare (e.g., tall and short) and write one sentence about them using comparative adjectives.

## Home Task

Write five sentences comparing different objects or people using comparative adjectives. Try to use at least three adjectives from today's lesson.

## Period 11

### Excelling Concentration

**Teacher:** Good morning, everyone. Let us begin by working on an exercise where you will complete the sentences with comparative adjectives.

**SHOULD DO**

15 MIN.

**Teacher:** I will read out some sentences and you will fill in the blanks with the correct '-er' form of the words.

**Teacher:** Listen carefully as I read each sentence aloud.

**Teacher:** A stone is heavier than a feather.

**Students:** Heavier

**Teacher:** A mango is sweeter than an orange.

**Students:** Sweeter

**Teacher:** Soup is thicker than water.

**Students:** Thicker

**Teacher:** A plant is shorter than a tree.

**Students:** Shorter

**Teacher:** A car is faster than a cycle.

**Students:** Faster

**Teacher:** Excellent work, everyone. Now, let us move on to the next activity.

### Excelling Language

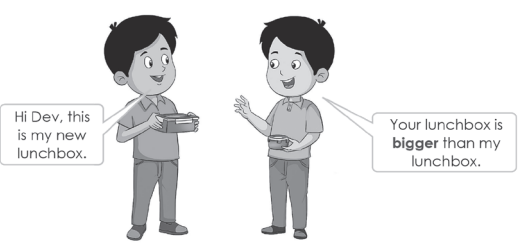
**MUST DO**

25 MIN.

**Teacher:** Now, let us practise comparing things using the '-er' form of adjectives. Look at the pictures and use comparative adjectives to describe them to your partner. Take turns using the '-er' form of the words.

**Language** **2LCS LAD OLI**

**K** Look at the pictures. Talk to your partner. Take turns to tell each other what you can see. Use the -er form of the describing words.



62

**Teacher:** Partner 1: 'This is my new lunchbox.'

**Students:** Partner 2: 'Your lunchbox is bigger than mine.'

**Teacher:** Partner 1: 'My pencil is shorter than yours.'

**Students:** Partner 2: 'Yes, my pencil is longer than yours.'

**Teacher:** Partner 1: 'My book is thinner than yours.'

**Students:** Partner 2: 'Your book is thinner than mine.'

You may use these words.

bright  
pale  
slow  
quick  
light  
hard  
big  
small  
tall  
short  
long



snail



mouse



feather



stone



Sun



Moon



sea



pond



tall short

63

**Teacher:** You have 15 minutes for this activity. Keep practising with your partner.

**Teacher:** Now, write three sentences comparing things you can see around you using the '-er' form of adjectives. For example:

**COULD DO**

10 MIN.

**Teacher:** 'My pencil is shorter than your pencil.'

**Teacher:** Take 10 minutes to complete this activity.

### Differentiated Activity

110 km/hr



Write five sentences comparing different things using the '-er' form of adjectives. Try to use different adjectives.

80 km/hr



Write three sentences comparing different things using the '-er' form of adjectives.

40 km/hr



Draw two things and compare them using the '-er' form of adjectives.

## Home Task

Write five sentences comparing different objects at home using adjectives with '-er'. Be creative and use a variety of adjectives in your sentences.

## Period 12

**SHOULD DO**

15 MIN.

### Excelling Expression

**Teacher:** Good morning, everyone. Today, we are going to write a story based on the given prompt and the words in the box.

**Expression**

**L** Write a story based on the story prompt and the picture given below. You may take help of the words in the box. You may add more adjectives.

bigger  
faster  
louder



Two mice lived together. The white mouse was big. The brown mouse was ... The brown mouse said, "Do not worry, my friend. That was a hard piece of cheese. I'll find you a softer one. Let us go!"

63

**Teacher:** Look at the picture and use the words bigger, faster and louder in your story. You may add more adjectives to make your story interesting.

**Teacher:** I will give you an example:

**Teacher:** Two mice lived together. The white mouse was big. The brown mouse said, 'Do not worry, my friend. That was a hard piece of cheese. I will find you a softer one. Let us go.'

**Teacher:** Now, use your creativity and write your story with the words given. You have 15 minutes to complete this.

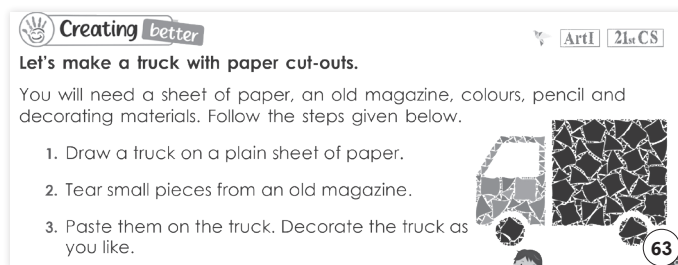
 You may show the **Concept Map** given on the digital platform.

### Creating better

**Teacher:** For our next activity, we will make truck paper cut-outs.

**MUST DO**

15 MIN.



**Teacher:** You will need a sheet of paper, an old magazine, colours, pencil and decorating materials. Follow these steps:

**Teacher:** First, draw a truck on a plain sheet of paper.

**Teacher:** Second, tear small pieces from an old magazine.

**Teacher:** Third, paste them on the truck. Decorate the truck as you like.

**Teacher:** You will have 15 minutes to complete your truck cut-out and decorate it.

**Teacher:** For the next part, I want you to share your decorated trucks with your partner. Tell them how you decorated your truck and what materials you used.


**Teacher:** You have 10 minutes for this activity.

**COULD DO**


10 MIN.

### Differentiated Activity


**110 km/hr**

 Write a short story using adjectives from the story prompt and decorate your truck in a creative way, adding extra details.

**80 km/hr**

 Write a story using at least three adjectives and decorate the truck using magazine cut-outs and other materials.

**40 km/hr**

 Draw a simple truck and use two adjectives to describe it. Paste magazine pieces to decorate the truck.

### Home Task

Write a story using the words bigger, faster, louder and at least two other adjectives you learnt today. You can describe anything you like, such as a race, animals or your favourite toy.

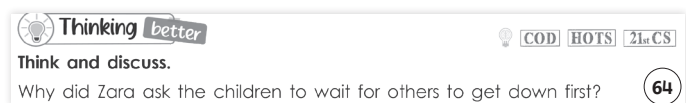
### Period 13

#### Thinking better

**SHOULD DO**

15 MIN.

**Teacher:** Good morning, everyone. Today, we are going to think about a question from the story.



**Teacher:** I will ask you a question and I want you to discuss it. The question is:

**Teacher:** Why did Zara ask the children to wait for others to get down first?

**Teacher:** Think carefully about this. Zara wanted to make sure everyone had safely gotten off the train, so she asked the children to wait for others to go first.

**Teacher:** Now, I want you to share your thoughts.

**Students:** Zara asked the children to wait because she wanted them to be safe and not rush while getting off the train.

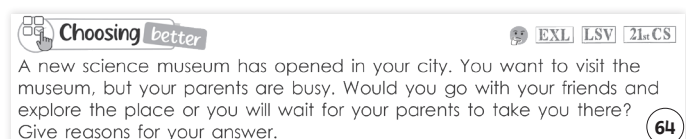
**Teacher:** That is a great point. It is important to wait patiently and let others go first.

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

### Choosing better

**Teacher:** Now, let us look at a scenario.

**Teacher:** A new science museum has opened in your city. You want to visit the museum, but your parents are busy. Would you go with your friends and explore the place or would you wait for your parents to take you there? Give reasons for your answer.



**Teacher:** Let me give you an example:

**Teacher:** If I were in this situation, I would wait for my parents because I enjoy exploring new places with them.



**Teacher:** Now, I want you to think about it and discuss it with the class. Would you go with your friends or wait for your parents?

**Teacher:** Now, I want you to share your answers with the class.

COULD DO

10 MIN.

**Teacher:** Think about the reasons you would either go with your friends or wait for your parents.

**Teacher:** After discussing with your partner, take 10 minutes to share your thoughts with the class.

### Differentiated Activity

110 km/hr



Write a short paragraph explaining why you would either go with your friends or wait for your parents. Be sure to give at least two reasons.

80 km/hr



Write two sentences explaining why you would choose to go with your friends or wait for your parents.

40 km/hr



Draw a picture of you and your parents or friends at the museum. Write one sentence about it.

### Home Task

Write a short paragraph about a time when you had to make a choice, like deciding whether to wait for someone or go ahead by yourself. Explain why you made that decision.

### Period 14

SHOULD DO

10 MIN.

### Revising better

**Teacher:** Good morning, everyone. Today, we are going to work on an activity where you can make your own words.

### Revising better

Can you make a word of your own? What meaning will you give it? Write in your Little Book.

DBL

64

**Teacher:** Think about a word you want to create. What meaning will you give it?

**Teacher:** You can make a word to describe something fun, like a game or something useful. For example, 'gribbly' could mean a fun way to describe something wobbly or bouncy.

**Teacher:** Now, I want each of you to write your own word and its meaning in your Little Book.

**Teacher:** You have 10 minutes to do this.



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

### Playing better

MUST DO

25 MIN.

**Teacher:** Now, let us move to a fun game called Statue.

**Teacher:** We will play a game where you need to freeze like a statue when the music stops.

Playing better

PMD 21<sup>st</sup> CS

Statue

1. Gather 5 or 6 friends. Have a music player ready.
2. One person takes charge and starts the music. Players can dance, jump, or move around.
3. When the music stops, players must freeze and stay still like a statue.
4. The person in charge watches for anyone moving after the music stops. If a player moves, he/she is out and must sit down.
5. The game continues with the remaining players. The last player remaining wins.

L. What I have learnt?

64

**Teacher:** First, gather into groups of 5 or 6 and find a music player. One person will take charge and start the music. You can dance, jump or move around when the music plays.

**Teacher:** When the music stops, you must freeze like a statue. You need to stay completely still, no movement at all.

**Teacher:** The person in charge will watch carefully for anyone who moves after the music stops. If someone moves, they are out and must sit down.

**Teacher:** The game will continue with the remaining players. The last player still standing wins. So, the more still you can be, the better your chances of winning.

**Teacher:** Now, gather in groups and let us play together. We will have 20 minutes for this activity. Have fun and remember, stay still like a statue when the music stops.

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

SHOULD DO

05 MIN.

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

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

**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 Activity

110 km/hr



Write a short paragraph about your experience playing Statue. Describe how you froze and how you felt during the game.

80 km/hr



Write three sentences describing your experience playing Statue. Talk about the best part of the game.

40 km/hr



Draw a picture of you playing Statue and write one sentence about what you did in the game.

### Home Task

Make a project from 'Book of Project Ideas'.

### Period 15

SHOULD DO

20 MIN.

#### Worksheet 1

**Teacher:** Good morning, everyone. Today, we will work on Worksheet 1 from the workbook on page 19 to improve our reading comprehension.

**Teacher:** Please open your workbook to page 19. We will focus on the activities from this page.

**Teacher:** In section A, you will colour the correct sentences with a green crayon. You will need to identify the correct information based on the passage.

#### Theme 6: We Explore

### 6. A Ride in the Metro

#### Worksheet 1

#### Comprehension

Read the passage carefully.

Sahil watches planes from his terrace for hours! He tells his little sister, Mona, all about them. One day, Sahil and his family visit the Airport Museum. They see big aeroplanes and fast jets. Sahil tells Mona about jumbo jets. They also see a small seaplane that can land on water. There is a military plane that is used by the army. They spend the day watching the planes take off and land. At the exit, there is a helicopter for children. The helicopter has two seats. Mona and Sahil sit in the helicopter for a while. On their way out, they get small badges and aeroplane stamps from the museum.

#### A. Colour the correct sentences with a green crayon.

1. Mona is Sahil's elder sister.
2. Mona and Sahil see fast jets.
3. Military plane is used by the army.
4. The helicopter has two seats.
5. They get bags from the museum.

19

**Teacher:** In section B, I will give you sentences with blanks and you will need to fill in the blanks with the correct words from the passage. Think about the types of things Sahil and Mona saw at the museum.

#### B. Fill in the blanks.

1. Sahil and his family visit the \_\_\_\_\_ Museum.
2. Military plane is used by the \_\_\_\_\_.
3. They spent the day watching \_\_\_\_\_ take off and land.
4. They get aeroplane \_\_\_\_\_ from the museum.
5. They see a \_\_\_\_\_ that can land on water.

19

**Teacher:** Lastly, in section C, I will give you a list of items. You will need to choose the one that Mona and Sahil did not see. Make sure you recall everything mentioned in the passage to make the right choice.

C. Which of the following did Mona and Sahil not see? Colour the correct answer.

jumbo jets

military plane

fighter jet

seaplane

helicopter

19

**Teacher:** You have 20 minutes to complete this worksheet. Please work carefully and check your answers once you are done.

### Book of Holistic Teaching

COULD DO

20 MIN.

**Teacher:** For the next activity, we will do something from the Book of Holistic Teaching. I will write the questions on the blackboard and you will answer them in your notebooks.

#### Maths

### Chapter 6: A Ride in the Metro

Theme 6:  
We Explore

#### A Maths

HoLL MDA

Look at the pairs of objects given below. Do as directed.

1. Choose the teddy that is coloured half.

a.

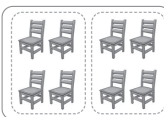


b.

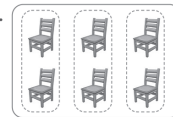


2. Choose two equal parts of a collection of 8 chairs.

a.



b.



5

**Teacher:** In the first task, you will need to choose a teddy bear that is coloured halfway. Look carefully at both teddies and pick the one that has half of its body coloured.

**Teacher:** In the second task, there is a collection of 8 chairs. You need to choose two equal parts of the collection. Think about how you can split the collection into two equal parts.

#### EVS Section

#### B EVS

Fill in the blanks. Use words from the box.

aeroplane

Trucks

boats

1. For **shorter** distances on water, people travel by \_\_\_\_\_.

5

2. \_\_\_\_\_ have **bigger** wheels than cars.

3. A helicopter can carry **fewer** people than an \_\_\_\_\_.

6

**Teacher:** Now, in the EVS section, there are three fill-in-the-blank questions. You will use words like aeroplane, trucks and boats to fill in the blanks.

1. For shorter distances on water, people usually travel by \_\_\_\_\_. You will choose the word that fits best for water travel.

2. There is a sentence about vehicles. It says something has bigger wheels than cars. Think about which vehicle from the options has bigger wheels than a car.
3. A helicopter can carry fewer people than an \_\_\_\_\_. Choose the right word to describe a vehicle that can carry more people than a helicopter.

**Teacher:** You have 20 minutes to complete this. Write your answers carefully in your notebook.

### Differentiated Activity

110 km/hr



Write a short paragraph about the different vehicles and their uses based on what we have discussed. Use the words 'aeroplane', 'truck' and 'boat' in your writing.

80 km/hr



Write two sentences explaining why you would choose to go with your friends or wait for your parents.

40 km/hr



Draw your favourite vehicle from the list and write one sentence describing what it does.

### Home Task

Write a short paragraph about your favourite type of transport and explain why you like it. You can describe how it is used, how fast it is and where you can go in it.

## Period 16

### Worksheet 2

SHOULD DO

15 MIN.

**Teacher:** Please open your workbook to page 20. We will work on Worksheet 2, which focuses on vocabulary and grammar.

**Teacher:** For section A, you will need to fill in the blanks using 'dd' to complete the words. For example, words like 'gi\_y' or 'mu\_y'. Write the words correctly in your workbook.

#### Worksheet 2

#### Vocabulary

A. Fill in the blanks with dd to complete the words.

1. gi \_ \_ y
2. te \_ \_ y
3. mu \_ \_ y
4. la \_ \_ er

20

**Teacher:** In section B, you will need to fill in the blanks using 'air' to complete the words. Read the words aloud as you complete them.

B. Fill in the blanks with air to complete the words. Read them aloud.

1. ch \_ \_ \_
2. h \_ \_ \_
3. f \_ \_ \_
4. st \_ \_ \_

20

**Teacher:** In section C, you will be asked to match words with similar sounds but different spellings and meanings.

Think carefully about how each word sounds. For example, 'deer' and 'dear' sound the same but have different meanings. Write the words correctly in your notebook.

C. Match the words with similar sounds but different spellings and meanings. Read them aloud.

- |          |   |   |          |
|----------|---|---|----------|
| 1. deer  | • | • | a. plain |
| 2. rode  | • | • | b. weak  |
| 3. plane | • | • | c. dear  |
| 4. week  | • | • | d. road  |

#### Grammar

A. Fill in the blanks. Add er to the describing words in the bracket.

1. Priya is \_\_\_\_\_ than Ramesh. (tall)
2. Apples are \_\_\_\_\_ than lemons. (sweet)
3. The park is \_\_\_\_\_ than the house. (large)
4. The sofa is \_\_\_\_\_ than the chair. (soft)

B. Choose the correct describing words from the brackets to fill in the blanks.

1. The man has a \_\_\_\_\_ car. (hot/red)
2. There is a \_\_\_\_\_ mouse in the kitchen. (small/red)
3. Mina likes to eat \_\_\_\_\_ fruits. (tall/fresh)
4. The soup was served \_\_\_\_\_. (hot/hard)

20

**Teacher:** You have 15 minutes to finish this worksheet. Let me know if you need help with any of the words.

### Worksheet 3

MUST DO

20 MIN.

**Teacher:** Now, let us move on to Worksheet 3. Please open your workbook to page 21. This worksheet focuses on listening, speaking and writing.

**Teacher:** In section A, I will read some sentences aloud and you need to fill in the blanks with the '-er' form of adjectives. I will give you the first sentence: 'Moo, the father mouse, lived in a \_\_\_\_\_ house'. Can you think of a word that fits here? Yes, 'bigger'. Moo lived in a bigger house.

#### Worksheet 3

#### Listening / Speaking / Writing

A. Your teacher will read out some sentences\*. Fill in the blanks with er words.

1. Moo, the father mouse, lived in a \_\_\_\_\_ house.
2. Moo would often scold Mee for being \_\_\_\_\_ than Mat.
3. Moo said, "You need to be \_\_\_\_\_ and \_\_\_\_\_."

21

**Teacher:** Now, listen carefully as I read the rest of the sentences. Fill in the blanks with '-er' words like we did before.

**Teacher:** In section B, you will look at the pictures. There are two pictures and I want you to compare them. For example: 'The first picture has \_\_\_\_\_ flowers'. Now, what would you fill in here? You could say 'fewer' flowers in the first picture.

B. Look at the pictures given below. Make comparisons between the two pictures and fill in the blanks. Choose the words from the brackets.



1. The first picture has \_\_\_\_\_ flowers. (fewer/greater)
2. There are \_\_\_\_\_ butterflies in the second picture. (greater/fewer)
3. The grass is \_\_\_\_\_ in the first picture. (longer/shorter)
4. The tail of the cow is \_\_\_\_\_ in the second picture than in the first picture. (higher/lower)

21

**Teacher:** You need to complete all four sentences by choosing the correct word from the brackets. Take your time and think carefully about each sentence.

**Teacher:** Finally, in section C, I want you to write five sentences describing the picture on the page. Be creative. You can describe the people, animals and objects in the picture. Use comparison words like 'bigger', 'shorter' and 'greater'. I will be walking around to help if you need any assistance.

C. In your notebook, write five sentences describing the picture given below.



21

**Teacher:** You have 20 minutes to complete this worksheet. Please make sure to check your answers once you finish.



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

**Teacher:** After you have completed the worksheet, I want you to share your sentences with your partner. Tell

COULD DO

05 MIN.

your partner how you described the picture. You might find some interesting differences in your descriptions.

**Teacher:** You have 5 minutes for this sharing activity. Once you have shared your sentences, listen to what your partner has to say.

### Differentiated Activity

110 km/hr



Write a short paragraph comparing the two pictures in section B. Use at least three comparison words from the worksheet. Try to describe the picture in as much detail as you can.

80 km/hr



Write three sentences comparing the two pictures. Be sure to use words like 'greater', 'shorter' and 'fewer' to describe the differences between them.

40 km/hr



Draw the two pictures based on the descriptions given. Then, write one sentence about each picture using comparison words like 'bigger', 'smaller' or 'taller'.

### Home Task

Write one sentence about a fun trip or activity you recently did, such as going to the park or shopping.



## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• exhibit fine motor skills, balance and coordination (e.g., tearing paper for collage work).</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• show creativity and imagination while describing situations.</li> <li>• follow instructions and respond appropriately in class discussions.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• use cognitive abilities to decide the appropriate mode of transport.</li> <li>• solve simple math problems involving fractions.</li> <li>• think critically and respond to reasoning questions.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• read aloud with correct pronunciation and pauses.</li> <li>• write short sentences and use new vocabulary.</li> <li>• use comparative adjectives to describe objects and sizes.</li> <li>• learn new words through word games.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• show creativity and imagination when describing the environment and making a collage.</li> <li>• use recently learnt vocabulary to describe scenes from the lesson.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• display positive learning habits by engaging in class activities.</li> <li>• work together with peers in a constructive and cooperative manner.</li> </ul>

### Starry Knights

What strategies did you use to engage the learners in this unit? Mention here.

Give yourself with a STAR.

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