

Lesson-7: Poornima Flies a Kite

Theme 7: We Celebrate Festivals

13 Periods (40 minutes each)



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



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

Confirming better
I respect everyone.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to read aloud with clear pronunciation, appropriate pauses and correct intonation to enhance comprehension.
- to comprehend the story and express understanding through simple sentences.
- to recognise and pronounce words with the sounds of 'g', 'bb' and 'rr' accurately.
- to identify and use adverbs of manner (such as 'quickly', 'slowly', etc.) in sentences to describe actions.
- to appreciate cultural diversity by expressing thoughts on their favourite festival and understanding its significance.
- to listen attentively to and follow oral instructions for completing tasks in a guided manner.
- to engage in group games and activities that foster teamwork, cooperation and coordination.

Methodology

Period 1

SHOULD DO

10 MIN.

Confirming better

I respect everyone



Teacher: Good morning, everyone. I hope you are all feeling bright and ready to start a new day.

Teacher: Let us begin our class with a little affirmation to help us feel kind and happy.

Teacher: Today's affirmation is — I respect everyone.

Teacher: Respect means being kind to others, we listen when someone is talking, we use polite words and we treat everyone the way we want to be treated. When we respect others, we make our classroom a safe and happy place for all.

Teacher: Now, let us say it together — I respect everyone.

Students: I respect everyone.

Teacher: Wonderful. Let us say it one more time.

Students: I respect everyone.

Teacher: Great job, everyone. Remember to be respectful to everyone today and everyday.



You may show the eBook given on the digital platform.

Teacher: Now we will begin a new chapter, 'Poornima Flies a Kite'. I have made a KWL chart 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 Kinesthetic, 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 Kinesthetic activity.

Kinesthetic

Re-KAP

SPD

Kinaesthetic

Work in pairs. Play the game 'Simon Says' with your partner. You will have to do the action that your partner tells. For e.g. do the action when your partner says, "Simon says eat slowly." Use the words given in the box.

tap gently
write quickly
clap softly

Teacher: Let us get ready for another fun activity. This time, we are going to play a movement game with a partner.

Teacher: It is called 'Simon Says.' Have you heard of it before?

(Allow students to share their thoughts and experiences)

Teacher: Great. Let me tell you how we will play today.

Teacher: You will work in pairs—that means with one friend. One person will be Simon and give an action. The other person will listen carefully and do the action only if Simon says, 'Simon says...' before it.

Teacher: For example, if your partner says, 'Simon says eat slowly,' you do the action. But if they just say 'Eat slowly' without 'Simon says', then you don't do it.

Teacher: We will use some special action words in this game. Let us read them together:

- tap gently
- write quickly
- clap softly

Teacher: First, decide who will be Simon and who will listen. Then you can switch after a few turns so both of you get a chance to be Simon.

(Give a minute for students to discuss)

Teacher: Ready? Let us begin. Remember to have fun and be kind while playing.

(Students begin the activity. Move around the class to observe and guide students as they do the activity)

Teacher: Well done, everyone. Let us give our partners a gentle high-five and say, 'Great job.'

Auditory

Auditory*

Listen to your teacher carefully. Circle the words that appear in the passage.

early bag quickly book park gently

67

Teacher: Let us get ready for a listening activity.

Teacher: I will read a short passage to you. Listen carefully and circle the words that you hear in the passage. The words you need to look for are given in the Auditory activity.

Let us read them together first: early, bag, quickly, book, park, gently

Teacher: Good job. Now, keep your eyes on the words as you listen.

Teacher: Ready?

Students: Ready.

Teacher: Alright, here we go.

(Read the text given and ask students to listen carefully as you read.)

Teacher: That was the passage. Now look at the words again and circle the ones you heard.

(Give students a few moments to circle the correct words)

Teacher: All done? Let us check the answers together.

(Ask students to share the words they marked in the book)

Teacher: Well done, everyone. You were good listeners.

Pictorial

Pictorial -PS

Look at the pictures. Say one sentence about each picture. Use the words given in the box.

softly sadly neatly loudly joyfully



67

Teacher: Let us move on to the pictorial activity.

Teacher: Look at these pictures carefully. We are going to make one sentence for each picture using the words in the blue box. Let us read the words together:

Teacher and Students: softly, sadly, neatly, loudly, joyfully

Teacher: Great. Now, I will help you with the first one.

Teacher (point to the first picture): The boy is clapping softly.

Teacher (Point to the second picture): What do you think the girl is doing?

Student 1: She is writing neatly.

Teacher: Good job. Let us try the next one.

Student 3: The children are playing joyfully.

Teacher: Wonderful.

Teacher: Excellent. You all made such great sentences using the correct words. Let us say all the sentences together now.

(Ask students to say the sentences aloud once again. You may ask them to take turns while doing this activity)

Teacher: Good job. We have completed the Re-KAP activities. I will meet you in the next session.

Differentiated Activities

110 km/hr



Write 3 sentences using the word 'joyfully'.

80 km/hr



Add -ly to the action words to make the sentence more descriptive. Then, unscramble the words to form correct sentences.

1. the / quick / dog / over / fence / jumps
2. at / the / happy / in / play / we / park
3. runs / fast / she

40 km/hr



Add -ly to the given list of action words.
Words: run, fast, slow.

Home Task

Choose 5 words from the list below. For each word, create a complete sentence and write them in your notebook.
Word List: cat, play, school, happy, rain, jump, book, eat, garden, friend

Period 2

Interacting better

SHOULD DO

10 MIN.

Interacting better

Name your favourite festival. What do you like about it? Discuss with your partner.

ICL

68

Teacher: Good morning, everyone. Let us start today's class with a fun talking activity.

Teacher: Everyone, please look at the 'Interacting better' section on page 68 of your book. It says, 'Name your favourite festival. What do you like about it? Discuss with your partner.'

Teacher: Now, turn to your partner and take turns talking about your favourite festival. You can say something like, 'My favourite festival is Diwali because I love the lights and the sweets,' or 'I enjoy Christmas because we decorate the tree and spend time with family.'

(Allow students to interact with their partners and share what they like about their favourite festivals.)

Teacher: That was wonderful. Talking about festivals helps us learn about different traditions and celebrations. Now, let us share some of the festivals we discussed.

(Allow students to take turns sharing what they talked about with their partners.)

Teacher: Great job, everyone. Now, please write the name of your favourite festival and one thing you like about it in the space provided.

Teacher: Well done, everyone.

Teacher: Now, let us begin our new story – Poornima Flies a Kite. Everyone, please open your books to page 68.

MUST DO

30 MIN.

Teacher: I will read the story aloud and we will talk about it together.

(Read the text given and ask students to listen carefully as you read.)

Teacher: Look at the first picture. Who is the girl we see here?

Student 1: Poornima.

Teacher: Yes, her name is Poornima. And where does Poornima live?

Student 2: In Gujarat.

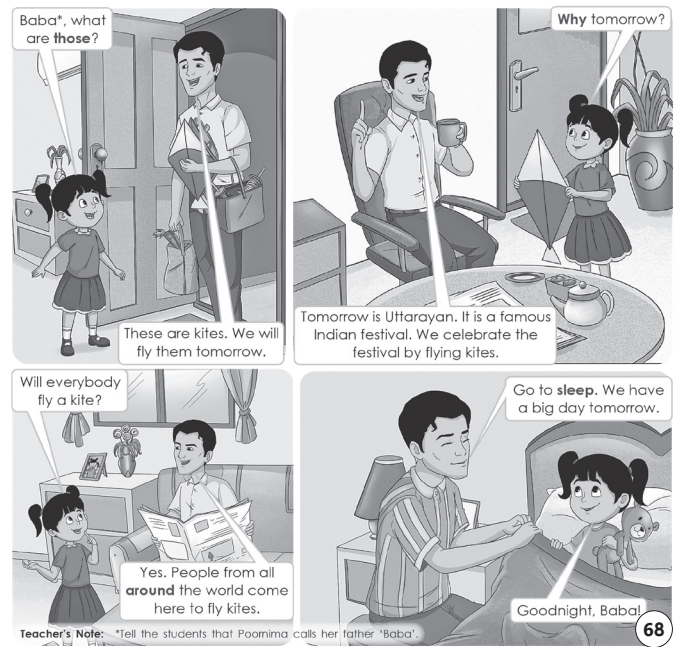
Teacher: Correct. Poornima lives in Gujarat with her parents. Now, in the story, what does Baba show her?

Students: Kites.

Teacher: Yes, Baba shows her kites. And what does Baba tell Poornima about the kites?

Jas and his friends are reading a story called **Poornima Flies a Kite**.

A little girl named Poornima lives with her parents in Gujarat.



Teacher's Note: Tell the students that Poornima calls her father 'Babal'.

68

Students: He says they will fly them tomorrow.

Teacher: That is right. Baba tells Poornima that they will fly the kites tomorrow because tomorrow is a special day. Can anyone tell me the name of the festival they are celebrating?

Students: Uttarayan.

Teacher: Yes, Uttarayan. It is a famous Indian festival. People celebrate it by flying kites. What does Poornima ask next?

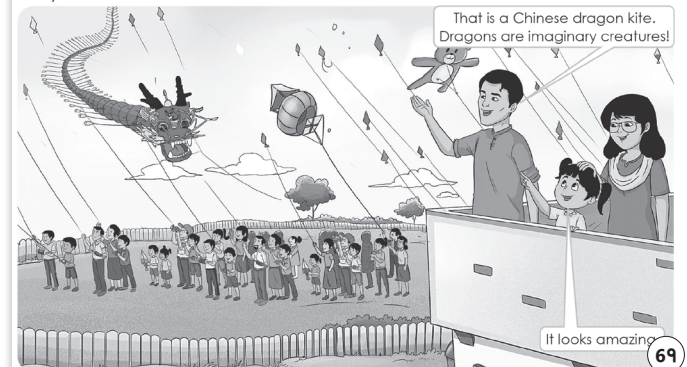
Student 1: Will everybody fly a kite?

Teacher: Exactly. And what does Baba say in reply?

Students: Yes, people from all around the world come to fly kites.

The next morning, Poornima gets up early. She is excited to see the kites. Poornima eats her breakfast quickly. Then, she runs up to the terrace. Her parents go with her. Her father carries the kites.

The sky is covered with kites of all shapes and sizes. Together, they look at the kites of different countries.



69

Teacher: Yes, it is a big celebration. And after this, Poornima says, 'Goodnight, Baba.

Teacher: Let us read to find out what happens next.

Teacher: Look at this picture. What are Poornima and her family doing?

Students: They are looking at kites.

Teacher: That is right. The sky is full of colourful kites. Big ones, small ones and even a dragon kite. Wow. That was a fun part of the story, wasn't it? Have you seen kites before?

(Encourage students to share their thoughts and experiences)

Teacher: Those are all wonderful ideas. We will find out what happens next with Poornima and the kites in our next session.

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

Differentiated Activities

110 km/hr



Write a short paragraph (4-5 sentences) about Poornima's experience flying kites.

80 km/hr



Draw Poornima and her family on the terrace with kites flying. Below the drawing, write three sentences describing what Poornima sees and how she feels.

40 km/hr



Draw a picture of Poornima and her family flying kites. Label the things you see in the picture.

Home Task

Draw a picture of your favourite festival in your notebook.

Period 3

Teacher: Good morning everyone.

Are you curious to know what happens next in the story?

COULD DO

5 MIN.

☐

Students: Yes.

Teacher: Great. Before we dive into the story who would like to talk about what happened so far?

(Encourage students to think and narrate the story in their own words that was thought in the previous session)

Teacher: Now, let us see what happens next in the story.

MUST DO

15 MIN.

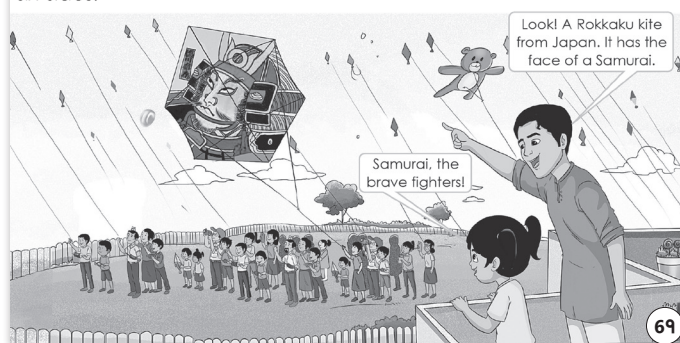
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Teacher: Poornima and Baba are having so much fun. They look around for more kites. What do you think they find next? (Pause for student response)

Teacher: Baba finds a special kite from Japan. It is called a Rokkaku kite. Can you say 'Rokkaku'?

Students: Rokkaku.

They look for more kites. Baba finds a Japanese kite. It has six sides.



69

Teacher: Well done. The Rokkaku kite is shaped differently. It has six sides. That makes it a hexagon. Isn't that interesting?

Teacher: But there is something even more special about this kite. Can you guess what is on it? (Pause for students to guess and share their ideas)

Teacher: It has the face of a Samurai on it. Do you know who the Samurai were?

Teacher: The Samurai were brave fighters from Japan, known for their courage and strong spirit. Baba tells Poornima that this kite shows the face of a strong and fearless Samurai.

Teacher: What do you think about a kite with a Samurai face on it? Would you like to fly one? (Pause for student responses)

Teacher: Let us see what happens next.

MUST DO

15 MIN.

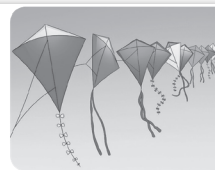
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Teacher: Poornima suddenly shouts, 'Look, Baba, a huge kite.' What do you think Poornima is excited about? (Pause for student response)

Poornima shouts, "Look, Baba, a huge kite!" Baba tells her, "That is the famous Ahmedabad kite! It has 500 kites on a single string." Poornima claps joyfully.

She wonders how people make such beautiful kites. Baba says, "It takes months. They work slowly and steadily."

Baba asks Poornima, "Which kite do you want to fly?" Poornima chooses a green one. He ties the string gently. Poornima flies the kite. Together, they have a good time.



70

Teacher: Baba smiles and tells her, 'That is the famous Ahmedabad kite. It is very special—it has 500 kites on a single string.'

Teacher: Wow. Can you imagine 500 kites flying together? How do you think Poornima feels when she sees that?

(Pause for student response)

Teacher: Yes, she claps joyfully. She is amazed and filled with wonder. Then, she asks Baba, 'How do people make such beautiful kites?'

Teacher: Baba says, 'It takes months. People work slowly and steadily to make them.' That means they don't rush—they take their time and do it with care.

Teacher: Now Baba asks Poornima, 'Which kite do you want to fly?' Poornima chooses a green kite. Baba ties the string gently and Poornima flies the kite happily.


Teacher: Poornima and Baba have a wonderful time together. It is a special memory for both of them.

Teacher: Now that we have finished **COULD DO** 5 MIN. ☐

Teacher: Imagine you are flying a kite just like Poornima. Think about what your kite looks like. Ask yourself:

- What colour is my kite?
- Does it have a pattern or design?
- Who am I flying it with?
- How do I feel when my kite is in the sky?

Now, draw your magical kite moment in your notebook.

 Use the **Dictionary** from the digital platform to introduce the key words connected to the story.

Differentiated Activities

110 km/hr



If you could make your own kite, what would it look like and why?

80 km/hr



1. What did Poornima see in the sky?
2. Who was with Poornima at the kite event?

40 km/hr



1. What is special about the Ahmedabad kite?
2. How did Poornima feel when she saw the big kite?

Home Task

Practise reading page 68 at home.

Period 4

Recalling better

SHOULD DO

10 MIN. ☐

Recalling better

- Poornima's father bought a few kites.
- He told her about the Indian festival, Uttarayan.
- The next day, they went up to the terrace.
- The sky was covered with kites.
- Poornima and her parents looked for kites of different countries.
- They saw the dragon kite of China and the Japanese Rokkaku kite.
- They also saw the giant-sized kite from Ahmedabad.
- The Ahmedabad kite was made up of 500 kites.
- In the end, Poornima and her parents flew their own kite.

CING

70

Teacher: Good morning, students. Today, we are going to recall the story of Poornima and the wonderful kites.

Teacher: I will read each sentence and you will repeat after me. Then, we will talk about what happened and try to recall the order of events. Are you ready?

Students: Ready.

(Read each point from the 'Recalling better' aloud, pausing after each sentence to allow students to repeat. Then explain or discuss the meaning of each sentence using simple questions to check understanding and encourage student responses.)

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

Sight words

COULD DO

10 MIN. ☐

Teacher: Now let us learn some special words from the story. These are called sight words. Please look at the green box.

Sight words

those why around sleep

FULL

70

Teacher: The words are – those, why, around, sleep.

(Point to each word as you read and encourage students to follow)

Teacher: I will say each word and you will clap and repeat after me. Ready?

Students: Ready.

(Read out each word aloud and ask students to repeat after you as they clap. Later, invite students to spell and read the words by taking turns.)

Learning better- Excelling Comprehension

Teacher: Moving on, open your book to Learning better on page 71.

MUST DO

20 MIN. ☐

Teacher: Let us begin with Exercise A. We will do a fun activity where you read each sentence and decide if it is true or false.

 Learning better

CBA FULL

EXCELLENCE Comprehension

A Write T for true or F for false.

1. Uttarayan is an Indian festival. _____
2. The Rokkaku kite is from China. _____
3. The Ahmedabad kite is very small. _____
4. Poornima flies a kite. _____

71

Teacher: Read the first sentence silently. Think about what you know from the story and write true or false in the blanks given next to each sentence.

(Give time for students to complete the task. Move around the class as students work. Once, they finish discuss the answers before moving to the next exercise)

Teacher: Very good. Now let us move to Exercise B. You must read the given sentences and identify who said these lines in the story.

B Who said these words and to whom?

1. Samurai, the brave fighters!
2. They work slowly and steadily.

71

(Allow students to work in pairs and discuss the answers with the class once they complete)

Differentiated Activities

110 km/hr



How does Poornima show that she is excited and joyful?

80 km/hr



What did Baba do to help Poornima before she flew her kite?

40 km/hr



What did Poornima say when her kite flew?

Home Task

Practise reading the sight words and write them in your notebook.

A Note to the Teacher: Assign the My Scribbles and Secrets on Friday so that the students get to sit with their parents, discuss the questions and frame meaningful answers. This will help them strengthen filial bonding.

Period 5

Excelling Comprehension

SHOULD DO

15 MIN.

Teacher: Good morning, everyone. I hope you are all ready with your notebooks and pencils. Today, we will write short answers from our story 'Poornima Flies a Kite'.

Teacher: Please open your notebooks. We will write the answers neatly, one by one. Make sure to write the question number too.

C Write short answers in your notebook.

1. What do people do on Uttarayan?
2. What is the name of the Japanese kite?
3. How many kites make the Ahmedabad kite?

71

Teacher: Let us start with Question 1 – What do people do on Uttarayan?

Think back to the beginning of the story. What did Poornima and her family do for the festival? Write a short answer.

Teacher: Now let us go to Question 2 – What is the name of the Japanese kite?

Can you remember the kite with six sides and a brave face? Write that in your answer.

Teacher: And now the last one – Question 3 – How many kites make the Ahmedabad kite?

Let us think back. Baba showed Poornima a very big kite. How many kites were on that string? Write your answer using numbers and words.

(Discuss the answers with the students and given them time to complete writing the answers in their notebooks).

Excelling Vocabulary

Teacher: Let us now move to Excelling Vocabulary. Please look at Exercise D on page 71 of your book.

MUST DO

15 MIN.

Teacher: I will read out some new words. I want you to listen carefully and then repeat after me. Ready? Here we go — gently, gel, gym, germ.

(Pause and encourage students to repeat each word clearly.)

Teacher: Great job. These words all begin with the sound 'j' like in jam or juice — even though they are spelled with the letter 'g'.

Teacher: Now, look at these words again. Can you find the soft 'g' sound in each one?

Let us say the words together slowly: gently, gel, gym, germ.

Teacher: Wonderful. Now, turn to your partner and say one of these words in a sentence. For example: I go to the gym or wash your hands to stay safe from germs.

(Give students a minute to try this with their partners.)




Teacher: You all did so well. Let us move to Exercise E.

Excelling Vocabulary

D Read the words aloud.

gently gel gym germ

E Fill in the blanks with g to complete the words. Match the words with the pictures. Read the words aloud.

1. ____ em o	o	a.	
2. ____ iant o	o	b.	
3. ____ inger o	o	c.	
4. ____ iraffe o	o	d.	

71

Teacher: You will see some words with missing letters. All of these words are missing the letter 'g'. You will have to fill in the blanks with the letter g, then match each word to the correct picture.

SHOULD DO

10 MIN.

Teacher: I will help you with the first one. Look at number 1 – it says '_em'. What happens if we add the letter g at the beginning?

Yes. It becomes 'gem'. Can you find the picture of the gem? Draw a line to match the word gem with its picture.

Teacher: Good work. Now it is your turn, complete the rest of the words and match them with the picture given. (Allow students to work in independently and discuss the answers with the class once they complete)

Differentiated Activities

110 km/hr



Choose three 'g' words from the list: gem, giant, ginger, giraffe and use them in your own sentence.

80 km/hr



Choose two words and write one sentence for each.

Words: gem, giant, ginger, giraffe

40 km/hr



Read the word and write them in your notebook (gem, giant, ginger, giraffe).

Home Task

Practise reading page 69 at home.

Period 6

Teacher: Good morning everyone. Today, we will continue working on the Learning better exercises. Are you ready?

Students: Yes.

Teacher: Great. Let us now begin with Exercise F. This activity is about words that mean the same or are similar in meaning. These are called synonyms.

Teacher: I will help you with the first one. Look at the first word: huge. That means something very big. Now look at the words next to it: pretty, big, tiny.

Which one means the same as 'huge'?

F Read the words in bold. Then, circle the words with similar meaning.

- | | | | | |
|-----------------|---|--------|---------|-------|
| 1. huge | : | pretty | big | tiny |
| 2. fast | : | quick | slow | heavy |
| 3. right | : | simple | correct | left |
| 4. clean | : | dirty | big | tidy |

72

Teacher: Yes. So you circle the word 'big'.

Teacher: Now do the next three on your own. Look at the words given and look for the words that convey the similar meaning. Take your time and circle the word that means the same.

Teacher: Once you are done, we will read them aloud together and check your answers.

Teacher: Now let us try a fun task in your notebooks.

We are going to do a drawing and writing activity to help us remember synonyms—words that mean the same.

Teacher: Choose any two pairs of similar-meaning words from Exercise F, such as huge—big or clean—tidy.

Teacher: Now, for each word in the pair, draw a picture that shows what the word means. For example, if you

choose clean, you can draw a neat and tidy room. If you choose big, you could draw a giant balloon.

Teacher: After you draw your picture, write the word below your drawing.

Excelling Spellings

SHOULD DO

15 MIN.

Teacher: Turn to page 72 and look at Exercise G. You will see four sentences.

Some of the words in these sentences have double letters, such as 'rr' or 'bb'.

Excelling Spellings

G Colour the words that have rr or bb with a green crayon. Read the words aloud.

1. Together, they have a merry time.
2. Aman picks a berry from the bowl.
3. Ali ties the gift with a red ribbon.
4. Rabbits like to eat carrots.

72

Teacher: We are going to read each sentence aloud and look for words with 'rr' or 'bb'.

When you find one, colour it green with your crayon.

Teacher: Let us do the first one together. 'Together, they have a merry time.'

Do you see a word with 'rr'?

Students: 'Merry'.

Teacher: Yes. Very good. Colour the word merry with your green crayon.

Teacher: Now look at the next sentence: Aman picks a berry from the bowl.

Which word has 'rr'?

Students: 'Berry'.

Teacher: That is right. Colour berry green.

Teacher: Now go ahead and do the same for the other two sentences.

Find the words with 'rr' or 'bb', colour them green and then read the words aloud with your partner.

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

Differentiated Activities

110 km/hr



Think of two more words with 'rr' and two with 'bb' and write them in your notebook.

80 km/hr



Sort the words into two boxes: One for words with 'rr' and the other for words with 'bb'.

Word List: merry, ribbon, carry, cherry, hobby, rabbit, nibble, cobbler

40 km/hr



Look at the word list. Colour the words that have rr or bb in them. Use green for 'rr' words and blue for 'bb' words.

Word List: merry, apple, rabbit, balloon, berry, carrot, banana, ribbon

Home Task

Practise reading page 70 at home.

Period 7

Teacher: Hello students. Today, we will continue working on the Learning better exercises. Let us begin with Exercise H.

SHOULD DO

5 MIN.

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

1. what a beautiful kite
2. what is your name
3. look out for the puddle
4. baba and Poornima fly a kite together

72

Teacher: In this exercise we are going to learn how to rewrite sentences correctly. We will practise starting with a capital letter and ending with the right punctuation mark – a full stop (.), a question mark (?) or an exclamation mark (!). Are you ready?

Students: Yes.

Teacher: Great. Let us look at our first sentence: what a beautiful kite

Does it begin with a capital letter?

Students: No.

Teacher: And how does it sound? Is it a question or a feeling?

Students: A feeling.

Teacher: That is right. So, we use an exclamation mark. Let us rewrite it together: What a beautiful kite.

(Give time for students to complete writing the sentence in their notebook)

Teacher: Now, work with your friend sitting next to you to complete the rest of the sentences. Once you finish, we will discuss the answers together.

(Give time for students to work in pairs and discuss the answers with the class)

Teacher: Next, we are going to begin with the grammar topic. Are you ready to learn?

MUST DO

10 MIN.

Students: Yes.

Teacher: Now look at the Grammar box on your page.

Grammar

Some -ly words tell us more about how an action is done.

slowly neatly quickly softly

We can form such words by adding -ly to the describing words.

Poornima clapped joyfully.

Poornima ate her breakfast quickly.

If the describing word ends in y, drop the y and add -ily to the word.

Ravi dances happily.

72

Teacher: Today we are going to learn about some special words that tell us how an action is done. These words are called -ly words.

Teacher: Let us read some examples together: slowly, neatly, quickly, softly

(Write or display the words on the board and read them aloud.)

Teacher: These words tell us how something is done. We can make these words by adding -ly to describing words.

Teacher: For example: Poornima clapped joyfully. That tells us how Poornima clapped. She clapped with joy.

Teacher: Now listen carefully—sometimes we need to change the spelling a little bit when we add -ly. If the word ends in y, we drop the y and add -ily instead.

For example: The word happy becomes happily. So we say, 'Ravi dances happily.'

Teacher: Let us try one together. What would we say if someone sings in a soft way?

Students: Softly.

Teacher: Yes. Excellent job. Now can someone use quickly in a sentence?

(Call on a student to try.)

Student: I run quickly.

Teacher: Perfect. Yes, that tells us how you run.

Teacher: You are doing so well. Let us look at some more -ly words together and even try to make our own later.

SHOULD DO

10 MIN.

Poster

English Theme 7: We Celebrate Festivals

ADVERBS

Rita eats quietly.

He reads the book silently.

Ramesh listens to his teacher carefully.

Now, make meaningful sentences using the words given below. You can also use more words.

NOUNS	VERBS	ADVERBS
Lara	listens	quickly
Esha	talks	loudly
Zaid	runs	happily
Mina	walks	neatly
Roop	jumps	slowly
Vaun	sits	patiently
He	stands	merrily
She	writes	beautifully

Teacher: I will show you a special poster today. Everyone, please look carefully at it.

SHOULD DO

15 MIN.

Teacher: This poster is about Adverbs. Can you say 'adverbs'?

Students: Adverbs.

Teacher: Great. Adverbs are special words that tell us how someone does something. Let us read the examples at the top of the poster:

Rita eats quietly.

He reads the book silently.

Ramesh listens to his teacher carefully.

Teacher: These adverbs — quietly, silently and carefully — tell us how the action is done. Now look at the boxes below. We have three lists — one for nouns, one for verbs and one for adverbs.

- Nouns are names of people – like Lara, Esha, Zaid.
- Verbs are action words – like runs, jumps, writes.
- Adverbs tell us how the action is done – like quickly, slowly, happily.

Teacher: Let us try one together.

I will choose a noun: Lara

Now a verb: writes

And finally, an adverb: neatly


Teacher: Let us say the full sentence: Lara writes neatly.

Teacher: Very good. Now it is your turn.

Task Time


Use the words from the poster to make your own meaningful sentence. You can choose one noun, one verb and one adverb — or add your own words too. Write your sentence in your notebook.

You have 5 minutes. Then we will share some sentences with the class.


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

Differentiated Activities

110 km/hr

 Use any two -ly words (example: merrily, beautifully, slowly, softly) and write your own sentences.


80 km/hr

 Choose the correct -ly word to complete each sentence.

Words: happily, quietly, quickly, loudly

1. Mina sang _____ at the party.
2. Zaid walked _____ so he wouldn't wake the baby.
3. Esha ran _____ to catch the kite.
4. Roop clapped _____ after the dance.

40 km/hr

 Look at the pictures. Read the -ly word and draw a line to the correct picture.

Words: slowly, happily, loudly, neatly

(Pictures to be provided by the teacher)

Home Task

Match the -ly word to the correct sentence. Write the correct -ly word in the blank.

Words: happily, slowly, neatly, loudly

1. The boy opened his birthday gift _____.
2. She finished her homework _____.
3. Grandpa walks _____ in the park.
4. The baby cried _____ when he was hungry.

Period 8

Teacher: Today, we will continue working on the book exercises.

SHOULD DO

10 MIN.

I Read the sentences. Circle the correct words.

1. The Sun shines **brightly** / loudly in summer.
2. Rishi pets the cat **proudly** / gently.
3. Chang folds his clothes **slowly** / warmly.
4. The lion roars **loudly** / quickly.
5. Poomima eats her breakfast **slowly** / roughly.

73

Teacher: Turn your book to Exercise I. Do you remember how to choose between 'brightly' and 'loudly,' 'proudly' and 'gently,' and other similar words?

Students: Yes.

Teacher: Great. Now, you will work in pairs to read the sentences and circle the correct words. Use a pencil for this task. Once you're done, we will go over the answers together.

(Give time for students to work in pairs. Once they finish, discuss the answers with the class.)

Teacher: Next, we will work on Excelling Concentration. Are you ready?

SHOULD DO

15 MIN.

Students: Yes.

 Excelling Concentration*

J Your teacher will read out a paragraph. Think and answer the questions.

1. What did Myra's school host?
2. What did her class decide to sell?
3. How did the class decorate their stall?
4. What did their class teacher do?

73

Teacher: I will now read a paragraph for you. Listen carefully and think about the answers to the questions I will ask afterward. Show me a thumbs-up when you are ready to begin.

(Pause for students to respond)

Teacher: Listen carefully as I read the paragraph.

(Read the text given in page 104 of the main coursebook and ask students to listen carefully as you read.)

Teacher: Now, think about the answers to these questions. After I give you time to think, we will discuss them together.

1. What did Myra's school host?
2. What did her class decide to sell?
3. How did the class decorate their stall?
4. What did their class teacher do?

(Allow students time to think after each question and share their responses. Use the CRM signs to help students take turns during this activity)

Excelling Language

SHOULD DO

15 MIN.

Teacher: Next, we will do 'Excelling Language'.

Language 2nd CS LAD OLD

K Make groups of four. Take turns to ask each other simple questions. Use how to begin the questions. Use the action words and the -ly words from the box.

eat	–	quickly	walk	–	slowly
talk	–	softly	dance	–	happily

How does Poornima clap?

Poornima claps joyfully.

73

Teacher: Look at this sentence: 'Poornima claps joyfully.'

Teacher: Just like Poornima, you will now take turns asking your partner questions using the word 'How' and action words from the box.

Teacher: Here are the action words and the -ly words you will use:

- eat – quickly
- walk – slowly
- talk – softly
- dance – happily

Teacher (modelling): Let me show you how. I will ask, 'How do you eat?'

And you could answer, 'I eat quickly.'

Teacher: Now it is your turn. I will make groups of four. Each of you will take turns asking questions like: 'How do you walk?' or 'How do you talk?' Use the words from the box to answer. For example, 'How does Poornima clap?' and 'Poornima claps joyfully.'

Teacher: I will give you some time to interact with your group. I will move around the class to listen and help if needed.

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

Differentiated Activities

110 km/hr



Take turns with your partner and try reading the story.

80 km/hr



Practise reading the sight words given by your teacher and write them in your notebook.

40 km/hr



With the help of your teacher read a page from the story.

Home Task

Draw a picture of you doing something. Write one sentence about it using an adverb.

Period 9

SHOULD DO

20 MIN.

Excelling Expression

Teacher: Please open your books to Excelling Expression on page 74 and look at the picture shown there. We will look at the picture and write five sentences about it.

Expression PS

L Look at the pictures. Describe what you see in five sentences in your notebook.

Sam and her grandmother are going to the park. They _____

74

Teacher: You may work in pairs to do this activity. Turn to the friend sitting next to you. Observe the picture carefully and write five sentences about what do you see or think is happening.

(Give time for students to work in pairs and then invite them to take turns to share what they have written).

Thinking better

SHOULD DO

20 MIN.

Teacher: Please open to 'Thinking better' on page 80.

Thinking better COD HOTS 2nd CS

Think and discuss.

The Kite Festival is celebrated on 14 January every year. Which other festivals are celebrated on the same day? Do you know about them?

75

Teacher: Look at the question: The Kite Festival is celebrated on 14 January every year. Which other festivals are celebrated on the same day? Do you know about them?

Teacher: Let us start by thinking about the Kite Festival. What do you know about it? Why do you think people celebrate it?

Student: People fly kites.

Teacher: Yes, that is right. The Kite Festival is all about flying colourful kites in the sky. It is fun, right? Now, let us think about other festivals celebrated on 14 January. Have you heard of any?

Student: I think there is a festival called Pongal.

Teacher: Excellent. Pongal is another festival that is celebrated on 14 January, especially in Tamil Nadu. It is a

harvest festival, where people thank the Sun and nature for a good harvest.

Teacher: Now, let us discuss another question. Do you know about any other festivals celebrated on this day around the world?

Students: (Possible answers could be Makar Sankranti, Lohri, etc.)

Teacher: Wonderful. Makar Sankranti is another festival celebrated in parts of India on this day. People celebrate it by flying kites, like the Kite Festival and they also have bonfires.

Teacher: Now, let us take out our notebooks.

Teacher: Write one sentence to answer the questions.

Teacher: For example –


1. The Kite Festival is celebrated on 14 January and people fly kites.
2. Other festivals celebrated on the same day are Pongal and Makar Sankranti.

Teacher: After writing, you can draw a picture of a kite or something from the festivals you learned about.


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

Differentiated Activities


110 km/hr

 Use the words those, why, around, sleep in sentences of your own.

80 km/hr

 Read the words those, why, around, sleep and find them in the story.


40 km/hr



 Read the words those, why, around, sleep. Practise writing them in your notebook.

Home Task

Creating better

Follow the given steps to make an origami kite.


Creating better

Follow the given steps to make an origami kite.

1. Take a coloured origami paper. Fold it in half.
2. Open the paper. Now fold two corners of the paper towards the centre line, as shown.
3. Flip the origami paper.
4. On this side, draw a pair of eyes and a smile. Paste a string at the bottom of the kite.

74


Period 10




MUST DO

10 MIN.

Choosing better

Teacher: Hello everyone, today we will begin the session with the 'Choosing better' section. Imagine it is festival time and your teacher asks you to make beautiful flower garlands. You have two choices:


Choosing better

It is festival time. Your teacher asks you to make flower garlands. Will you ask your mother to buy real flowers from the market? Or, will you use materials that remained from your previous art and crafts project? Give reasons for your answer.

75

1. Ask your mother to buy real flowers from the market.
2. Use materials that remain from your previous art and crafts project.

Teacher: What will you choose? Would you ask your mother to buy real flowers or would you use the leftover materials? Think carefully and talk about it with your partner for one minute.

Teacher: You can think about what is better for the environment, how the flowers might last and what you can do to make the garlands beautiful.

(Invite students to share their thoughts before they write in their notebook)

Teacher: Now, in your notebook, write two sentences.

Teacher: Once you are done, you can draw a flower garland next to your writing if you like.

Playing better

MUST DO

20 MIN.

Teacher: And the next is play time. We are going to have some fun. Let us play a game outside the class. Are you excited?

Students: Yes.

Teacher: Great. Today, we will play a game called the Balloon Game.

Teacher: Follow me to the playground.

(Teacher leads students to the playground)

Teacher: Let us start by making sure we have enough space for everyone. Each of you will get one balloon.

Teacher: Now, here are the rules:

1. Everyone must spread out in the playing area.
2. The game will begin when I throw the balloons into the air.
3. You have to keep your balloon in the air by tapping or gently hitting it.
4. The balloon must not touch the ground.
5. If your balloon touches the ground, you are out.
6. The last player remaining, with their balloon still in the air, wins.

Teacher: Let us make sure we play safely and have lots of fun cheering each other on.

Teacher: Let us sit together in a circle and talk about the game.

Teacher: How did it feel to play the Balloon Game with your friends? Did you find it easy to keep the balloon in the air?

(Allow students to share their experiences)

Teacher: You all did a fantastic job today. You worked together, played the game with energy and had fun. Now, let us head back to the class and share what we learned.

Differentiated Activities

110 km/hr

Imagine you are Poornima. Write about your kite flying experience in your notebook.

80 km/hr

Fill in the blanks:

- Poornima's father told her about the festival called _____.
- The _____ kite was made up of 500 kites.
- The sky was covered with _____.

40 km/hr

Write the name of the country to its kite as mentioned in the story:

- Dragon kite _____
- Rokkaku kite _____
- Giant kite made of 500 kites _____

Home Task

Revising better

Do not forget to add the difficult words from this lesson in your Little Book. Make sentences with the difficult words.

Revising better

Do not forget to add the difficult words from this lesson in your Little Book. Make sentences with the difficult words.

DBL

75

Period 11

SHOULD DO

10 MIN.

L (What I have Learnt)*

ICL

75

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

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

Worksheet - 1

Teacher: Good morning, everyone. Today we will read a short passage and understand it better through some fun activities.

Teacher: Please open your workbook to page 22 and look at Worksheet 1.

Teacher: Let us begin by reading the passage at the top of the page. I will read it aloud for you.

(Read the passage clearly and with expression.)

Theme 7: We Celebrate Festivals

7. Poornima Flies a Kite

Worksheet 1

Comprehension

Read the passage carefully.

Onam is celebrated in the state of Kerala. It is the festival of harvest. Onam celebrates the visit of King Mahabali. Mahabali was a powerful king. He was loved by his people. The Gods feared that he would become too strong. They asked Lord Vishnu for help. Lord Vishnu made Mahabali leave Earth. Mahabali was allowed to visit Earth once a year because he was a good ruler. His visit is celebrated with dance on Onam. A dance form famous in Kerala is Kathakali. People wear bright clothes. They act out stories and dance to folk music. They decorate their houses with flowers. They sing songs and play the drums. A boat race is also organised. Many men row one long boat. People get together and enjoy the festival.

22

Teacher: Now let us think together.

Teacher: Onam is a special festival celebrated in the state of Kerala. It is known as the festival of harvest. This festival also celebrates the visit of a kind and powerful king named Mahabali.

Teacher: King Mahabali was loved by all his people. But the Gods were afraid that he would become too powerful, so they asked Lord Vishnu for help. Lord Vishnu sent King Mahabali away from Earth. But because Mahabali was a good ruler, he was allowed to visit once a year.

Teacher: That visit is celebrated as the festival of Onam. People celebrate with dance, music, flowers and fun.

Teacher: One famous dance form in Kerala is called Kathakali. The dancers wear bright clothes and tell stories through their movements. People also decorate their homes with beautiful flowers. They sing songs and play the drums.

Teacher: There is also a boat race. Many men row together in one long boat. Everyone comes together to celebrate and enjoy.

Teacher: Now, let us move to Exercise A.

A. Fill in the blanks.

- Onam is the festival of _____.
- Onam celebrates the visit of King _____.
- Mahabali was a _____ king.
- Lord _____ made Mahabali leave the earth.
- A _____ race is organised on Onam.

22

Teacher: In this exercise, you will fill in the blanks with the correct words from the passage.

Teacher: Let us read the first one together: Question 1 says: 'Onam is the festival of _____.'

Teacher: Do you remember? Yes. Onam is the festival of harvest.

Teacher: Now, complete questions 2 to 5 on your own. You can read the passage again if you need help. Write the missing words neatly in the blanks.

Teacher: Take your time and do your best. I will walk around and help if you need me.

(Wait while students complete. Monitor and support as needed.)

Teacher: Well done. Now we will move to Exercise B.

B. Write T for true or F for false.

1. The Gods feared Mahabali would become too strong. _____
2. Onam celebrates the visit of Lord Vishnu. _____
3. People decorate their houses with lights. _____
4. Onam is celebrated in Kerala. _____
5. Kathakali is performed on Onam. _____

22

Teacher: This time, you need to decide if each sentence is true or false.

Teacher: Let us read the first one together: The Gods feared Mahabali would become too strong.

Teacher: Is that true? Yes, it is. So we will write T for true next to it.

Teacher: Now, complete the remaining ones on your own.

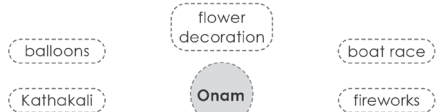
Teacher: Read each sentence carefully and think about what you read in the passage. If the sentence is correct, write T. If it is not correct, write F.

Teacher: Take your time and I will come around to help if needed.

(Wait while students complete. Provide support as needed.)

Teacher: Great job, everyone. Now, let us move on to Exercise C.

C. How is Onam celebrated? Connect the correct answers to the circle.



22

Teacher: In this exercise, we will learn how Onam is celebrated.

Teacher: Look at the word in the middle of your page – it says Onam.

Teacher: Around it, you will see different words like balloons, Kathakali, fireworks, boat race, flower decoration and more.

Teacher: You have to connect only the correct answers to the word Onam. Use your green crayon to draw lines from the word Onam to the correct answers.

Teacher: Let us do the first one together: Look at the word Kathakali – yes, that is a special dance performed during Onam. So we draw a line to it.

Teacher: Now look at balloons – are they used for Onam? No, not really. So we do not draw a line to that.

Teacher: Go ahead and finish the rest on your own. Read each word and think: 'Is this part of Onam?' If yes, connect it with your green crayon.

(Wait while students complete the task. Provide help as needed.)


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

Differentiated Activities


110 km/hr

 Read a short paragraph from the lesson independently. Retell it to your partner in your own words.

80 km/hr

 Pick a few lines from the story and read it out to your partner.

40 km/hr

 Look at three pictures from the story. Point to each and say what is happening. For example - Who is in the picture? What are they doing?

Home Task

Write a few sentences about your favourite festival.

Period 12

SHOULD DO

20 MIN.

Teacher: Hello students. Today, we will work on Worksheet 2.

Worksheet 2

Vocabulary

A. Fill in the blanks with g to complete the words. Read aloud.

1. ___ iraffe
2. ___ inger
3. ___ ym
4. ___ ems

B. Colour the words that have rr. Read them aloud.

1. carry
2. very
3. sorry

23

Teacher: Let us start with the first part, where you need to fill in the missing letter 'g' to complete the words.

Teacher: Look at the first word: 'iraffe' – what letter is missing at the beginning? Yes, that's right – it is the letter 'g'. So the word is 'giraffe.'

Teacher: Now let us read the rest of the words aloud together and fill in the missing 'g':

1. ___inger
2. ___ym
3. ___ems

Teacher: Read the words carefully and think where the 'g' should go. Then, write it neatly in the blank space.

Teacher: Once you finish, we will read all the words aloud together.

(Wait while students complete the task. Monitor and assist where needed.)

Teacher: Great work, everyone. Let us say the words one more time together: giraffe, ginger, gym, gems. Very well done.

Teacher: Now, we will move on to Part C of the worksheet.

Teacher: In this part, you will look at the words and colour only the ones that have the letters 'rr' in them.

Teacher: Let us look at the first word together — 'carry.'

Teacher: Does it have 'rr'? Yes, it does. So you will colour this word.

Teacher: Now look at the next two words — 'very' and 'sorry.'

Teacher: Think carefully... which of these have 'rr'? Yes. 'Sorry' has 'rr', so you will colour that one too.


Teacher: Remember — only colour the words with 'rr'.


Teacher: After you colour, let's read all the words aloud together: carry, very, sorry.


(Wait while students complete the task. Provide help if needed.)

Teacher: Good job, everyone. You are getting really good at spotting sounds in words. Let us proceed to exercise C.

C. Look at the pictures. Complete the words with bb.

1.  co _ _ ler

2.  ri _ _ on

3.  ca _ _ age

23

Teacher: In this activity, you will look at the pictures and complete the words by adding the letters 'bb'.

Teacher: Let us look at the first picture. What do you see? Yes, it's a person who mends shoes. That is called a cobbler. So the word is written like this: co _ _ ler.

What letters do we need to add? Yes — 'bb'. So the complete word is cobbler.

Teacher: Now, look at the second picture.

It shows something you use to tie gifts or hair. That is right — it is a ribbon.

The word is written as ri _ _ on. We add 'bb' to make it ribbon.

Teacher: And the third picture shows a leafy vegetable. Do you know what it is? Yes, cabbage.

The word is written like this: ca _ _ age.

Add 'bb' and you get cabbage.

Teacher: Now it is your turn. Fill in the missing 'bb' in each word on your worksheet.

Teacher: After that, let's read the words together: cobbler, ribbon and cabbage.

(Wait while students complete the task. Walk around and assist where needed.)

Teacher: Well done, everyone.

A. Add ly to the following words. Read the words aloud.

1. bright _____

2. tight _____

3. close _____

4. open _____

5. high _____

23

Teacher: Let us now move to Grammar.

Teacher: Look at Exercise A under Grammar. In this exercise, you need to add 'ly' to the words given to form new words.

Teacher: Let us do the first one together: The word is 'bright.' What happens when we add 'ly' at the end? Yes, it becomes 'brightly.' Let us say it together: brightly.

Teacher: Now try the rest on your own. Add 'ly' to these words: tight, close, open and high.

Teacher: After writing each word, read it aloud.

(Wait while students complete the task. Support and encourage them as they read.)

Teacher: Great job, everyone. Let us read all the words together now: brightly, tightly, closely, openly, highly.

Teacher: These are called adverbs and they tell us how something happens.

B. Fill in the blanks. Choose the correct words from the brackets.

1. The boys reached home _____. (safely/ lively)

2. Meena touched the bird _____. (tightly/ gently)

3. The man shouted _____. (softly/ loudly)

4. The dog ran _____. (quickly/ greatly)

23

Teacher: Now, let us move on to the next activity.

Teacher: In this exercise, you need to fill in the blanks with the correct words from the brackets.

Teacher: Let us start with the first sentence: The boys reached home _____.

Look at the options in the brackets: safely or lively.

Which word makes sense here? Yes, safely is the correct answer, so the sentence becomes:

'The boys reached home safely.'

Teacher: Now, do the rest of the sentences. Read each sentence carefully and choose the correct word from the brackets.

Teacher: After you fill in the blanks, read the sentences aloud to check if they sound right.

(Wait while students complete the activity. Monitor and support as needed.)

Book of Holistic Teaching

Teacher: Now that we have completed the worksheet, let us move on to our activity.

COULD DO

20 MIN.

Chapter 7: Poornima Flies a Kite

Theme 7: We Celebrate Festivals

A Maths

HOLL MDA

Anika goes to the market to buy fruits. She chooses apples, oranges and bananas **carefully**. She counts the money **slowly**. She gives ₹80 for apples, ₹60 for oranges and ₹20 for bananas. How much money did Anika give to the shopkeeper in total?

06

B EVS

Circle the correct option.

This festival is celebrated on 25 December. People decorate a green tree. They **carry** gifts for family and friends. They sing happy songs and eat delicious cakes. They wish each other

Merry Christmas / Diwali / Eid.

06

Teacher: Please take out your notebooks and keep your pencils ready. I will write the questions on the board and you will write the answers in your notebooks.

(Write the question on the blackboard)

Teacher: Let us begin with a simple math problem.

Teacher: Anika goes to the market to buy fruits. She buys apples oranges and bananas. Let us look at how much she spends.

Teacher: Anika gives Rs. 80 for apples, 60 for oranges and 20 for bananas.

Teacher: We need to find out how much money Anika gave to the shopkeeper in total.

Teacher: To do this, we simply add up the amounts: $80 + 60 + 20$.

Teacher: What is the total?

(Wait for students to calculate and respond.)

Teacher: Yes. The total amount is 160.

Teacher: So, Anika gave Rs 160 to the shopkeeper for all the fruits.

Teacher: Now, I want you to write the addition in your notebooks and check your answer carefully.

(Wait while students complete the task. Monitor and support as needed.)

Teacher: Now let us move to EVS.

Teacher: Let us think about a special festival. I will describe it and you will circle the correct answer.

Teacher: Here is the description: This festival is celebrated on 25 December. People decorate a green tree. They carry gifts for family and friends. They sing happy songs and eat delicious cakes. They wish each other Merry _____.

Teacher: Now, think carefully. Which festival fits this description?

Is it Merry Christmas, Diwali or Eid?

Teacher: Take your time and circle the correct option in your worksheet.

(Give students time to circle the correct answer.)

Teacher: Yes, the correct answer is Merry Christmas.

This is how we celebrate Christmas.

Teacher: Now, in your notebooks, write the name of the festival and the description. If you finish early, you may draw a Christmas tree.

(Pause for students to complete the task.)

Teacher: Great job, everyone.



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

Differentiated Activities

110 km/hr



Read a passage from the story and write down the difficult words in your notebook.

80 km/hr



Read the new words from the story aloud with your partner.

40 km/hr



Take your teacher's help to read a passage from the story.

Home Task

Read the story at home.

Period 13

Worksheet 3

MUST DO

40 MIN.

Teacher: Now open to page 24 in your workbook. Let us begin Worksheet 3.

Teacher: We will start with Exercise A. I will read a story. Listen to it carefully to answer the questions.

Worksheet 3

Listening / Speaking / Writing

A. Listen to the story.* Answer the questions given below.

1. Name any two characters from the story.
2. Use one describing word to describe each character.
3. Name the three children who meet after school.
4. Describe Meera.

B. Ask your partner any three questions. The questions should begin with How. **24**

(Read the story given on page 31 of the workbook aloud to students.)

(Ask the questions given in the worksheet. Use CRM signs to help students take turns to answer the questions)

Teacher: Let us now do Exercise B.

Teacher: In this activity, you will take turns with your partner, asking and answering questions that begin with How.

Teacher: You can ask any three questions to your partner, but make sure they begin with 'How'. For example:

- How do you feel today?
- How do you like your food?
- How do you spend your weekends?

Teacher: After asking your questions, listen carefully to your partner's answers.

Teacher: Take turns asking and answering the questions with your partner. You do not need to write anything for this exercise; just speak and listen carefully.

Teacher: When you are done, I will invite a few of you to share the questions you asked and what your partner said.

Teacher: Now move to Exercise C.

Teacher: Look at the picture carefully. What do you see? (Give time for students to observe the picture and share their thoughts.)

C. Look at the picture. Fill in the blanks. Use words from the box.



Two Sun bird playground brightly running

1. The scene is of a _____.
2. A _____ is flying in the sky.
3. Rahul is _____.
4. The _____ is shining _____.
5. _____ children are on the see-saw.

*Read the listening text on page 31.

24

Teacher: Now, let us complete the sentences based on the picture. In your notebook, fill in the blanks using words from the box.

Teacher: Take your time to fill in the blanks. When you are

done, read the sentences aloud to check if they make sense.

(Wait while students complete the task. Monitor and support as needed.)

Differentiated Activities

110 km/hr



Look at the picture of Poornima flying her kite. Write four sentences describing Poornima's experience flying her kite. Try to use adjectives (describing words) and adverbs (how something is done) to make your sentences interesting.

80 km/hr



Narrate the story in your own words to your partner.

40 km/hr



Answer the following questions:

1. Who are the characters in the story?
2. Where does Poornima fly her kite?

Home Task

Draw and design a kite in your notebook.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> create simple art to depict Poornima flying her kite
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> speak about Poornima's experience of flying a kite, using simple sentences to express excitement and enjoyment. converse with a partner about the feelings associated with flying a kite and the joy of participating in a cultural activity.
Cognitive Development	<ul style="list-style-type: none"> recognise and pronounce words with the sounds of 'k', 'b' and 'r' accurately (e.g., kite, bright, rainbow). identify key elements of the story (e.g., Poornima, kite, sky) and match them with the appropriate pictures and names
Language and Literacy Development	<ul style="list-style-type: none"> read short and simple sentences independently from the story 'Poornima Flies a Kite.' use sight words to complete simple sentences (e.g., 'Poornima flies a ____'). listen attentively to the story and express understanding through simple sentences. frame sentences about Poornima's kite-flying experience using appropriate vocabulary.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> create an origami kite.
Positive Learning Habits	<ul style="list-style-type: none"> read speech bubbles from left to right and top to bottom. repeat and reproduce words with correct pronunciation and intonation. follow oral instructions carefully to complete guided tasks.

Starry Knights

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

give yourself a STAR.

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