

## Lesson-8: A Visit to the Park

Theme 8: We Live Together

Confirming better

I enjoy the beauty around me.

14 Periods (40 minutes each)



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



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

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

#### To enable the students:

- to develop awareness about trees, parks and the importance of protecting nature.
- to listen carefully to stories and instructions and respond with clarity and confidence.
- to work in groups with kindness, respect and responsibility.
- to read simple text with understanding and answer comprehension questions.
- to build vocabulary by identifying new words and using them meaningfully.
- to express ideas through drawing, craft, role-play and guided conversations.
- to connect language learning with other subjects like maths and evs in real-life contexts.

### Methodology

#### Period 1

Confirming better I enjoy the beauty around me. PLH 76

**Teacher:** Good morning, students.

How are you all feeling today?  
(Use CRM Signs to settle the class and get the attention of the students)

SHOULD DO

10 MIN.

**Teacher:** Before we begin, let us take a deep breath and look around our classroom.

**Teacher:** Can you see something beautiful around you? Maybe a colourful chart, a friend's smile or the sun outside?

**Teacher:** Yes, everything around us has some beauty in it. Nature, people, even small things on our desk.

**Teacher:** Today's affirmation is very special. Please listen carefully.

**Teacher:** I enjoy the beauty around me.

**Teacher:** Let us all say it together now. One, two, three.

**Teacher and Students (together):** I enjoy the beauty around me.

**Teacher:** Very good. When we notice beauty, we feel calm and happy. Try to find beauty even in small things.

**Teacher:** Now we are ready to begin our exciting lesson for today.

You may show the eBook given on the digital platform.

K (What I Know) ICL W (What I Want to Know) 76

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

MUST DO

25 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.

#### Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 76.

#### Kinaesthetic

##### Kinaesthetic

Play the game 'Join' with your classmates. Your classmates will stand up and say their names. When it is your turn, repeat each name. Then, say 'and' before you say your name. For e.g.: Aarti, Bala and Chitra—

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**Teacher:** We are going to start with a fun game today. It is called 'Join'.

**Teacher:** In this game, when your turn comes, you will repeat the names of your classmates who went before you. Then say 'and' before adding your own name.

**Teacher:** For example, if Aarti stands first, she says 'Aarti'. Then Bala stands up and says 'Aarti and Bala'. Then Chitra stands and says 'Aarti, Bala and Chitra'.

**Teacher:** It is like making a long, happy name train.

**Teacher:** Are you all ready to join in?

**Teacher:** Let us start from this corner. One by one, stand up and join the chain with your name.

**Teacher:** Well done, everyone. That was such a cheerful way to remember and respect each other's names.

## Auditory

### Auditory\*

Listen to your teacher carefully. Your teacher will read out some sentences. Write them in your notebook. Circle every and and but. Read the sentences aloud. (76)

**Teacher:** Now that we are all warmed up, let us move to a listening activity.

**Teacher:** I will read out some sentences. You have to listen carefully, write them in your notebook and then circle the words 'every', 'and' and 'but' wherever you find them.

**Teacher:** Are you all ready with your notebooks and pencils?

**Teacher:** Great! Let us begin.

**Teacher:** Sentence one – Jyoti and Jigna walk to the park.

**Teacher:** Sentence two – Madhur sings but his sister does not.

**Teacher:** Sentence three – Sheena is hungry but Shreya is not.

**Teacher:** Sentence four – Lara danced and acted in a play.

**Teacher:** Now, circle the word 'and' or 'but' in each sentence if you can find it.

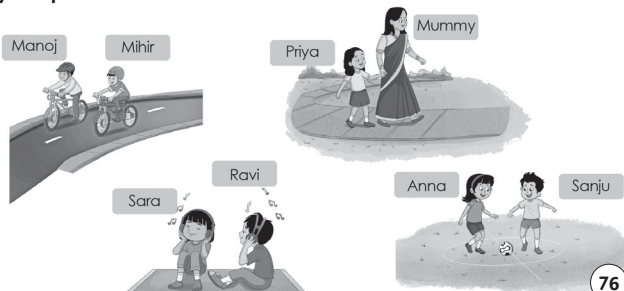
**Teacher:** Well done! Now read your sentences aloud one by one with your partners.

**Teacher:** You all did a great job listening and writing. Let us now look at some pictures.

## Pictorial

### Pictorial PS

Look at the pictures. Use and to describe the pictures to your partner.



**Teacher:** Now, everyone please look at these pictures in your book.

**Teacher:** What do you see in the first picture? Yes, Manoj and Mihir are riding bicycles.

**Teacher:** In the second picture, who do you see? Correct, Priya and her mummy are walking in the park.

**Teacher:** Very good. Now look at the third picture. That is kind.

**Teacher:** In the last picture, Anna and Sanju are playing football together.

**Teacher:** You will now describe each picture to your partner using the word 'and'. For example, you can say, 'Manoj and Mihir are riding bicycles'.

**Teacher:** Say at least one sentence for each picture. Take turns with your partner.

**Teacher:** Wonderful! I heard clear and complete sentences. You used the word 'and' very well.

**Teacher:** You have all done so well today. Now we will do one last short activity to see how well you remember 'and' and 'but'.

COULD DO

5 MIN.

**Teacher:** I will say the beginning of a sentence. You will finish it using 'and' or 'but'.

**Teacher:** For example, if I say 'I like milk...', you can say 'but I do not like tea' or 'and I like bread too'.

**Teacher:** Are you ready? Think and answer quickly.

**Teacher:** I like to sing...

**Teacher:** I have a red crayon...

**Teacher:** Raju plays football...

**Teacher:** Very good. You made creative sentences. You remembered how to use both words correctly.

## Differentiated Activities

110 km/hr



Write two sentences using both 'and' and 'but' correctly.

80 km/hr



Fill in the blanks with 'and' or 'but':

1. I like apples \_\_\_\_\_ I do not like bananas.

2. My sister \_\_\_\_\_ I went to the zoo.

40 km/hr



• Join the words using and or but.

• Example: Cat \_\_\_\_\_ Dog


• Hot \_\_\_\_\_ Cold

## Home Task

Write two sentences using the word 'and'. Draw a small picture for each.

## Period 2

### Interacting better



**Interacting better**

ICL

Discuss the colours of a rainbow with your partner. Write down their names in your notebook. Name your favourite colour of the rainbow. Use that colour to fill in the box.

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**Teacher:** Good morning, students. Let us begin with a little colour talk today.


**Teacher:** Look at the rainbow in your book. Can you name the colours you see in a rainbow?

**Teacher:** Talk to your partner and say your favourite colour from the rainbow.

**Teacher:** Now, write your partner's name in your notebook and your favourite rainbow colour too.

**Teacher:** Use that colour to fill the small box given.

**Teacher:** Well done. Now let us move on to our new story.

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

**STEP TALK**

Jas and his friends celebrate Environment Day in school. After school, Lina and Maria go over to Jas's house. Teta\* walks in. She takes the children to a park near Jas's house. The children look around. The park used to be green, but it is dry now. There are no birds or squirrels hopping around.



Children, have you ever planted a tree?

No, we have not.



Let me ask you a question. Why are trees important?

Trees give us food.

Trees give us shade.

Trees give us shelter too.



So, we should have trees in our parks. Come, we will make this park green again.



But how will we plant so many trees?

The two gardeners will help us.

First, we will help clean the dirty park. Then, the gardeners will help us plant saplings.

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Teacher's Note: \*Tell the students that Jas calls his mother's mother 'Teta'.

**Teacher:** Today, we are starting a new chapter. Everyone, please open to page 77.

**Teacher:** The story is about Environment Day. Do you know what Environment Day is?

**Teacher:** Yes, it is a day when we talk about keeping our Earth clean and green.

**Teacher:** Look at the first picture. Jas and his friends are celebrating Environment Day. What do you see in the background?

**Teacher:** A park. But how does it look?

**Teacher:** Yes, it looks dry and empty.

**SHOULD DO**

10 MIN.

☐

**Teacher:** In the second picture, Teta is asking a question. What is she asking?

**Teacher:** She is asking, 'Why are trees important?'

**Teacher:** Look at the answers the children give – Trees give us food, shade and shelter.

**Teacher:** That is right. Trees are very important. They help all living things.

**Teacher:** In the next picture, Teta says, 'We should plant trees in our parks.' What are the children doing next?

**Teacher:** They are cleaning the park and getting ready to plant saplings.

**Teacher:** Who will help them?

**Teacher:** The two gardeners. They will help plant trees.

**Teacher:** So, what is the message of the story?

**Teacher:** Yes, we should take care of nature and plant more trees.

**Teacher:** Now, let us think and talk.

If you could plant a tree anywhere, where would it be?

**Teacher:** Turn to your partner and share your answer. Try to use a sentence like – 'I would plant a tree in... because...'

**Teacher:** Wonderful answers. Some of you said 'in the school ground', 'in my backyard' and even 'near a pond'. Very thoughtful.

**COULD DO**

5 MIN.

☐

### Differentiated Activities

**110 km/hr**



Write two reasons why trees are important. Then, draw a tree with fruit and birds around it.

**80 km/hr**



Complete the sentence – 'Trees give us \_\_\_\_\_ and \_\_\_\_\_.'

**40 km/hr**



Write one thing that trees give us for each:

- One thing for food
- One thing for shade
- One thing for shelter

### Home Task

Draw a picture of a clean and green park. Colour it neatly.

## Period 3

**Teacher:** Good morning, students. Let us begin with a quick question. What did we learn in the last period?

**Teacher:** Yes, Jas and his friends visited a park with Teta. What did they plan to do?

**Teacher:** Correct. They wanted to make the park green again.

**Teacher:** Today we will continue reading and see how they made it happen.

**SHOULD DO**

5 MIN.

☐

The gardeners help Teta and the children. Together, they pick up dry leaves and twigs. They put everything in a pile. Then, the gardeners dig small pits in the ground to plant the saplings.



78

**Teacher:** Everyone, please open your book to page 78.

**Teacher:** Look at the first picture. What are the gardeners and children doing?

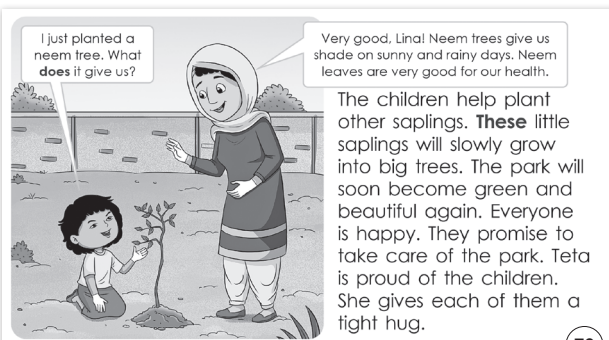
**Teacher:** Yes, they are picking up dry leaves and twigs. Why do you think they are doing this?

**Teacher:** That is right. To make the place clean for planting.

**Teacher:** In the second picture, one child says he is planting a mango sapling. What does Teta say?

**MUST DO**

25 MIN.



78

**Teacher's Note:** This section is aligned to the SDG 15: Life on Land: Teach the students that we should water the plants and trees in our garden. We should love and protect them.

**Teacher:** Yes, she says the mango tree will give us fruit in summer.

**Teacher:** Look at the next part. Lina planted a neem tree. What does a neem tree give us?

**Teacher:** Yes, shade on hot and rainy days. It also helps our health.

**Teacher:** What happens at the end? The children plant many saplings.

**Teacher:** What will happen to these saplings one day?

**Teacher:** Correct. They will grow into big trees. The park will become green again.

**Teacher:** How does Teta feel?

**Teacher:** Yes, she is proud and gives each child a hug.

**Teacher:** Now imagine you planted a tree in your school or near your home.

**Teacher:** What kind of tree would you plant? Why?

**Teacher:** Turn to your partner and share your answer using the sentence – 'I will plant a \_\_\_\_\_ tree because...'

**COULD DO**

10 MIN.



**Teacher:** Excellent answers. You chose fruit trees, flower trees and shade trees. Very thoughtful.

## Differentiated Activities

**110 km/hr**



Write three things you must do to take care of a plant. Use short sentences.

**80 km/hr**



Fill in the blanks:

1. Neem leaves are good for our \_\_\_\_\_.

2. Mango trees give us \_\_\_\_\_.

**40 km/hr**



Match each tree with what it gives us.

Example: Mango – Fruit

- Neem – Shade
- Tree – Leaves

## Home Task

Draw a tree you like and write one sentence about why you like it.

## Period 4

### Recalling better

#### Recalling better

CING

- o Teta took Jas, Lina and Maria to a park near Jas's house.
- o The park used to be green, but it is dry now.
- o Teta asked the children why trees are important.
- o The children said that trees give food, shade and shelter. They all decided to make the park green again.
- o First, the children helped clean the dirty park.
- o Then, the gardeners helped the children plant saplings.
- o Jas planted a mango sapling. The mango tree will give fresh mangoes in summer.
- o Lina planted a neem tree. It will give shade on sunny and rainy days.
- o The children helped plant other saplings.
- o Everybody promised to take care of the park.
- o Teta was proud of the children. She hugged each one of them.

79

**Teacher:** Good morning, students. Let us begin with a short memory game. I will ask you some questions about the story we read. Let us see how much you remember.

**SHOULD DO**

15 MIN.



**Teacher:** Who were the children in the story and where did they go?

**Teacher:** Yes, Jas, Lina and Maria visited a park with someone special. Who was she?

**Teacher:** That is right. Teta, Jas's grandmother.

**Teacher:** Was the park full of trees and animals?

**Teacher:** No, it looked dry and empty. But what idea did the children and Teta have?

**Teacher:** Yes, they wanted to bring the green back to the park.

**Teacher:** What did the children do first to make the park clean?



**Teacher:** Correct. They picked up dry leaves and twigs.

**Teacher:** Then what happened? Did they plant trees?

**Teacher:** Yes, they planted saplings with the help of gardeners.

**Teacher:** Can you name any trees they planted?

**Teacher:** Mango and neem trees. Well remembered.

**Teacher:** In the end, how did everyone feel?

**Teacher:** They were happy and proud. Teta gave the children a warm hug.

**Teacher:** You remembered the story so well. Wonderful!

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

### Sight words



**Teacher:** Now let us look at some new and important words that we will learn to recognise quickly.

**MUST DO**

15 MIN.

**Teacher:** I am going to say a word. You will repeat it and use it in a sentence if you can.

**Teacher:** First word – green. What do you see in the park that is green?

**Teacher:** Good. Next word – first. Who wants to tell me what comes first in your morning routine?

**Teacher:** Well done! Now the word – does. Can you make a sentence using 'does'?

**Teacher:** Yes, like 'She does her work neatly'.

**Teacher:** Last word – these. Can you point to your pencils and say 'These are my pencils'?

**Teacher:** Excellent. Now write all four words in your notebooks and read them out one by one with your partner.

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

**Teacher:** I will say a sentence and you will give me a thumbs up if the sentence has one of our sight words in it.

**Teacher:** Ready?

**Teacher:** 'These shoes are new.' – Thumbs up or down?

**Teacher:** 'The cat jumped high.' – Thumbs up or down?

**COULD DO**

10 MIN.


**Teacher:** 'She does her homework every day.' – What do you think?

**Teacher:** 'I came first in the game.' – Good.

**Teacher:** You all were very alert. Well done!

### Differentiated Activities

110 km/hr

 Write one sentence each using 'green', 'first', 'does' and 'these'.

80 km/hr

 Complete these:

1. The grass is \_\_\_\_\_.
2. He \_\_\_\_\_ his chores daily.

40 km/hr

 Match:

- Green – Colour
- First – Beginning
- These – Near objects

### Home Task

Fill 'My Scribbles and Secrets'.

### Period 5

**SHOULD DO**

10 MIN.

**Teacher:** Good morning, students. Let us start with a fun energiser.

**Teacher:** When I say the name of a tree from the story, you will stretch your arms up like branches. If I say something not from the story, stay still.

**Teacher:** Mango – stretch.

**Teacher:** Guava – stay still.

**Teacher:** Neem – stretch.

**Teacher:** Banana – stay still.

**Teacher:** Well done! Now tell me quickly – What did Jas and his friends do at the park?

**Teacher:** Yes, they cleaned the park and planted trees. Very good. You are all ready to begin today's lesson.

### Learning better - Excelling Comprehension

**Learning better** CBA FULL

**Excelling Comprehension**

**A Fill in the blanks with the correct answers.**

1. Jas and his friends celebrated \_\_\_\_\_ Day at school.  
a. Children's b. Teacher's c. Environment
2. Teta took the children to a \_\_\_\_\_ near Jas's house.  
a. park b. pool c. garden
3. The park used to be green but it is \_\_\_\_\_ now.  
a. dry b. wet c. hot
4. Jas planted a \_\_\_\_\_ sapling.  
a. neem b. guava c. mango

**Teacher:** Open your book to page 79 and look at the yellow 'Learning better' box.

**MUST DO**

20 MIN.

**Teacher:** Let us begin with the first part. Read each sentence and choose the correct word from the options given.

**Teacher:** In the first sentence, think about the special day that the children celebrated in school. Which day was linked to nature?

**Teacher:** Now, the next one – where did Teta take the children? Was it a place full of nature, like the one where you go to play?

**Teacher:** In the third sentence, the park had changed over time. Try to remember what it looked like when they visited it.

**Teacher:** Now, recall what Jas planted during the visit. Was it a fruit tree or something else?

**Teacher:** Read each sentence again before you choose your answer. Take your time.

**Teacher:** Once you finish, we will move to the next part.

**B Complete the answers from the story.**

1. What will the mango tree give us?  
The mango tree will give us \_\_\_\_\_
2. Which tree was planted by Lina?  
Lina planted a \_\_\_\_\_
3. What did everybody promise?  
Everybody promised to \_\_\_\_\_

79-80

**Teacher:** Now look at the second part just below – here you will complete the answers based on what we read.

**Teacher:** The first one is about what we get from the mango tree. You can think about what mangoes are used for.

**Teacher:** Next, think about Lina. What kind of tree did she plant? It was useful for both shade and health.

**Teacher:** The last one is about the promise made by everyone. What did they all agree to do for the park?

**Teacher:** Try to write each answer in a full sentence. Use your own words if needed and refer to the pictures if you forget.

**Teacher:** Once you are done, raise your hand quietly and I will come around to see.

**Teacher:** Now that you have finished your exercises, let us do a short talk-and-share activity.

**COULD DO**

10 MIN.

**Teacher:** Think about your favourite tree. Tell your partner what it looks like and why you like it.

**Teacher:** You can use words like big, tall, green, colourful, fruits, flowers and shade.

**Teacher:** Very nice. Some of you spoke about coconut trees, some about gulmohar and banana trees. Trees really are amazing.

**Differentiated Activities**

**110 km/hr**



Write four meaningful sentences using the words clean, sapling, shade and happy.

**80 km/hr**



Match each word with its correct meaning.  
Example:

Sapling – A small plant

Gardener – One who grows plants

Park – A place to play or walk

**40 km/hr**



Circle the correct words in these clues:

1. The park was (clean/dry) at first.
2. Teta is Jas's (aunt/grandmother).

**Home Task**

Write one way you can keep your surroundings clean. Draw a small picture to show it.

**Period 6**

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

**SHOULD DO**

10 MIN.

**Teacher:** Let us warm up with a fun sound game. I will say a word and you will think of a word that rhymes with it. That means both words should sound alike.

**Teacher:** Let us try the first one – mouse. Who can think of a word that rhymes with mouse?

**Teacher:** Yes – house. That is right. Now, who can tell me another one?

**Teacher:** Well done! Now listen to the next word – round. Can you think of a rhyming word?

**Teacher:** Yes – sound. Perfect.

**Teacher:** Let us try one more – loud. Who has a word that rhymes with loud?

**Teacher:** Good thinking – proud, cloud, crowd – all are correct.

**Teacher:** Now let us make it a little more fun. I will give the first part of a sentence and you finish it using a rhyming word from our game.

**Teacher:** The cat ran into the...?

**Teacher:** Yes – house.

**Teacher:** The sun was hidden by a big...?

**Teacher:** Cloud. Excellent.

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

1. Why are trees important?
2. Why did the gardeners dig small pits in the ground?
3. Why did everyone wear gloves while cleaning the park?

80

**Teacher:** You are ready to begin the lesson now.

**Teacher:** Everyone, open your book to the next page. We are going to answer a few questions based on the story we read.

**MUST DO**

20 MIN.

**Teacher:** Write your answers in short and complete sentences. Think carefully and use your own words.

**Excelling Vocabulary**

Vocabulary
DING WR
P

**D Read these words aloud.**

ground	noun	house	mouse
found	round	sound	loud

**Look at the pictures. Fill in the blanks with ou words.**

1. The gardener dug a hole in the \_\_\_\_\_.
2. I can \_\_\_\_\_ all the way upto 100.
3. A dark \_\_\_\_\_ covered the Sun.
4. Please do not \_\_\_\_\_!

80

**Teacher:** Now let us look at the box of words in the vocabulary section.

**Teacher:** These are special words with the 'ou' sound. I will read each word and you will repeat after me.

**Teacher:** Ground, found, round, noun, house, mouse, sound, loud.

**Teacher:** Well done! Now look at the pictures below and complete the blanks using words from the box.

**Teacher:** First one – The gardener dug a hole in the... yes, the ground.

**Teacher:** Second one – Think of what we say when we count all the way up to 100. Which word fits here?

**Teacher:** Third – What covered the sun? Look at the dark shape in the sky.

**Teacher:** And last – What do we say when someone is shouting? Please do not...?

**Teacher:** Great job. Make sure all the spellings are correct. Practise reading the words again with your partner.

**Teacher:** Now close your book. I will say a sentence and you have to shout out the 'ou' word in it.

**COULD DO**

10 MIN.

**Teacher:** Ready?

**Teacher:** The cat ran after the mouse.

**Teacher:** We walked around the tree.

**Teacher:** He spoke very loud.

**Teacher:** The gardener found a worm.

**Teacher:** You were so quick. You really know your 'ou' words now.

## Differentiated Activities

110 km/hr



Write four new words with 'ou' and use each in a sentence.

80 km/hr



Unscramble these 'ou' words:

- uosme
- dourn
- dulod

40 km/hr



Match each word with what it is or what it means.

**Example:**

- Mouse – A small animal
- House – A place to live
- Loud – A strong sound

## Home Task

Write two sentences using any two 'ou' words. Draw a small picture for each.

## Period 7

**Teacher:** Good morning, students.  
Let us play a game with opposites to warm up our minds.

**SHOULD DO**

10 MIN.

**Teacher:** When I say a word, you say its opposite. Ready?

**Teacher:** Hot

**Teacher:** Cold. Good.

**Teacher:** Clean

**Teacher:** Dirty. Well done!

**Teacher:** Happy

**Teacher:** Sad. Very good.

**Teacher:** Day

**Teacher:** Night. Excellent! You all are thinking quickly.

**Teacher:** Now we will do something similar in your book.

## Excelling Vocabulary

**E Match the following words with their opposites.**

- |           |          |          |          |
|-----------|----------|----------|----------|
| 1. hot    | 2. day   | 3. clean | 4. happy |
| ○         | ○        | ○        | ○        |
| ○         | ○        | ○        | ○        |
| 80 a. sad | b. dirty | c. cold  | d. night |

**Teacher:** Open your book to the next page. Look at the matching activity.

**MUST DO**

20 MIN.

**Teacher:** You can see four words. Each word has an opposite on the right side.

**Teacher:** Read all the words once. Then match them with the correct opposite.

**Teacher:** Think before you match. For example, if something is 'hot', what is the opposite feeling?

**Teacher:** Very good. Now go ahead and complete the rest.

**Teacher:** Once you finish, read each pair aloud with your partner.

## Excelling Spelling

**Teacher:** Now look at the next exercise. You will see some sentences.

**EXCELLING Spellings**

**F Colour the words that have 'nn' with a green crayon. Read the words aloud.**

1. The train went through a tunnel.
2. The dog is sleeping inside the kennel.
3. A little bunny hopped out of the hole.
4. Trees give us shade on sunny and rainy days.

80

**Teacher:** Your task is to find and colour the words that have 'nn' in them using a green crayon.

**Teacher:** Let us look at the first one together. In the sentence about the train, which word has 'nn'?

**Teacher:** Yes – 'tunnel'. Now find such words in the next sentences too.

**Teacher:** When you are done, read all the 'nn' words aloud with your table partner.



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

**COULD DO**

10 MIN.

**Teacher:** Now let us have a little challenge.

**Teacher:** I will say a sentence with a missing word. You have to guess the opposite word that fits.

**Teacher:** The room was clean, but now it is...

**Teacher:** Dirty. Good.

**Teacher:** The sun shines in the...

**Teacher:** Day. And it sleeps at...

**Teacher:** Night. Excellent.

**Teacher:** Let us do two more like this with a partner and take turns saying opposite pairs.

### Differentiated Activities

110 km/hr



Write two sentences using opposite word pairs, such as hot-cold or happy-sad.

80 km/hr



Match each word with its opposite.

- Day → Dirty
- Happy → Night
- Clean → Sad

40 km/hr



Circle the odd word out:

1. Hot, Cold, Tunnel
2. Sad, Night, Bunny

### Home Task

Look around your home. Write down one pair of opposite words you can see. For example – open-close.

### Period 8

**Teacher:** Good morning, students. Let us do a quick brain jog.

**Teacher:** I will say two small sentences and you have to join them using one word.

**Teacher:** I like apples. I like bananas. How will you join these?

**Teacher:** Yes, 'and'. I like apples and bananas.

**Teacher:** Now try this – I wanted to run. I was tired. Which joining word will fit?

**Teacher:** Great – 'but'. You are ready to learn more about these words today.

### Excelling Grammar



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Read these sentences.

1. Lina went to Jas's house. Maria went to Jas's house.  
Lina and Maria went to Jas's house.
2. Are these grapes? Are these cherries?  
Are these grapes or cherries?
3. A lion is big. A mouse is small.  
A lion is big but a mouse is small.

Words such as **and**, **but** and **or** join words and sentences. These are called **joining words**.

80

**Teacher:** Before we begin, let us understand something called joining words.

MUST DO

20 MIN.



**Teacher:** Sometimes we have two small sentences. Instead of writing them separately, we can connect them using one word. These are called joining words.

**Teacher:** The most common joining words are 'and', 'but' and 'or'.

**Teacher:** 'And' is used when both parts are similar or add more information. Like – I like milk and bread.

**Teacher:** 'But' is used when the two parts are different or opposite. Like – I like mangoes but not bananas.

**Teacher:** 'Or' is used when we give a choice. Like – Would you like tea or juice?

**Teacher:** Let us all say it together –

- 'And' adds,
- 'But' shows difference,
- 'Or' gives a choice.

**G** Fill in the blanks with **and**, **or** or **but**.

1. The park used to be green, \_\_\_\_\_ it is dry now.
2. There are birds \_\_\_\_\_ squirrels hopping about.
3. Pehal ate an apple \_\_\_\_\_ a banana for breakfast.
4. Is the science exhibition this week \_\_\_\_\_ the next?

80

**Teacher:** Now open your book to Exercise G on the next page.

**Teacher:** We will choose the correct joining word – 'and', 'but' or 'or' – for each sentence.

**Teacher:** Let us read the first sentence. The park used to be green... what happened next?

**Teacher:** Yes, now it is dry. So we join it with 'but'. The park used to be green but it is dry now.

**Teacher:** Look at the second one. It talks about birds and squirrels. Are both present?

**Teacher:** Yes, so we use 'and'.

**Teacher:** The next sentence is about what someone ate. Two options are given – apple and banana. So which joining word fits?

**Teacher:** Right – 'and'.

**Teacher:** Now the last sentence is asking you to choose between this week and the next. What word do we use for choice?

**Teacher:** Yes, 'or'.

**Teacher:** Please complete all four sentences and then read them aloud to your partner.

**Teacher:** Very good. These small words make a big difference in our sentences.



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



English Theme 8: We Live Together

# HOMOPHONES

These words sound the same but are spelled differently and have different meanings. Read the words aloud to find out.

<b>See</b> We see with our eyes.	<b>Sea</b> A ship sails in the sea.
<b>Mail</b> The postman brings us the mail.	<b>Male</b> A male goose is called a gander.
<b>Son</b> Rahul is my uncle's son.	<b>Sun</b> The Sun shines brightly in the sky.
<b>Hair</b> Malati has long hair.	<b>Hare</b> A hare hopped around the garden.
<b>One</b> I have only one pencil with me.	<b>Won</b> Soma won the 100 m race.
<b>Flower</b> Rehan draws a beautiful flower.	<b>Flour</b> Ram mixes flour and milk in a bowl.
<b>Pair</b> Daddy buys a new pair of shoes.	<b>Pear</b> Meena is eating a pear.
<b>Sail</b> This boat has two sails.	<b>Sale</b> There is a sale on the stationery items.
<b>Bee</b> A bee is buzzing around the flower bouquet.	<b>Be</b> Please be on time for the play.
<b>Write</b> Neha writes a letter to her aunt.	<b>Right</b> Go straight and then turn right.

8

**Teacher:** Now we will look at something new and exciting – a poster about homophones.

COULD DO

15 MIN.

**Teacher:** Homophones are words that sound the same but have different spellings and meanings.

**Teacher:** Look here – we have pairs like 'see' and 'sea'. We use our eyes to 'see', but 'sea' is the big water body where ships sail.

**Teacher:** Here is another one – 'son' and 'sun'. A 'son' is a boy in a family. And the 'sun' is what gives us light during the day.

**Teacher:** Can you read this one? 'Pair' and 'pear'. A 'pair' means two of something, like a pair of shoes. A 'pear' is a fruit.

**Teacher:** All these words may sound exactly the same, but they mean different things and are used differently.

**Teacher:** Let us read all the examples aloud. Make sure to look at the spellings carefully.

**Teacher:** Well done. We will paste this poster on the wall so you can revisit these words anytime.

**Teacher:** Homophones help us become smarter readers and writers. Keep an eye out for them when you read.

## Differentiated Activities

110 km/hr



Write two joining word sentences and one preposition sentence using words from today.

80 km/hr



Fill in the blanks with 'and', 'or' or 'but':

1. I like mangoes \_\_\_\_\_ papayas.

2. I was sleepy \_\_\_\_\_ I read a book.

Also, use one preposition in your own sentence.

40 km/hr



Match the word with what it tells us.

But – Shows a difference

And – Joins similar things

Over – Tells the position of something

Now, circle one preposition from the poster (like in, on, under or over).

## Home Task

Write two sentences using joining words and underline the joining word.

## Period 9

**Teacher:** Good morning, students.

Today we will begin with a quick sound puzzle.

SHOULD DO

10 MIN.

**Teacher:** I will say two words that sound the same, but their spellings and meanings are different. You will listen and show me two fingers if they are different words.

**Teacher:** Ready?

**Teacher:** 'Two' and 'Too' – same sound, but different spelling. Show two fingers.

**Teacher:** 'Week' and 'Weak'? Yes, same sound, different meaning.

**Teacher:** These are called homophones. Can we all say the word together?

**Teacher:** Homophones. Excellent. Let us now learn them with an activity.

## Excelling Concentration



Concentration\*

H

Listen to your teacher. Colour the correct words with a green crayon.

1. two / too

2. whole / hole

3. pair / pear

4. weak / week

81

**Teacher:** Open your book to the exercise with homophones. You will see word pairs like 'hole' and 'whole', 'pair' and 'pear'.

**Teacher:** I will read a sentence aloud. You have to listen carefully and colour the correct word in green.

MUST DO

30 MIN.

**Teacher:** Let us begin.

**Teacher:** Sentence one – The two gardeners were cleaning the park. Which 'two' is correct?

**Teacher:** Colour that word.

**Teacher:** Next – There is a big hole in the wall. Which spelling of 'hole' is correct?

**Teacher:** Good. Continue for the next two. I will read slowly so you can think.

**Teacher:** After all four are done, read the words you chose to your partner.

(Note- Listening activity on the page 104)

## Excelling Language

**Language**

**1 Work with a partner. Talk about the story. Ask and answer questions. You may use these questions.**

Jas, Lina and Maria planted many saplings.

Yes, they also cleaned the park.

Why is it important to plant trees?  
What do trees give us?  
Why should we clean the park?  
What should we do to make the park green?

**Teacher's Note:** \*Read aloud to the class the listening text on the last page.

**Teacher:** Now, turn to your partner. You will talk about the story we read over the past few days.

**Teacher:** You can take turns asking each other questions. For example:

- Why is it important to plant trees?
- What do trees give us?
- Why should we clean the park?
- What should we do to make the park green?

**Teacher:** Listen carefully to your partner's answers and give your own too.

**Teacher:** When both of you finish, share one answer with the class.

**Teacher:** Very good. I can see you are thinking and speaking clearly.


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

## Differentiated Activities

**110 km/hr**


 Write any two homophones and make a sentence with each.

**80 km/hr**

 Match each word with its correct homophone.

- Two – Pair
- Pear – Week
- Weak – Too

**40 km/hr**

 Circle the correct word:  
1. I ate a (pair/pear).

2. The girl is very (week/weak).

## Home Task

Write one homophone pair and draw a small picture for each word.

## Period 10

**Teacher:** Good morning, students.  
Today we are going to become little reporters.

**SHOULD DO**

**10 MIN.**

**Teacher:** I will give you an answer and you have to guess what the question might be.

**Teacher:** Ready?

**Teacher:** I say – 'Yes, this is my pencil.' What do you think the question was?

**Teacher:** Good guess – 'Is this your pencil?'

**Teacher:** Next – 'My mother made the card.' What could the question be?

**Teacher:** Yes – 'Who made the card?'

**Teacher:** Well done! You all are ready to ask good questions. Let us now try this in your books.

## Excelling Expression

**Expression**

**1 Reena asks Sanaa some questions. Read Sanaa's answers. Write the questions for the answers, as shown.**

1. Reena: Is this your ball \_\_\_\_\_?  
Sanaa: Yes, this is my ball.

2. Reena: Who \_\_\_\_\_?  
Sanaa: My uncle bought it for me.

3. Reena: Have \_\_\_\_\_?  
Sanaa: No, I have not seen your toys.

4. Reena: Do \_\_\_\_\_?  
Sanaa: Yes, I want to play with you.

**Teacher:** Please open your book to the next page where Reena is asking Sanaa some questions.

**MUST DO**

**10 MIN.**

**Teacher:** You can see that Sanaa has already given the answers. You need to write the correct questions that Reena might have asked.

**Teacher:** Look at the first one. It is already done for you.

**Teacher:** Now for the second one – the answer is 'My uncle bought it for me.' What kind of question begins with 'Who' and matches this answer?

**Teacher:** Good. Now try the third one. The answer is about toys. Think of a question that begins with 'Have'.

**Teacher:** The last one is about wanting to play. Begin your question with 'Do'.

**Teacher:** Write each question carefully and then read them aloud with your partner.

## Creating better

**Creating better** Art1 2LCS

Take help from an adult for this activity. The 'RRR' sign stands for Reduce, Reuse, Recycle. Follow the given steps to make the 'RRR' sign.

1. Draw three arrows of the same size on a chart paper. Colour them green.
2. Cut them out.
3. Fold each of the arrows from the middle, as shown.
4. Place and paste the arrows, as shown.

Your 'RRR' sign is ready! Write – Reduce, Reuse, Recycle on the chart paper. Write a slogan of your choice.

82

**Teacher:** Let us talk about the 'RRR' sign today – Reduce, Reuse and Recycle.

**Teacher:** Why do you think these three words are important for the Earth?

**Teacher:** Yes, they help us keep the Earth clean and safe.

**Teacher:** We will soon create the 'RRR' symbol in class.

**Teacher:** First, we will draw three arrows on green paper. Then cut them and fold them like the poster shows.

**Teacher:** When we paste them in a circle, it becomes the RRR sign.

**Teacher:** Under your RRR symbol, you can write a slogan like 'Clean Earth, Green Earth' or 'Use Less, Save More'.

**Teacher:** This will be our class poster to remind us to care for nature.

**MUST DO**

20 MIN.

## Differentiated Activities

110 km/hr

Write any two questions using 'Who' and 'Have'. Then, write a slogan for the RRR symbol.

80 km/hr

**Task 1:** Complete the sentences:

- Who \_\_\_\_\_ the book?
- Do you \_\_\_\_\_ play?

**Task 2:** Draw three arrows and write the words 'Reduce', 'Reuse' and 'Recycle' – one beside each arrow.

40 km/hr

**Task 1:** Match the sentence to its question:

- Yes, I want to play. → Do you want to play?
- I have not seen your bag. → Have you seen my bag?

## Home Task

Write one way you can reduce waste at home. Ask an elder to help you write a short slogan.

## Period 11

**Teacher:** Good morning, students. Let us start today's class with a fun indoor game called 'Act and Guess'.

**Teacher:** I will choose one student to act like someone from the story – a gardener, a tree or even Jas.

**Teacher:** The rest of the class will guess who it is.

**Teacher:** Ready? First student, come forward and act silently. Others, guess.

**Teacher:** Well done! You guessed correctly. Now one more round.

**Teacher:** Great thinking and observing, everyone. Now let us sit down and talk about some important ideas from our story.

**SHOULD DO**

10 MIN.

## Thinking better

**Thinking better** COD HOTS 2LCS

**Think and discuss.**

1. The children promised to take care of the park. What would they do to keep their promise?
2. What do gardeners do? What would you do if you were a gardener?

83

**Teacher:** Let us now think about the story in a deeper way.

**Teacher:** The children promised to take care of the park. What do you think they should do to keep this promise?

**Teacher:** Yes – watering plants, picking litter, planting new trees – those are all great answers.

**Teacher:** Now, tell me – what do gardeners do every day?

**Teacher:** Correct – they dig, plant, water and care for the plants.

**Teacher:** If you were a gardener, what would you do to make the park look beautiful?

**Teacher:** Think quietly for a moment and then share with your partner.

**MUST DO**

20 MIN.

## Choosing better

**Choosing better** EXL LSV 2LCS

You are playing in the garden. You see that one of your parents is tending to the plants. They ask you to water the plants. What would you do? Would you help them or continue to play? Give reasons for your answers.

83

**Teacher:** Now imagine you are playing happily in the garden. One of your parent is taking care of the plants nearby.

**Teacher:** They ask you to help water the plants. What would you do?

**Teacher:** Would you keep playing or go and help?

**Teacher:** Think carefully – what is the right choice and why?

**Teacher:** Share your decision with your partner and explain your reason.

**Teacher:** Lovely thoughts. You all are becoming responsible and kind thinkers.

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

**Teacher:** Now that we have spoken about making good choices, let us show those choices through art.

**Teacher:** Take out your pencils and colours. We are going to draw ourselves doing something kind for nature.

**Teacher:** What can you do to help nature? Can anyone give me an idea?

**Teacher:** Yes – watering a plant is one. What else?

**Teacher:** Picking up dry leaves. That is great. Anything else?

**Teacher:** Planting a new sapling. Very thoughtful.

**Teacher:** So now, think of one thing you would like to do – maybe something we spoke about or your own idea.

**Teacher:** Draw a picture of yourself doing that action. You can draw a park, your garden or even a balcony.

**Teacher:** Take your time and make it neat. Use colours to show your plants, trees or water.

**Teacher:** After you finish your drawing, write one sentence below it. Begin like this: 'I help nature by...'

**Teacher:** For example – 'I help nature by watering the plants.'

**Teacher:** If you need help writing the sentence, raise your hand and I will come to you.

**Teacher:** Let us take five more minutes to finish. Then we will share some drawings.

**Teacher:** Beautiful work, everyone. I can see many Earth helpers in this class today.

### Differentiated Activities

**110 km/hr**



Write two things you can do to take care of a park and explain why they are important.

**80 km/hr**



Write one thing a gardener does and one thing you can do to help.

**40 km/hr**



Circle the correct choice:

1. Who waters the plants? (Gardener / Driver)
2. What should you not throw on the ground? (Paper / Flower)

### Home Task

Observe one plant at home. Write one sentence about how you can take care of it.

### Period 12

#### Revising better

##### Revising *better*

Write two difficult words you learnt. Use both of them in one sentence in your Little Book.

DBL

83

**Teacher:** Good morning, students. Let us begin with a fun memory challenge.

**Teacher:** Think of all the new and difficult words we learnt in this chapter.

**Teacher:** Raise your hand and tell me one word you found tricky but interesting.

**Teacher:** Very nice – sapling, gardener, promise – these are all good words.

**Teacher:** Now take out your Little Book. We are going to write two of those difficult words in it.


**Teacher:** After that, we will use both words in one sentence.

**Teacher:** For example – 'The gardener planted a sapling to keep his promise.'

**Teacher:** Think of your own sentence. If you want help, you can ask me.

**Teacher:** Great job! Your vocabulary is growing strong, just like the trees in the story.

#### Playing better

 **Playing *better***

KoI PMD 2LCS

**Kho Kho**

1. Divide into two teams.
2. One team sits in a line in the middle of the field, facing opposite directions. One player from this team is the 'chaser'. The other team are the 'runners' and stand anywhere on the field.
3. The game begins when the chaser starts running.
4. The chaser runs in one direction to tag the runners. They can't change direction unless they touch a sitting teammate and say "Kho!" The tagged teammate becomes the new chaser.
5. The chaser tries to tag as many runners as possible.
6. After a set time, the teams switch roles.
7. The team that tags the most runners wins.

83

**Teacher:** Now it is time to play and learn. We are going to play a game called Kho Kho.

**MUST DO**

30 MIN.



**Teacher:** Raise your hand if you have played it before. Good. For others, I will explain the rules step by step and then we will go out to play together.

**Teacher:** First, we divide the class into two teams – Team A and Team B.

**Teacher:** One team will sit in a line, facing opposite directions. These are called the 'chasers'.

**Teacher:** The other team will be the 'runners'. They will stand anywhere in the open space.

**Teacher:** The game begins when one player from the chasers starts running to catch the runners.

**Teacher:** But remember – the chaser can only change direction after touching a teammate and saying 'Kho!'

**Teacher:** When the chaser says 'Kho' and touches a teammate, the teammate becomes the new chaser and continues the chase.

**Teacher:** After a few minutes, the teams will switch roles.

**Teacher:** The team that tags the most runners wins the game.

**Teacher:** Let us now quietly move to the open area outside. Stay alert, follow the rules and cheer for your teammates. Let us have fun while learning teamwork and speed.

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

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

**SHOULD DO**

5 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 Activities

110 km/hr



Write three rules of Kho Kho and explain how teamwork is used in the game.

80 km/hr



Write two things you enjoyed during the Kho Kho game

40 km/hr



Draw a picture of you playing Kho Kho and label the chaser and runner.

## Home Task

Ask someone at home to tell you about a traditional game they played as a child. Write its name and one rule.

## Period 13

### Worksheet 1

Theme 8: We Live Together

## 8. A Visit to the Park

Worksheet 1

### Comprehension

Read the passage carefully.

The banyan tree is one of the biggest trees. We cannot find many banyan trees in the cities because of the new houses being built. Banyan trees need a lot of space to grow. Banyan trees are known for their 'hanging roots'. These roots hang from the branches. When they reach the ground, the roots spread inside the soil. The banyan tree provides shelter to all animals. It is our friend. People often sit under the banyan tree to shield themselves from the hot sun. The banyan tree is always cool and shady and is home to many birds and animals.

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

friend hanging shady biggest space

- Banyan trees are one of the \_\_\_\_\_ trees.
- Banyan trees need a lot of \_\_\_\_\_ to grow.
- Banyan trees are known for their \_\_\_\_\_ roots.
- The banyan tree is our \_\_\_\_\_.
- The banyan tree is cool and \_\_\_\_\_.

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

- ☐ People often sit under the banyan tree to shield themselves from the sun.
- ☐ The banyan tree is home to a lot of birds and animals.
- ☐ Banyan trees are one of the biggest trees.
- ☐ Banyan trees are known for their hanging roots.
- ☐ Banyan trees need a lot of space to grow.

C. Look at the picture carefully. Label the hanging roots of the banyan tree.



25

**Teacher:** Good morning, students.

I hope you are ready for a little challenge today.

**SHOULD DO**

20 MIN.

**Teacher:** Please open your workbook to page 25. This is Worksheet 1 from the lesson A Visit to the Park.

**Teacher:** First, look at the short passage about the banyan tree. I will read it aloud and you can follow along.

**Teacher:** As I read, try to underline any new or difficult words you hear.

**Teacher:** Now that we have read it, let us begin with part A. You have a word box with some help words.

**Teacher:** Read each sentence carefully and fill in the blank using the correct word from the box.

**Teacher:** For example – The banyan tree is one of the \_\_\_\_\_ trees. What should go here?

**Teacher:** Yes – 'biggest'. Good.

**Teacher:** Continue filling all five blanks on your own. I will move around if you need help.

**Teacher:** Now, for part B – You have to put these sentences in the correct order. Which one should come first?

**Teacher:** Yes – something that introduces the banyan tree. Very good.

**Teacher:** Read all the lines first, then use numbers 1 to 5 to show the correct order.

**Teacher:** Last part – part C. Look at the picture and find the hanging roots. Then, label them clearly in the space given.

**Teacher:** You all are doing wonderfully. Let us complete the worksheet neatly.

### Book of Holistic Teaching

**Teacher:** Now we will use our Book of Holistic Teaching to revise this lesson in a fun way.

**Teacher:** I will write some questions on the board. You will copy them in your notebook and we will solve them together.

### Maths

**Chapter 8: A Visit to the Park** **Theme 8: We Live Together**

**A Maths** **FLN HoLL MDA**

Measure the line segments of the given triangle.  
Which line segment is the longest?  
AB, BC or CA? \_\_\_\_\_  
Which line segment is the shortest?  
AB, BC or CA? \_\_\_\_\_

B  
A C

6

**Teacher:** First, let us do a small Maths activity using the triangle in the picture.

**Teacher:** Look at the triangle with the points A, B and C. Take your ruler and measure line segments AB, BC and CA.

**Teacher:** Write your answer –

1. Which line segment is the longest?
2. Which line segment is the shortest?

**Teacher:** Great. Measure carefully and write both answers in full sentences.

### EVS

#### B EVS

**Circle the correct option.**

Parul's house is on a very high hill. There is a round garden in front of it. The ground around it is covered with snow. Parul lives on a \_\_\_\_\_.

**Teacher:** Now let us do a short EVS reading activity.

**Teacher:** Listen carefully –

'Parul's house is on a very high hill. There is a round garden in front of it. The ground is covered with snow.'

**Teacher:** What kind of landform is this? I will write the question on the board:

Parul lives on a \_\_\_\_\_.

**Teacher:** Choose your answer from these options – plain, hill or desert.

**Teacher:** Now write your sentence in your notebook and circle the correct answer.

**Teacher:** These small activities help us connect English with Maths and EVS too. That is how we learn better together.

### Differentiated Activities

#### 110 km/hr



Write any two benefits of the banyan tree and draw its hanging roots.

#### 80 km/hr



Fill in the blanks:

1. The banyan tree is \_\_\_\_\_ and \_\_\_\_\_.
2. The \_\_\_\_\_ roots grow into the ground.

#### 40 km/hr



Match each word with the correct idea.

- Hanging roots → Under the tree (From the branches)
  - Shade → Live in trees (Under the tree )
  - Birds → From the branches (Live in trees)
- (Answers are given in brackets)

### Home Task

Observe any tree near your home. Draw it and write one sentence about what you like about that tree.

### Period 14

#### Worksheet 2

**Teacher:** Good morning, students.

Today we are going to do a very exciting worksheet.

**Teacher:** Please open your workbook to page 26.

**Worksheet 2**

**Vocabulary**

**A. Colour the words with ou sound with an orange crayon. Read the words aloud.**

house	blown	cloud	clown
loud	gold	frown	shout

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

1. s u \_ \_ \_ y

2. b u \_ \_ \_ y

3. w i \_ \_ \_ e r

4. d i \_ \_ \_ e r

**C. Match the words with their opposites.**

1. dry	•	•	a. cold
2. new	•	•	b. go
3. hot	•	•	c. wet
4. come	•	•	d. old

26

**Teacher:** Look at part A. You can see some words. Your

job is to colour only the words that have the 'ou' sound with an orange crayon.

**Teacher:** Let us say the words together aloud and find which ones have the sound – 'house', 'cloud', 'shout'...

**Teacher:** Very good. Now colour only those words that make the 'ou' sound.

### Grammar

#### A. Fill in the blanks with and, but or or.

1. I like the colours blue \_\_\_\_\_ green.
2. Do you like apples \_\_\_\_\_ oranges?
3. Rita is strict, \_\_\_\_\_ she is very kind.
4. I bought pencils, erasers \_\_\_\_\_ a notebook.

#### B. Circle the correct options with a green crayon.

1. Preeti **and** / **or** Ram are going to a birthday party.
2. I would love to play **or** / **but** I am tired.
3. Gopi **but** / **and** Gokul are going to sing a song.
4. Would you like to have tea **or** / **but** coffee?

26

**Teacher:** Now look at part B. You have to fill in the blanks using 'nn' to complete the words.

**Teacher:** Look at the picture to guess the word. What is this?

**Teacher:** Yes, 'sunny' – so write 'nn' in the blanks. Do the same for the others.

**Teacher:** Part C is about opposites. Match each word with its opposite.

**Teacher:** Example – 'Hot' goes with 'cold'. Do the rest and use a ruler to make neat lines.

**Teacher:** Now for Grammar – let us go to the bottom of the same page.

**Teacher:** Part A: You will fill in the blanks using and, but or or. Read the sentence and choose which one fits best.

**Teacher:** For example – 'I like blue \_\_\_\_\_ green' – Yes, the answer is 'and'.

**Teacher:** Now complete the others on your own.

**Teacher:** Part B: You will see two options in each sentence. Read and colour the correct one with a green crayon.

### Worksheet 3

### Worksheet 3

### Listening / Speaking / Writing

#### A. Listen to your teacher. Colour the correct words with a green crayon.\*

1. be / bee
2. fore / four
3. made / maid
4. hole / whole
5. ate / eight

#### B. Work with a partner. Discuss the following questions.

1. What is air pollution?
2. What are green habits?
3. Why should we plant more trees?
4. What is reduce, reuse and recycle?
5. Why do we celebrate Environment Day?

27

#### C. Look at the given picture. In your notebook, write questions for the answers given below.

1. The weather is nice.
2. The birds are flying in the sky.
3. The little boy is playing in the sand.
4. The kids are swimming in the sea.
5. The tourists are enjoying coconut water.



27

**Teacher:** Turn the page to Worksheet 3 on page 27.

MUST DO

20 MIN.

**Teacher:** In part A, you will listen carefully as I say pairs of homophones.

**Teacher:** After I say them, colour the correct word in each pair with a green crayon.

**Teacher:** Ready? First – 'bee'. Which one means the insect that buzzes? Yes, colour it.

**Teacher:** Next – 'maid' as in helper and so on. Let us do all five.

**Teacher:** Part B: You will now work with a partner.

**Teacher:** Ask and answer questions like – 'What is air pollution?' or 'What are green habits?'

**Teacher:** Take turns asking and answering.

**Teacher:** After that, we move to part C.


**Teacher:** Look at the picture of the beach. It shows many activities.

**Teacher:** I will help you write questions for each sentence.

**Teacher:** For example – 'The weather is nice.' What question would get that answer?

**Teacher:** Yes – 'How is the weather?'

**Teacher:** Write all five questions neatly in your notebook.

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

### Differentiated Activities

110 km/hr



Create five new questions of your own based on any picture in the book.

80 km/hr



Write two words with 'ou' sound and their meanings.

40 km/hr



Match the following:

- Cold → Dry (Hot)
- Loud → Hot (Soft)
- Wet → Soft (Dry)

### Home Task

Choose two words with double letters like 'sunny' or 'bunny' and draw a picture for each.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• participate in kinaesthetic activities like role play and outdoor games (e.g., kho kho) to build motor coordination and physical engagement.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• understand the value of teamwork, respect nature and demonstrate empathy through story discussions and planting activities.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• recall and sequence events from the story, analyse changes in the park environment and complete comprehension and grammar tasks with understanding.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• enhance vocabulary, use conjunctions and prepositions and form grammatically correct sentences through guided reading, speaking and writing tasks.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• express creativity through art and poster-making activities like the 'rrr' sign and drawing a dream park, while learning the cultural significance of trees.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• demonstrate curiosity, collaboration and responsible learning behaviours such as active listening, group participation and caring for class materials and plants.</li></ul>

### Starry Knights

Do you think the learners got motivated to adopt a park in the neighbourhood?

\_\_\_\_\_


If yes, give yourself a STAR.





## Poem: The Little Raindrops

### Theme 8: We Live Together

 4 Periods (40 minutes each)



Learn Better (Main Coursebook), CRM signs



Animation, eBook, Slideshow

Continuing better

I enjoy  
the beauty  
around me.

## Curricular Goals and Objectives (NCF-FS)

### To enable the students to:

- develop awareness about their surroundings through observation and exploration of nature.
- express their thoughts, feelings and experiences confidently using appropriate vocabulary.
- engage in meaningful conversations and collaborative activities with peers and adults.
- demonstrate empathy, care and responsibility towards community and environment.
- strengthen motor skills and body coordination through indoor and outdoor activities.
- enjoy creative expression through music, movement, role play, drawing and craft.
- understand and follow rules, routines and instructions for safe and responsible behaviour.
- show curiosity and interest in learning through asking questions and reflecting on experiences.

## Methodology

### Period 1

**Teacher:** Good morning, students.

How are you feeling today?

(Use CRM Signs to settle the class and get the attention of the students)

SHOULD DO

10 MIN.



**Teacher:** Let us begin with a fun sound game. When I say 'Pitter', you say 'Patter'. Ready?

**Teacher:** Pitter. (Students: Patter)

**Teacher:** Great. Again. Pitter. (Students: Patter)

**Teacher:** Now let us clap to that beat – Pitter (clap), Patter (clap). Very good!

**Teacher:** Today we are going to enjoy a beautiful poem about raindrops.

**Teacher:** Please look at the poem The Little Raindrops on the screen (or in your book).

MUST DO

20 MIN.



**Teacher:** Listen carefully while I read it aloud. Try to follow the sound of the raindrops. (Teacher reads the poem aloud with expression.)

**Teacher:** Now let us look at the first stanza. What is the poet asking the raindrops?

**Teacher:** Yes, she is asking where they come from. Good thinking.

**Teacher:** How do the raindrops sound in the poem? (Wait for answers)

**Teacher:** That is right – 'Pitter patter'. Let us say it together.

**Teacher:** What do you think the poet means by 'We can play on this side'?

**Teacher:** It sounds like the raindrops are playing, right? Does rain feel like a friend in this poem?

**Teacher:** What do you notice about the words – do they have rhythm or music in them?

**Teacher:** Yes, repeating sounds make it musical. Like 'Pitter, patter' and 'Play'.

**Teacher:** Let us read one line together – 'The little raindrops cannot speak.'

**Teacher:** If they cannot speak, how are they talking to us in the poem?

**Teacher:** Excellent! They speak through their sound and movement.

**Teacher:** Now, let us imagine it is raining outside. Close your eyes for a moment.

COULD DO

10 MIN.



**Teacher:** Can you hear the sound of raindrops falling on the window?

**Teacher:** Can you see the puddles forming on the ground? What are people doing?

**Teacher:** Now open your eyes. We will draw a picture of what we see and feel during a rainy day.

**Teacher:** What can you include in your drawing? Yes, raindrops, clouds, umbrellas and even the little girl from the poem.

**Teacher:** Maybe she is holding out her hand or watching through the window – what do you think she is doing?

**Teacher:** You can also draw something you like to do on a rainy day.

**Teacher:** Do you like jumping in puddles? Or staying inside with a hot drink?

**Teacher:** Draw that scene. Take your time and use colours if you like.

**Teacher:** Below your picture, write one line about what you enjoy doing on a rainy day.

**Teacher:** For example, you can write – 'I like watching raindrops slide down the glass.'

**Teacher:** Or – 'I play with my paper boat in the puddle.'

**Teacher:** I will walk around while you draw and help if you need ideas. Let us begin.



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

### Differentiated Activities

**110 km/hr**



write 4 words from the poem that describe rain. Make a new sentence using any two of them.

**80 km/hr**



circle the rhyming words in the lines – 'pitter, patter, pitter, patter' and 'we can play on this side'.

**40 km/hr**



trace the words 'rain', 'drop' and 'play' from the board into your notebook.

### Home Task

Draw a picture of a rainy day and write two words that describe how the raindrops sound.

### Period 2

**Teacher:** Yes, the poem *The Little Raindrops*. What sound did the rain make in the poem?

**SHOULD DO**

10 MIN.



**Teacher:** Correct – 'Pitter, patter'. Can we all say it together?

**Teacher:** Pitter, patter... Louder... Pitter, patter!

**Teacher:** Well done! Now let us quickly recap. Where were the raindrops falling?

**Teacher:** Yes, down the windowpane. What question did the poet ask the raindrops?

**Teacher:** Very good – she asked where they came from.

**Teacher:** Now, can anyone try reading the last stanza for us?

**MUST DO**

20 MIN.



**Teacher:** Beautiful reading! You really captured the rhythm of the poem.

**Teacher:** Let me ask you something 'do raindrops really speak in real life?'

**Teacher:** No, they do not actually talk. But in this poem, it feels like they are saying something to us.

**Teacher:** So how did the poet make it seem like the raindrops are speaking?

**Teacher:** That is right 'the poet imagined what the raindrops would say if they could talk.'

**Teacher:** When we give human qualities like speaking or feeling to things that cannot really do those things, it is called personification.

**Teacher:** In this poem, the raindrops are not just falling — they are playing, talking and having fun. That is what makes the poem feel alive.

**Teacher:** Excellent work, everyone. You all understood the idea beautifully.



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

**Teacher:** Let us play a fun activity. I will read a line and you will act it out using actions.

**COULD DO**

10 MIN.



**Teacher:** Ready?

'Pitter, patter, pitter, patter' – Show me raindrops with your fingers.

'Down the windowpane' – Make your fingers slide down.

**Teacher:** Excellent. Now, draw your own raindrop and write one word inside it – like 'Happy', 'Fast' or 'Playful'.

**Teacher:** This word should describe how your raindrop feels.

### Differentiated Activities

**110 km/hr**



Find four rhyming words in the poem and write your own sentence using any two of them.

**80 km/hr**



Match these words with their meanings:

- Shady – A place with less sunlight
- Patter – A soft tapping sound
- Speak – To talk
- Cannot – Is not able to

**40 km/hr**



Underline the word 'Raindrop' every time it appears in the poem and draw one big raindrop.

### Home Task

Write two lines about what you see when it rains outside your window.

### Period 3

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

**SHOULD DO**

10 MIN.



**Teacher:** Let us begin with a fun sound game. When I say 'Rain', you say 'Drop'.

**Teacher:** Ready? Rain... (Pause) – Drop. Again! Rain... – Drop. Well done.

**Teacher:** Now, tell me, what did we read in the previous period?

**Teacher:** Yes, the poem *The Little Raindrops*. What sound does rain make?

**Teacher:** Very good. It goes 'Pitter, patter'.

**Teacher:** Do you remember what the raindrops were saying in the poem?

**Teacher:** They were saying, 'We can play on this side'. Interesting, right?

**Teacher:** Let us move to some fun activities today.

## Learning better - Excelling Comprehension

### EXCELLING Comprehension

#### A Match the rhyming words.

- |            |   |   |         |
|------------|---|---|---------|
| 1. day     | ○ | ○ | a. that |
| 2. pat     | ○ | ○ | b. pane |
| 3. rain    | ○ | ○ | c. hide |
| 85 4. side | ○ | ○ | d. play |

**Teacher:** Let us look at these four words – day, pat, rain and side

**Teacher:** Say each word aloud with me.

**Teacher:** Now look at the second column – that, pane, hide, play.

**Teacher:** Let us match each word with the one it rhymes with.

**Teacher:** Does 'Day' rhyme with 'Play'? Yes, match it.

**Teacher:** What about 'Pat'? Does it rhyme with 'That'? Excellent.

**Teacher:** Let us complete all the rhyming pairs.

**MUST DO**

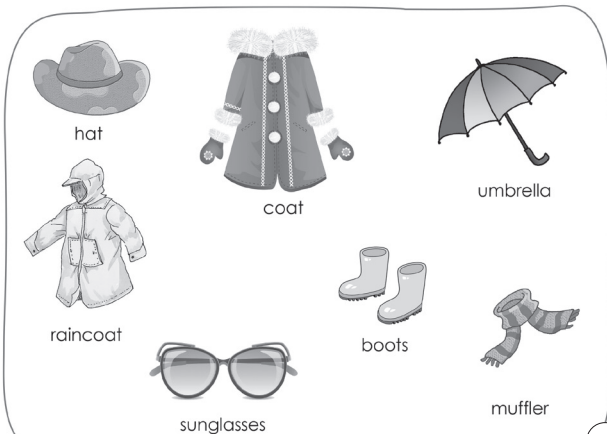
20 MIN.

☐

## Having Fun better

### Having Fun better

#### B Circle the things you would need on a rainy day.



85

**Teacher:** Look at these lovely pictures. What do you see?

**Teacher:** Yes, boots, raincoat, sunglasses, coat, umbrella, muffler.

**Teacher:** Would we need sunglasses on a rainy day? No, we would not.

**Teacher:** Would we wear boots? Yes. Raincoat? Yes. Umbrella? Definitely.

**Teacher:** Now circle all the items that are useful in the rain.

**Teacher:** Why do we carry an umbrella? To stay dry. Very good.

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

**Teacher:** Now, take your notebook and draw yourself on a rainy day.

**COULD DO**

10 MIN.

☐

**Teacher:** You can include clouds, boots, an umbrella and puddles.

**Teacher:** After drawing, write one line: 'I like to wear my \_\_\_\_\_ when it rains.'

**Teacher:** Fill in the blank with boots, raincoat or whatever you drew.

## Differentiated Activities

110 km/hr



Write three rhyming word pairs of your own.

80 km/hr



Draw two things you use on a rainy day and label them.

40 km/hr



Circle two correct rainy day items from a list given on the board.

(Reference for teacher- Sunglasses, Raincoat, Hat, Umbrella, Sandals, Boots)

## Home Task

Draw a picture of yourself on a rainy day and label three useful things you carry.

## Period 4

**Teacher:** Good morning, students. I hope you all are feeling fresh and happy.

**SHOULD DO**

10 MIN.

☐

**Teacher:** Tell me, what poem did we read in the previous period?

**Teacher:** Yes, The Little Raindrops. What sound did the raindrops make?

**Teacher:** Pitter, patter – correct. Now, who remembers what the raindrops said?

**Teacher:** Wonderful! They wanted to play on one side of the window.

**Teacher:** Let us now go outside and play, just like the raindrops wanted to.

**Teacher:** We are now going outside to play a movement game.

**Teacher:** The game is called 'Raindrop Tag'. I will explain the rules.

**Teacher:** One student will be the 'Cloud' and the rest will be 'Raindrops'.

**Teacher:** The 'cloud' will try to touch the 'raindrops' gently.

**Teacher:** Once tagged, the 'raindrop' must freeze in place like a puddle.

**Teacher:** Another 'raindrop' can free the frozen one by gently tapping and saying 'Pitter, patter'.

**Teacher:** This game will help us enjoy the raindrops and stay active too.

**Teacher:** Ready to play? Great! Let us go outside and start.

**MUST DO**

30 MIN.



## Differentiated Activities

**110 km/hr**



Write five action words related to rain or outdoor play.

**80 km/hr**



Draw yourself playing in the rain and name one thing you used.

**40 km/hr**



Say aloud one thing you like to do when it rains.

## Home Task

Write two sentences about how you feel when it rains and what you enjoy doing.



## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• participate in indoor and outdoor games, showing balance, coordination and body awareness.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express feelings about weather and nature respectfully and show care for community spaces like parks.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify rhyming words and match objects to situations such as a rainy day.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• listen to, recite and comprehend a poem using expression and clarity.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• respond creatively to the theme of rain through drawing, speaking or poetry.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• show curiosity by asking questions and sharing experiences related to the poem and rainy weather.</li></ul>

### Starry Knights

Do you think the learners got motivated to adopt a park in the neighbourhood?

\_\_\_\_\_  
If yes, give yourself a STAR.

☐