

Lesson-2: The Animals Move to the City

13 Periods (40 minutes each)



Learn Better, CRM signs, Stay Ahead, Book of Holistic Teaching, My Scribbles and Secrets, Posters, Book of Project Ideas



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

Confirming better
I take care of my clothes.

Curricular Goals and Objectives (NCF)

To enable the students:

- to read fluently with correct pronunciation and intonation.
- to learn new words, phrases and correct spelling patterns (e.g., 'll' and 'st').
- to infer meaning from text and answer context-based questions.
- to think critically and formulate meaningful responses.
- to skim and scan for relevant information.
- to enhance listening through audio drills and speaking via role-play.
- to express thoughts verbally and in writing.
- to create greeting cards and journal entries.
- to perform culinary activities and share experiences.
- to integrate cross-curricular knowledge into projects (e.g., global greetings).

Methodology

Period 1

Teacher (smiling): Good morning, everyone. I hope you are ready for an exciting new chapter today.

Teacher: Today, we will begin a chapter called 'The Animals Move to the City' It sounds interesting, does it not. Before we dive into the story, we are going to use a tool called the KWL Chart to help us understand the topic better.

[The teacher moves to the notebook and draws three columns, labelling them 'K,' 'W' and 'L'.]

Teacher: Let me explain how this works.

The 'K' column is for everything we already know about animals and cities. For example, we might know that animals live in forests or that cities are crowded.

The 'W' column is for questions or things we want to know about the story. For instance, 'Why are the animals moving to the City' or 'What challenges will they face.'

Finally, the 'L' column is for everything we will learn after reading the story. We will come back to this at the end of the chapter.

Teacher: Let us start by brainstorming what we already know about animals and cities. I will write down your ideas in the 'K' column.

SHOULD DO

15 MIN.



[The teacher waits for students to respond and writes down relevant points in the 'K' column.]

Teacher: Now, let us think about questions or things we are curious to learn. What do you want to know about the story, 'The Animals Move to the City'?

[The teacher writes down the students' questions under the 'W' column.]

Teacher: Excellent work. As we read the chapter, we will look for answers to these questions. At the end of the lesson, we will fill in the 'L' column with everything we have learned.

Teacher: Now, open your books to the chapter, 'The Animals Move to the City,' and let us begin reading together.

K	W	L

Teacher: Great. Let us move on to our Re-KAP activities. Please open page 20 in your book.

MUST DO

25 MIN.



Re-KAP

Teacher: Every lesson begins with a Re-KAP activity. These activities help us understand concepts in different ways.

KAP stands for Kinaesthetic, Auditory and Pictorial. Let us start with a Kinaesthetic activity.

Kinaesthetic

The Animals Move to the City

Theme 2:
What Is Nature?

Re-KAP

SPD

Kinaesthetic*

Your teacher is going to show you some words. Clap once if it is a naming word. Clap twice if it is a special name.

Confirming Strategy: I am important!

Auditory**

Listen to your teacher carefully. Your teacher will read out some words. Write down the naming words in your notebook. Use capital letters to write the special names.

Pictorial -PS-

Look at the pictures. Write whether they are a person, an animal, a thing or a place.

Teacher's Note: *Arrange for flashcards containing various naming words to be shown to the students in class.

**Read aloud to the class the listening text on the last page.

*Guide the students to recall and answer these in their notebooks.

20

Teacher: Well done, everyone. You did a great job with the KWL activity. Now that we have a good understanding of what we already know and want to learn about 'The Animals Move to the City,' let us do a fun activity to energise ourselves.

Teacher: This activity will help us learn more about words. I will show you some words and you will tell me if it is a naming word or a special name. To make it interesting, you will clap once for a naming word and clap twice for a special name.

Teacher: Let us practise quickly. If I say 'tree,' how many times will you clap?

Teacher: Good. Now, if I say 'London,' what will you do?

Teacher: Excellent. Let us begin the activity. Watch carefully and listen to the words I show.

Auditory

Teacher: Today, we will identify naming words from a short story. Naming words are the names of people, places, animals, and things. Special names, or proper nouns, always begin with a capital letter. Let us begin.

Teacher: Listen carefully as I read a few sentences from the story.

Teacher: 'Once, there were two birds named Mario and Paul.' Can you find the naming words?

Students: Mario, Paul, birds.

Teacher: Very good. 'Mario' and 'Paul' are special names, so they begin with capital letters. 'Birds' is a common naming word, so it is in small letters.

Teacher: Now, listen to this sentence: 'The animals were scared. Humans were cutting down the forest to build houses.' What are the naming words here?

Students: Animals, humans, forest, houses.

Teacher: Well done. These are all common naming words. They do not start with capital letters unless they are at the beginning of a sentence.

Teacher: Next, 'The animals decided to protest. Mingo, the tiger, had a plan.' Can you find the naming words?

Students: Mingo, tiger, animals.

Teacher: Excellent. 'Mingo' is a special name, so it starts with a capital letter. 'Tiger' and 'animals' are common naming words.

Teacher: Let us do one last sentence: 'The humans moved out of the forest. The animals returned to their home.' What are the naming words here?

Students: Humans, forest, animals, home.

Teacher: Great job. Now, let us make a list of the special names and common naming words we found today.

Pictorial

Teacher: Now, let us do a fun activity with pictures. Look at the pictures on the board. Can you tell me what they show?

Teacher: First, let us look at this one. What do you see here?

Teacher: Correct, it is a tree. Is it a person, an animal, a thing or a place?

Teacher: Great. Let us move to the next one. What do you see here?

Teacher: Yes, it is a man. So, is this a person, an animal, a thing or a place?

Teacher: Well done. Now, let us look at the next picture.

Teacher: What is this? Right, it is a horse. Would you say it is a person, an animal, a thing or a place?

Teacher: Excellent. Now for the last picture.

Teacher: What do we see here? Correct, it is a house. So, is it a person, an animal, a thing or a place?

Teacher: Wonderful. You have identified all the pictures correctly. Now, write your answers in the blank spaces below each picture.

Teacher: Once you are done, we will review them together.

Differentiated Activity

110 km/hr



Quickly respond to flashcards with gestures, such as clapping or pointing.

80 km/hr



Write down naming words from a listening activity.

40 km/hr



Label pictures as person, place, animal or thing.

Home Task

Write five sentences and underline the special names.

Period 2

Teacher: Good morning, everyone. I hope you are all feeling fresh and ready to start today's class.

SHOULD DO

10 MIN.



Teacher: Today, we are going to begin a new chapter. It is called 'The Animals Move to the City'. Does that sound interesting?

Teacher: Before we dive into the story, let us think for a moment. What comes to your mind when you hear the word 'animals'?


Teacher: And what about 'city'? How do you think animals might feel about living in a city?

Teacher: These are some of the things we will explore in this chapter. Now, open your books to the first page of the story and let us start reading together.

MUST DO

30 MIN.



 You may show the **Animation**, given on digital platform to practise the concept

Interacting better

Teacher: Alright, everyone, today we are going to do a fun activity about birds. Think about the different types of birds you see around you.

Teacher: Now, here is what you will do. You will describe the features of one bird to your partner without saying its name.

Teacher: For example, you can describe its colour, size, beak or the sound it makes. Your partner will try to guess the name of the bird based on your description.

Teacher: Once your partner guesses the name, they will write it down in their notebook. Then you will switch roles and try to guess the bird your partner is describing.

Teacher: Let us get started. Take a moment to think about a bird you want to describe to your partner. Make sure you do not give away the name too easily.

Teacher: Ready? Begin describing and have fun guessing.

Teacher: Alright, everyone, let us settle down and get ready for today's story. Do you remember the title of the

chapter we are working on?

Teacher: That is right, it is 'The Animals Move to the City'. Before we start, let us look at what Sam is doing.

Teacher: The chapter begins with Sam visiting a national park with her family. On the way, she asks Ajoba, her grandfather, to tell her a story. Ajoba tells her a story 'The Animals Move to the City'.

Teacher: As I read this story to you, follow along in your books. Think about why the animals might be moving to the city and what might happen when they do.

Teacher: Let us start reading together and find out what happens. Open your books to the first page of the story.

Teacher: Great work, everyone, on completing the 'Interacting Better' activity. You all shared some wonderful ideas and showed great understanding of the chapter.

Differentiated Activity

110 km/hr



Students quickly respond to prompts about what the animals might find in the city (e.g., 'noise,' 'food').

80 km/hr



Students discuss with a partner and share one challenge the animals might face in the city.

40 km/hr



Students describe how an animal feels in the city, using one or two sentences.

Home Task

Prepare to narrate what they think Ajoba's story might include in 2-3 lines.

Period 3

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

SHOULD DO

10 MIN.



Teacher: Today, we are going to practise using greetings. Greetings are an important part of how we communicate with others. Let us start with a quick activity.

Teacher: Imagine you are meeting a friend after a long time. How would you greet them?

Teacher: That is wonderful. Now, let us try a role-play. Work in pairs. One of you will pretend to be an animal arriving in the city for the first time and the other will be a city resident. Greet each other and have a short conversation.

Teacher: For example, the city resident might say, 'Hello, welcome to the City. How can I help you?' The animal might reply, 'Thank you. I am looking for a place to stay.'

Teacher: Take a few minutes to practise with your partner and then we will hear some of your conversations.

Teacher: Now, let us listen to some of your role-plays. Who would like to go first?

Teacher: Excellent work, everyone. Before we finish, think about how it feels when someone greets you warmly. Why do you think greetings are important?

Teacher: Wonderful thoughts. Remember to use greetings whenever you meet someone. They make conversations start on a friendly note. Well done today.

Note: Paste the poster (Naming words) in a visible area for regular reference and reinforcement during lessons.

MUST DO

20 MIN.



Teacher: Good morning, everyone. I hope you are all ready and excited for today's lesson.

Teacher: We are going to start a wonderful story together, so I need everyone to open their books to the page with the story about Mario and Paul.


Teacher: Please focus on the page and look at the pictures and the words. This story is about two little birds and the animals in the forest. Pay close attention because we will be reading and discussing it together.

Teacher: Let us begin by reading the first few lines. Are you ready? Follow along in your books as I read aloud. Let us get started.

COULD DO

10 MIN.





Discovering better

LAD

helter-skelter: to hurry in a confused way

21

Teacher: Alright, everyone. I want you to look closely at this little box in your book titled 'Discovering better'. Can you see it?

Teacher: It gives us the meaning of the word 'protest'. Let us read it together: 'Protest means to show dislike to what someone has said or done.'

Teacher: Now, let us think of an example. Imagine someone is cutting down trees in a forest where animals live. The animals might protest because they do not like what is happening to their home.

Teacher: In the story we are reading, the animals in the forest talk about protesting. What do you think they are protesting against?

Teacher: Great answers. They are protesting because humans are cutting down trees and destroying their homes.

Teacher: So, the word protest shows us how someone can express their dislike or disagreement about something. Let us keep this in mind as we read the story.

Teacher: Look at the box titled 'Understanding better' in your book. It asks, 'What were the humans doing in the forest?'

Teacher: Think about the story we just read. What did the humans do that upset the animals?

Teacher: Yes, they were cutting down the trees, which is the animals' home.

Understanding better

What were the humans doing in the forest?

22

ICL

Teacher: Keep this question in mind as we continue reading and discussing the story.

Differentiated Activity

110 km/hr



Write a short paragraph (4-5 sentences) about why trees are important and how we can protect them.

80 km/hr



Draw a picture of a forest with animals and write two sentences about why forests are important.

40 km/hr



Draw a tree and label two reasons why it is important for animals and humans.

Home Task

Write one sentence about how you can help protect the environment and share it with your family.

Period 4

SHOULD DO

5 MIN.



Teacher: Good morning, everyone.

I hope you all are feeling fresh and ready to start another exciting day. Before we begin, let us take a few moments to calm our minds with a meditative warm-up.

Teacher: Everyone, sit comfortably and close your eyes. Take a deep breath in... and breathe out slowly. Let us do this three times. Inhale deeply... and exhale.

Teacher: Now, imagine a beautiful forest filled with tall trees, singing birds and happy animals. Picture yourself walking peacefully in this forest, listening to the sounds of nature.

Teacher: Alright, open your eyes slowly. How do you feel? Relaxed? Good. I want you to think about what we learned yesterday in the story of Mario and Paul. Reflect on this question: What can we do to help animals and nature?

Teacher: Please open your books to the chapter about Mario and Paul. Take a moment to look at where we left off and we will continue reading together. Let us get started.

MUST DO

20 MIN.



Teacher: Alright, everyone. Let us continue with the story

of Mario and Paul. Please open your books to the page where the animals are planning to save their forest.

Teacher: Look at the part where the animals agreed to fight back. Mingo, the tiger, had a plan. Let us read what Mingo said.

Teacher (reading): 'If humans want to live in our forest, then let us go and live in their city.'

Teacher: What do you think of Mingo's plan? Do you think it was a good idea?

Teacher: Now, look at what happened next. The animals moved to the city at night and in the morning, the humans saw an unusual scene.

Teacher: Imagine seeing a tiger near a supermarket or ducks on the streets. How would you feel if you were one of the humans?

Teacher: Let us read further. The humans were scared and gathered to discuss the problem. The city elders realised their actions were harming the forest.

Teacher (reading): 'Forests are homes to wild animals. If we stop destroying their homes, the animals will go back.'

Teacher: What do you think of the elders' decision? Was it fair to the animals?

Teacher: Finally, the humans moved out of the forest and the animals returned to their home. Mario and Paul were thanked for their help.

Teacher: This story teaches us an important lesson about respecting nature and coexisting with animals. Now, let us discuss what we can do to protect forests. What are your ideas?

(Note: Remind students to fill 'Scribble and secrets')

COULD DO

15 MIN.



Exploring better

cheetah: from the Hindi word **KoI** *chita*, meaning 'the spotted one'

23

Teacher: Everyone, look at the box titled 'Exploring better' in your book. It tells us something interesting about the word 'cheetah'.

Teacher: Did you know the word 'cheetah' comes from the Hindi word *chita*, which means 'the spotted one'?

Teacher: That is because cheetahs have spots all over their body. This shows how languages can borrow words from each other.

Teacher: Keep this in mind as we continue reading the story. Isn't it fascinating to learn how words are connected to nature?

Discovering better

unusual: something that is not common

LAD

23

Teacher: Look at the box titled 'Discovering better' in your book. The word unusual means something that is not common or something you do not see every day.

Teacher: Now, the word 'agreed' means something that was discussed and then accepted by everyone. These words help us understand what happened in the story. Keep them in mind as we continue reading.

Understanding better

What was Mingo's plan?

23

ICL

Teacher: Look at the first question in the 'Understanding better' box. It asks, 'What was Mingo's plan?'

Teacher: Mingo suggested that if humans wanted to live in their forest, the animals should move to the city. This was his clever idea to show the humans how it feels to lose their home.

Teacher: Now, the second question asks, 'What did the city elders suggest?'

Teacher: The city elders realised their actions were harming the forest. They suggested stopping the destruction so the animals could return to their home. These were important lessons about respecting nature.

You may show the **Chapter Summary**, given on digital platform to practise the concept

Differentiated Activity

110 km/hr



Create a dialogue between two animals from the story discussing how to protect their forest.

80 km/hr



Make a list of three things humans should stop doing to protect forests and wildlife.

40 km/hr



Draw a picture of a forest.

Home Task

Write two questions you would ask the animals about their experience in the city.

Period 5

Teacher: Good morning, everyone. I hope you all are feeling fresh and ready for today's class.

SHOULD DO

5 MIN.



Teacher: Before we begin, let us quickly talk about the home task from yesterday. Who would like to share the question they thought of asking the animals about their experience in the city?

Teacher: Those are some very thoughtful questions. It is great to see how well you are connecting with the story.

Teacher: Now, before moving forward, let us take some time to recall what we have learned so far from the story. Think about the animals, the humans and the events that happened in the forest and the city.

Teacher: Please open your books to the chapter and let us refresh our understanding together.

MUST DO

20 MIN.



Recalling better

Recalling better

- Once, there were two birds named Mario and Paul.
- One day, they saw the forest animals running helter-skelter.
- The animals were scared. Humans were cutting down the forest to build houses.
- Paul asked the animals to protest.
- The animals decided to protest. Mingo, the tiger, had a plan.
- That night, the animals decided to move to the city.
- In the morning, the humans saw an unusual scene. The animals had taken over the city.
- The people gathered to discuss the problem.
- The city elders asked everyone to stop destroying the forest. It was the only way the wild animals would move out of the city. Everyone agreed.
- The humans moved out of the forest. The animals returned to their home.

CING

24

Teacher: Alright, everyone. Let us take some time to recall the story, The Animals Move to the City. Open your books to the section titled 'Recalling Better' and let us go through the main events together.

Teacher: Let us start at the beginning. Who can remind us of what Mario and Paul saw one day in the forest?

Teacher: Yes, that is correct. The animals were scared because humans were cutting down the forest. What did Paul suggest to the animals?

Teacher: Right and Mingo, the tiger, had a plan. Can someone explain what Mingo's plan was?

Teacher: Excellent. So, the animals moved to the city and in the morning, the humans saw an unusual scene. What did the humans do next?

Teacher: Correct. The city elders realised their actions were harming the forest and decided to stop destroying it. What happened after that?

Teacher: Well done, everyone. This activity shows how much you remember about the story. Now, think about what this story teaches us about protecting nature and coexisting with animals. Let us write down one lesson we can learn from this.

COULD DO

15 MIN.



Connecting better

Connecting better

At home, Sam tells Ajoba, "When I grow up, I want to save forests and wild animals." She asks Ajoba where the other forests are located. Ajoba explains that the Earth has five oceans and seven continents. All continents have some land that is covered with forests. We can see this on a map. A flat drawing of the Earth is called a map. Ajoba asks Sam, "Do you know who makes maps?" Sam says, "Cartographers!" Ajoba is happy that Sam knows the answer.

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MDA HoLL

Teacher: Let us read this conversation between Sam and Ajoba. Sam says she wants to save forests and wild animals when she grows up. Ajoba explains that the

Earth has five oceans and seven continents, and some parts of the continents are covered with forests.

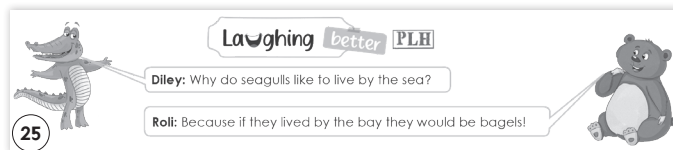
Teacher: Ajoba also asks Sam if she knows who makes maps and Sam answers, 'Cartographers.' Isn't it interesting to learn how maps can help us locate forests around the world?

Matching better

Teacher: Let us look at the words here. The word confused means puzzled, that is when you are not sure about something.

Teacher: The word discuss means debate, which is when people talk about a topic and share different ideas.

Teacher: Keep these words in mind as we continue reading. They will help us better understand the story and conversations in it.



25

Teacher: Let us take a moment to enjoy something fun. Diley asks, 'Why do seagulls like to live by the sea?'

Teacher: Think about it for a second. It is a playful question. Let us read the next part and find out the funny answer.

Teacher: Sometimes, little jokes like this make learning even more enjoyable. Let us continue.

Differentiated Activity

110 km/hr



Write a letter to the humans in the story, convincing them to stop destroying the forest and explaining why it is important.

80 km/hr



Create a flowchart showing the sequence of events from the chapter (e.g., animals saw humans cutting trees → animals moved to the city → humans agreed to stop).

40 km/hr



Draw and colour a picture of the animals living happily in their forest after the humans moved out.

Home Task

Create a 'Save the Forest' slogan poster with drawings or decorations and bring it to class to share.

Period 6

Teacher: Good morning, everyone.

Let us start today's lesson with something fun. Imagine you are one of the animals from the chapter—maybe a tiger, a monkey or even a bird. Now, when I call out your animal, I want you to make a sound or action that matches it. Ready?

SHOULD DO

10 MIN.



Teacher: Monkey.
(Students make monkey sounds or actions.)

Teacher: Bird.
(Students flap their arms like wings or chirp.)


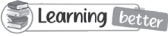
Teacher: Wonderful. That was a great way to start the day. Now, let us get ready to dive back into our chapter. Please open your books to the back exercise on page 25. Let us explore and solve it together.

MUST DO

30 MIN.



Excelling Comprehension



Comprehension

A Circle the correct words.

- Mario and Paul lived in a city / forest.
- The animals were frightened and confused / laughing.
- The animals decided to hide / fight back.
- Mingo, the tiger, had a plan / ran away.
- Humans moved out of the forest / city.

B Who said these words and to whom? Why did the speaker say them? Write the answers in your notebook.

- "Humans are cutting down the forest."
- "We have no home now!"

25

Teacher: Alright, everyone, now that we are all settled and ready, let us move on to the comprehension exercise for our chapter. Please open your books to page 25 and look at the first activity under Comprehension: Circle the correct words.

Teacher: Let us do the first one together. Read the sentence with me: Mario and Paul lived in a city / forest. Which one do you think is correct?

Teacher: Yes, the answer is 'forest.' Circle the correct word in your book. Now, work on the next sentence: The animals were frightened and confused / laughing. What do you think the correct word is?

Teacher: Excellent. It is 'confused.' Continue circling the correct words for the remaining sentences. I will give you a couple of minutes to complete this and then we will review the answers together.


Teacher: Fantastic job on Exercise A. Now, let us move to Exercise B, which asks us to think about who said the words in the story. Look at the first sentence: 'Humans are cutting down the forest.'

Teacher: Can anyone tell me who said this and to whom? Think about the part of the story where the animals were upset about their home.

Teacher: Great. The answer is Jumbo said this to Mario and Paul because the animals were worried about losing their forest. Write this in your notebook.

Teacher: Now, look at the second sentence: 'We have no home now.' Who said this and why?

Teacher: Excellent work, everyone. Let us write this one down as well: Timmy, the monkey, said this to Mario and Paul because their home was being destroyed.

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

Differentiated Activity

110 km/hr



Write a short review of the animated activity, describing what you learned and what part of the story stood out the most.

80 km/hr



Draw a scene from the animation and write one or two sentences explaining what is happening in that scene.

40 km/hr



Identify your favourite character from the animation, draw them and write their name.

Home Task

Create a simple bookmark inspired by the animation, featuring a character or message from the story.

Period 7

SHOULD DO

10 MIN.



Teacher: Good morning, everyone. I hope you are all ready to start the day with lots of energy.

Teacher: We watched an animation about the story. I want you to think about your favourite part for a moment. Can you picture it in your mind?

Teacher: Great. Now, let us open our books to the chapter and start answering the short questions in the notebook. Open your notebooks and pencil.

MUST DO

20 MIN.



C Write short answers in your notebook.

- Why were the animals worried?
- How did the animals fight back?
- Why did the animals thank the birds?

25

Teacher: Alright, everyone, let us move on to the next activity. Please open your books to page 25 where you will see some questions.

Teacher: First, we will work on Exercise C. Read the questions carefully and write short answers in your notebooks. The first question is, 'Why were the animals worried?' Think about what was happening to their home.

Teacher: The second question asks, 'How did the animals fight back?' Remember, Mingo had a plan. What did the animals do to take action?

Teacher: And the third question in Exercise C is, 'Why did the animals thank the birds?' Think about how the birds helped them.

Teacher: Once you finish Exercise C, move on to Exercise D, where you will write longer answers. The first question is, 'Was Mingo's plan successful? Give reasons for your answer.'

Teacher: Take your time and write your answers carefully. If you need any help, feel free to ask.

COULD DO

10 MIN.



Teacher: Let us think more about the story. Here is a question for you. What would happen if the animals stayed in the city forever? Would they be happy. Why or why not.

Teacher: Now, imagine you are an animal. What message would you give to humans to save your home?

Teacher: Finally, think of this. How else could the animals solve their problem without moving to the city?

Teacher: Great ideas. Let us discuss and share them together.

Differentiated Activity

110 km/hr



Students will answer the questions in detail, using quotes from the text to support their responses, and write a short paragraph reflecting on the animals' emotions and challenges.

80 km/hr



Students will answer all questions in complete sentences, ensuring they include key details from the story, and discuss their answers with a partner.

40 km/hr



Students will write short, simple answers for each question using key words from the story and verbally explain their responses to a peer.

Home Task

Imagine you are an animal from the story. Create a small diary entry describing your day in the city. Write about what you saw, how you felt and what you missed about the forest. Add a drawing to make it more fun.

Period 8

SHOULD DO

10 MIN.



Teacher: Good morning, everyone.

How are you all today. I hope you are feeling great and ready to start our lesson. But before we begin, let us do a fun eye exercise to relax and get ready to learn.

Teacher: First, let us blink our eyes quickly for ten seconds. Ready. Blink, blink, blink. Now, close your eyes gently and take a deep breath. Slowly open your eyes.

Teacher: Great job. Now, look up at the ceiling and slowly roll your eyes in a big circle to the right. Good. Now roll them to the left. Let us do this two times.

Teacher: Now, let us try focusing near and far. Hold your thumb in front of your face and look at it for five seconds. Then look at something far away. Let us do this three times.

Teacher: Next, let us imagine a big number eight in front of us. Move your eyes and follow the shape of the eight slowly.

Teacher: Finally, rub your hands together to make them warm. Now, gently place them over your eyes and relax for a few seconds.

Teacher: Wonderful. How do your eyes feel now. Fresh and ready? Let us begin our lesson.

MUST DO

20 MIN.



Excelling Vocabulary

Vocabulary

DING WR

Read these words aloud.

harm farm charm alarm park bark mark shark

Fill in the blanks with the correct words you just learnt.

- Cutting down forests would _____ animals.
- I have a blue _____ clock.
- The _____ opened its big jaws.
- Dogs _____ when they are excited.
- There are three cows, four horses and many hens on the _____.

Read the given words aloud. Look up their meanings in the dictionary. In your notebook, write the meanings in your own words. Arrange them in the order in which they appear in the dictionary.

animals humans forest houses home

- _____
- _____
- _____
- _____
- _____

26

Teacher: Let us start with a fun vocabulary activity (Exercise E) today. Open your books to the exercise and look at the words in the box. Let us read them aloud together.

Teacher: Now, let us fill in the blanks using these words. Look at the first sentence and think about what fits best.

Teacher: Let us continue with the next one. Think about what we use to wake up in the morning.

Teacher: Moving on, look at the sentence about the sea creature. What do you think it could be?

Teacher: Now, let us complete the next sentence. Think about the sound dogs make when they are excited.

Teacher: Finally, where do we usually find farm animals. Write your answer.

Teacher: Great. Now, let us check our answers together before moving on.

Teacher: Look at the words given in the next exercise. Read them aloud with me.

Teacher: Now, take your dictionaries and find their meanings. Write them in your own words in your notebook.

Teacher: Once you have written the meanings, arrange the words in alphabetical order. Think carefully and write them correctly.

Teacher: Let us review your answers together. Well done. Keep practising at home.

COULD DO

10 MIN.



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

Teacher: Let us play a fun game called Word Hunt. I will say a word from our vocabulary list and you will quickly find it in your book and underline it.

Teacher: Once you find the word, think of a sentence using it and write it down in your notebook.

Teacher: Next, swap notebooks with your partner and read their sentences. Check if they have used the word correctly.

Teacher: Let us try with another word now. Keep going and see how many words you can find and use correctly.

Teacher: Great work, everyone. This activity helps us remember words better and use them in sentences. Keep practicing.

Differentiated Activity

110 km/hr



Find all the words in the passage quickly, underline them and write a sentence for each word without looking at the book.

80 km/hr



Find the words in the passage, underline them and write sentences using the words with the help of the book.

40 km/hr



Find and underline the words in the passage and say them aloud. Then, draw a picture related to one of the words and write it below.

Home Task

Review the completed vocabulary exercise and write three new sentences using the words you learned in class.

Period 9

Teacher: Good morning, everyone. How are you today. I hope you are ready for an exciting lesson. Today, we will practise spelling words with 'qu' and learn about short forms.

SHOULD DO

10 MIN.



Teacher: First, look at the words in Exercise G on page 26. Each word is missing some letters. What letters do you think we should add to complete them?

Teacher: Let us read the instructions together. Fill in the blanks with 'qu' to complete the words. Once you have written them, we will read the words aloud.

Teacher: Now, look at the pictures next to the words. Match each word to the correct picture. Take your time and think carefully.

MUST DO

20 MIN.



Teacher: Well done. Now, let us move to the next exercise. It is on short forms. Look at the words in the box at the top. Read them aloud with me.

Teacher: Let us practise together. Look at the first sentence of Exercise H: Let us protest. How can we shorten 'Let us'.

Teacher: Write it down. Now try the next sentence. Find the underlined words and rewrite the sentence using short forms.

Teacher: Continue with the rest of the sentences. Remember to use an apostrophe when you shorten the words.

Excelling Spelling

COULD DO

10 MIN.



Teacher: Once you are done, check your answers with your partner.

Teacher: Now, let us have some fun with spellings and short forms. I will say a sentence with long words and you will quickly rewrite it using short forms. Let us see how fast you can do it.

Teacher: For example, I will say, I do not like to wake up early. You will write the short form sentence in your notebook. Let us start.

Spelling

G Fill in the blanks with qu to complete the words. Read the words aloud. Then, match the words with the pictures.

1. ____acking	o	o	a.
2. ____een	o	o	b.
3. ____iet	o	o	c.
4. ____ilt	o	o	d.
5. ____estion	o	o	e.

26-27

Teacher: Great job. Now, switch papers with your partner and check each other's work.

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

Differentiated Activity

110 km/hr



Rewrite a short paragraph using short forms correctly and create three new sentences with different short forms.

80 km/hr



Rewrite sentences from the exercise using short forms and practise forming new ones with a partner.

40 km/hr



Identify and rewrite only the underlined words using short forms and read them aloud to a peer.

Home Task

Find five more sentences from your storybook that contain short forms. Write them in your notebook and underline the short forms.

Period 10

SHOULD DO

10 MIN.



Excelling Grammar

Grammar

Nouns that mean one of something are **singular nouns**. Those that mean more than one of something are **plural nouns**.

Some nouns end in y. To change them into their plural form, we remove the y and add -ies.

city - cities story - stories

Some nouns end with f or fe. To change them into their plural form, we remove the f/fe and add -ves.

leaf - leaves knife - knives

1 Write the plural form of these words.

1. city _____	2. life _____
3. daisy _____	4. scarf _____
5. shelf _____	

2 Fill in the blanks. Use the plural form of the words in brackets.

- The _____ of humans were harmful. (activity)
- There are six _____ of bread on the table. (loaf)
- Mummy kept two _____ in the drawer. (knife)
- Jimmy's grandmother told him many _____. (story)
- Jaya decorated the cake with _____. (cherry)

27-28

Teacher: Good morning, everyone. I hope you are all feeling great and ready for today's lesson. Today, we will learn about singular and plural nouns. Let us first look at the explanation given in your book.

Teacher: A singular noun means one of something and a plural noun means more than one. Some words change in special ways when they become plural. Look at the words in the box.

Teacher: Can you see how the word 'city' changes to 'cities' by removing 'y' and adding 'ies'? What about 'leaf' changing to 'leaves'? We remove 'f' and add 'ves'.

MUST DO

20 MIN.



Teacher: Let us go through a few examples together before we start our exercises.

Exercise I: Write the plural form of these words.

Teacher: Now, let us practise forming plurals. Look at the first word 'city'. How should we change it to make it plural?

Teacher: Good. Remember, when a word ends with 'y', we remove 'y' and add 'ies'. Write the plural form in your notebook.

Teacher: Now, let us move to the next word 'daisy'. Think carefully about what to do when a word ends with 'y'.

Teacher: Continue with the next words, 'shelf', 'life' and 'scarf'. Remember to check the spelling rules in the box if you are unsure.

Teacher: Once you finish, check your answers with your partner.

Exercise J: Fill in the blanks using plural forms.

Teacher: Now, let us work on the sentences. Look at the first one. 'The _____ of humans were harmful.' The word in brackets is 'activity'. How should we change it to plural?

Teacher: Good thinking. Let us write the correct plural form in the blank.

Teacher: Let us read the next sentence. 'There are six _____ of bread on the table.' The word in brackets is 'loaf'. What should we do to make 'loaf' plural?

Teacher: Finally, complete the remaining sentences carefully. Think about the spelling rules you learned earlier.

COULD DO

10 MIN.



Teacher: Once done, let us read the sentences aloud to check our answers.

COULD DO

10 MIN.



Teacher: Now, let us play a fun game. I will say a singular noun and you will quickly say the plural form.

Teacher: For example, if I say 'story', you will say 'stories'. Let us try a few.

Teacher: Great job. Now, in pairs, write three singular nouns and ask your partner to write their plural forms. Let us see who gets them right.



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

Differentiated Activity

110 km/hr



Write a short paragraph using at least five plural nouns from today's lesson.

80 km/hr



Match singular nouns with their plural forms and write sentences using them.

40 km/hr



Draw pictures of singular and plural objects and label them correctly.

Home Task

Write five singular nouns and their plural forms. Use each in a sentence and bring it to class tomorrow.

Period 11

Teacher: Good morning, everyone.

Let us begin today's lesson with a short warm-up exercise. Sit

comfortably and take a deep breath in... and breathe out slowly. Let us do this three times.

SHOULD DO

10 MIN.



Teacher: Now, let us do some quick eye exercises. Look up, down, left and right without moving your head.

Do it slowly and gently. Great. Now, close your eyes and imagine a beautiful garden filled with trees, flowers and birds.

Teacher: Open your eyes slowly. How do you feel. Relaxed and ready to learn. Let us begin.

Teacher: Look at the picture in your book carefully. Observe all the details. Think about what is happening and who is doing what. Take a few seconds to focus.

Teacher: Now, let us talk about what we see. What do you think the children are doing in the picture? Are they helping nature? Let us discuss it briefly before moving on to our activities.

MUST DO

20 MIN.



Excelling Concentration



Concentration*

ABLE

Listen to your teacher carefully. Follow the instructions and complete the actions. Then write the names of the young ones of the animals in your notebook.

28

Teacher: Let us start with a listening activity. I will give you instructions and you will follow them carefully. After completing the actions, you will write the names of the young ones of the animals in your notebook.

Teacher: First, find the child who is feeding the squirrels. What is the young one of a squirrel called.


Teacher: Now, look at the child putting water in the bird feeder. Think about the young bird.

Teacher: Continue observing the picture and note down the young ones of the animals you see.

Excelling Language

Language PS 2L CS LAD OLD

1 Look at the picture carefully. Describe the picture to your partner. Use she/he is and they are to describe the picture.



You may use these ideas.

feeding the squirrels watering the plants cleaning the garden
putting water in the bird feeder planting a sapling

28

Teacher: Now, let us practise describing the picture. Work with your partner and take turns using 'she' or 'he' to describe what each child is doing.

Teacher: For example, you can say, 'Sam is feeding the squirrels' or 'Ryan is watering the rose bush.'

Teacher: Look at the picture and try to describe all the activities clearly. Take your time and help each other.

Teacher: Once you finish, we will share some descriptions with the class.

Teacher: Let us have a fun memory game now. I will cover the picture for a few seconds and you will try to remember as many details as possible.

Teacher: Think about who was planting the sapling and who was cleaning the garden. Let us see how many actions you can recall without looking.

Teacher: Once you have your answers, share them with your partner.

Differentiated Activity

110 km/hr



Speak five sentences describing what the children are doing in the picture using 'he' or 'she'.

80 km/hr



Write three sentences about the picture using the given phrases in the book.

40 km/hr



Match the phrases in the book to the correct characters in the picture and say them aloud.

Home Task

Draw a picture of your favourite outdoor activity and write two sentences describing what you are doing using 'I am'.

Period 12

SHOULD DO

10 MIN.

Teacher: Good morning, everyone.

Today, we have an exciting lesson where we will use our imagination and creativity. Before that You all get settled and look at me.

Teacher: Now, look at the picture on page 28. Jumbo the elephant and Monty the giraffe are talking to each other. What do you think they are saying. Take a moment to observe their expressions.

Teacher: Imagine you are one of the animals. Think about how you would feel if you won something important. Let us share some ideas before we move on.

MUST DO

20 MIN.

Excelling Expression

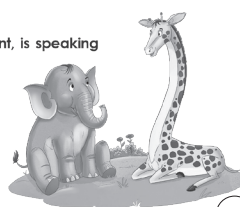
Expression

M The animals have returned home. Jumbo, the elephant, is speaking to Monty, the giraffe. Write a dialogue between the two animals in your notebook.

You may begin like this.

Jumbo: We did it, Monty! We won!

Monty: Yes, I am so happy. Now, I can...



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

28

Teacher: Now, open your books to page 28. Read the dialogue starter between Jumbo and Monty

Teacher: In your notebooks, continue the dialogue using your imagination. Think about how they might celebrate their success and what they would say to each other.

Teacher: Once you finish, swap your notebook with your partner and read each other's dialogue.

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

Creating better

Teacher: Now, let us do a fun hands-on activity. We will create a bird feeder using simple materials. Look at the steps given in your book.

Teacher: First, take three disposable plates and paste them together. Then, punch four holes around the edge.

Teacher: Next, thread the yarn through the holes and tie it. Can you see how it looks in the picture?

Teacher: Add some jaggery and grains to the plate. Finally, you can hang your bird feeder outside your house.

Teacher: Follow the instructions carefully and take your time to complete the activity.

COULD DO

10 MIN.

Teacher: Now, let us share our work. Who would like to read their dialogue aloud to the class. Let us listen and enjoy each other's creative ideas.

Creating better

Art1

2LCS

Bird Feeder
 You will need disposable plates and yarn.
 Follow the steps given below:
 1. Take three paper plates and paste them together on top of each other.
 2. Bunch four holes at equal distances around the edge of the plate.
 3. Run two thick strings of yarn through the four holes and tie a tight knot. (Look at the given image.)
 4. Place some jaggedy on the plate so that the grains stick to the plate.
 5. Sprinkle a few grains on the plate.
 6. Now, hang the bird feeder outside your house.

29

Teacher: After sharing, think of another conversation the animals might have and act it out with your partner.

You may show the **Pronunciation**, given on digital platform

Differentiated Activity

110 km/hr

Students extend the dialogue creatively with expressions, exclamations, and perform it with voice modulation.

80 km/hr

Students write a structured dialogue focusing on celebration and read it aloud in small groups.

40 km/hr

Students complete the dialogue with simple exchanges and take turns reading it to a partner.

Home Task

Write a short story about Jumbo and Monty's adventure after they won. Draw a picture to go with your story and bring it to class tomorrow.

Period 13

Teacher: Good morning, everyone.

Today, we will reflect on what we have learned and think about how we can help our environment.

Teacher: Let us begin with a quick stretch to feel fresh. Stretch your arms up, then to the sides and take a deep breath in and out. Let us do this three times.

Thinking better

Thinking better

COD

HOTS

2LCS

Think and answer.
 1. Name the tallest tree that you have seen. What role do trees play in nature?
 2. Do you think trees have feelings?

29

Teacher: Now, open your books to page 29 and look at the section called 'Thinking better'. It asks you to think about trees. Can you name the tallest tree you have seen? Close your eyes for a moment and picture it.

Teacher: What do trees do for us? Do they give us food, shade or something else? Think and share your ideas.

Teacher: Trees are very important for nature and for us. Let us discuss why

MUST DO

20 MIN.

they are so special before we move on to writing.

Teacher: Now, let us answer the first two questions in your book. Take your notebook and write your answers carefully.

Teacher: Think about the tallest tree you have seen. Was it in a park or near your home? Write its name and how it helps nature.

Teacher: The next question asks if trees have feelings. Do you think they feel happy when they grow or sad when they are cut down? Write what you think.

Teacher: Once you have finished writing, talk to your partner and share your answers. See if they have written something different.

You may show the I Explain, given on digital platform

Choosing better

Choosing better

EXL

LSV

2LCS

If you had been one of the animals in the forest, what would you have done? Would you have protested? Would you have let humans live in the forest? Give reasons.

29

Teacher: Imagine you are an animal living in the forest. One day, you see humans coming and cutting trees. How would you feel?

Teacher: Would you protest or would you try to talk to the humans? Think about what you would do and write your answer in your notebook.

Teacher: After writing, share your ideas with a friend and discuss how the animals might feel when their homes are taken away.

Worksheet 1

Theme 2: What Is Nature?
2. The Animals Move to the City

Worksheet 1
Comprehension

Raju saw a notice on the school noticeboard. The water of the school's fishpond had become dirty. The school gardener needed help changing it. Raju thought about the fishes in the pond and felt sad. He decided to help the gardener. Next day, he told his class teacher and classmates about the dirty pond. They all agreed to help after school. The gardener emptied out the dirty pond water using a pond pump and hose. Then, everyone cleaned the mucky insides using brooms and mops. Since everyone worked together, the fishpond got cleaned in no time. The gardener filled the pond with fresh water. The fishes swam swiftly in the clean water. The gardener thanked everyone.

A. Choose the correct options.
 1. Raju saw the notice on the school **bus** / **noticeboard**.
 2. The **gardener** / **class teacher** needed help.
 3. The **garden** / **fishpond** needed cleaning.
 4. Raju and **his classmates** / **family** decided to help the gardener.
 5. The fishes swam **slowly/swiftly**.

B. Write true or false.
 1. The water of the fishpond had become dirty. _____
 2. Raju felt sorry for the fishes in the dirty water. _____
 3. Raju's class teacher agreed to help. _____
 4. The gardener filled the pond with dirty water. _____
 5. The gardener did not thank anyone. _____

C. Write short answers in your notebook.
 1. What did the gardener need help with?
 2. What did the gardener use to empty the pond?
 3. How did the fishpond get cleaned in no time?
 4. Why did the fishes swim swiftly later?
 5. What did the gardener say to everyone?

4

Teacher: Now, let us answer the questions based on the passage we just read. Look at Exercise A, where you

need to choose the correct options. Let us do the first one together.

Teacher: Raju saw the notice on the school... Is it the bus or the noticeboard? Think carefully and circle the correct answer.

Teacher: Continue with the remaining questions on your own. Remember to read each sentence carefully before choosing the answer.

Teacher: Now, move to Exercise B. Read each statement and decide if it is true or false. Look back at the passage if you need help.

Teacher: For Exercise C, answer the questions in your notebook using short sentences. Think about what the gardener needed help with and how Raju and his friends helped. Take your time to write neatly.

Teacher: Once finished, discuss your answers with a partner and check if you have similar responses.



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

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

Teacher: Think about the topics we have 'learned' and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.



Teacher: Now, let us do a fun word activity. Look at the 'Revising Better' section in your book. Think of your favourite word from the story we read.

Teacher: Write it down in your notebook. Then, find its opposite word. For example, if your favourite word is 'big', its opposite is 'small'.

Teacher: Once you finish, raise your hand and share your word and its opposite with the class.

Differentiated Activity

110 km/hr



Write a paragraph explaining why trees are important and how you can protect them.

80 km/hr



Write three sentences about what trees provide us and how we can save them.

40 km/hr



Draw a picture of a tree and write two simple ways to take care of it.

Home Task

Turn to the 'Pledging Better' section in your book. It gives you some ideas about how to help the environment. Write your own promise, like using less paper or planting a tree and share it with your family. We will talk about your pledges in our next class.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• show controlled use of fingers and hands in drawing and painting the poster.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• feel compassion and be kind to animals. Share thoughts about their bird feeder and trees. Express opinions in their Secret Journal.
Cognitive Development	<ul style="list-style-type: none">• understand and analyse the plot, characters, and events of the story. Apply rules and form plural forms of nouns. Use paper judiciously to save the environment.
Language and Literacy Development	<ul style="list-style-type: none">• read the lesson fluently. Answer contextual questions in short sentences. Read speech bubbles independently. Engage in conversations with teachers and peers. Punctuate sentences correctly. Spell and pronounce 'ar' words. Describe pictures and write dialogues.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• design a poster on 'Tiger'. Observe finer details in drawing masks of favourite animals. Write a favourite word and its antonym.
Positive Learning Habits	<ul style="list-style-type: none">• save paper through activities in class and at home. Take the pledge for SDG 15: Life on Land.

Starry Knights

Describe your experience of teaching young learners about the planet Earth as a literary text. Also, mention their level of interest in executing activities for SDG-15.

Give yourself a STAR for being an efficient teacher!!



Answers

Theme 2: What Is Nature? Lesson 2: The Animals Move to the City

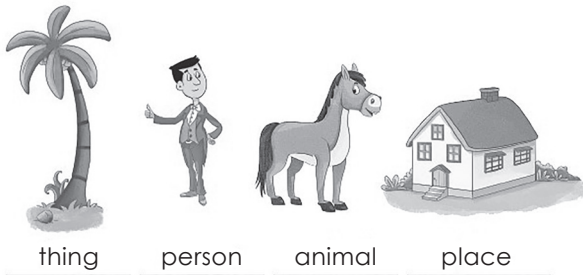
Main Coursebook

ReKAP

Kinaesthetic: Accept all relevant responses.

Auditory: Accept all relevant responses.

Pictorial



Interacting better: Accept all relevant responses.

Understanding better (Page 22)

The humans were cutting down the forest and destroying the homes of animals to build their own houses.

Understanding better (Page 23)

Mingo, the tiger, came up with a smart plan. He said that since humans were coming to live in the forest, the animals should move to the city and live there.

Understanding better (Page 24)

The city elders suggested that the humans should stop destroying the forest. If they did so, the animals would return to their homes, the forest.

Learning better

- A. 1. forest 2. confused 3. fight back 4. had a plan 5. forest
- B. 1. Jumbo, the elephant, said these words to Mario and Paul.
He said so because he was worried and sad about losing his home.
2. Timmy, the monkey, said these words to Mario, Paul and the other wild animals. He said so because the humans were destroying their home by cutting down the forest.
- C. 1. The animals were worried because the humans were cutting down the forest. The forest was their home.
2. Humans were destroying the forest, which was home to the animals. The animals

decided to fight back. As a sign of protest, they moved to the city the same night.

3. The animals thanked the birds, Mario and Paul, for their help.
- D. 1. Yes, Mingo's plan was successful because at the end, humans moved out of the forest and the animals lived in harmony.
2. The city elders showed many qualities, such as wisdom and patience. They were patient enough to think calmly about the situation. They were also wise in making the decision of leaving the forest so that the animals could live in peace.

- E. 1. harm 2. alarm 3. shark
4. bark. 5. farm
F. 1. animals 2. forest 3. home
4. houses 5. humans

For word meanings, accept all relevant responses.

- G. 1. quacking 2. queen 3. quiet
4. quilt 5. question
1. b. 2. c. 3. e. 4. a. 5. d.

- H. 1. Let's protest.
2. Pari doesn't like to sing.
3. What's the plan?
4. That's the way to the cottage.
5. I don't know the way to the school.
- I. 1. cities 2. lives 3. daisies
4. scarves 5. shelves
J. 1. activities 2. loaves 3. knives
4. stories 5. cherries

K. Accept all relevant responses.

Names of the young ones:

1. duckling 2. cub 3. chick
4. puppy 5. colt

L. Accept all relevant responses.

Sample responses:

- They are planting a sapling together.
- She is feeding the squirrels.
- He is watering the plants.

M. Accept all relevant responses.

Creating better: Accept all relevant responses.

Thinking better:

1. Accept all relevant responses.
2. Accept all relevant responses.

Choosing better

Accept all relevant responses.

Poem 2: How Creatures Move

6 Periods (40 minutes each)



Learn Better, CRM signs, Black Board



Animation, Slideshow, eBook

Confirming better

I take care of my clothes.

Curricular Goals and Objectives (NCF)

To enable the students:

- to read the poem with rhythm and proper intonation.
- to understand the gist of the poem.
- to identify the rhyming words in the poem.
- to think, analyse and answer the contextual questions.
- to develop vocabulary related to animal movements.
- to identify words with oi and oy syllables and match them with relevant pictures.

Methodology

Period 1

Teacher (smiling): Good morning, everyone. I hope you are ready for

Teacher: Good morning, everyone. I hope you are all feeling energetic and ready for today's lesson. We are going to start a new poem called 'How Creatures Move'.

Teacher: Before we read the poem, let us go outside to the playground and have some fun.

Teacher: I will call out the name of an animal and you will move the way it does. For example, if I say 'lion', you will walk proudly like a lion. If I say 'bird', you will flap your arms like wings and pretend to fly.

Teacher: Let us start. Walk like a lion with soft, padded paws. Now, move your hands like a fish swimming in water. Hop like a monkey swinging from tree to tree.

Teacher: Fantastic. Now, let us all run like boys and girls. Great effort, everyone. How did it feel moving like different creatures? Let us go back to class and learn more through the poem.

Teacher: Now that we are back, let us open our books to page 30 and read the poem together. Follow along as I read aloud.

Teacher: Pay attention to the different ways animals move. The lion walks, the fish swims and the monkey swings.

Teacher: Now, read the poem aloud with your partner.

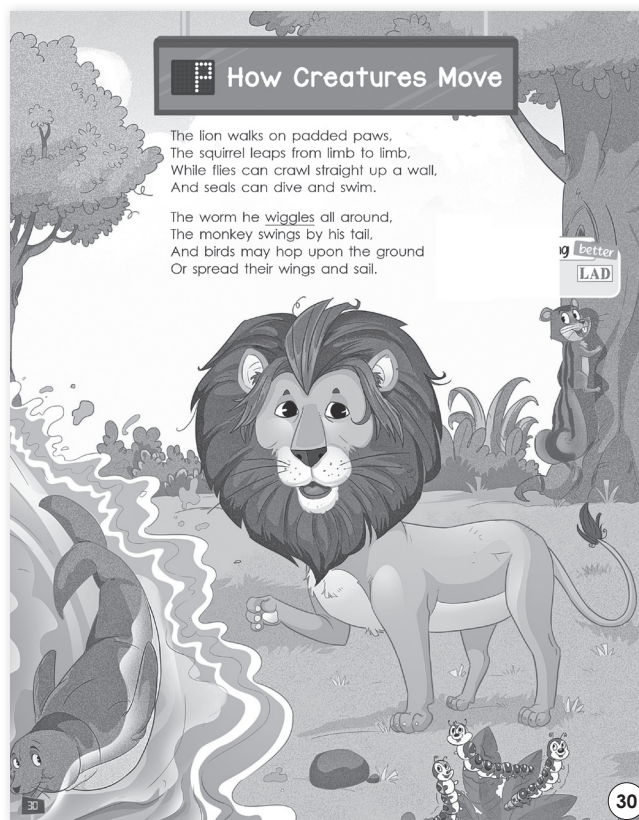
SHOULD DO

10 MIN.

MUST DO

20 MIN.

Take turns reading each line and notice the different movements described.



Teacher: Let us discuss. How does the poem show the difference between how animals and humans move.

Teacher: Now, write down two lines from the poem that you like the

COULD DO

10 MIN.

most and draw a small picture to show the movement described.

Teacher: The word 'wiggles' means to move from side to side, like how a fish moves in water or a worm crawls on the ground.

Teacher: Let us have some fun by acting out the poem. Work in small groups and choose an animal from the poem.

Teacher: Create a short movement routine to show how that creature moves. After a few minutes, each group will present their movements to the class.

Teacher: Remember to observe how your friends are moving and try to guess which animal they are pretending to be.

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



Differentiated Activity

110 km/hr



Write a short paragraph describing how different animals move and compare it with how humans move.

80 km/hr



Draw and label three animals from the poem and write one sentence about how each of them moves.

40 km/hr



Match pictures of animals with their movement styles by drawing lines to connect them.

Home Task

Observe how different animals move in your surroundings, such as birds, cats or dogs. Write two sentences about what you notice and bring your notes to the next class.

Period 2

Teacher: Good morning, everyone. I hope you are all ready for today's lesson. Let us begin with a quick warm-up. Stretch your arms, take a deep breath and let it out slowly.

Teacher: Today, we will continue exploring our poem 'How Creatures Move'. Before we start, let us play a quick game. I will say an animal's name and you will show how it moves.

Teacher: Let us try with a monkey. How does a monkey move? Great. Now, a bird. How do birds move?

SHOULD DO

10 MIN.



MUST DO

20 MIN.



Excellent. Now, let us head back to our seats and start today's lesson.

Learning better

Exercise A: Circle the Correct Answers

Teacher: Now, open your books to page 32 and look at question. We will read each sentence together and choose the correct answer.

Teacher: Let us read the first sentence. 'Flies can swing or crawl straight up a wall.' Which word do you think is correct? Take your time and circle the right answer.

Teacher: Now, move to the next one. 'The monkey or elephant swings by his tail.' Remember how different animals move. Choose the right word and circle it.

Teacher: Continue with the rest of the questions on your own. Think carefully and choose the correct options. Once done, check with your partner.

Exercise B: Write True or False

Teacher: Look at Exercise B now. We have some sentences about how animals move. Read the first statement with me. 'The lion walks on padded paws.' Is this true or false.

Teacher: Let us think about the poem. Write 'True' if it is correct and 'False' if it is not.

Teacher: Continue reading each statement and deciding whether it is true or false. If you are unsure, look back at the poem to find the correct answer.

Teacher: After finishing, let us review the answers together and discuss any doubts.

COULD DO

10 MIN.



Teacher: Now, let us do a fun activity. Choose your favourite animal from the poem and draw how it moves.

Teacher: Once you finish, write one sentence about its movement below your drawing.

Teacher: When you are done, share your drawing with your partner and explain how the animal moves.

Differentiated Activity

110 km/hr



Write a short paragraph describing how three different animals from the poem move.

80 km/hr



Write three sentences using the words 'swing', 'leap' and 'crawl' to describe animal movements.

40 km/hr



Match pictures of animals with their movement styles by drawing lines.

Home Task

Find two animals around your home or neighbourhood. Observe how they move and write a short note about their movements in your notebook.

Period 3

Teacher: Good morning, everyone. I hope you all are feeling fresh and ready for today's lesson. Before we begin, let us take a moment to calm our minds and energise our bodies with some simple breathing exercises called Pranayama. These will help us focus better and feel relaxed.

SHOULD DO

10 MIN.



Teacher: Let us start with Deep Breathing. Sit up straight, place your hands on your lap and close your eyes gently. Breathe in slowly through your nose... hold it for a moment... and breathe out through your mouth. Let us do this three times. Inhale... hold... and exhale.

Teacher: Now, we will try Anulom Vilom or alternate nostril breathing. Use your thumb to close your right nostril, breathe in through the left nostril, then switch and exhale through the right. Now, inhale through the right and exhale through the left. Keep going gently and slowly.

Teacher: Next, we will do Bhramari or humming bee breathing. Take a deep breath in and as you exhale, make a gentle humming sound like a bee. Feel the vibration in your head. Let us try it three times together.

Teacher: Wonderful. These exercises help our brains stay calm and focused. Now that we are feeling refreshed, let us begin today's lesson. Please open your books to page 32.

MUST DO

20 MIN.



C Write short answers in your notebook.

1. How do the different creatures move in the poem?
2. What movements can you do other than leaping, dancing, walking and running?
3. What is the main idea of the poem?

D Write long answers in your notebook.

1. What is the difference between animals and trees?
2. The poet uses rhyming words. Can you find all the rhyming words from the poem? Why do you think the poet uses them?

32

Exercise C: Short Answers

Teacher: Let us now begin with Exercise C on page 32. The first question asks, 'How do the different creatures move in the poem?' Think about the words used in the poem to describe their movements and write a short answer in your notebook.

Teacher: Now, let us move to question two. 'What movements can you do other than leaping, dancing, walking and running?' Take a moment to think about different actions you do in your daily life and write them down.

Teacher: For the last short-answer question, 'What is the main idea of the poem?' Think about the overall message the poet is sharing with us. Write your answer in a simple sentence.

Teacher: Great job, everyone. Once you have written all your answers, we will review them together.

Exercise D: Long Answers

Teacher: Now, let us work on Exercise D. The first question is, 'What is the difference between animals and trees?' Think about how animals and trees are different in terms of movement, growth and their role in nature. Write your answer in a few sentences.

Teacher: The next question asks, 'The poet uses rhyming words. Can you find all the rhyming words from the poem? Why do you think the poet uses them?' Read the poem again carefully, underline the rhyming words and write them down in your notebook. Then, think about why poets use rhyming words in their writing.

Teacher: Take your time to write thoughtful answers. Once you are finished, we will discuss your responses together.

Teacher: Excellent work so far. Let us now move on to the next part of our lesson.

COULD DO

10 MIN.



Teacher: Now that we have completed the comprehension work, let us do a fun group activity. I will divide the class into small groups. Each group will choose an animal mentioned in the poem and act out how it moves. The rest of the class will guess which animal it is.

Teacher: This activity will help us understand the different ways creatures move and connect it with what we have learned in the poem.

Differentiated Activity

110 km/hr



Write a short paragraph in your notebook explaining why movement is important for both animals and humans. Think about health, survival and fun activities.

80 km/hr



Draw pictures of two different creatures mentioned in the poem and label their movements.

40 km/hr



Complete a matching activity where you match different movements (e.g., hopping, crawling) with the correct animal names from the poem.

Home Task

Think about one new movement you learned today, write about it and explain how you can use it in your daily activities. Bring your answers to share in our next class.

Period 4

Teacher: Good morning, everyone. Let us begin our class with a quick

SHOULD DO

10 MIN.



vocabulary warm-up. I will say a word from the poem and you will tell me its meaning or use it in a sentence. Let us start with 'lion'. Great. Now, let us try 'wing'. Wonderful.

Teacher: Now, open your books to page 32 and look at the vocabulary section. Read the given words aloud and try to guess their meanings before we look them up in the dictionary.

Vocabulary

E Read these words from the poem. Look up their meanings in the dictionary. In your notebook, write their meanings in your own words.

1. lion 2. wing 3. sail 4. wall 5. dive

F Read the words aloud. Match them with the correct pictures.

1. boy 2. boil 3. soil 4. point 5. oyster

o o o o o

a. b. c. d. e.

32

Teacher: Let us begin with our vocabulary activity. Please open your books to page 32. Look at Exercise E, where you will find words from the poem such as lion, wing, sail, wall and dive.

Teacher: First, read each word aloud after me. Listen carefully to the pronunciation. Now, take your dictionaries and find the meanings of these words. Once you find them, write the meanings in your notebook using your own words.

Teacher: Great. Now, let us move on to Exercise F. Here, you will see some words, such as boy, boil, soil, point and oyster. Your task is to match each word with the correct picture. Look carefully at the pictures and write the correct letter beside each word in your book.

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

Concentration*

G Listen to your teacher and enact the actions. Think of an animal for each action. Write in your notebook.

33

Teacher: Now, let us move to Exercise G. This activity is about listening carefully and following instructions. I will say an action and you will act it out.

Teacher: For example, if I say 'fly,' you can flap your arms like a bird. Let us try it now—fly like a bird. Wonderful.

Teacher: Next, think of an animal that matches each action we practice. For example, if I say 'jump,' you can think of a frog. Write down your animal choices in your notebook after we complete the actions.

Teacher: Let us do a few more actions together and then you will write about them.

@designers: SS of Worksheet 2 page 5

Teacher: Now, take out Worksheet 2 from your book. Look at Exercise A, where you have to complete the words with 'ar.' Look at the pictures and fill in the missing letters. Let

us do the first one together. What do you think fits here for 'c_ _ d?' That is right—'card'.

Teacher: Great job. Now, complete the rest on your own and I will check your answers.

Teacher: Moving on to Exercise B, here you need to shorten the words using an apostrophe. For example, 'I am' becomes 'I'm.' Let us try the first one together and then you will do the rest independently.

Teacher: In the next section, fill in the blanks with the plural forms of the given words. Read each sentence carefully before writing your answers.

Teacher: Finally, in Exercise B, choose the correct option from the words given in bold. Think carefully about the correct plural forms and circle the right word.

Teacher: Once you have completed the worksheet, we will review it together and correct any mistakes.

Teacher: Now that we have completed our workbook exercises, let us do a fun vocabulary game to strengthen our understanding. I will say a word and you will come up with a sentence using that word.

Teacher: Let us start with the word 'wing.' Who can make a sentence with it? Fantastic.

Teacher: Next, we will do a quick drawing activity. Pick any word from today's lesson and draw a picture to represent it. You can also label your drawing with a short sentence.

Teacher: Let us play a movement-based activity now. I will call out a verb and you will act it out. After that, tell me an animal that performs that action. For example, if I say 'crawl,' you can say 'snake.'

Teacher: Finally, let us work in pairs. Take turns asking each other questions based on today's vocabulary words and their meanings. One student will ask and the other will answer. This will help you practice speaking and understanding new words better.

Teacher: Wonderful effort, everyone. Keep practicing these words to improve your vocabulary.

Differentiated Activity

110 km/hr



Write a short paragraph using at least three vocabulary words from today's lesson.

80 km/hr



Draw a picture of any two vocabulary words and write their meanings below them.

40 km/hr



Identify the vocabulary words from the worksheet and copy them neatly into your notebook with their meanings.

Home Task

Look around your home and find three objects related to today's vocabulary. Write their names and describe them in one sentence each in your notebook.

Period 5

Teacher: Good morning, everyone.

Let us begin today's class with a fun activity to get us thinking. Look at the picture on page [insert page number] and observe what each family member is doing.

Teacher: Now, I will call out a family member and you will tell me what they are doing using the words from the help box. For example, if I say 'Grandpa,' you can say 'Grandpa is writing.'

Teacher: Let us try it together. Who can tell me what Mumma is doing? Great. Let us continue with the rest of the family members.

Teacher: Well done, everyone. Now that we are ready, let us move on to our main activities for today.

Language

Teacher: Now, let us work in pairs. Look at the picture again and describe what each family member is doing using the words provided in the box. Take turns with your partner and say the sentences aloud.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

Worksheet 3

Listening / Speaking / Writing

A. Listen carefully to your teacher and follow the instructions.*

B. Look at the picture with your partner. Describe what you see in the picture. Use she is, he is, and they are to describe what you see.



C. What would happen if animals started living in your neighbourhood? Imagine you are talking about this to a friend. Write dialogues for the both of you.

*Read the listening text on page 31.

6

Teacher: Remember to use complete sentences such as, 'Grandpa is writing' or 'Papa is playing the guitar.' Take

your time and help each other.

Expression

Teacher: Next, we will write a short dialogue between two family members in the picture. You can use the example given in your book to help you. Think about what they might be saying to each other.

Teacher: Once you finish writing, I will ask a few pairs to read their dialogues aloud.

COULD DO

10 MIN.

Teacher: Now, let us move on to Worksheet 3. Look at the picture of children playing with water. With your partner, describe what is happening in the picture using 'he is,' 'she is,' or 'they are.'

Teacher: Take turns describing the actions in the picture. For example, you can say, 'He is splashing water' or 'They are laughing together.'

Teacher: After describing the picture, imagine that animals started living in your neighbourhood. Discuss this idea with your partner and write a short dialogue between you and your friend.

Teacher: Once you are done, I will invite a few students to share their ideas with the class.

Differentiated Activity

110 km/hr



Write a short paragraph about what you see in the family picture and include details about each family member's actions.

80 km/hr



Write three sentences using 'he is' or 'she is' to describe the actions in the picture.

40 km/hr



Match the correct actions from the word box with the family members and read them aloud.

Home Task

Do Project ideas from 'book of project ideas' on page no. 2 and submit in the class.

Period 6

Teacher: Good morning, everyone.

Let us begin today with a quick brainstorming session. Think about how animals help each other in nature. Can you give me some examples? Great. Now, let us discuss our favourite animals from the poem and how their movement helps them survive.

Teacher: Take a moment to think and then we will share our ideas one by one. This will help us as we move on to our written exercises.

SHOULD DO

5 MIN.

MUST DO

25 MIN.

Chapter 2: The Animals Move to the City

Theme 2: What
Is Nature?

FLN HoLL MDA

A Maths

Sam has 20 cherries, 15 strawberries and 17 gooseberries. Riya gives her 10 cherries and 24 strawberries. Pavel gives her 20 strawberries and 12 gooseberries. How many cherries, strawberries and gooseberries does Sam have in total? Write the answer in the space provided.

1. cherries _____
2. strawberries _____
3. gooseberries _____

B Science

Birds build nests. Tick (✓) the things that birds use to build their nests.

straw	<input type="checkbox"/>	twigs	<input type="checkbox"/>
stones	<input type="checkbox"/>	books	<input type="checkbox"/>
leaves	<input type="checkbox"/>	pennies	<input type="checkbox"/>

C Social Studies

In your notebook, write the names of the seven continents and five oceans in alphabetical order.

3-4

Teacher: Open your notebooks to the Thinking Better section. Read the first question, which asks you to give two examples of how animals help each other. Think of examples from the poem or your surroundings and write them down in your notebooks.

Teacher: Now, look at the second question about your favourite animal from the poem and how their way of moving helps them. Take your time to answer in detail using complete sentences.

Teacher: Next, let us move on to the Choosing Better section. Imagine your sibling leaves the tap open while brushing their teeth. Would you tell them to turn it off or ignore it? Write your response in your notebook, giving a reason for your choice. Think about the importance of water conservation while answering.

COULD DO

10 MIN.

Teacher: Once you finish, we will discuss some of your ideas.

Teacher: Let us now work on some fun cross-curricular activities. Open 'book of holistic teaching and read the question carefully and write the total for each fruit.

Teacher: Now, let us move to Science. Look at the things birds use to build their nests and tick (✓) the correct items. Think about natural materials that birds commonly use.

Teacher: Lastly, for Social Studies, write the names of the seven continents and five oceans in alphabetical order. This will help us improve our knowledge and organise information better.



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

Differentiated Activity

110 km/hr



Write a short paragraph about why conserving water is important and how small actions can help save water.

80 km/hr



Draw a poster showing ways to save water and label it with simple actions like turning off taps and using water wisely.

40 km/hr



Copy and complete the sentence: 'We should save water because _____.'

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">display controlled use of fingers and fine motor skills in drawing and colouring pictures of birds, animals, and humans living in harmony.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">regulate their emotions by journalling their thoughts in their Secret Journal. Be compassionate for their parents' effort in managing schedules.
Cognitive Development	<ul style="list-style-type: none">enhance their listening skills by answering the listening task appropriately.
Language and Literacy Development	<ul style="list-style-type: none">recite the poem with proper intonation and rhythm. Pick out rhyming words from the poem.
Aesthetic and Cultural Development	<ul style="list-style-type: none">express ideas through creative drawing and colouring of pictures that reflect harmony.
Positive Learning Habits	<ul style="list-style-type: none">develop self-expression and emotional regulation through journaling.

Starry Knights

Could you make the poem interesting for the learners through the activities listed? Which one did you enjoy teaching? Share your thoughts.

Give yourself a star!

☐