

# Lesson-1: First Day at School

Theme 1: What Is Life?

11 Periods (40 minutes each)



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



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

Attaining better

I am a good friend.

## Curricular Goals and Objectives (NCF)

### To enable the students:

- to develop students' ability to read fluently with proper pronunciation, pause and intonation.
- to highlight the importance of welcoming others and making them feel comfortable in a new setting.
- to foster empathy by discussing how to support and befriend someone new.
- to appreciate differences in cultures, traditions and foods.
- to improve speaking and listening skills through activities, such as role-playing, question relay and interactive discussions.

## Methodology

### Period 1

**A note to the teacher:** Display the family poster on the classroom wall and introduce the five children and their families to the students.

**Teacher:** Good morning, my shining stars. How are you all doing today?

**Students:** Good morning, teacher. We are good.

**Teacher:** How would you describe today's weather? Describe in one word. *(Encourage students respond, appreciate students.)*

**Teacher:** I can feel the energy in the room today. I hope you are all ready for some fun and exciting activities.

**Students:** Yes, teacher. We are super excited.

**Teacher:** Before we begin today's class, let us do a quick activity called a KWL chart. This is a fun way to think about what we have learned today.

**Teacher:** KWL stands for three things:

K — What you KNOW

W — What you WANT to know

L — What you LEARNED

**Teacher:** Here is what I want you to do. Take out your notebooks and quickly draw three columns like this. *(Draw on the board.)*

| K | W | L |
|---|---|---|
|   |   |   |

K (What I Know) W (What I Want to Know) L (What I Learned)

**Teacher:** Now, let us fill it in together. In the K column, write ONE thing you already knew about a first day at school. It could be something simple like 'people feel nervous on their first day'.

*(Wait 30 seconds for students to write. In the mean time, hang the poster for theme 1: Opposite Words)*

**Teacher:** Next, in the W column, think about one question you had at the start of the lesson. Maybe you were wondering 'Will Sam and Sarah become friends?' or 'What will happen to Sarah?' Write your question in this space.

*(Wait 30 seconds for students to write.)*

**Teacher:** Finally, let's think about the most important part—the L column.

What is ONE new thing you have learned after this?

*(Wait 30 seconds for students to write.)*

**Teacher:** Wow. You all did such a great reflecting activity today. This KWL chart helps you see just how much you have grown. Give yourselves a big round of applause.

**Teacher:** Great. Open your English book and turn to page 5. Let me know when you are there. *(Wait for students to flip through their books and find page 5.)*

**Students:** We are ready, teacher.

**Teacher:** Alright, let us get started. Here, as you can see in the beginning of each chapter, you all find three Re-KAP activities. These activities are designed to help you understand concepts in different ways. Here, KAP stands for Kinaesthetic, Auditory and Pictorial. Let us begin with the kinaesthetic activity. If you are ready, show me a thumbs up.

## Kinaesthetic

**Teacher:** Fantastic. It is time for some action. Today, we are going to play a game that will get you moving and thinking at the same time. Ready?

**Students:** Yes, teacher.

**SHOULD DO**

10 MIN.



### Kinaesthetic\*

Pick a slip of paper from the box kept on your teacher's desk. Read what it says. Nod your head if the sentence is correct. Shake your head if it is not.

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**Teacher:** I have a mystery box filled with slips of paper. Each slip has a sentence on it. Some of the sentences are correct and some of them are incorrect. Your mission is to pick a slip, read it aloud and tell us if the sentence is correct or incorrect. If you think the sentence is correct, give me a big head nod like this (*demonstrate nodding*). If you think it is incorrect, give me a big head shake like this (*demonstrate shaking their head*). But that is not all. If you think the sentence is incorrect, you will explain why it is incorrect and how to fix it. Shall we begin?

**Students:** Yes, teacher.

### A Note to the Teacher

**Pick a Slip:** Call on one student at a time to pick a slip from the mystery box.

**Read Aloud:** The student reads the sentence aloud clearly.

**Student Analysis:** The student who picked the slip explains whether the sentence is correct or incorrect.

**Class Response:** The whole class can also participate by giving a thumbs-up for correct answers. If the answers are incorrect, explain why it is so.

## Auditory

**Teacher:** Alright. We have used our hands and heads so far, but now it is time to use our ears. This next activity will test your listening and thinking skills.

**MUST DO**

10 MIN.



### Auditory\*\*

Listen to your teacher carefully. Your teacher will read out some jumbled sentences. Write them in your notebook. Rearrange the words to make meaningful sentences. Add a full stop, question mark or an exclamation mark.

5

**Teacher:** Do you know what a jumbled sentence is? (Wait for student responses.)

**Teacher:** Yes, it is a sentence where all the words are mixed up, like pieces of a puzzle. You have to put the words in the correct order and do not forget to add the correct punctuation mark, such as a full stop (.), question mark (?), or exclamation mark (!) at the end. Fine, students?

**Students:** Yes, teacher.

**Teacher:** We are going to play a fun game called, Fix the Mixed-Up Sentence. I will read a jumbled sentence and your mission is to rearrange the words into the correct sentence as quickly as possible. (Read the listening text for Auditory activity from page number 118.)

A note to the teacher:

Divide students into 4 groups.

Read a jumbled sentence twice.

Each team has 30 seconds to discuss and write the correct sentence in their notebook.

One student from each team will stand and read their answer.

The team with the correct sentence and correct punctuation will get a point.

The team with the most points will be the Master Sentence Rebuilders.

**Teacher:** Raise your hand if you are ready to play. (Wait for students to respond.)

**Teacher:** Alright, let us get started. Teams, get ready for Round 1.

### Round 1:

**Teacher:** Here is your first jumbled sentence. Listen carefully — I will say it twice.

**Jumbled Sentence:** Meetu / bicycle / rides / a. I will say it one more time — Meetu, bicycle, rides, a. (Give students 30 seconds to discuss and write.)

**Teacher:** Time is up. Let us hear from each team. Team A, what is your sentence? (Team A responds: 'Meetu rides a bicycle.')

**Teacher:** 'Excellent. That is the correct sentence. Team A gets a point.'

(Write the correct sentence on the board for all students to copy into their notebooks. Continue the activity in the same manner as described above.)

## Pictorial

**Teacher:** Your ears caught every word and your brains put them together like true word wizards. I am so proud of you all.

**MUST DO**

05 MIN.



### Pictorial PS

Look at the pictures. Number them in the correct order.



5

**Teacher:** But guess what? Our ears have worked really hard, so now it is time to observe and spark our imagination. Do you all love puzzles and solving mysteries?

**Students:** Yes, teacher.

**Teacher:** Alright, then. We are about to step into Sam's world. Imagine you are right there with Sam as she gets

ready for school. But oh no. There is a twist — her morning routine is all jumbled up, just like our sentences. Everything is mixed up and she needs our help to get her routine back in order.

**Teacher:** Can you be Sam's superhero and help her figure out what she does first, second, third and last? Think of it like being a morning detective. Who is ready for the challenge?

**Students:** We are ready, teacher.

**Teacher:** That is the spirit. Get your detective hats on and turn to page 5 in your books. Let us help Sam put her routine back in order, step by step. I can already see my little detectives ready to solve this mystery.

**Teacher:** What is Sam doing in each picture? *(Students might respond: waking up, brushing teeth, having breakfast, getting ready for school and so on. Accept all relevant responses.)*

**Teacher:** Let us figure out the correct order together.

**A note to the teacher:** you may ask following questions and engage them in a discussion.

What does Sam do first? What will Sam do after brushing?

**Teacher:** Great work, detectives. Give yourselves a round of applause.

**Teacher:** Now, think about your own morning routines. What is the first thing you do? What is your favourite part? *(Call on a few students to share. After the discussion explain the home task.)*

**Teacher:** I am so proud of how much you learned and enjoyed today. Remember to bring your homework tomorrow so we can share your creativity in the classroom. Do not forget to bring any questions you might have. Keep smiling, my superstars, see you tomorrow.

## Differentiated Activity

110km/hr



Write a story about your morning routine using at least 6 steps with proper sequencing words (first, next, then, etc.).

80km/hr



Draw a flowchart of your morning routine using at least 5 steps with proper sequencing.

40 km/hr



Which one do you do first in the morning?

a. brush your teeth      b. wake up

What do you do before eating breakfast?

a. sleep      b. wash your hands

## Home Task

Draw a picture of your morning routine. Label each step with one sentence (e.g., brushing teeth, eating breakfast).

## Period 2

**Teacher:** Good morning, my brilliant explorers. How are you all?

**Students:** Good morning, teacher. We are good.

**Teacher:** That is wonderful to hear. Today, I have a fun question for you. If you could choose one superpower for your first day at school, what would it be? Raise your hand to answer. *(Allow students to share their answers, e.g., I would like to fly., I would like to be invisible., etc.)*

**Teacher:** Wow. Such creative and fun answers. Let us now use our superpower of learning to start our first chapter. Are you ready?

**Students:** Yes, teacher.

**Teacher:** Students, open your books to page 6. Today, we are starting the chapter called First Day at School. Can you think back to your first day at school or the first day in a new class? How did you feel?

Do we have any new students in the class? How did you feel about moving to a new school or city? Tell us something about your old school.

*(Wait for students to respond: Excited, Nervous, Happy, etc.)*

**Teacher:** Yes, some of us might have felt happy, while others might have felt a little nervous. This story is about Sam, who is also feeling a mix of emotions. Let us find out what happens.

Open ebook and show the lesson.

## Picture Discussion

**STEP TIME**

It is the first day of school. Everyone is excited, but Sam is sad. Her best friend, Nancy, has moved to another city.

Wow! We are in Class 3 now!

I am so excited!

I really miss Nancy. We had so much fun together. Now I don't feel like talking to anyone else.

Ms Molly, the class teacher, walks in.

Good morning, children. We have a new student in class.

Good morning, ma'am!

Good morning! Please introduce yourself to the class.

My name is Sarah. I have come from Seoul. Today is my first day in this school.

Hello, Sarah!

**Discovering Better LAD**

**6**

**Introduce:** to say your name and something about yourself to another person or group the first time you meet

**Teacher:** Before we start reading, let us look at the pictures on page 6. Pictures often tell us a lot about the story. Look closely and tell me:



What are the children doing?

How do they look? Are they happy, sad, or worried?

(Expected responses: The children are sitting in the classroom, Jas looks happy, Sam looks worried.)

**Teacher:** Great observations. Now, can you find anything similar to your own classroom situation?

(Encourage responses, such as We also have a teacher like Ms Molly, we sit with friends, etc.)

(Ask students to take out their books and open page 6. Call out the students randomly to read aloud. Focus on clear pronunciation, proper pause and the right intonation.)

**MUST DO**

20 MIN.

**Teacher:** My wonderful readers. Today, we are going to bring our story to life. I will begin by reading the first part of the chapter aloud. As I read, pay close attention to the pauses, expressions and intonation I use. Notice how I change my voice to match the emotions of the characters.

(Read the text on page 6 aloud with clear pronunciation, strong intonation and expressive voice to demonstrate.)



**Teacher:** Did you notice how I paused at the commas and used a soft voice when Sam was feeling sad? That is exactly how we will read together. Are you ready to try it?

**Students:** Yes, teacher.

**Teacher:** Now, it is your turn to be the storytellers. I will call on each of you to read one sentence. Pay attention to your pauses, intonation and expressions.

(Call students by roll number, in sequence or randomly, to read aloud one sentence each.)

**Teacher:** Wonderful, [student name], you are up first. All the best.

(Student reads her/his sentence.)

**Teacher:** Well done, [student name]. I loved the way you paused at the right spot. Let us continue. [Next student name], it is your turn.

(The process continues, with each student reading a sentence.)



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

**COULD DO**

05 MIN.

**Teacher:** You all read so beautifully today. You are becoming such great storytellers. Let us take a moment to reflect on what we have learned today. What emotions did Sam feel during her first day at school?

(Wait for students to share their answers: nervous, excited, happy, etc.)

### Understanding better

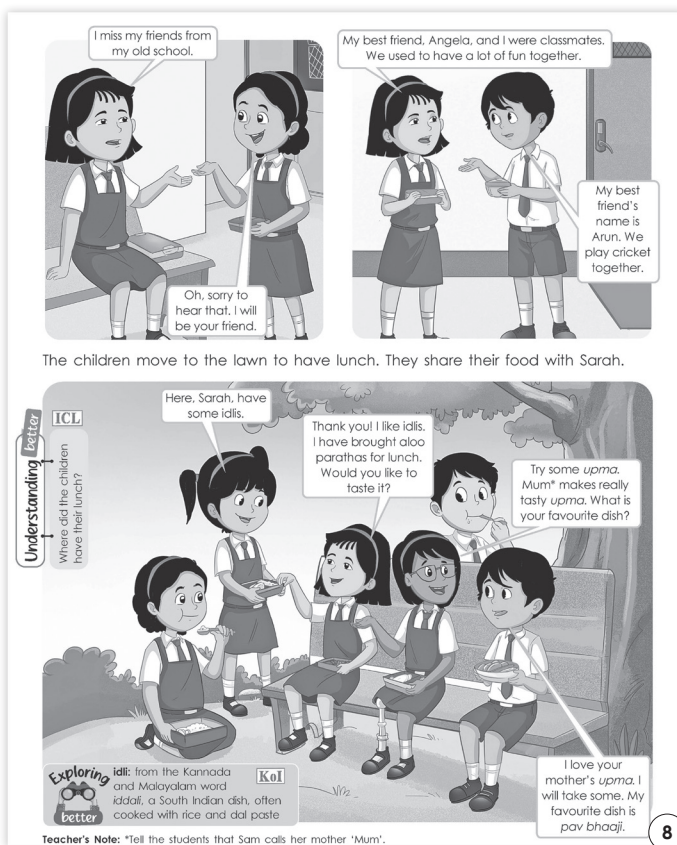
**Teacher:** I have a question for you all. Do you all like making new friends?

**MUST DO**

10 MIN.

(Wait for the students to answer.)

**Teacher:** Do you think Sarah wanted to make new friends? (Tell the students to look at the section 'Understanding better' and engage them in a brief discussion)



**Teacher:** Well done, everyone. Before we finish today's lesson, I want to share something exciting we will be doing

tomorrow. Tomorrow, we will be role-playing. This means you will act out parts of the story we are reading. You will become the characters, such as Sam, Sarah and their classmates and show how they are feeling through your voice face and body.

**Students:** Oh, that sounds fun.

**Teacher:** Here is how it will work: I will divide you into groups. Each group gets a scene from the story. You all will discuss and assign roles — who will be Sam, who will be Sarah, who will be the narrator and so on. Practise your role using voice, character feel. Each group will perform in front of the class.

(Students will read their lines from the book)

**Teacher:** Does anyone have any questions about the activity?

(random responses)

**Teacher:** Think about how Sam looks when she feels sad or how Sarah behaves when she is excited. Tomorrow, you all use your acting superpowers to make the story come alive.

**Student:** I cannot wait to act out Jas. He is always so happy.



(let the students express their thoughts and feelings)

**Teacher:** Great work, everyone. I am so excited to see all your creativity tomorrow. I am sure you all will shine in tomorrow's role-playing activity. Have a wonderful day.

## Discovering better


Now let us take understand the meaning of the word 'worry'. Look at the 'Discovering better' section on Page 7.

(Read and explain the meaning to the students)


 You may show the **Dictionary** **COULD DO** 

## Differentiated Activity


110km/hr

 Can you tell me what happened in the story so far, in your own words?

80km/hr

 How does Sam feel right now? Is she happy, sad or nervous?

40 km/hr

 Be a picture detective. Can you locate Sam and tell us what she is doing?

## Home Task

Write a short paragraph about how you felt on your first day at school or in a new class.

## Period 3

**SHOULD DO**

07 MIN.

**Teacher:** Good morning, my awesome readers. How are you doing?

**Students:** Good morning teacher, we are good.

**Teacher:** That is awesome to hear. Before we dive into today's lesson, let us do a little fun warm-up. I want everyone to get up and do a quick happy dance. Let us see your best moves—spin around, shake your hands, jump up high. Let us get those brains ready for some exciting learning.

(Teacher leads a quick, fun dance for 30 seconds.)

Finally, it is time to go home. Sarah and Sam walk out together.



How was your first day at school? Hope you enjoyed yourself!

It was really nice! Everything is new to me, but I am happy to be here. Thank you for helping me out.

Sam goes home. She thinks about her day and feels happy. She is glad that she met Sarah.

Why did Sarah thank Sam?

**Understanding better** ICL

**Matching better** LTL

excited: thrilled  
glad: happy

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**Teacher:** That was amazing. Now that we are all full of energy, let us get started.

**Teacher:** Before we jump into the story again, let us quickly talk about your homework. How many of you wrote a short paragraph about how you felt on your first day at school or in a new class? Raise your hands if you finished it. (Wait for students to respond.)

**Teacher:** Great. Now, I want to hear all about your first day experiences. I will ask a few of you to share how you felt when you stepped into a new classroom. Who would like to share?

(You may ask a few students to read out their paragraphs.)

**Teacher:** Fantastic. I loved hearing about all your first-day experiences. Now, let us jump into something very exciting we will be doing today.

## Interacting better

**Teacher:** Let us find out three things that you both like. It could be hobbies, favourite foods or anything else you enjoy. Once you have shared, write them down in the space provided in your book. After you finish, we will share some of your likes with the class. This will help us get to know each other better.

(Give students a few minutes to discuss and write and invite a few pairs to share their answers.)

**Interacting better** ICL

Discuss with your partner three things that you both like. Write them here.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6

**Teacher:** I am proud of all for your participation and enthusiasm today. You brought so much energy to the classroom.

**Students:** We had fun, teacher.

**Teacher:** Great. Have a wonderful day, everyone. See you next time.

(Assign each student a character from the story, such as Sam, Ms Molly and Sarah. Students will act out their character's lines and actions, use their expressions that match their personality.)

SHOULD DO

23 MIN.

**Teacher:** As I mentioned yesterday, today we are going to bring our story to life through acting. You all will enact the different characters from the story. Remember to use your voice, facial expressions and body movements to show how they are feeling and behaving. Are you ready?

**Students:** (Excitedly) Yes, teacher.

(Students perform their roles, saying their lines with enthusiasm and expression.)

**Teacher:** Incredible, students. All of you performed superbly today. You really made the characters come to life. Now, let us move on to our next activity. Please open your books to page 6.

It is the first day of school. Everyone is excited, but Sam is sad. Her best friend, Nancy, has moved to another city.

Wow! We are in Class 3 now!

I really miss Nancy. We had so much fun together. Now I don't feel like talking to anyone else.

I am so excited!

Ms Molly, the class teacher, walks in.

Good morning, children. We have a new student in class.

Good morning, ma'am!

My name is Sarah. I have come from Seoul. Today is my first day in this school.

Good morning! Please introduce yourself to the class.

Hello, Sarah!

Discovering better LAD

Introduce: to say your name and something about yourself to another person or group the first time you meet

6

## Differentiated Activity

110km/hr

Write three sentences comparing what you and your partner have in common and why you enjoy those things.

80km/hr

Write three words from the story, their meanings and use each in a simple sentence.

40 km/hr



Write a short sentence about one thing you and your partner both like. Then, draw a simple picture to show what it looks like.

## Home Task

Think about a character you played today during the role-playing activity. Write 2 to 3 sentences about how that character felt in the story and why.

Everyone welcomes Sarah.

Welcome to school! Do you like your new school?

Yes, but I don't have any friends yet.

Ms Molly smiles at Sarah.

Don't worry, you will soon make many friends. Sam will introduce you to everyone.

Thank you, ma'am. I would love to make new friends.

It is lunch break. Sam takes Sarah around the school. They climb down the stairs and sit on a bench. A few of their classmates join them.

Tell us about your school in Seoul, Sarah.

It was a big school, but we only had twenty students in each class.

I miss my friends from my old school.

Oh, sorry to hear that. I will be your friend.

My best friend, Angela, and I were classmates. We used to have a lot of fun together.

The children move to the lawn to have lunch. They share their food with Sarah.

Here, Sarah, have some rice.

Thank you! I like it. I have brought some porridge for lunch. Would you like to taste it?

By some sports, Sam makes really tasty spams. What is your favourite dish?

I like my mother's spams. I will taste some. My favourite dish is porridge.

Teacher's Note: Tell the students that Sam calls her mother 'Ma'am'.

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## Period 4

SHOULD DO

10 MIN.

**Teacher:** Good morning, students.

**Students:** Good morning, teacher.

**Teacher:** I hope you all had a great time with the activities in the last class. To get our minds ready, let us do a quick, fun activity. We will play a game called Statue. Act like you are feeling happy. (Students act like they are happy.)

**Teacher:** Statue.

(Students freeze in place suddenly in the same position or with the same expression.)

**Teacher:** Now act like you are nervous.

Do this for 3 to 4 feelings (happy, sad, nervous, excited and so on). This will prepare them for understanding the feelings of Sam and Sarah in the story.

**Teacher:** That was awesome. I can already see that you know how to express feelings. Now, let us use that to recap what we have learnt so far. Can anyone remind me of the



characters we talked about in the last class?

*(Students respond: Sam, Sarah, Ms Molly, etc.)*

**Teacher:** Yes, that is correct. What did we learn about Sam's feelings at the beginning of the story?

**Students:** She felt sad because her best friend moved away.

*(Once the activity is done, engage the students in a class discussion through the questions, such as:*

- Why do you think Sam is unhappy?
- What did Ms Molly suggest?
- What does Sarah tell them about

**MUST DO**

20 MIN.

her school?

*(Encourage the students to answer in simple words, phrases or their home language.)*

**Teacher:** Wow. That was incredible. You all were amazing as readers, actors and team players today. You made the story feel real and exciting. Each one of you did something special today.

**Teacher:** Now, think of one thing you did really well during the role-playing activity. It could be how you read your lines, acted out a feeling or helped your teammates. When you think of it, give yourself a big smile because you deserve it. *(Pause for a few seconds.)*

**Teacher:** Alright, on the count of three, I want everyone to say out loud, 'we are amazing.' Ready? 1... 2... 3...

**Students:** 'We are amazing.'

### Exploring better

**Teacher:** How many of you like idli?

*(Wait for the students to answer)*

**Teacher:** Do you know where did the word come from?

*(Read and explain the 'Exploring better' section on Page 8)*

**Teacher:** Alright students, let us see how well we remember the story. We will play a quick game called Pass the Question Ball. Here is how it works: I will ask a question from the story and I will toss an imaginary ball to one of you. If I toss the ball to you, you catch it and answer the question. After you answer, you will toss the ball to another friend and I will ask them a new question. If you are unsure of the answer, you can ask a friend for help.

**COULD DO**

10 MIN.

*Questions for Pass the Question Ball:*

- Why was Sam feeling sad at the start of the story?
- What did Ms Molly suggest to the class?
- What did Sarah tell them about her school in Seoul?
- How did Sam's feelings change from the start to the end of the story?
- How can we welcome a new student into our class?

*(Keep the game energetic, fun and quick to keep all students engaged.)*

**Teacher:** Let us end today's class with a big clap for ourselves.

*(Students clap together.)*

### Matching better

**Teacher:** Now, let us look at the 'Matching better' section and learn about two different words that have the same meaning. Are you ready?

**Students:** Yes ma'am/sir.

*(Read and explain the words from 'Matching better' section on Page 9)*



### Differentiated Activity

#### 110km/hr



Let us remember what happened in the story. I will ask you three questions. I want you to raise your hand and answer. Then, we will put the answers together as a full story.

Teacher's Questions:

- How did Sam feel at the start of the story?
- What did Ms Molly do to help Sarah?
- What happened between Sam and Sarah by the end of the story?
- Talk with your partner about how Sam's feelings changed from morning to afternoon. How did he feel in the morning? How did he feel in the afternoon? Why did his feelings change?

#### 80km/hr



Talk with your partner about how Sam's feelings changed from morning to afternoon. How did he feel in the morning? How did he feel in the afternoon? Why did his feelings change?

#### 40 km/hr



Look at this picture of Sam and Sarah. What do you see in the picture? What are they doing?

### Home Task

Write a short paragraph (3 to 4 sentences) about a time when you were new to a place. How someone made you feel welcomed or how you helped someone feel included.

### Period 5

**A note to the teacher:** Assign the My Scribbles and Secrets so that the students get to sit with their parents, discuss the questions and frame meaningful answers. This will help them strengthen their filial bonds.

### Connecting better

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

**Students:** Good morning teacher. We are good.

**SHOULD DO**

05 MIN.

**Teacher:** Have you eaten breakfast today?

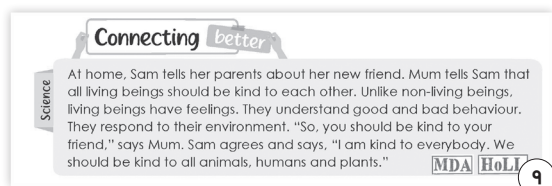
*(Encourage students to answer.)*

**Teacher:** Alright, my little geniuses. Who can be the class detective and remind us of what we learned in our last class?

*(Accept all relevant responses.)*

**Teacher:** Fantastic. Today, we are going to go on a little kindness adventure. We will explore how being kind can make a big difference, especially to all living beings—people, animals and plants.

*(Read and explain the 'Connecting better' section on Page 9)*



*(Encourage students to raise their hands and accept all responses enthusiastically. Give positive feedback, such as 'That's a wonderful thought.' or 'Great idea, I love it.' for every relevant answer.)*

**Teacher:** I love how you all remembered that kindness is for everyone. Now, let us think of creative ways we can show kindness to animals, plants and people. Be as imaginative as you can.

*(Allow students to share their ideas. Accept all responses and encourage participation.)*

**Teacher:** These are such thoughtful and beautiful ideas. Whether it is caring for animals, helping friends or protecting nature, every act of kindness makes a big difference. Now, here is a fun question—why do you think kindness is so important for all living beings?

*(Show excitement for all responses, for example, 'I love the way you are thinking.' or 'That's a very kind reason.')*

**Teacher:** Exactly. Kindness helps us connect better with each other and the world around us. Just like Sam learned from her mum, let us remember to be kind to everyone—humans, animals and plants.

You all are kindness champions. These answers show how big your hearts are and how much you care for others. Great job, everyone. Give yourselves a big round of applause for sharing such wonderful ideas.

*(Lead the class in clapping for themselves to celebrate their participation.)*

### Recalling better

**Teacher:** You all shared such an amazing and thoughtful ideas during the 'Connecting better activity. Now, let us put on our thinking caps and see how much we remember from the chapter. We are moving on to the 'Recall better' activity.

**MUST DO**

15 MIN.

### Recalling better

CING

- It was the first day of school.
- The class teacher, Ms Molly, brought in a new student, Sarah.
- Sam introduced Sarah to everyone.
- Sam helped Sarah. They became friends.

9

*(You may divide the class into two teams. Ask them to answer the questions based on the storyline given in the box. The questions are given below:*

- Who brought in a new student?
- What was the name of the new student?
- Who introduced Sarah to everyone?
- Who helped Sarah?

*(Encourage students to answer the questions. Each team will get 1 point for the correct answers and tell them to express their thoughts in simple words, phrases or their home language.)*

**Teacher** (After the activity): Excellent, students. Give yourselves a big round of applause.

*(Lead the students in clapping for themselves to celebrate their teamwork and participation.)*

### Giving better

**Teacher:** Before we move to the next part, let me ask you a quick question—how many of you have ever seen litter or trash while travelling or in a park?

*(Wait for students to respond, encourage them to answers)*



**Teacher:** That happens often, right? So, here is a simple idea we can all use when we travel or go out. Let us read 'Giving better' on page 9.

*(Point to the example given on page 9 in Giving better box. Ask students to read together and read with them.)*

*(After reading Giving better, tell the students)*

Imagine carrying a small paper bag with you while travelling. You can collect any waste, such as snack wrappers or paper in it and then throw it in a dustbin later. It is such an easy habit, but it keeps the places we visit clean and beautiful.

**Teacher:** How many of you think this is something you can try next time you go out? Give me a thumbs-up.

*(Wait for students to respond.)*

**Teacher:** Great. Remember, small actions like these help us to take care of our surroundings and make them pleasant for everyone.

**Teacher:** For your homework, I want you to try something new. Next time you go out, look for a small way to keep your surroundings clean—maybe pick up a wrapper, use



a dustbin or even remind someone politely to do so. You can write or draw what you did and we will share it in the next class. See you next time with your homework and bright smiles.

## Differentiated Activity

**110km/hr**



Think of one act of kindness you will do this week for people, animals or nature. It could be helping a friend, feeding a bird or watering a plant. Discuss it with your partner and then share it with the whole class.

**80km/hr**



We all know that kindness makes the world a better place. I want each of you to think of one way you can be kind this week. Raise your hand and I will call on you to share your idea with the whole class.

**40 km/hr**



Now, I want you to think of one way you can show kindness this week. It could be helping a friend, feeding an animal or watering a plant. I will call on some of you to enact it in front the class without saying a word. The rest of us will be 'Kindness Detectives' and try to guess what act of kindness you are showing.

## Home Task

### Book of Project Ideas

Find out the different ways in which people greet each other in different languages. Write the words on a chart paper and present the information in the form of a poster. Take help from an adult.\*

You may follow these steps:

- Visit one of the .edu or .org websites.
- Type 'How people greet each other in different languages' in the Search bar.
- Click on the Search button.
- Read the information available on the website.
- Note down the necessary information to prepare your chart paper poster.

**P.S.** Mention this homework in their school almanac.

## Period 6

### Excelling comprehension

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

**Students:** Good morning, teacher. We are good.

**Teacher:** That is lovely to hear. Before we start today's class, let us take a sip of water to refresh ourselves and get ready for learning.

*(Pause to allow students to drink water.)*

**Teacher:** Alright, now that we are all refreshed and

hydrated, let us get ready to dive into today's exciting lesson. Are you ready?

**Students:** Yes, teacher.

**Teacher:** Perfect. Let us begin.

## Learning better

**Teacher:** Now, as we discussed in the last class, let us quickly recap what we have learned so far in the story First Day at School. Before we begin, I want everyone to open your textbooks to page 10. Keep your pencils ready and follow along as I read each question aloud.

*(Remind students to refer to their textbooks and follow along as you read each question aloud.)*

**Teacher:** *(read the question in Exercise A aloud and explain.)* Choose and write the correct answers.

*(After explaining the rubric)* Students, let us look at each part of this question and the options given for each part.

1. Sam was in Class \_\_\_\_.

What are the options, class?

**Students:** 4, 2, 3... *(random responses)*

**Teacher:** Who would like to answer this one?

*(Wait for a student to volunteer. If no one does, pick a student who may need encouragement.)*

**Student:** I think it is Class 3.

*(Encourage students to refer to their books for clues if needed and ask rest of the questions from rubric A of the book on page 10. Proceed with the remaining questions by following the same format. Ask the students to write their answers in their notebooks neatly and in complete sentences.)*

**Learning better**

**CBA Full**

**Comprehension**

**A Choose and write the correct answers.**

1. Sam was in Class \_\_\_\_.

a. 4                                      b. 2                                      c. 3

2. \_\_\_\_\_ was Sam's best friend.

a. Lina                                      b. Sarah                                      c. Nancy

9

3. Everyone \_\_\_\_\_ the new girl.

a. welcomed                                      b. surprised                                      c. thanked

4. Sarah was new to \_\_\_\_.

a. India                                      b. Paris                                      c. Seoul

5. Sarah and others had lunch in the \_\_\_\_.

a. lawn                                      b. classroom                                      c. assembly ground

**B Read the given lines. Answer the following questions.**

1. "Welcome to India. Do you like your new school?"

a. Who said these words and to whom?

b. Why did she say this?

2. "Try some upma. Mum makes really tasty upma."

a. Who said this and to whom?

b. Where were they sitting? What were they doing?

10

**Teacher:** Alright class, let us move on to Exercise B Read the given lines. Answer the following questions. Let us read the first line together. Raise your hand if you know the answer.

**Question:** Welcome to India. Do you like your new school? Who said these words and to whom?

(Wait for students to raise their hands.)

*Expected Answer: Ms Molly said these words to Sarah.*

**Teacher:** That is correct. Well done. Write this answer in your notebook: *Ms Molly said these words to Sarah.* Remember to write neatly and clearly.

*(Continue this activity for the remaining questions in Exercise B and encourage them to write their responses independently. After this question, carry on with the rest of the questions in a similar manner. Walk around to check that students are writing correctly. Provide help where needed.)*

**Teacher:** Before we end today's class, let us quickly review what we learned:

- Who said the words in the story?
- Why they said them?
- How the characters felt and what they were doing?

COULD DO

10 MIN.

**Teacher:** Raise your hands if you feel confident about what we learned today.

*(Encourage students and give positive feedback. Discuss the home task with the students.)*

## Differentiated Activity

110km/hr



Let us pretend we are all new students like Sarah. I want some of you to enact how a new student might feel when they walk into a new classroom. Show me with your face and body how you might feel if you did not know anyone. Would you be happy, nervous or shy? I will call on a few of you to act it out for the class.

80km/hr



I am going to describe someone from the story. Raise your hand if you know who I am talking about.

**Clues:**

- This person felt sad at the beginning but happy at the end. (*Sam*)
- This person welcomed Sarah and asked the class to be kind. (*Ms Molly*)
- This person is the new student from a different country. (*Sarah*)

40 km/hr



Look at the pictures in your book. Can you point to the picture that shows Sarah talking to Ms Molly? Point to it now.

*(Follow-up with questions:)*

- What is Sarah doing in this picture?
- Who is she talking to?
- What do you think they are saying to each other?

## Home Task

Create two questions of your own related to Exercise A or Exercise B. These questions can be about the characters' feelings, actions or anything you found interesting in the

story. We will use these questions to quiz each other in the next class.

## Period 7

**Teacher:** Good morning, my enthusiastic learners. How are you all feeling today?

SHOULD DO

07 MIN.

**Students:** Good morning, teacher. We are good.

**Teacher:** Wonderful. Today, we are going to start with a quick mindfulness activity to refresh our minds and help us focus. Sometimes, just like Sarah in the story, we might feel nervous or worried. Taking a moment to pause can help us feel better. So, here is what we are going to do: Sit up straight in your seats.

Close your eyes gently and take a slow, deep breath in... and now let it out.

Let us do this three times together. Deep breath in... and out...

*(Lead the students through mindful breathing for three rounds.)*

**Teacher:** How do you feel now?

*(Allow students to respond with words like relaxed, calm, or focused.)*

**Teacher:** That was amazing. This is something we can do any time we feel nervous, just like Sarah might have felt on her first day. Now let us move on to today's lesson.

Exercise C. Write short answers in your notebook.

**Teacher:** To get started, let us open our textbooks to page 10, Exercise C. This section has short answer questions about the story. Follow along as I read each question aloud and we will answer them together.

MUST DO

15 MIN.

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

1. Why was Sam sad?
2. Who was Sarah's best friend?
3. Where was Sarah from?

10

**Teacher:** Now that we are feeling focused and calm, let us start with the first question. Why was Sam sad? Raise your hand if you know the answer.

*(Wait for responses and if no one answers, guide students.)*

*(Expected Answer: Sam was sad because her best friend moved to another city.)*

**Teacher:** That is correct. Let us write this answer neatly in our notebooks. Start with a capital letter and make sure your sentence reads clearly. *(Walk around to check students' work.)*

**Teacher:** Now, let us move to the next question.

*(After discussing the first question, proceed to the remaining questions in the same structured manner.)*

- Who was Sarah's best friend?
- Where did Sarah come from?

*(Encourage students to use full sentences and reinforce proper sentence structure. Make sure they are engaged and understand the answers before moving on.)*

**Teacher:** Now that we have completed Exercise C, let us have a few of you read your answers aloud. Who would like to share?

*(Encourage a few students to read their answers and praise their efforts.)*

Exercise D. Write long answers in your notebook.

**Teacher:** Fantastic work on Exercise C. Now, let us move to Exercise D. These questions are a little different—you need to think deeply about what we have read and write longer answers.

*(Students listen carefully.)*

**MUST DO**

15 MIN.

☐

**D Write long answers in your notebook.**

1. Describe Sarah's first day at school.

2. Why did Ms Molly tell Sarah, "Don't worry, you will soon make many friends"?

10

**Teacher:** In this part, I want you to imagine that you are Sarah. Think about how she felt when she first arrived at the school, what happened during the day and how she felt by the end. *(After asking this read the first question in Exercise D from the book)* Describe Sarah's first day at school.

*(Encourage responses, such as met new classmates, made new friends and so on.)*

**Teacher:** And what helped her feel better during the day?

**Students:** Ms Molly introduced her, Sam started talking to her. *(random responses)*

**Teacher:** Exactly. Now, in your notebooks, start your paragraph with: 'Sarah's first day at school was...' Make sure to describe how she felt at the beginning, what happened with Ms Molly and Sam and how her feelings changed by the end. Take your time and write neatly. When you are done, check for capital letters, punctuation and clear sentences.

*(Walk around the class to provide guidance and encouragement. Offer praise for well-thought-out answers and guide students who need help. Use this method for the remaining question in Exercise D.)*

**Teacher:** Now that we have completed Exercises C and D, let us quickly review:

**COULD DO**

03 MIN.

☐

In Exercise C, we answered short questions about why Sam was sad and how Sarah felt welcomed. In Exercise D, we thought deeply about Sarah's first day and how her feelings changed. Who would like to share one sentence from their paragraph about Sarah's day?

*(Invite a few students to share their writing and praise their efforts.)*

**Teacher:** Yes and that is an important lesson for all of us—to be kind and welcoming to others. Now, I have a small homework assignment for you.

## Differentiated Activity

110km/hr



Write a letter as if you were Ms Molly, giving Sarah advice on how to adapt to her new school and

make friends. Include thoughtful insights and personal stories that Ms Molly might share.

80km/hr



Write a paragraph about your first day at a new place, following the prompt structure: how you felt before, what happened during and how you felt afterward. Include at least three different emotions and describe one specific event that changed how you felt.

40 km/hr



Sentence Completion:

Complete the following sentences about the story:

- Ms Molly helped Sarah by \_\_\_\_\_.
- Sam showed Sarah around the school because \_\_\_\_\_.
- By the end of the day, Sarah felt \_\_\_\_\_.'

## Home Task

Choose one character from the story (e.g., Sarah, Sam or Ms Molly) and write a few sentences describing their personality. What did you learn about them through their actions in the story? Use examples from the story to support your answer.

## Period 8

**Teacher:** Good morning, my energetic learners. How are you all feeling today?

**SHOULD DO**

05 MIN.

☐

**Students:** Good morning, teacher. We are good.

**Teacher:** That is wonderful to hear. Today, before we dive into our vocabulary practice, let us play a fun game to wake up our brains. The game is called Word Relay. Here is how it works:

I will say a word and the next person will say a word that starts with the last letter of my word. We will go around the room with each of you getting a turn.

Example:

Teacher: The first word is 'School'.

**Student 1:** The next word is 'Lemon'.

**Student 2:** Now, 'Notebook'.

**Teacher:** Very good. Let us keep it going for a few more rounds. This will get our minds sharp and ready for learning. *(Continue for 3 to 5 minutes. Encourage participation, praise correct responses and gently guide students who struggle.)*

**Teacher:** Awesome. I can see your brains are wide awake now. Let us move on to something new and exciting.

**Teacher:** Open your textbooks to Page 10, Exercise E. Today, we are going to have some fun with a Word Search. This will help you recognise and spell words we use in our daily lives.

**MUST DO**

10 MIN.

☐



**Vocabulary**

**Find five 'll' words in the word search. Write them in the blank space.**

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| C | V | V | R | H | E | L | L | O |
| A | A | A | O | R | E | S | T | T |
| Y | L | Y | E | L | L | O | W | R |
| E | L | L | O | F | A | R | Y | E |
| D | E | E | N | F | J | E | P | W |
| W | Y | Y | P | I | L | L | O | W |
| F | O | L | L | O | W | I | M | N |

10

**Teacher:** Scan the word search, see if you can spot any words with 'll' in them. When you find a word, raise your hand and share it with the class.

**Teacher:** Look at this. Can anyone see a word with 'll' in it? (Wait for a student to respond.)

**Student:** I see 'yellow'.

**Teacher:** Fantastic. 'Yellow' is a great example. Let us add it to our list.

(Encourage students to discuss the meanings of the words they find and how they can use them in sentences. Offer praise for each discovery to motivate them further. If time allows, challenge students to come up with sentences using the words they have found in the word search.)


**Teacher:** You found all the words and practised using them in sentences. Now, let us turn to page 11, Exercise F and get ready for a new challenge. This time, we are going to fill in the blanks with the opposite of the words given in brackets. Can you all see the word bank at the top of the page?

**Students:** Yes teacher, it is a box.

**Fill in the blanks with the opposites of the words given in brackets. Take help from the box.**

bright new downhill sunny smooth  
carefully long cool

It was a (dull) \_\_\_\_\_, (cloudy) \_\_\_\_\_ day. Sam looked at her (old) \_\_\_\_\_ blue bicycle parked at her door. She was looking forward to a (short) \_\_\_\_\_ ride with Sarah. The children set off. The road was (rough) \_\_\_\_\_, and they rode their bicycles (carelessly) \_\_\_\_\_. A (warm) \_\_\_\_\_ breeze blew as they rode (uphill) \_\_\_\_\_. 11



**Teacher:** Perfect. Let us try the first sentence together: 'It was a (dull) \_\_\_\_\_ day.' What would be the opposite of 'dull'?

**Student:** Bright.

**Teacher:** Excellent. 'bright' is the opposite of 'dull.' Let us write that in the blank space.

(Encourage students to think critically about the context of the sentences and how the opposites fit into them. Provide hints or examples if students seem unsure. Praise them for correct answers to keep the energy positive and engaging.)

**Teacher:** Now, who will try the next one? 'Sam looked at her (old) \_\_\_\_\_ blue bicycle.' What is the opposite of 'old'?

**Student:** New.

**Teacher:** Very good. 'New' is the right answer. Write that in the blank. Remember to look at the word bank if you are unsure.

(Encourage students to continue with the rest of the activity as given in the lesson plan.)

**Teacher:** Awesome students, we have completed the fill-in-the-blanks activity. Now, let us move on to Exercise, Spellings. Please look at the list of words on the page 11. We are going to practise reading and recognising words that start with 'st'. Who is excited to get started?

**Students:** We are, teacher.

**Spellings**

**Circle the st words. Read the words aloud.**

|        |       |        |
|--------|-------|--------|
| stairs | trick | step   |
| sniff  | dump  | stem   |
| stop   | steep | school |

Now, write two more st words in the blanks. \_\_\_\_\_, \_\_\_\_\_ 11

**Teacher:** Great. Let us begin with the first word: stairs. I want everyone to say it with me. Ready? One, two, three—stairs.

**Students:** Stairs.

**Teacher:** Good job. Can anyone tell me where we see or use stairs?

**Students:** At school and at home.

(Encourage students to read each word aloud, discuss their meanings and use them in sentences. Maintain an interactive approach, calling on different students to participate and ensuring everyone is engaged.)

**Teacher:** You are all doing a fantastic job by recognising these words and thinking about how they are used in real life. Let us give ourselves a big round of applause.

(Clap together.)

**Teacher:** Alright, students, let us quickly recap what we learn today.

**Quick Review Questions:**


What words did we learn today that contain 'll'?

(Possible answers: balloon, valley, ballet, jelly).

Can anyone tell me how we write sentences?

(Expected response: We start with capital letter.)

**Teacher:** For your homework, you have to complete Worksheet 2. Make sure to complete the worksheet neatly and carefully. I will check it in the next class. See you next time. Do not forget to bring your homework completed.

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

## Differentiated Activity

110km/hr



Write a sentence using each word from the spelling list. Try to make your sentences as descriptive as possible.

80km/hr



Find two additional words starting with 'st' and write their meanings and sentences using those words.

40 km/hr



Read the words from Exercise G aloud to a family member or guardian and practise pronouncing them correctly.

## Home Task

### Complete Worksheet 2

Choose two words from the word search and write a sentence for each.

## Period 9

**Teacher:** Good morning, my super learners. How are you all feeling today?

SHOULD DO

05 MIN.



**Students:** Good morning, teacher. We are good.

**Teacher:** That is wonderful. Before we dive into today's grammar lesson, let us play a quick and fun game to wake up our brains. It is called Clap for the Sentence. Here is how it works: if what I say sounds like a complete sentence, clap your hands. If it does not make sense, stay quiet. Ready?

**Students:** Yes, teacher.

**Teacher:** Sam plays in the park.

Sarah in school.

Ms Molly reads a book.

**Students:** (clap/quiet)

**Teacher:** Well, done. You already know how to identify complete sentences. Let us keep this energy going as we learn more about sentences today.

**Teacher:** Now, let us move on to the grammar section where we will learn about sentences. Can anyone tell me what a sentence is?

MUST DO

15 MIN.



(Wait for answers and encourage participation.)

**Teacher:** A sentence is a group of words that makes complete sense. A sentence always starts with a capital letter and ends with a punctuation mark, such as a full stop, question mark or exclamation mark. Let us look at an example.

**Teacher:** (pointing to the board): Read this sentence with me: Sam takes Sarah around the school. Does this sentence make sense on its own?

**Students:** Yes, teacher.

**Teacher:** It starts with a capital letter, makes complete sense and ends with a full stop. Now, let us move to Exercise H on page 11.

Grammar

CING

A sentence is a group of words that makes complete sense. A sentence always has a doing word.

We always begin a sentence with a capital letter and end it with a full stop (.), a question mark (?) or an exclamation mark (!).

Sam takes Sarah around the school.

Wow! We are in Class 3 now!

Do you like your new school?

H Rewrite these sentences correctly in your notebook.

- sarah is new to India
- what a beautiful weather
- do you want a mango
- the teacher is teaching division in maths
- please introduce sarah to everyone

11

**Note:** Guide students to identify and correct sentences by: finding capital letters and adding proper punctuation.

**Teacher:** Let us work on the first sentence together. Who would like to correct this: sam is my friend?

**Student:** Sam is my friend.

**Teacher:** That is correct. Start with a capital S and end with a full stop.

(You may reinforce the rules of sentences by having students identify capital letters and punctuation marks in various examples, both from the textbook and from sentences they create. Encourage them to point out where sentences begin and end, emphasising the importance of starting with a capital letter and ending with a period, question mark, or exclamation mark. Guide them through Exercise H by demonstrating how to correct sentences, prompting them to suggest corrections and allowing them to write their answers.)

**Teacher:** Alright students, let us open Exercise I on page 12. Complete these sentences in your own words. Now, look at the first sentence: My best friend... Think of someone special to you and complete the sentence in your own words. For example, you could write, 'My best friend is always there for me.' Take a moment and think about what makes your best friend special, then write it down.

**Student:** Can I write, 'My best friend plays with me every day.'?

1 Complete these sentences in your own words.

- My best friend \_\_\_\_\_
- I like to \_\_\_\_\_
- Sam and Sarah \_\_\_\_\_
- On my birthday, \_\_\_\_\_
- It is nice to \_\_\_\_\_

12

**Teacher:** Absolutely, that is a nice sentence. Remember to start with a capital letter and end with a full stop. Let us move on to the next sentence: 'I like to...'. What is something you enjoy doing? Think about your hobbies or favourite activities.

**Student:** I like to ride my bicycle.

(Make Exercise I engaging by having students to share their sentences aloud, pair up for peer reading and

SHOULD DO

10 MIN.



highlight standout sentences on the board. Offer praise and put stress on creativity.)

(Make the listening activity engaging by dividing the class into teams. Emphasise attentive listening and encourage team discussions before answering. Provide immediate feedback and explanations for each response, ensuring comprehension.)

**Teacher:** Now, let us finish today with Exercise J, Excelling Concentration on page 12. I will read a short text and you need to listen carefully. Afterward, I will ask statements and you will tell me if they are true or false. Are you all ready?

**Student:** (excited chatter) Yes, teacher.

**Concentration\***

**1 Listen to your teacher. Write true or false.**

1. Ritika has few friends. \_\_\_\_\_  
2. Ritika rides a bicycle. \_\_\_\_\_  
3. Ritika plays badminton only with her friends. \_\_\_\_\_  
4. Ritika and her mother play badminton together. \_\_\_\_\_  
5. Ritika helps her mother at home. \_\_\_\_\_

**12**

**Teacher:** Grandmother prepares poha for breakfast. True or false?

**Team A:** True.

**Teacher:** Grandmother does not tell bedtime stories. True or false?

**Team B:** False.

**Teacher:** Wonderful students. You all were such focused listeners. That was excellent teamwork.

**Teacher:** Let us quickly recap what we learned today. We will play a fun game called Fix the Sentence to check what you remember.

**Teacher:** I will say or write a sentence on the board that has a mistake. You will raise your hand and tell me how to correct it. Pay attention to capital letters, punctuation and whether the sentence makes complete sense.

**Teacher:** sam likes to play football

**Student:** Sam likes to play football. (Start with a capital letter and end with a period).

**Teacher:** the school is big / Ms molly said hello to the class. (Continue this activity just like this and encourage students to spot and fix the sentences.)

## Book of Holistic Teaching

**Teacher:** Let us do a few activities and try to connect what we have learned with Maths, Science and Social Studies. Are you ready?

**Students:** Yes ma'am/sir.

**Teacher:** Good. Let us start.

I will tell you some numbers and you all will write what comes before and after those numbers.

The numbers are - 88, 60, 10 and 25.

(Wait for the students to write)

**Teacher:** Next, you will make two columns - one for living things and one for non-living things. Now you will write

the following words in the correct column. The words are breathe, give birth to young ones, grow, do not need food, can feel, cannot move.

Then, write one sentence each about living and non-living things using the above words.

(Wait for the students to write)

**Teacher:** Our last activity is to match the columns to complete the sentences about early humans.

- Early humans lived a. on foot.
- They used weapons b. animal skin.
- They wore c. in caves and jungles.
- They travelled d. made of bones and stones.

(Read the question and wait for the students to write)

**MUST DO**

15 MIN.

## Differentiated Activity

**110km/hr**



Choose five sentences from your grammar exercise and underline the verb (action word). For example, in the sentence, The dog runs fast, underline runs.

**80km/hr**



Write two simple sentences with correct capitalisation and punctuation (e.g., 'I like to read.').

**40 km/hr**



Write one short sentence starting with a capital letter and ending with a period (e.g., 'The sun is bright.').

## Home Task

Write three sentences about your favourite activity. Make sure each sentence starts with a capital letter and ends with the correct punctuation (full stop, question mark or exclamation mark).

**Example:**

I love to play football in the evening.

What is your favourite game?

Playing with friends is so much fun.

## Period 10

**Teacher:** Good morning, my bright learners. Did you all have a good breakfast this morning? What did you eat to start your day?

**Students:** Good morning, teacher. (accept all responses with enthusiasm.)

**Teacher:** That is wonderful to hear. Before we begin, let us wake up our minds with a fun game called Question Relay. Here is how it works: I will ask a question and one of you will answer. Then, you will ask a question to your partner. Ready?

**Teacher:** What is your favourite food?

**SHOULD DO**

10 MIN.



**Student 1:** My favourite food is *uttapam*. What is your favourite game?

**Student 2:** My favourite game is football. What is your favourite fruit?

*(Continue for 2 to 3 rounds, ensuring everyone participates.)*

**Teacher:** Wow, you all did amazing in the Question Relay game. I loved hearing all the interesting questions you came up with.

**Teacher:** Now that your minds are sharp and full of great ideas, let us take this energy into today's lesson. Yesterday, we practised writing complete sentences with proper punctuation. Today, we are going to take it a step further and become question champions. We will learn how to ask clear, thoughtful questions just like we did in the game. Get ready to level up your questioning skills.

**Note:** Give instructions to students to look at the words in the box on page 12, Exercise K. Inform them that they must turn asking and answering questions.

Be creative with your questions and write down two of your favourite questions in your notebook.

**MUST DO**

20 MIN.

**Language** 2LCS LAD OLD

**K** Work with a partner. Take turns to ask and answer questions about yourself. Use what, which or who to ask questions. You may use words from the box.

play  
school  
colour  
holiday

What is your favourite dish?

My favourite dish is sambhar and rice.

12

**Teacher:** Open your books to Exercise K on page 12. Today, we will practise asking questions using the words in the box. You will work in pairs for this activity. One partner will ask questions and the other will answer. After one round, switch roles.

**Teacher:** Let me show you an example. If the word is colour, you may ask: What is your favourite colour?

**Student:** Can I ask: What is the colour of your bag?

**Teacher:** Sure, you can. Be as imaginative as you can and try different types of questions.

*(Encourage students by praising their efforts. Offer help where needed and keep the energy positive.)*

**Teacher:** Now that we are experts at asking questions, let us create something special. We are moving on to Exercise L on page 12, where we will make a beautiful Welcome to School card for Sarah. Just like we ask thoughtful questions to show care, we will now write a kind message for Sarah to make her feel happy and welcomed in class.

**Expression** 2LCS

**L** Make a 'Welcome to School' card for Sarah. Write a message to help Sarah settle down in class. You may use the given format.

Welcome to (School name)!

Hi, Sarah,

Welcome to Class 3 (Section name). I am so glad \_\_\_\_\_

Do you know that our school \_\_\_\_\_

With love, \_\_\_\_\_ (your name)

12

**Teacher:** You will work in pairs again. Let us read the format given on page 12 together. (Wait for students to finish reading.) What can we say or write in the message to make Sarah feel welcomed? You can also decorate the card with colours, drawings or stickers to make it extra special. Once done, we will pin them up on the display board.

*(Encourage students to be expressive and kind. Walk around to provide support and praise their efforts as they work on their cards.)*

**Teacher:** Your cards are beautiful. Sarah would feel so happy seeing how kind and welcoming you all are. Let us clap for ourselves for being such amazing artists.

**Teacher:** I have an exciting home task for you all. We are going to make a fruit chaat at home. Follow the steps given in your book to prepare it. Bring your chopped fruits and seasonings to school tomorrow so we can enjoy them together during break time.

**COULD DO**

10 MIN.

**Creating Better** Art 2LCS

Imagine you are Sam. You want to share a tasty fruit chaat with your friends. How will you make it?

1. Take some freshly chopped fruits in a big bowl. Ask an adult to help you cut the fruits into interesting shapes.
2. Add some salt, chaat masala, black pepper and some fresh mint leaves.
3. Next, add a teaspoon of lemon juice. Mix well.
4. Now, arrange them on a plate or in a bowl. Be creative with how you arrange the fruits. Your fruit chaat is ready to be enjoyed!

13

**Students:** Can we use any fruits we like?

**Teacher:** Yes, you can choose the fruits you like best. Just make sure they are fresh and cut into small pieces. Do not forget to bring a small bowl or container to share with your friends. I cannot wait to see your fruit chats and share them with you during break time tomorrow. It is going to be so much fun.

## Differentiated Activity

**110km/hr**



Write five detailed questions you would ask a new friend. Use different types of questions. (e.g., 'What is your favourite book and why?')

**80km/hr**



Create a card for your best friend with a kind, welcoming message and simple decorations.

**40 km/hr**



Write a short message to welcome Sarah to the school.

## Home Task

Prepare a fruit chaat with at least four types of fruits. Bring it to school with your favourite seasonings and write a few sentences explaining why you chose those fruits and seasonings.

## Period 11

**Teacher:** Good morning, my superstars. How are you all feeling today?

**COULD DO**

05 MIN.

**Students:** Good morning, teacher. We are good.

**Teacher:** That is wonderful to hear. Let me ask you something fun to get our minds ready for today. If you could turn any fruit into a magic fruit, what special power would it have?

**Students:** (excited responses) It would give me super speed. / It would make me invisible. / It would let me fly.

**Teacher:** Wow. I love all these magical ideas. I can already see so many creative thinkers in this class. Since we are talking about fruits, how many of you brought your fruit chaat today?

**MUST DO**

05 MIN.

**Students:** (Nodding excitedly) Me, teacher.

**Teacher:** Amazing. I am so happy to see that many of you brought your fruit chaat. During recess, I want you to share it with your friends. Sharing your food is a wonderful way to build friendships and show kindness. While you enjoy it, I want you to share how you made your fruit chaat with your classmates. I am curious to know which fruits and seasonings you chose.

**Students:** Yes, teacher. We will share it with our classmates.

**Teacher:** That is the spirit. Now that we have something exciting to look forward to, let us get ready for today's activities. We have some fun thinking activities and a hands-on project planned for today.

**Teacher:** Let us start with an activity that will get us thinking deeply. It is called Thinking better. I will ask you two interesting questions. You will discuss the answers with your partner. Remember, there are no right or wrong answers. I want you to think about it, share your thoughts and listen to your partner's ideas too.

**MUST DO**

10 MIN.

### Thinking better

Think and discuss with your partner.

1. Do you think both Sam and Sarah needed a friend? Why?
2. Have you ever moved to a new place? Share your experience with your partner.

13

**Teacher:** Here are the questions (Read aloud from Thinking better on page 13.)

- Do you think both Sam and Sarah needed a friend? Why?
- Have you ever moved to a new place? Share your experience with your partner.

(Encourage students to share their thoughts openly. Walk around and listen to the discussions, offering gentle prompts or questions to keep the conversation going. Highlight thoughtful answers during the whole-class sharing to foster a supportive and reflective environment.)

**Teacher:** I loved hearing your thoughtful ideas. It is so important to reflect on our own experiences because it helps us understand how others feel.

**Teacher:** Now that you have shared your thoughts with your partner, let us think about another situation. Look at page 13. The topic is Choosing better.

**MUST DO**

05 MIN.

Here is the question for you to think about: If you see a classmate sitting alone during lunch, what would you do? Would you sit with them, invite them to play or leave them alone? Think about it for a moment and choose your answer.

### Choosing better

If a classmate is unhappy, what would you do? Would you talk to them or let them be? Give reasons.

13

(Encourage students to think deeply about empathy and respecting others' feelings. Reinforce that there's no single right answer and both options can be approached with kindness and understanding.)

**Teacher:** I am so proud of how thoughtful you all are. Your answers show that you know how to be kind and supportive. Whether you choose to sit with someone, invite them to play or give them space, all choices are thoughtful and caring.

**Teacher:** Now, it is time for a fun and creative project. We are going to make My Little Book of Synonyms and Antonyms. This book will help us revise and remember important words. You will create your own mini-book filled with synonyms (words that have similar meanings) and antonyms (words that have opposite meanings).

**MUST DO**

20 MIN.

### Revising better

1. Take an A4 sheet of paper. Using a ruler, make two straight lines as shown.
  2. With the same ruler, tear off the sheet along the lines.
  3. Punch holes and pass a ribbon or a thick thread through the holes.
  4. Tie the ends of the ribbon into a pretty bow. You have a little book of your own. Write **My Little Book of Synonyms and Antonyms** on the cover using your favourite colours.
- Decorate the cover with glitter, stars, stickers and drawings. Write the synonyms and antonyms from the lesson in your Little Book. You can keep adding more pages to your Little Book.

13

**Teacher:** Here is what you will do:

I will distribute an A4 sheet of paper to each of you. Make sure you have a ruler, crayons or coloured pencils.

**Note:** Follow these steps carefully:

**Step 1:** Fold your A4 sheet in half two times to create a small booklet.

**Step 2:** Use your hole puncher to make two holes on the side.

**Step 3:** Take a ribbon or thread and tie it through the holes to bind your booklet.

**Teacher:** Raise your booklet up when you are done tying the ribbon.

(Wait for all students to complete the booklet folding and tying.)

(Ensure students have their materials ready for this hands-on activity. Encourage them to be creative and precise in following the instructions. Use this exercise to reinforce vocabulary skills in a fun and interactive way)

**Teacher:** Now that we have created our little books, let us start filling them. Open your booklet to the first page. Write the title My Little Book of Synonyms and Antonyms on the front cover. Use your favourite colours to decorate it.

**Teacher:** Inside the book, write down the following:

One synonym of the word happy.

One antonym of the word big.

Examples (Write on board)

Synonym of happy: joyful

Antonym of big: small

**Teacher:** If you finish quickly, you can write two more pairs of synonyms and antonyms of your choice. Be as creative as you like and decorate your book if you have extra time. Give yourself a big round of applause. See you tomorrow, my amazing learners.

COULD DO

05 MIN.



### Differentiated Activity

110km/hr



Write a detailed paragraph about a time you needed a friend or helped someone who was feeling alone, describing how it impacted you and what you learned.

80km/hr



List three actions you would take to help a classmate who is feeling unhappy and write a few sentences explaining why each action is helpful.

40 km/hr



Write three sentences about a situation where you helped someone.

### Home Task

Write down three words from lesson and find one synonym and one antonym for each word.

## Learning Outcomes

The students will:

|   |   |
|---|---|
| Physical Development                    | • enhance fine motor skills through creative tasks like folding and binding their mini-books and writing neatly.                                  |
| Socio-Emotional and Ethical Development | • build empathy and understanding by discussing and role-playing scenarios that highlight the importance of kindness and inclusion.               |
| Cognitive Development                   | • strengthen problem-solving and critical thinking skills through activities like fixing jumbled sentences and identifying synonyms and antonyms. |
| Language and Literacy Development       | • improve reading fluency and comprehension by practicing role-playing, guided reading and interactive sentence-building activities.              |
| Aesthetic and Cultural Development      | • appreciate diversity and celebrate creativity by making personalized welcome cards and discussing Sarah's experiences as a new student.         |
| Positive Learning Habits                | • develop self-reflection and goal-setting habits by maintaining a KWL chart to track their learning journey.                                     |

### Starry Knights

Share a memorable incident you had while teaching this unit.

Give yourself a STAR.





## Poem-1: With a Friend

Theme 1: What Is Life?

6 Periods (40 minutes each)



Learn Better (Main coursebook), CRM signs



Animation, eBook, Slideshow

Affirming better

I am enthusiastic.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to relate the poem's theme to their own experiences with friends.
- to recognising the importance of kindness, sharing and companionship.
- to recall key activities and themes related to friendship mentioned in the poem, such as sharing, playing and learning together.
- to learn new vocabulary related to friendship and understand the meaning of the poem through discussion and activities.

### Methodology

#### Period 1

**Teacher:** Good morning, my wonderful superstars. How are you all feeling today?

SHOULD DO

10 MIN.

☐

**Students:** Good morning, teacher. We are good.

**Teacher:** That is great to hear. Now, let us start with something fun to wake up our minds and get our energy flowing. Now, let us shake things up with a quick *Friendship Dance*. When I say 'dance', you will do your coolest dance moves. When I say 'statue', you must stop and act like a statue of something you do with your best friend, such as playing, laughing or walking together. Ready?

*(Play for 1 minute: Say 'Dance.' and 'Statue.' while encouraging creativity and fun.)*

**Teacher:** That was amazing. You all did such fun poses that showed the joy of friendship. Now that we are all awake and ready, let us explore our new poem called '*With a Friend*,' where we will discover how the poet celebrates the happiness of friendship.

**Teacher:** Let us play a quick game called '*Friendship Charades*.' I will act out something a friend does and you have to guess it. Ready?

*(Act out sharing food, giving a high-five or helping a friend stand up.)*

*(accept all related responses)*

SHOULD DO

10 MIN.

☐

**Teacher:** Excellent guesses. Being a good friend means sharing, helping and spending time together. Let us connect this with what we learnt last week.

*(Use CRM signs whenever needed to settle the class)*

**Teacher:** Can anyone remind me of what Sam did to make Sarah feel comfortable in the story we read last time?

COULD DO

05 MIN.

☐

*(Guide students to respond and share ideas, such as 'Sam introduced Sarah to the class.' or 'Sam showed her around'.)*

**Teacher:** That is right. Sam showed kindness and made Sarah feel welcomed, which is what friends do. We will see how the poet describes friendship and the joy of doing things together.

**Teacher:** Now, let us see how the poet talks about friendship in the poem *With a Friend*. Open your books to page 14. We will read the poem together. I need a few students to read aloud for us. Who would like to start?

*(Encourage students to raise their hands and volunteer. Select students one by one and guide them to read confidently. Encourage pauses and proper tone to match the rhythm and mood of the poem.)*

**Teacher:** That was amazing reading. I love how you brought the poem to life. Now, let us discuss it.

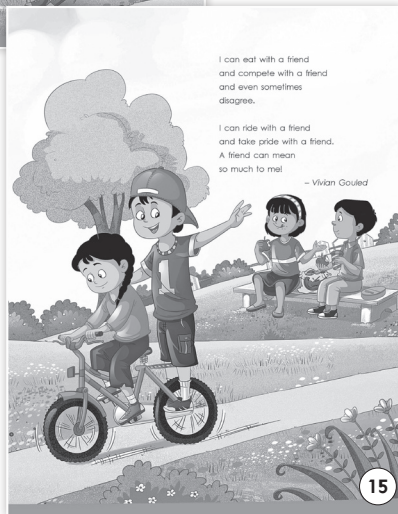
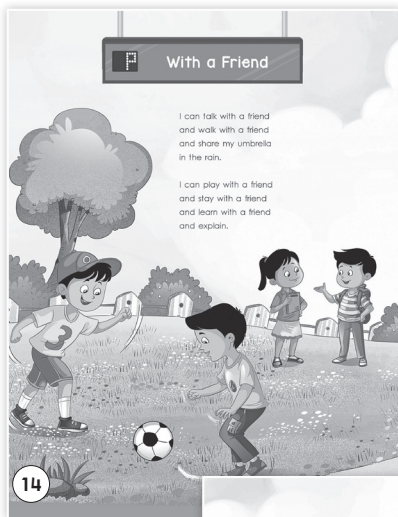
**Teacher:** What do you think the poet enjoys the most about having a friend? Can anyone share what line in the poem shows this?

*(Wait for students to respond and encourage them to share their interpretations in their own words. Offer supportive feedback to their answers.)*

SHOULD DO

05 MIN.

☐



## Differentiated Activity

110km/hr



Students analyse the poem 'With a Friend' and identify themes or examples that relate to personal experiences.

80km/hr



Students identify and discuss main ideas from the poem, focusing on one or two friendship qualities.

40 km/hr



Focus on a few lines from the poem and encourage them to repeat the lines aloud, ensuring correct pronunciation.

## Home Task

Draw a picture of yourself doing your favourite activity with a friend.

## Period 2

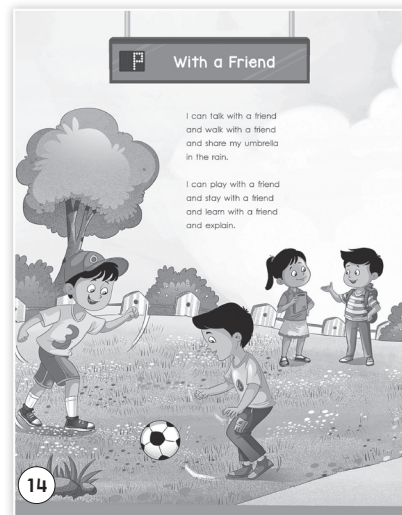
**Teacher:** Good morning, my wonderful learners. How are you all feeling today?

SHOULD DO

10 MIN.



**Students:** Good morning, teacher. We are feeling good.



**Teacher:** Beautiful. The poet shows us how simple activities, such as walking, talking or playing are so much more fun when done with a friend.

**Teacher:** Now, I want you all to think about one activity you love doing with your friend. It could be playing a game, riding bicycles or even reading a book together.

(Allow students to quietly think for a moment.)

SHOULD DO

05 MIN.



**Teacher:** I will ask a few of you to share. Who would like to go first?

(Encourage a few students to share. Praise their answers to build confidence.)

**Teacher:** I loved hearing about all the fun things you enjoy doing with your friends. It is amazing how friendship makes even the simplest moments special. For our next class, I want you to draw a picture of yourself doing your favourite activity with a friend. We will share these drawings tomorrow.


COULD DO

05 MIN.



**Students:** Okay, teacher.

**Teacher:** Great. I am so proud of you all for your ideas, reading and sharing today. Have a fantastic day.

 You may show the eBook given on the digital platform.

**Teacher:** That is great to hear. Since today we are talking about friendship, I have a fun challenge for you. Imagine that you and your best friend are on a magical island. You can only bring three things with you to have fun on the island. Which three things would you bring? Turn to your partner and share your answer. Be creative—think about games, snacks or even magical items.

(Pause for a minute as students discuss with their partners. Encourage them to be imaginative.)

**Teacher:** Wow. I heard so many fun and imaginative ideas. Some of you would bring balls, treasure maps and even ice cream machines. I love how you are all thinking. Friendship really is about sharing fun times together and that is what today's poem is all about. Let us dive into it.

**Teacher:** Today, we are going to explore the poem 'With a Friend' even more closely. I will read the poem aloud first, so listen carefully to the words and rhythm. Ready?

**MUST DO**

10 MIN.



**Students:** Yes, teacher.

*(Read the poem aloud with clear pronunciation, expressive tone and gentle pauses and highlight the joy and warmth of friendship.)*

**Teacher:** That was such a heartwarming poem. I loved how the poet talked about sharing, walking and playing with a friend. Did you notice how the poem describes friendship as something joyful?

**Teacher:** Now, I have an exciting task for you. We are going to become Line Detectives.

I will divide you into small groups. Each group will choose one line from the poem that they like the most. As a group, you will create a short action or a mini skit to show the meaning of that line. For example, if the line is 'share my umbrella in the rain', you can pretend to hold an umbrella together. After 5 minutes, each group will come forward and show their action to the class and the class will guess which line they are showing.

*(Walk around the classroom to guide students as they practise their mini skits.)*

**Teacher:** I see so many creative ideas. I see some of you acting like you are playing together, some of you are sharing something and others are walking together. Keep practising — you are doing great.

**Teacher:** Let us see if we can guess which line they are showing. Look closely at their movements. What do you think this group is showing?

**Students:** They are showing 'share my umbrella in the rain'.

**Teacher:** Yes, you got it right. Wonderful teamwork, everyone. This activity shows us how powerful friendship can be through actions.

*(Explain the meaning of each line in the poem by connecting it to real-life examples of friendship, encouraging students to relate it to their own experiences.)*

**Teacher:** Now that we have understood the meaning of the poem, let us become Rhyme Experts. But before we start, I have a question for you. Who can tell me what rhyming words are? Raise your hand and share your thoughts.

*(Wait for students to respond. Accept all responses and encourage them.)*

**Student:** Words that sound the same at the end.

**Teacher:** Absolutely right. Rhyming words are words that have the same ending sound. For example, 'play' and 'stay' are 'rhyming' words because they have the same ending sound.

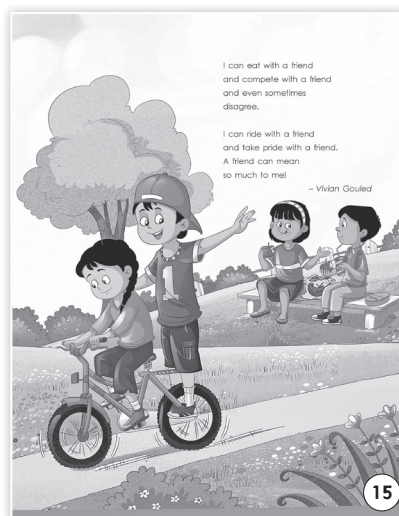
**Teacher:** Now, I want everyone to scan the poem and try to find at least two pairs of rhyming words. As soon as you spot a pair, raise your hand and wait for your turn.

**SHOULD DO**

15 MIN.



*(Students begin scanning the poem, looking for rhyming words.)*



**Teacher:** Raise your hand if you found a rhyming pair.

**Student:** I found 'play' and 'stay'.

**Teacher:** Fantastic. Write those words down in your notebook under the title Rhyming Words. Can anyone find another pair?

*(Students share their answers and write down two rhyming pairs in their notebooks.)*

**Teacher:** Let us give ourselves a big round of applause for being such amazing Rhyme Finders today.

*(Students clap together to celebrate their success.)*

**Teacher:** Before we finish today's lesson, let us see what we remember about the poem. I will say a part of a line from the poem and you have to complete it. Here is an example:

**Teacher:** If I say, 'share my umbrella...' you will say...

**Students:** 'in the rain.'

**Teacher:** Perfect. Now, let us try a few more.

'walk together...' (Students reply: 'through the park')

'laugh together...' (Students reply: 'when it is dark')

**Teacher:** Wonderful. I see that you remember the poem well. Before we end today's class, I want you to think about one thing you can do with your friend tomorrow. It could be playing a game, sharing something or helping them in some way. Be ready to share your answer in tomorrow's class.

**Students:** Okay, teacher.

**Teacher:** I am so proud of how you all worked together today. You used your creativity, your acting skills and your sharp eyes to find rhyming words. Give yourselves a big round of applause. See you tomorrow, my superstars.

**Students:** *(Clap excitedly.)*

**COULD DO**

05 MIN.



## Differentiated Activity

110km/hr



Students select their favourite lines from the poem and explain why these lines stand out to them. Encourage them to describe how the actions in these lines (e.g., sharing an umbrella, learning together) represent important aspects of friendship.

80km/hr



Write two rhyming pairs of words from the poem and use them in short sentences.

Example: play-stay: I play with my friend and she stays with me.

40 km/hr



Help these students choose one friendship activity from the poem, such as walking or playing together. Discuss how it feels to do this activity with a friend and why it is enjoyable.

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

## Home Task

Write one sentence about an activity you love doing with your friend. It can be playing, sharing or doing something fun together.

## Period 3

**Teacher:** Good morning, my wonderful learners. How are you all feeling today?

COULD DO

03 MIN.



**Students:** Good morning, teacher. We are feeling good.

**Teacher:** That is fantastic to hear. To awaken our brains and get ready for today's exciting activities, let us play a quick game called Secret Sounds. Here is how it works — I will clap a pattern and you have to repeat the pattern by clapping it back to me. If you do it correctly, I will make it trickier.

**Example:**

Teacher claps: clap-clap-pause-clap

Students repeat: clap-clap-pause-clap

**Teacher:** Ready? Here is the first pattern. (clap clap-pause-clap-pause-clap-clap.)

**Students** (try to repeat the pattern)

(Adjust the difficulty and encourage everyone to focus and listen carefully.)

**Teacher:** Let us put on our detective hats and find the answers from the poem. Turn to page 16, Excelling Comprehension in Learning better activity. Are you ready?

MUST DO

10 MIN.



**Students** (excitedly): Yes teacher.

**Teacher:** Great. Here is how it works: I will read a question from Exercise A – Tick (✓) the correct answers. If you know

the answer, stand up and do a quick spin. When I call on you, share your answer and why you think it is correct. Are you ready for the first question?

**Students:** Ready.

Learning better

CBA Full

Comprehension

**A Tick (✓) the correct answers.**

- Who is the poet talking about?
 

|           |                          |           |                          |           |                          |
|-----------|--------------------------|-----------|--------------------------|-----------|--------------------------|
| a. mother | <input type="checkbox"/> | b. friend | <input type="checkbox"/> | c. cousin | <input type="checkbox"/> |
|-----------|--------------------------|-----------|--------------------------|-----------|--------------------------|
- What does the poet share in the rain?
 

|             |                          |          |                          |         |                          |
|-------------|--------------------------|----------|--------------------------|---------|--------------------------|
| a. umbrella | <input type="checkbox"/> | b. lunch | <input type="checkbox"/> | c. toys | <input type="checkbox"/> |
|-------------|--------------------------|----------|--------------------------|---------|--------------------------|
- When will the poet explain something to her friend?
 

|                             |                          |
|-----------------------------|--------------------------|
| a. when they walk together  | <input type="checkbox"/> |
| b. when they eat together   | <input type="checkbox"/> |
| c. when they learn together | <input type="checkbox"/> |
- Which word in the poem means the same as 'challenge'?
 

|            |                          |         |                          |         |                          |
|------------|--------------------------|---------|--------------------------|---------|--------------------------|
| a. compete | <input type="checkbox"/> | b. ride | <input type="checkbox"/> | c. talk | <input type="checkbox"/> |
|------------|--------------------------|---------|--------------------------|---------|--------------------------|
- How often does the poet disagree with her friend?
 

|           |                          |              |                          |          |                          |
|-----------|--------------------------|--------------|--------------------------|----------|--------------------------|
| a. always | <input type="checkbox"/> | b. sometimes | <input type="checkbox"/> | c. never | <input type="checkbox"/> |
|-----------|--------------------------|--------------|--------------------------|----------|--------------------------|

16

**Teacher:** Alright. First question: Who is the poet talking about?

a. mother      b. friend      c. cousin

(Wait for students to spin and call on one.)

**Teacher:** Great answer. Let us all tick the correct option. Show me your ticks. (Walks around to check. Do the remaining questions in Exercise A in the same manner.)

(Encourage students to explain their answers in their own words. Walk around to check their responses, providing support and hints where necessary.)

**Teacher** (at the end): Fantastic, students. You all did a great job by ticking the correct answer. Give yourselves a big round of applause.

**Teacher:** Let us take a quick moment to stretch and shake off any tiredness before our next challenge. Are you ready? Everyone, stand up. Now, wiggle your fingers, shake your shoulders and do a big spin.

MUST DO

04 MIN.



**Teacher:** Great energy. Now, it is time for Exercise B—Write true or false. game. I will read some statements from the poem and you all keep those detective hats on because I will be calling on you to explain your answer.

Write true or false.

- The poet likes to take walks alone. \_\_\_\_\_
- The poet and her friend play together. \_\_\_\_\_
- The poet eats alone. \_\_\_\_\_
- The poet does not like spending time with her friends. \_\_\_\_\_
- Friendship is important to the poet. \_\_\_\_\_

16

**Teacher:** Let us start. First statement: *The poet likes to take walks alone.* (Pause to let students think.)

**Teacher:** [student's name], what do you think?

**Student:** It is false. The poet likes to take walks with a friend.



**Teacher:** That is correct. Everyone, write False in the blank. (Continue reading each statement aloud, selecting different students to answer. Make sure everyone waits for their turn and participates.)

**Teacher:** Excellent, students. Let us give ourselves a big round of applause.

**Teacher:** Good. Let us write the answer in our notebooks. Take your time and think about what we discussed.

**COULD DO**

03 MIN.

☐

(Walk around the class, providing support and checking students' work.)

**Teacher:** Let us move to Exercise question: 'What does the poet enjoy doing with her friend?' Think carefully and raise your hand.

(Encourage participation and guide students as needed.) (Continue this process for the remaining questions, keeping the class interactive by asking questions, encouraging responses and guiding students to write answers on their own.)

**Teacher:** Let us move on to the Exercise C, that is on page 16. Take out your notebooks and let us do short question answers together.

**MUST DO**

15 MIN.

☐

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

1. Is the poet thankful for her friend?
2. How do you spend time with your friend?
3. Do you share your umbrella with your friend? Why?

16

**Teacher:** To make this activity more fun and exciting, let us quickly read the poem once again. (After a quick reading, move on to exercise.) Here is the first question: Is the poet thankful for her friend?

**Teacher:** Before we answer, let us do a quick round of 'Word Toss'. Everyone, think of a word that describes how you feel when you are thankful for someone. For example, I might say, 'happy'.

(Encourage a few students to share their words to set a positive tone.)

**Teacher:** Now, think about the poem. Who can share why they believe the poet is thankful for her friend?

(Call on students who raise their hands. After each response, ask follow-up questions.)

**Teacher:** Wonderful thoughts. Let us write the answer in our notebooks. Take your time. If you need help, remember the words we just shared in the Word Toss.

**Teacher:** Now, let us move to the next question: How do you spend time with your friend?

Quick Pair Share:

**Teacher:** Turn to the partner next to you and share one thing you enjoy doing with your friends. You have 30 seconds. Ready? Go.

(After 30 seconds, ask a few pairs to share their ideas with the class.)

(Continue the activity in the same way: discuss each question, share thoughts and write answers together.)

**Teacher:** Great work on the short questions. You all shared thoughtful answers and wrote them beautifully. Now, let us take things a step further.

**MUST DO**

05 MIN.

☐

**Differentiated Activity**

110km/hr



Find 5 new words from the poem and use a dictionary (or discuss) to find their meanings. Write their meanings and create sentences using those words.

80km/hr



Encourage them to think about why friendship is special and why friends sometimes disagree.

40 km/hr



Guide these students to answer one 'Thinking better' question aloud with simple responses. For example, ask them, 'What do you think makes a friend special?'

Draw a scene (e.g., two friends walking or playing together) on the board and ask students to write a few sentences about it.

**Home Task**

Write two sentences about what makes a good friend. Use words from the poem (e.g., share, play, walk).

**Period 4**

**SHOULD DO**

05 MIN.

☐

**Teacher:** Good morning, my wonderful learners. How are you all feeling today?

**Students:** Good morning, teacher. We are feeling good.

**Teacher:** That is great to hear. Let us start with a fun challenge. Let us start with a fun challenge. Turn to the person sitting next to you — your partner — and think about five qualities you appreciate about them. It could be their kindness, helpfulness or anything that makes them a good friend.

**Teacher:** Who would like to share the qualities they see in their partner?

(Encourage students to share. Praise their responses to build confidence.)

**Teacher:** These are such wonderful qualities. You are all showing me what good friends you are to each other. Let us give a big round of applause for our amazing friends today.

**Students:** (Clap and smile at each other.)

**Teacher:** Now, let us take out our textbooks and open to page 16. We are going to do Exercise D. Let us read the questions, discuss and write their answers in our notebooks.

**MUST DO**

10 MIN.

☐

(Read the first question aloud.)

**D Write long answers in your notebook.**

1. What did you like about the poem?
2. What are the five things you share with your friend?

16

**Teacher:** The first question says, 'What did you like about the poem?' Before we write, let us discuss it. What line in the poem made you feel happy or reminded you of something special about friendship?

(Encourage students to share responses.)

**Teacher:** Let us write the answer together. You can start like this: 'I liked the poem because it talks about...'

(Follow the same pattern for the following exercise and walk around in the classroom.)

**Teacher:** Now, let us move to another exciting activity to sharpen our vocabulary skills. Please turn to page 17, Excelling Vocabulary. Let us look at Exercise E.

**MUST DO**






10 MIN.



**Excelling Vocabulary**

**E Read the words aloud. Can you say which letter is silent? Underline the silent letter in each word. Now, match the words with the pictures.**

1. walk      2. talk      3. calf      4. half      5. chalk

a.       b.       c.       d.       e. 

17

**Teacher:** In this section, we will become Silent Letter Detectives. But before we begin, I have a question for you. Does anyone know what a silent letter is? If you think you know, raise your hand and tell me.

(Students raise their hands to respond. Some may say 'it is a letter you do not say' or 'a letter that stays quiet'.)

**Teacher:** Those are great answers. Yes, a silent letter is a letter that you do not pronounce when you say the word, but it is still there in the spelling. For example, in the word 'walk,' we do not say the 'l'. Can you all say 'walk' with me?

(Introduce silent letters with examples like 'walk,' 'calf' and 'chalk'. Guide students to underline silent letters and read the words aloud together.)

**Teacher:** Now, match the words to the pictures on page 17. Look carefully at the pictures and draw lines to connect the words to the correct images.

**MUST DO**

05 MIN.



**Teacher:** Does anyone see a picture of someone walking? Raise your hand when you see it.

**Teacher:** That is right. Walk matches with this picture of a person walking. Draw a line from the word 'walk' to the picture.

**Teacher:** Next, let us find the picture of 'calf'. Hmm, what is a calf? Can anyone tell me?

(Students raise hands to share responses, such as 'a baby cow'.)

**Teacher:** Yes, a calf is a baby cow. Look at the pictures. Which one looks like a baby cow? Point to it.

**Teacher:** That is correct. Draw a line from the word 'calf' to the picture of the baby cow.

(Students draw the line from the word calf to the picture of the calf.)

(Follow the same pattern for the rest of the exercise.)

**Teacher:** Very good, students. We have learnt how to spot silent letters and matched each word to the correct picture. For homework, I would like you to think about other words you know with silent letters and write down two examples in your notebook. We will discuss them in our next class.

**Teacher:** Now, let us move on to the next part of our vocabulary section on page 17, Exercise F, where we will be matching opposite words. In this exercise, we have a list of words on the left and we need to find their opposites from the options on the right. Do you all know about opposite words?

(By explaining what opposite words are with a simple example, you may help students understand the concept before they start the exercise. This prepares them to identify opposites confidently.)

(By explaining what opposite words are with a simple example, you may help students understand the concept before they start the exercise. This prepares them to identify opposites confidently.)

**F Match the opposite words.**

- |              |   |              |
|--------------|---|--------------|
| 1. talk      | o | a. leave     |
| 2. stay      | o | b. less      |
| 3. sometimes | o | c. agree     |
| 4. disagree  | o | d. silent    |
| 5. much      | o | e. regularly |

17

**Teacher:** Very good, students. Opposite words are words that have meanings completely different from each other. For example, the opposite of 'up' is 'down.' Let us go through each word together and find the correct opposite.

**Teacher:** Alright, the first word is 'talk'. Can anyone find the opposite of 'talk' from the options on the right?

**Teacher:** When we are not talking to someone, what are we being?

**Student:** We are being silent.

**Teacher:** Excellent.

(Follow the same pattern for the rest of the exercise.)

(Encourage students to think carefully about each word and its opposite, provide gentle guidance when they need to reconsider an answer.)

**Teacher:** I am so proud of you for being focused, creative and full of energy. Let us play one last quick game to check what you remember.



I will say a word and you have to show me the silent letter with your fingers. If I say 'walk', what will you show me? (Students form an L shape with their fingers.)

**Teacher:** Yes. The silent letter is L. Amazing. Let us try one more — 'calf'.

(Students raise hands to share words like walk, half, chalk.)

**Teacher:** Excellent. You remembered them perfectly. Now, who can give me an example of an opposite word from today's lesson?

(Students share examples like up and down or talk and silent.)

**Teacher:** Brilliant. Before you leave, remember to complete your homework — write down two more words with silent letters and three opposite words in your notebook. We will discuss them tomorrow.

**Teacher:** Let us give ourselves a big round of applause for being such awesome learners today.

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

## Differentiated Activity

110km/hr



Write one new opposite word and use it in a sentence

80km/hr



Write down two additional words with silent letters (such as thumb or write) and underline the silent letters

40 km/hr



Find an item at home with a silent letter (such as knife) and draw a picture of it.

## Home Task

Write down two more words with silent letters and three opposite words in your notebook.

## Period 5



**Teacher:** Good morning, my wonderful learners. How are you all feeling today?

**Students:** Good morning, teacher. We are feeling good.

**Teacher:** That is great to hear. I have a fun question for you. When you come to school, what do you see on your way here? Do you see trees, shops, animals or something else? Raise your hand and tell me one thing you noticed on your way to school today.

**Teacher:** Wow. I love all your answers. You noticed so many interesting things. You are all such observers. Today,

we are going to use our detective skills in class too. Are you all ready?

**Students:** Yes, teacher.

**Teacher:** Let us begin with Excelling Concentration on page 17. You will enjoy this fun listening activity. I am going to read you a short story I want you to listen carefully. After I finish, you all have to answer true or false questions. If you think the statement is true, give me a big thumbs up. If you think it is false, give me a thumbs down. Easy, right?

**Students:** Yes, teacher.

**Teacher:** Great. Sit up straight, open your ears wide and get ready to listen.

(Read the listening text for the poem, With a Friend, from page 118 aloud, using expression, pauses and voice modulation to keep students engaged.)

Story from Page 118: 'Excelling Concentration'

Concentration\*

**Listen to the story. Write true or false.**

- Lila was playing in her room. \_\_\_\_\_
- She saw a shiny new watch. \_\_\_\_\_
- She left the watch where she found it. \_\_\_\_\_
- She took it to the Lost and Found office. \_\_\_\_\_
- Lila's teacher was proud of her. \_\_\_\_\_

17

Lila was playing in the playground. She saw a shiny new watch. She thought someone must have left it there. She waited for someone to come looking for it. Then, she picked up the watch and took it to the Lost and Found office. When she came back to class, she told her teacher about the watch. The teacher was very happy with Lila.

**Teacher:** That was a great story. Now, let us see how well you listened. I will ask some True or False questions. Ready?

**Students:** Ready, teacher.

**Teacher:** Lila was playing in her room.

**Teacher:** Hmm, I see some of you gave a thumbs up, but think carefully. Was she playing in her room or in the playground?

(Students respond, 'Playground'.)

**Teacher:** Correct. The statement is false because Lila was playing in the playground, not in her room. Well done, listeners.

(Follow the same pattern for the rest of the True/False questions. Ensure students understand the context of each statement and provide gentle guidance when necessary.)

**Teacher:** I loved how attentive you were. Let us give ourselves a big round of applause for being such amazing listeners.

## Excelling Language

(Before starting the activity, draw a simple map on the board showing key locations like a house, park, bookshop



and school. Ask students what they know about directions, such as left, right, straight and back. Encourage them to share their thoughts and correct any misconceptions to ensure they understand the basic concepts of direction.)

**Teacher:** Let us play a fun group activity using the map on page 18. This map shows a neighbourhood with a yellow house, bookshop, park and school.

**Teacher:** In your groups, one of you will act as the friend and close your eyes, while the rest of you will be the guides. Your task is to give directions from the yellow house to a specific place, such as the bookshop or park.

**Teacher:** For example, you might say, go straight, then take the first left to reach the bookshop. The friend will visualise the route and repeat it back to confirm.

**Teacher:** Group 1, you start. Guides, take your friends to the park. Use clear directions like left, right, or straight.

*(You may blindfold one student and another student give directions. The 'blindfolded' student tries to visualise the directions. Through this fun and interactive activity students get to know about directions very well.)*

*(Continue until all groups have participated, ensuring everyone gets a chance to guide and follow directions.)*

**Students:** (playing and learning)

**Teacher:** You all gave played so well together and gave clear directions. Let us give ourselves a big round of applause.

Language

2L CS

LAD

OLD

**H** You live in the yellow house. Work with your partner. Describe the route you will take to go to the following places:

1. The bookshop
2. The park
3. The school

You may begin like this:

To go to the bookshop, I'll take the first left on the main road...

Take help from the box.

left right reach then along turn finally down another

18

**Teacher:** Alright students, for homework we all do activity in the next class that is on page 19 in Creating better, we will be making a nature collage. Please bring any natural items you can find around your home, such as dried leaves, small twigs,

fallen flowers or anything from a park or garden. You will also need some glue, markers and crayons.

*(Help students to come prepared and build excitement for the creative activity in the next class.)*

**Teacher:** Get ready to be creative and have fun. See you in the next class.

## Differentiated Activity

110km/hr



Ask students to reflect on Lila's situation and write a few sentences explaining what they would do if they found the watch. Encourage them to describe their choice and why they would handle it that way.

80km/hr



Have students write 1 to 2 sentences about what they would do if they found something valuable, such as Lila did and explain how they would handle the situation.

40 km/hr



Ask students to draw a picture of Lila returning the watch to the Lost and Found office. This will help them visualise the main idea of the story and engage creatively.

## Home task

Complete the Excelling Expression on page 19. This is a chance to write about your best friend. In this paragraph, you can talk about what makes your friend special, what activities you enjoy doing together and why you appreciate their friendship.

## Period 6

**Teacher:** Good morning, my bright students, let us start the day with a big smile and some positive energy.

SHOULD DO

05 MIN.

**Teacher:** Take a moment, close your eyes and think of one thing you are excited about today—something that makes you happy. Got it? Now, open your eyes and share it with a friend sitting next to you.

**Teacher:** I am excited for today's activity. I see that you have all brought materials for our nature collage. Let us start by showing what each of you brought and then we will use these materials to make a beautiful nature collage together.

*(Students take out their materials and display them to the class, sharing what they found, such as dried leaves, small twigs, fallen flowers, etc.)*

**Teacher:** Wow. Look at all these interesting materials. You have brought such a wonderful variety—leaves, flowers, twigs and more. This is perfect for our collage. Let us discuss how we will use them.




## Creating better


**Teacher:** Open your books to Creating better on page 19. Follow along as I explain the steps. We will work together to arrange the materials in creative ways, glue them down and make a beautiful design.

MUST DO

10 MIN.



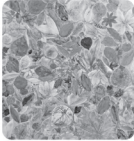
**Creating better**



Let us make a nature collage

You will need a chart paper, glue markers and crayons. Follow the steps given below:

1. Work in pairs. Collect natural items, such as dried leaves, fallen flowers and twigs from a park.\*
2. Arrange the items on a chart paper to make a collage. Then, glue those items on the paper.
3. Draw details, such as birds, animals, or other elements using markers or crayons.



Your nature collage is ready. Display it in the classroom.

19

**Teacher:** While you work, I will walk around to help and guide you. Remember, everyone will get a chance to contribute, so let us make this a team effort.

(Students work on the collage while the teacher actively participates, guiding and encouraging them.)

**Teacher:** Now that our collage is complete, let us talk a bit about the process. What did you enjoy most about making this collage?


(accept all the responses)


(wrap-up with the discussion about the teamwork and nature collage as well as lift and display the finished collage in a visible spot in the classroom.)

**Teacher:** I am so proud of each one of you for contributing and collaborating so well. Let us give ourselves a big cheer for being such amazing creators.

## Thinking better

**Teacher:** We are going to explore the deeper meaning of the poem with the 'Thinking better' questions. Open your books to page 19 and let us uncover the special lessons the poet wants to teach us about friendship. Are you ready to dive in?

**Thinking better**



Think and write the answers in your notebook.

1. What is the message in the poem?
2. Do you agree with the poet that even good friends can sometimes disagree with each other?

19

**Teacher:** Let us look at the first question together. What is the message in the poem? Think about what the poet is trying to say about spending time with friends. Who would like to share their thoughts first?

(Wait for students responses and encourage participation.)

**Teacher:** That is an excellent answer. Yes, the message of the poem is that friendships bring joy, comfort and happiness through simple acts like walking, playing and laughing together.

(Encourage more students to share their answers and relate the discussion to real-life situations where they have resolved disagreements with friends.)

**Teacher:** Before we finish, I want you to think about one way you can be a better friend this week. Whether it is sharing, helping, or saying kind words, I would love to hear about it in our next class.

SHOULD DO

05 MIN.





**Students:** Okay, teacher.

## Choosing better

Now, let us do a quick exercise to think about what it means to be a good friend.

(Ask students question from Choosing better that is on page number 19)

**Choosing better**



You and your friend go for a walk. Your friend feels tired after a short while and wants to return. You do not want to. What will you do? Give reasons.

19

**Teacher:** Before we start the poem 'With a Friend,' let us think about this: Imagine you and your friend go for a walk. After a while, your friend feels tired, but you want to keep walking. What would you do and why?

(Give students a moment to think. Accept all responses.)

**Teacher:** These are wonderful answers.

Being a good friend means thinking about how the other person feels and supporting them. It is about enjoying time together.

MUST DO

10 MIN.



**Teacher:** Now that we have completed our beautiful nature collage, let us take a moment to think about the materials we used. Where do you think these dried leaves, twigs and flowers come from?

MUST DO

10 MIN.



(Pause and allow students to respond with answers like trees, plants or nature.)

**Teacher:** That is right—they all come from nature. Everything we used today is a gift from the environment. But let me ask you this—what happens if we do not take care of nature?

(Encourage responses like trees might die, animals might lose their homes or there could be less clean air and water.)

**Teacher:** Those are important points. Nature gives us so much—clean air, water and even the materials for our collage. It is our responsibility to give back by protecting it.

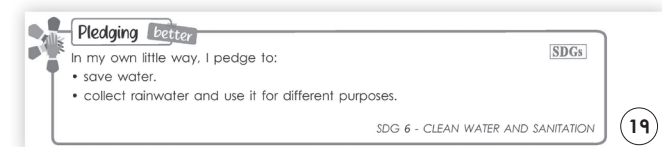
**Teacher:** Imagine if everyone saved just a little water or planted a tree. How do you think that could help nature and our planet?


(Allow students to share their ideas.)

## Pledging better

**Teacher:** Those are amazing thoughts. Now, let us take our commitment one step further by making a promise. Open your books to the Pledging better on page 19 and we will take a pledge together to protect and care for our environment.


**Teacher:** Amazing, students, have a good day.




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

### Differentiated Activity


**110km/hr**

 Ask them to write 2 to 3 sentences about the theme they chose and why they think it represents nature well.

**80km/hr**

 Encourage them to suggest where certain materials could go and discuss their choices with their peers. They can also help glue down materials once the placement is decided.

**40 km/hr:**

 Encourage them to suggest where certain materials could go and to discuss their choices with their peers. They can also help glue down materials once the placement is decided.

### Home Task

Write a few sentences about what you enjoyed the most about making the nature collage and what you learned from this activity. Bring it to class tomorrow and we will share our thoughts.

## Learning Outcomes

The students will:

|  |  |
|--|--|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"><li>improve fine motor skills through activities, such as creating a nature collage and writing neatly in their notebooks.</li></ul>   |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"><li>develop empathy, cooperation and teamwork by working together on group activities, such as the nature collage and reflecting on acts of kindness.</li></ul>                      |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"><li>enhance critical thinking and problem-solving skills through activities, such as True/ False questions, finding rhyming words and matching opposites.</li></ul>                  |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"><li>strengthen their vocabulary and comprehension by analysing the poem, identifying rhyming words and completing vocabulary tasks involving silent letters and opposites.</li></ul> |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"><li>appreciate and explore creativity through tasks like the nature collage and writing/ drawing about personal experiences with friendship.</li></ul>                               |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"><li>foster reflective practices by discussing their learning, completing home tasks like writing about friendship and taking a pledge to protect nature.</li></ul>                   |

### Starry Knights

How did the learners express their thoughts about their friends? Could they connect with the cartoon characters as friends? Did you enjoy the talk with your learners?

Give yourself a STAR for being a fun-loving teacher...

