

Lesson-3: Happy Earth Day!

Theme 3: What Is A Country?

13 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters



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

Confirming better
I appreciate the diversity in my country.

Curricular Goals and Objectives (NCF)

To enable the students:

- to read the lesson with correct pronunciation, pauses and intonation.
- to understand and use new words and phrases correctly.
- to infer answers from the text and express opinions about the story.
- to think critically and frame responses based on the text.
- to enrich vocabulary with sp, oy, oi words and compound words.
- to perform a role-play using voice modulation and expressions.
- to improve writing skills with picture descriptions.
- to listen carefully and answer riddles.
- to describe a given picture using was/were.
- to execute activities for SDG 12: Responsible Consumption and Production.

Methodology

Period 1

Teacher: Good morning, everyone. I hope you are all feeling refreshed and ready for today's English lesson. Let us take a moment to settle in and prepare ourselves.

SHOULD DO

15 MIN.



Teacher: First, sit up straight, place your hands on your desks and take a deep breath in... and out. Let us do that once more. Breathe in... and out. Well done!

Teacher: Today, we will begin a chapter called 'Happy Earth Day'. 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 board and draws three columns, labelling them 'K,' 'W,' and 'L.' Students will do it in notebooks)

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

(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, 'Happy Earth Day'?

(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, 'Happy Earth Day' and let us begin reading together.

K	W	L

Re-KAP

Teacher: Let us start with a Kinaesthetic activity.

Kinaesthetic

Teacher: Let us play a fun game with action words. I will say a word and we will add -ing to it. Then, we will act it out together.

MUST DO

25 MIN.



Re-KAP

SPD

Kinaesthetic

Add -ing to the doing words given below. Do the actions.
stand sit walk sleep yawn eat drink sing dance

Confirming

34

Teacher: Let us start with 'walk'. When we add -ing, it becomes 'walking'. Now, let us all walk in our places.

Teacher: Now, let us try 'dance'. When we add -ing, it becomes 'dancing'. Everyone, move your hands and feet as if you are dancing.

Teacher: Next is 'eat'. When we add -ing, it becomes 'eating'. Let us pretend we are eating something delicious.

Teacher: Now, let us do 'sleep'. When we add -ing, it becomes 'sleeping'. Close your eyes and pretend you are sleeping.

Teacher: Let us try another one. The word is 'sing'. When we add -ing, it becomes 'singing'. Let us hum a tune together.

Teacher: Finally, let us do 'sit'. When we add -ing, it becomes 'sitting'. Everyone, slowly sit down and say 'sitting'.

Teacher: Well done! Now, let us think of more action words and try this again.

Auditory

Teacher: Let us play a listening game today. I will say some sentences and you need to listen carefully to find the 'doing' words. After that, we will use them in new sentences. Let us begin.

Auditory*

Listen to your teacher carefully. Write down the doing words in your notebook. Make new sentences with those words.

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Teacher: Farah is baking a cake. Think about what action is happening here.

Teacher: Now, listen to this one. The sun is shining in the sky. Can you find the doing word in this sentence?

Teacher: Here is another sentence. The puppy is chasing the ball. Pay attention and find the action.

Teacher: Let us try the next one. Grandma is weaving a blanket. What is she doing?

Teacher: Finally, Mummy is slicing a mango. Listen carefully to the action word in this sentence.

Teacher: Well done! Now, let us take these words and make our own sentences. Think of different ways to use them in real life.

Teacher: Great effort, everyone! Let us share some of our new sentences with the class.

Pictorial

Teacher: Now, we will learn about doing words. Doing words are also called action words because they tell us what someone is doing. Look at the pictures in your books. What do you see?

Teacher: Let us read the sentences together and fill in the blanks with the correct doing words. I will read the first sentence. 'Piyush is ____.' Look at the picture and think about what action he is performing.

Pictorial - PS

Look at the pictures. Fill in the blanks with the correct doing words.

1. Piyush is ____.
2. Rani is ____ a car.
3. Papa is ____ a letter.
4. The children are ____ cricket.
5. David and Dia are ____ their lunch.

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Teacher: That is correct! So the sentence should be: 'Piyush is jumping.' Let us move to the next one. 'Rani is ____ a car.' Observe the image carefully and complete the sentence.

Teacher: Well done! 'Rani is driving a car.' Now, let us look at the third picture. 'Papa is ____ a letter.' What action is he doing?

Teacher: Excellent! 'Papa is writing a letter.' Now, what about the children? 'The children are ____ cricket.' Look at their activity and complete the sentence.

Teacher: Yes! 'The children are playing cricket.' And finally, 'David and Dia are ____ their lunch.'

Teacher: Very good! 'David and Dia are eating their lunch.'

Teacher: Now, let us act out some of these words. I will say an action and you have to do it. If I say 'jump,' you will jump. If I say 'write,' you will pretend to write. Let us start!

Teacher: Great work! Now, turn to your partner and make a sentence using a different word. Share your sentences with the class.

Differentiated Activity

110 km/hr



Create a short skit using action words with '-ing' and perform it in groups.

80 km/hr



Make a word web with different action words ending in '-ing' and use them in sentences.

40 km/hr



Match pictures with the correct '-ing' action words and say them aloud.

Home Task

Find five action words from your surroundings, add '-ing' to them and draw simple pictures to represent each action.

Period 2

Teacher: Good morning, everyone. I hope you are all feeling fresh and ready to begin our lesson. Let us take a moment to settle down and focus on our learning.

SHOULD DO

10 MIN.

Teacher: Today, we will start with an interesting question. Please open your books to page 35 and look at the section 'Interacting better'.

Teacher: Look at the question – Why do you think the Earth is called the 'blue planet'? Take a moment to think about it.

Teacher: Turn to your partner and share your thoughts. Does it have something to do with water, the sky or something else? Discuss your ideas and listen carefully to your partner's thoughts.

Teacher: Now, let us hear from a few of you. Who would like to share what they discussed with their partner?


Teacher: Those were some great responses. As we move forward in the lesson, let us see if we can find more reasons why the Earth is called the 'blue planet'.

Interacting better

Teacher: Now that we have shared our thoughts about why the Earth is called the 'blue planet', let us begin reading our new chapter 'Happy Earth Day'.

MUST DO

15 MIN.



Interacting better

Why do you think the Earth is called the blue planet? Discuss with your partner.

ICL

35

Teacher: I will read the chapter aloud and you will listen carefully. I will also help you understand the important words and ideas.

Teacher: Earth Day is a special day which reminds everyone how important it is to take care of our planet. Have you heard of Earth Day before? What do people do to celebrate it?

Teacher: In the story, Sam's class is preparing for a fancy-dress show with the theme 'Saving Our Earth'. Think about what kind of costumes they might wear.

Teacher: Look at the picture. Ms Molly is talking to the class. She is reminding the students to dress according to the theme and prepare a speech on how we can 'Save our Earth'. Why do you think this is important?

Teacher: Now, let us see what happens at recess. The children are excitedly discussing their costumes. I will read aloud what they are saying.

Teacher: How would I look as a lion? I will be dressed as a plastic bottle. I will talk about recycling.

Teacher: These ideas are all about protecting the Earth. If you were in this fancy-dress show, what would you dress up as? Turn to your partner and share your idea.

Teacher: After discussing, we will share some of your ideas with the class. Let us continue reading to find out more

Tomorrow is 22 April. It is Earth Day. Sam's class is participating in a fancy-dress show. The theme is 'Saving Our Earth'. The fancy-dress show is being held at their school. Ms Molly talks about it in the class.

STEP 1
TALK



It is recess. The children finish their lunch. They talk about the fancy-dress show excitedly. They tell each other about their costumes and ideas.

35



35

Understanding better and Discovering better

Teacher: Let us understand two important ideas from this chapter.

Teacher: Look at 'Understanding better'. When is Earth Day celebrated? Think about what we read earlier.

MUST DO

10 MIN.

Understanding better

When is Earth Day celebrated?

ICL

35

Discovering better

recycling: converting waste material into reusable things

LAD

35

Teacher: Now, look at 'Discovering better'. The word 'recycling' means turning waste into useful things. Can you think of something we can recycle at home?

Teacher: Great! We have learned some important ideas today. We will continue with the chapter tomorrow. Be ready to explore more about Earth Day and how we can help our planet.

Teacher: Imagine you are part of Sam's class preparing for the fancy-dress show. Think of a creative costume that represents saving the Earth. Turn to your partner and describe how your costume helps the environment.

COULD DO

05 MIN.



You may show the **Animation**, given on digital platform to capitulate the story.

Differentiated Activity

110 km/hr



Describe your costume idea in 3-4 sentences and explain how it helps in saving the Earth.

80 km/hr



List three things that can be used to make an eco-friendly costume and explain how they help the environment.

40 km/hr



Identify three ways people can help save the Earth in their daily lives and share them with the class.

Home Task

Think of one simple action you can do at home to help the environment, such as saving water or using less plastic. Write one sentence about it in your notebook. We will discuss your ideas in the next class.

Period 3

SHOULD DO

10 MIN.

Teacher: Good morning, everyone. Let us take a moment to settle down and prepare for today's lesson. Sit up straight, place your hands on your desk and take a deep breath in... and out. Let us do that one more time. Breathe in... and out. Well done!

Next afternoon, the children's families meet in the school's hall. The fancy-dress show is going to be held there. The hall is buzzing with excitement. All the teachers, parents and children are happy.



Maria speaks on how to save Asiatic lions. Lina asks everyone to save trees.



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Teacher: Now, let us continue with our chapter 'Happy Earth Day'. Yesterday, we discussed the preparations for the fancy-dress show. Today, we will see how the show takes place.

Teacher: Look at the pictures. The students are on stage, speaking about different ways to help the environment. What do you notice about their costumes?

Teacher: As we read, think about how each student's costume represents something important about saving the Earth.

Teacher: I will read the chapter aloud. Listen carefully to what each student is saying and how their costume connects to their message.

MUST DO

15 MIN.

Teacher: Maria speaks about saving Asiatic lions. Why do you think lions need protection?

Teacher: Lina reminds everyone to save trees. What do trees give us? Why are they important?

Teacher: Sam is dressed as a solar panel and talks about saving electricity. How does using solar energy help the environment?

Teacher: Ryan is representing water. He tells us not to dump rubbish in rivers. What happens when we pollute water?

Teacher: Look at Jas. He is an electric bus. Why is an electric bus better for the environment than regular vehicles?

Teacher: Sarah is dressed as a rubbish bin. What message is she giving? How can we keep our surroundings clean?

Discovering better

MUST DO

15 MIN.

Teacher: We will learn some new words and understand how they relate to our environment.



Teacher: The first word is 'destroy'. When we destroy something, we damage it. A building can be destroyed in an earthquake. Trees can be destroyed when people cut them down. Destroying things can harm nature and living beings.

Sam talks about how to save electricity.

Jas walks up to the stage. He is nervous, but excited.

I am a solar panel. Use me to save electricity and energy. Thank you!

I am an electric bus. I can carry many people. I reduce air pollution. I help you save fuel. Use me and save the Earth. Thank you!

Ryan speaks about water pollution.

Sarah tells everyone how to keep the environment clean.

I am water. I am precious. Don't dump rubbish in the rivers. Save me! Thank you!

I am a rubbish bin. You can use me to keep your surroundings clean. Thank you!

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Teacher: The next word is 'dump'. Dump means to get rid of something. People dump rubbish in dustbins. Sometimes, rubbish is dumped in places where it should not be, like on the road or in rivers. Dumping waste carelessly can harm the environment.

Teacher: 'Rubbish' means waste material that we throw away. Plastic wrappers, paper, food scraps and broken things are all rubbish. But not all rubbish needs to be thrown away. Some things can be used again.

Understanding better

Teacher: Instead of dumping everything, we can recycle some things. Think about five things at home that you can recycle. Paper, plastic bottles, old newspapers, tin cans and glass jars are some examples.

Understanding better

List any five things at home that you can recycle.

ICL

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Teacher: Recycling helps us reduce waste and protect our planet. By reusing and recycling, we can stop destroying nature and dumping rubbish in the wrong places.

Teacher: Always remember to throw rubbish in the correct bin and recycle whenever possible. This way, we can keep our surroundings clean and help the environment.

Teacher: Imagine you are in this fancy-dress show. If you were given a chance to speak on stage, what message would you share about saving the Earth?

COULD DO

10 MIN.

Teacher: Turn to your partner and take turns pretending you are on stage, introducing yourself as your costume and giving a short speech. If time allows, we will listen to a few of your ideas.

Differentiated Activity

110 km/hr



Write a short dialogue between two objects from the fancy-dress show (for example, a tree and a water drop) discussing how they help the environment.

80 km/hr



Create a slogan for Earth Day and decorate it in your notebook.

40 km/hr



Arrange jumbled sentences to form meaningful statements about how to protect the Earth.

1. plastic / bags / avoid / should / we
2. trees / plant / fresh air / for
3. save / off / turn / lights / energy
4. pollution / reduces / bicycles / using / walking / and
5. bins / throw / in / waste / we / should

Home Task

Find a newspaper, magazine for an old book at home. Cut or write down three words related to nature or the environment.

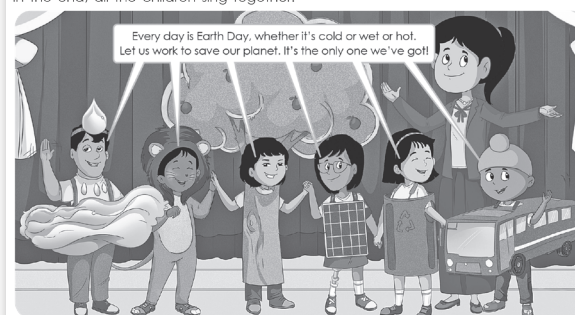
Period 4

SHOULD DO

10 MIN.

Teacher: Good morning, everyone. Let us begin today's lesson with a thought. Every day is Earth Day, whether it is cold or wet or hot. Let us work to save our planet. It is the only one we have got.

In the end, all the children sing together.



All the parents and teachers clap for the children. Everyone joins hands and takes a pledge to 'Save the Earth'. The event is successful. After the event, Sam and her friends get on their school bus with their parents. They head towards the bird sanctuary. In the bird sanctuary, they see different kinds of birds and animals. Everyone is happy. Everyone decides to do their part to save the environment.

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Teacher: Open your Main Course Book to page 38. Today, we will talk about ways we can take care of our

environment and learn some new words related to this. First, let us recall what we learned in our previous lesson.

Teacher: The word 'rubbish' means waste material that we throw away. 'Dump' means to get rid of something, usually in a careless way. 'Destroy' means to damage something completely.

Discovering better

Teacher: Now, let us look at a new word—'pledge'. A 'pledge' is a promise to do something. When we make a 'pledge' to 'save the Earth', we promise to take care of nature by keeping it clean, planting trees and protecting animals.



Matching better

Teacher: Now, look at the text on page 38 and follow along as I read.



Teacher: All the parents and teachers clapped for the children. Everyone joined hands and took a pledge to 'save the Earth'. The event was successful.

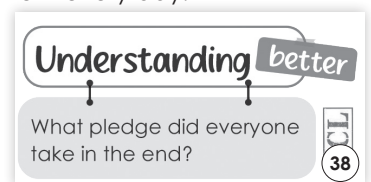
Teacher: The word 'reduce' means to lessen something. If we 'reduce' waste, we use fewer things that can harm nature. The word 'successful' means something went well. If we take care of nature, we will be 'successful' in making the Earth a better place.

Teacher: Now, imagine you were part of the event. How would you feel while taking a 'pledge' to protect nature? Think about one action you can promise to do.

Teacher: Let us write our own 'pledges'. On a small piece of paper, write one promise you will make to protect the Earth. It can be something simple, like using less plastic, turning off lights when not needed for planting more trees.

Understanding better

Teacher: Now, let us make a class 'pledge' poster. Each of you will stick your small paper on a big chart to show our promises together. This way, we will remember our 'pledges' and try to follow them every day.



Teacher: After finishing, let us read our class 'pledge' aloud together.

Differentiated Activity

110 km/hr



Write a short speech about why taking a 'pledge' to 'save the Earth' is important and how we can make a difference.

80 km/hr



Draw and label pictures of three ways we can 'reduce' waste and protect nature.

40 km/hr



Draw and colour a picture of the Earth and share why making a 'pledge' to protect it is meaningful.

Home Task

Learn the meaning and spelling of 'Discovering better' in the book.

Period 5

SHOULD DO

10 MIN.

Teacher: Good morning, everyone. Open your Main Course Book to page 38. Let us start today's lesson with a thought.

Keep your surroundings clean. Join hands with your friends to keep the parks and grounds around you clean and green.

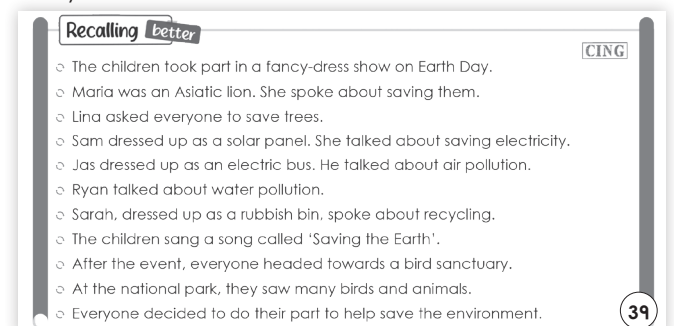
Teacher: Today, we will talk about how we can take care of our Earth and remember what we have learned about protecting nature. First, let us learn a new word—'Seva'. 'Seva' means helping others without expecting anything in return. When we clean our surroundings, plant trees or care for animals, we are doing 'Seva' for nature.

Recalling better

Teacher: Let us recall what the children did on Earth Day. Look at the list in your book.

MUST DO

20 MIN.



The children took part in a fancy-dress show to spread awareness.

- Maria dressed up as an Asiatic lion and spoke about saving them.
- Lina asked everyone to save trees.
- Sam dressed up as a solar panel and talked about saving electricity.

- Jas dressed up as an electric bus and talked about air pollution.
- Ryan talked about water pollution.
- Sarah, dressed up as a rubbish bin, spoke about recycling.

Teacher: After this, the children sang a song called Saving the Earth. Then, they visited a bird sanctuary, where they saw different birds and animals. Everyone was happy and decided to keep the environment safe.

Connecting better

Teacher: Now, let us do a Connecting better activity. On their way back home, Baba asked Sam to solve a problem.

Maths

Connecting better

On their way back home, Baba* asks Sam to solve a problem. He says, "Imagine you have 50 saplings. You plant 10 of them. Maria plants 5 saplings. How many saplings will be left?" "35, Baba," Sam replies. "Correct," says Baba. Imagine how green our Earth will be if everyone decides to do their part!

MDA HoLL

38

'Imagine you have 50 saplings. You plant 10 of them. Maria plants 5 saplings. How many saplings will be left?'

'Sam answered, 35, Baba. Baba said, Correct! Imagine how green our Earth will be if everyone plants more trees!'

Teacher: This tells us that small actions, like planting trees and keeping our surroundings clean.

Teacher: Now, think about this—If you were in the fancy-dress show, what would you dress up as? Would you choose an animal or something that helps nature? What message would you share? Write one sentence about your choice.

Giving better

Teacher: Now, let us do a Giving better activity. We will form two groups to act out a short skit about keeping our surroundings clean.

Seva

Giving better


Keep your surroundings clean. Join hands with your friends to keep the parks and grounds around you clean and green.

Seva

38

- One group will act as people throwing rubbish on the ground.
- The other group will act as responsible citizens cleaning the area.

Teacher: After the skit, let us discuss—How does this relate to 'Seva'? Why is it important to take care of our surroundings?

 You may show the **Chapter Summary**, given on digital platform to recap the story.

Differentiated Activity

110 km/hr



Write two sentences on why planting trees and recycling are important for the Earth.

80 km/hr and 40 km/h



Draw and label two things we can do to protect nature, such as throwing rubbish in a bin or planting a tree.

Home Task

Fill 'My Scribbles and Secrets'

Period 6

Learning better

Excelling Comprehension

Teacher: Good morning, everyone. Open your Main Course Book to page 39. Today, we will check how well we remember what we have learned about Earth Day.

SHOULD DO

10 MIN.

Learning better

Comprehension

A Tick (✓) the correct answers.

- Which day were the children celebrating?

a. Independence Day ☐
b. Earth Day ☐
c. Teacher's Day ☐
- What did the students participate in?

a. a fancy-dress show ☐
b. a dance show ☐
c. an art show ☐
- What was Sarah dressed up as?

a. tree ☐
b. Asiatic lion ☐
c. rubbish bin ☐
- What is paper made from?

a. bricks ☐
b. trees ☐
c. rivers ☐
- Who asked everyone not to dump rubbish in the rivers?

a. Lina ☐
b. Ryan ☐
c. Maria ☐

CBA Full

40

Teacher: First, let us answer some questions. Look at Exercise A and tick the correct answers. Which day were the children celebrating? What event did they participate in? Let us read and choose the right answers.

Teacher: Now, let us think about Sarah. What was she dressed up as? What is paper made from? Who asked everyone not to dump rubbish in the river? Take your time and once you finish, we will discuss your answers together.

Teacher: Now, let us read some lines from the story and discuss. Answer a few questions. Look at Exercise B.

MUST DO

20 MIN.

Teacher: The first sentence says, 'I can carry many people. I reduce air pollution.' Who said this? What was the speaker dressed as?

B Read these lines from the story. Answer the questions in your notebook.

- "I can carry many people. I reduce air pollution."

a. Who said this? ☐
b. What was the speaker dressed as? ☐

40

- "I give you clean air, wood, fruits and medicines. I am your friend."

a. Who said this? ☐
b. What more did the speaker say? ☐

40

Teacher: The second sentence says, 'I give you clean air, wood, fruits and medicines. I am your friend.' Who said this and what more did the speaker say? Write your answers in your notebook.

Teacher: Now, look at Exercise C. Where did the children go for the fancy-dress show? What was Sam dressed up as? How does an electric bus help in saving the Earth? Think about these and write your answers.

C Write short answers in your notebook.

1. Where did the children go for the fancy-dress show?
2. Who came dressed up as a solar panel? What was the child's message?
3. How does an electric bus help in saving the Earth?

40

Teacher: Finally, in Exercise D, let us write long answers. What advice did each child give to save the Earth? Why do they say, 'Every day is Earth Day'? Write your thoughts in your notebook.

D Write long answers in your notebook.

1. What advice did each child give to save the Earth? Describe it in your own words.
2. Why do the children say, "Every day is Earth Day"?

40

Teacher: Now, let us do a fun activity. Think about one way you can help the Earth every day. Write one sentence about it and draw a picture to show it.

COULD DO

10 MIN.

Differentiated Activity

110 km/hr



Write a short paragraph explaining how you can inspire others to protect the Earth and why it is important.

80 km/hr



Write three sentences describing different ways to protect the environment and explain why each one matters.

40 km/hr



Write one sentence about how you can take care of the Earth and why it is important.

Home Task

Write three sentences about how you will celebrate Earth Day at home or school.

Period 7

Excelling Vocabulary

SHOULD DO

10 MIN.

Vocabulary

E Fill in the blanks with oy or oi to complete the words. Read the words aloud.

1. joins _ _ _ l c _ _ _ n ch _ _ _ ce
2. destroy j _ _ _ t _ _ _ enj _ _ _

40

Teacher: Good morning, everyone. Open your Main Course Book to page 40. Today, we will play with sounds and words. Let us start with a fun word game.

Teacher: Some words have the sound 'oy' or 'oi'. Let us complete Exercise E by filling in the blanks with 'oy' or 'oi'

to complete the words. Look at the first word—joins. Think about the sound 'oy' or 'oi' in words. Let us try filling in the blanks together.

Teacher: Now, read the completed words aloud. Listen to how they sound and repeat them with me.

Teacher: Now, let us move to Exercise F. Look at the example—'news' and 'paper' make 'newspaper'. When two words join together to make a new word, it is called a compound word.

MUST DO

20 MIN.

F Sometimes, two words combine to make a new word. Such a word is called a compound word. Look at the given example. Here, the words 'news' and 'paper' combine to make the word 'newspaper'.

news + paper = newspaper

Combine these words to make new words. Write the new words in the blank space.

1. star + fish = _ _ _ _ _
2. butter + fly = _ _ _ _ _
3. tooth + brush = _ _ _ _ _
4. rain + bow = _ _ _ _ _
5. moon + light = _ _ _ _ _

40

Teacher: Let us combine the given words and write the new compound words. The first one is 'star + fish'. What do we get? Let us complete all five words together.

Teacher: After finishing, say the words aloud and use each one in a sentence.

(Discuss in the class and then do it in the book)

Teacher: Now, let us answer some questions orally before writing. Think and respond.

COULD DO

10 MIN.

1. What is a compound word? Can you give an example?
2. If I say 'butter', what word can you add to make a compound word?
3. Which compound word do we see in the sky after it rains?
4. Can you think of a compound word related to an animal?
5. What happens when we add 'moon' and 'light' together?

Teacher: Now, write two of your answers in your book.

You may show the **Dictionary**, given on digital platform to learn new words and their meaning in the chapter.

Differentiated Activity

110 km/hr



Write three sentences using compound words you learned today.

80 km/hr



Write two compound words and draw a simple picture representing each one. Then, label the parts of the compound word separately. For example, for the word sunflower, draw a sun and a flower, label them and then write the full word sunflower underneath.

40 km/hr



Write a compound word, such as rainbow, butterfly or snowman and colour a picture representing it. Then, say the word aloud and clap for each smaller word inside it (e.g., rain + bow = rainbow).

Home Task

Find two more compound words from your surroundings and write them in your notebook.

Period 8

SHOULD DO

10 MIN.

Teacher: Good morning, everyone. Open your Main Course Book to page





41. Today, we will have some fun with words that start with 'sp' and learn short forms of words. But before we begin, let us do a quick energising activity.

- I will say a word that starts with 'sp' and you will stretch your arms out while saying the word loudly.
- For example, if I say spoon, you will stretch and say spooooon.
- Let us try it with a few words—spider, sponge, spade, spoon.

Excelling Spelling

Teacher: Great work! Now that we are all awake and active, let us move to Exercise G: Spelling. Look at the pictures. The first picture is a tool used for digging. What is it called? Yes, it starts with sp.

Spelling
Complete the sp words.

 sp_____	 sp_____	 sp_____	 sp_____ (41)
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Teacher: Now, look at the second picture. It is something we use for cleaning. What do we call it? Let us complete all four words together by adding sp at the beginning and writing the correct spelling.

Excelling Punctuation

MUST DO

20 MIN.

Teacher: Now, let us move to Exercise H: Punctuation. We will learn how to write the short form of words.

Punctuation
Write the short form of the following words, as shown.

1. do not _____ don't	2. is not _____
3. has not _____	4. was not _____
5. were not _____	

(41)

Teacher: Look at the first example—do not. We can write 'Do not' as → don't. Now, look at is not. What will its short form be?

Teacher: Let us complete all five words together and read them aloud. Once done, let us use them in sentences.

Teacher: Now, let us play a fun Short Form Clap Game.

COULD DO

10 MIN.

- I will say a full word like was not and you will clap twice and say its short form, wasn't.
- Let us try it with where not, has not and is not.

Teacher: Now, write two short forms in your book and use them in a sentence.

 You may show the **Spelling Activity**, given on digital platform to practise the spelling of new words they learnt.

Differentiated Activity

110 km/hr



Write three sentences using short forms from today's lesson.

80 km/hr



Draw and label two objects that start with 'sp'.

40 km/hr



Draw Colour a picture of an object that starts with 'sp' and say its name aloud.

Home Task

Find two more words that start with 'sp' and write them in your notebook.

Period 9

SHOULD DO

10 MIN.

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

Energising Activity – Action Verbs

- I will say an action word and you will act it out.
- If I say laugh, you will pretend to laugh.
- If I say read, you will act like you are reading a book.

(**Note:** Let us try with these words: play, go, dress, read, laugh.)

Teacher: Well done! Now, open your Main Course Book to page 42. Today, we will learn how to rewrite sentences in the past tense and fill in blanks using the correct verbs.

Excelling Grammar

MUST DO

20 MIN.

Teacher: Look at Exercise I. We will rewrite the sentences using was or were.

Grammar

The past forms of the verbs **is** and **are** are **was** and **were**. **Was** and **were** help us make sentences with other verbs to tell about something that happened in the past.

The event **was** successful.
The children **were** excited.

1 Rewrite the sentences using was or were in your notebook.

1. Sam is dressed up as a solar panel.
2. The birds are in their nest.
3. There is a mango tree in our garden.
4. The girls are at the park.
5. Rita is in her room with her mother.

Verbs also tell us about the time of an action. This is called the **tense** of a verb. Actions can take place in the present, past or future. Hence, verbs have three tenses: present, past and future. These are further broken down into different aspects.

(41)

— Let us learn about two of them.
We use the **simple present tense** to talk about:

- something in the present moment.
Lina asks everyone to save trees.
- things that happen regularly.
Sam walks to school every day.
- statements that are always true.
The Sun rises in the east.

We use the **simple past tense** to talk about an action that started in the past and is already over.
We went to the museum yesterday.
Alice wrote a beautiful poem.

42

Teacher: Let us look at the first sentence—Sam is dressed up as a solar panel. How will we change this sentence into the past tense? Yes, we will replace is with was—Sam was dressed up as a solar panel.

Teacher: Now, let us complete all five sentences in our notebooks.

Teacher: Next, let us move to Exercise J. Here, we need to fill in the blanks using the correct words from the box. Let us read the words aloud—goes, laughed, play, dressed, reads.

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

goes laughed play dressed reads

1. Jas _____ up as a bus.
2. Salim's father _____ the newspaper every day.
3. Rahul _____ to school by bus.
4. Lina and Reena _____ football every Sunday.
5. The crowd _____ at his jokes.

42


Teacher: Look at the first sentence—Jas _____ up as a bus. Which word from the box fits here? Yes, it is dressed.

Teacher: Let us complete all five sentences together.

Teacher: Now, let us play a fun Verb Change Game.

- I will say a verb in the present tense and you will say its past form.
- If I say go, you will say went.
- Let us try to read, play, laugh, dress and write.

Teacher: Now, write two verbs in their past tense form in your notebook and use them in a sentence.

 You may show the **Animated Activity**, given on a digital platform to practise the doing words and contractions.

Differentiated Activity

110 km/hr



Write three sentences using past tense verbs from today's lesson.

80 km/hr



Draw two verbs in action, like reading a book or playing football.

40 km/hr



Act out an action verb and say its past form aloud.

Home Task

Write three sentences about what you did yesterday using was, were and past tense verbs.

Period 10

Teacher: Good morning, everyone. Today, we will solve some riddles, complete a conversation and describe a picture using was and were. Let us begin with a fun riddle game.

SHOULD DO

10 MIN.

Excelling Concentration

Teacher: Look at Exercise K in your Main Course Book. I will read out a riddle and you have to think carefully and circle the correct answer.

Concentration*

K Your teacher will read out three riddles. Circle the correct answers.

1. umbrella	sky	sea
2. star	rocket	cloud
3. grass	tree	Earth

Able

42

Teacher: Here is the first riddle—I protect you from the rain. Am I an umbrella, the sky or the sea?

Student: Umbrella.

Teacher: Good Job! Now, let us move to the second riddle—I twinkle at night. Am I a star, a rocket or a cloud?

Student: A star.

Teacher: Well done! Now, the last one—I am green and grow on the ground. Am I grass, a tree or the Earth?

Student: Grass.

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

Excelling Language

Teacher: Now, look at Exercise L. Sam and Jas are talking over the phone after the show.

Language

L After the show, Sam and Jas are talking over the phone. Work with a partner to complete their conversation using was and were.

Sam: Hello, Jas!

Jas: Hi, Sam.

Sam: What were you doing?

Jas: I was talking to my parents...

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

42

Teacher: I will read the conversation aloud and you will listen carefully.

Teacher: Now, work with a partner and complete the conversation using was or were. Read it aloud once you finish.

Excelling Expression

Teacher: Now, let us move to Exercise M. Look at the picture given. We will describe it using was or were and words from the box.

Teacher: For example, I see Charu on the swing, so I can say, Charu was on the swing. Let us write sentences in our notebooks using the words in the box.

Expression PS 2L CS

M Describe the picture using was or were in your notebook. Use words from the box.

Charu Nandini Aman Rohit

children
playing
flowers
bird
skipping
on the swings
looking at
walking
fish

43

Teacher: Now, let us do a Picture Talk activity.

- I will point at different parts of the picture and you will describe what is happening using was or were.
- For example, if I point at the fish, you can say, The fish was in the water.
- Let us go around the class and take turns describing the picture aloud.

You may show the **Concept Map**, given on digital platform to help them learn about 'was', 'were' and simple past and present tense.

Differentiated Activity

110 km/hr

Write four detailed sentences describing what you were doing at different times yesterday using was or were. Be specific about the time and the activity. For example: (In the morning, I was reading my favourite storybook. In the afternoon, my friends and I were playing football in the park.)

80 km/hr

Think about two activities you did yesterday and write one sentence about each using was or were. Make sure your sentences are clear and correct. For example: (My mother was cooking dinner in the kitchen. We were watching television in the evening.)

40 km/hr

Think of one thing you did yesterday and say a simple sentence using was or were. The teacher will guide you if needed. For example: (I was playing with my toys. My friends were laughing in the playground.)

Home Task

Write three sentences about what you did last Sunday using was or were.

Period 11

Teacher: Good morning, everyone. let us take our seats and get ready for today's lesson.

SHOULD DO

15 MIN.

Thinking better

Teacher: Now, let us think about the importance of Earth Day. Look at Thinking better, 'Exercise K.'

MUST DO

15 MIN.

Thinking better

COD HOTS 2L CS

Think and write the answers in your notebook.

- Is it important to celebrate Earth Day? Why?
- What do you do with old plastic bags and bottles at home?

44

Teacher: Why is it important to celebrate Earth Day? Think about it and write your answer in your notebook. (Discuss and help students find out the answer)

Teacher: What do you do with old plastic bags and bottles at home? Let us discuss and write about it.

Choosing better

Choosing better

EXL LSV 2L CS

You have water left in your water bottle. Will you throw it away? Or will you pour it on a potted plant? Give reasons for your answer.

44

Teacher: Now, move to Choosing better. Imagine you have water left in your water bottle. Would you throw it away or pour it into a potted plant? Give a reason for your answer in your notebook.

Creating better

Teacher: Let us do a fun art activity from the Creating better section. We will follow the steps to make a mini-garden.

Teacher: Look at the steps in your book. What is the first thing we need?

Teacher: Step 1 says, take a green sheet of paper. Let us start with that.

Creating better

ArtL 2L CS

Follow the steps to make a mini-garden. Give it to someone as a gift.



Step 1: Take a green sheet of paper.



Step 2: Draw some grass on it. Cut out the grass, as shown.



Step 3: Fold the sides and paste them together.



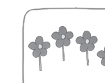
Step 4: Draw flowers on a white sheet of paper. Colour them with a crayon of your choice.



Step 5: Cut them out.



Step 6: Carefully paste them on toothpicks.



Step 7: Cut out small circles from the remaining sheet of paper. Colour them and paste them at the centre of the flowers.



Step 8: Paste the toothpicks inside the paper grass to complete your mini-garden.

43

Teacher: Step 2, draw some grass on it and cut it out. Carefully do this step.

Teacher: Let us continue following the steps until we complete our mini-garden. After we finish, you can gift it to someone or display it in the classroom.

You may show the **Slideshow**, given on a digital platform to educate them about the importance of trees.

Differentiated Activity

110 km/hr



Write a short paragraph on why it is important to keep our environment clean.

80 km/hr



Draw a picture of a clean beach and a dirty beach. Label the differences.

40 km/hr



Colour and decorate your mini-garden.

Home Task

Complete Revising better on page 44.

Period 12

Pledging better

SHOULD DO

5 MIN.



Teacher: Now, let us talk about ways we can take care of our environment.

Look at the pledges given in the Pledging better section.

Pledging better

In my own careful way, I pledge to:

- not burst firecrackers.
- help water the plants at home.
- not waste water.

SDGs

44

SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

L (What I have learnt)

Teacher: What does it mean to pledge? It means to make a promise to do something good.

Teacher: Let us take turns and share our own pledges. What will you do to help the environment?

Book of Holistic Teaching

COULD DO

25 MIN.



Teacher: Let us do a quick revision through three activities.

Chapter 3: Happy Earth Day

Theme 3: What Is a Country?

A Maths

A **shopkeeper** sells **toys**. He has 200 cars, 150 robots and 170 dolls. He sells 5 cars and 30 robots on Monday. On Tuesday, he sells 3 robots and 20 dolls. How many cars, robots and dolls does the shopkeeper have on Wednesday?

- cars _____
- robots _____
- dolls _____

B Science

Fill in the blanks.

All animals depend on _____ for food, directly or **indirectly**. Based on the type of food they eat, animals are grouped as herbivores, carnivores and _____.

4

Social Studies

Circle the correct answers.

Sunil **went** on a tour of India with his parents. They first **went** to Kashmir. The region **was** (hilly / plain). Next, they **went** to Rajasthan. It **had** (a desert / an island). Then, they **reached** the tablelands of Madhya Pradesh. It **was** a (desert / plateau). Finally, they **returned** to the (plains / plateaus) of Uttar Pradesh.

5

Teacher: First, look at the Maths Section The shopkeeper sold some toys. I will give each group a new set of numbers. Subtract the sold toys and find how many are left.

Teacher: Now, in science, I will say an animal's name and you will tell me if it is a herbivore, carnivore or omnivore. Let us begin.

Teacher: 'Finally, in social studies, imagine you are Sunil.' Describe where you travelled and what you saw using words like hilly, plain, desert or plateau.

COULD DO

5 MIN.



Teacher: Let us begin.

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

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

SHOULD DO

5 MIN.



Teacher: In this column we will write what we have 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 in their notebooks.)

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

Differentiated Activity

110 km/hr



Write a short paragraph on why recycling is important and give two examples of how you recycle at home.

80 km/hr



Draw and label three compound words from today's lesson.

40 km/hr



Colour a picture of a compound word and say it aloud.

Home Task

Complete worksheet 1 at home.

Period 13

Worksheet 2

Teacher: Good morning students, how are you? Let us open workbook on page 8, before starting worksheet-2 let us discuss on worksheet -1 which you all have done at home.

(Discuss the answers with students and correct them if needed). Now we will work on vocabulary and grammar exercises. Open your 'Main Course Book' to Worksheet 2. Let us begin with Exercise A.

Teacher: Look at the word search. There are five compound words hidden in the grid. Carefully find them and write them in the blank spaces given.

Teacher: Now, move to Exercise C. Look at the pictures and the words with missing letters. All these words begin with sp.

Teacher: Complete the blanks with sp to form the correct words and match them with the correct pictures. After completing, read the words aloud.

SHOULD DO

20 MIN.

Worksheet 2

Vocabulary

A. Find five compound words in the given word search. Write them in the given blank space.

P	L	A	Y	G	R	O	U	N	D
P	I	N	E	A	P	P	L	E	F
T	L	X	K	B	G	P	I	T	B
Q	X	P	B	S	D	O	T	W	I
I	G	A	H	G	J	W	M	O	K
S	B	I	S	U	B	N	Q	R	X
E	P	Z	A	V	Y	S	M	K	G
H	O	U	S	E	F	L	Y	E	W
P	Y	I	G	X	P	P	I	R	V
S	N	O	W	F	A	L	L	O	B

B. Fill in the blanks with sp. Read the words aloud. Match the words with their pictures.



1.



2.



3.



4.

a. ____ ill

b. ____ ace

c. ____ oke

d. ____ ider

Grammar

A. Write Pr for sentences in present tense. Write Pa for sentences in past tense.

- Sita sings a song. ____
- Lina loves to dance. ____
- Varun baked a cake. ____
- Mohit cleaned his room. ____

8

Teacher: Now, let us move to the Grammar section, Exercise A.

Teacher: Read each sentence carefully. Some sentences talk about something happening now and some talk about something that already happened.

Teacher: If it is in present tense, write 'Pr' next to it. If it is in past tense, write 'Pa' next to it.

MUST DO

10 MIN.

Teacher: After completing the exercise, let us discuss the answers together.

Worksheet 3

Teacher: Now, let us move to our worksheet exercises. Open Worksheet 3 and look at Exercise B: Match the Following.

MUST DO

20 MIN.

Teacher: Read the first part of the sentence. 'Manu eats...' What do you think comes next? Look at the given options and find the correct match.

Teacher: Now, let us match all four sentences and read them aloud together.

Teacher: Next, look at Exercise A: Listen to the Riddles. I will read three riddles aloud. Listen carefully and write your answers in the space provided.

Worksheet 3

Listening / Speaking / Writing

A. Listen to the riddles carefully. Write your answers in the space provided.*

- _____
- _____
- _____

B. Pretend that you are talking to your partner over the phone. Take turns to ask and answer questions, as shown. Use I was, You were and They were.

Partner 1: Hello, how was your day?

Partner 2: It was good. Why were you absent yesterday?

Partner 1: I was unwell.

C. Look at the picture. Fill in blanks with was or were.



Nandini went to the market with her mother. Nandini's mother _____ buying some vegetables. She _____ carrying a cloth bag. Nandini and her mother _____ wearing face masks. Nandini _____ helping her mother carry the bag. They _____ waiting at the bus stop. They sat in the bus and went back home.

9

Teacher: Here is the first riddle. I have keys but open no locks. What am I?

Teacher: Now, the second riddle. The more you take, the more you leave behind. What am I?

Teacher: And the last riddle. I have hands but cannot clap. What am I?

Teacher: Think about the answers and write them down.

Teacher: Now, move to Exercise B: Phone Conversation Practice. You will pretend to talk to your partner over the phone using was, you were and they were.

Teacher: Let us start. One student will say, Hello, how was your day? The other one will respond. Take turns asking and answering the questions.

Teacher: Finally, in Exercise C, look at the picture of Nandini at the market. Read the sentences and fill in the blanks using was or were.

Teacher: For example, Nandini's mother _____ buying some vegetables. What will you write here? Let us complete all the blanks together.


Teacher: For example, I pledge to use less plastic. What about you?

Teacher: Why do you think bursting firecrackers is harmful?

Teacher: How can watering plants at home help the environment?

Teacher: Why is saving water important? Can you think of a way to use less water at home?

Teacher: Now, write one pledge of your own in your notebook and share it with the class. Let us all work towards making our world a better place.

 You may show the **I Explain**, given on digital platform to understand the concept of Tense.

Differentiated Activity

110 km/hr



Write three new pledges on how you can help the environment at home and in school.

80 km/hr



Draw a picture of yourself following one of the pledges, such as watering plants or saving water and write a sentence about it.

40 km/hr



Draw and colour a picture of nature and say one sentence about how you will protect it.

Home Task

Complete the project from the book of project ideas and submit it.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> display the controlled use of fingers and hands in making a flower pot with plastic bottles.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> show their concern for the planet and work towards reusing the material. execute the activities for sdg 12: responsible consumption and production in class as well as at home and learn to be responsible citizens. make a choice as to what they will dress up as in the fancy dress show and write in their secret journal.
Cognitive Development	<ul style="list-style-type: none"> integrate the conceptual knowledge acquired in Maths, Science And Social Studies to solve the problems in English. think creatively and use the waste to make something useful. think creatively and imagine growing a mini garden.
Language and Literacy Development	<ul style="list-style-type: none"> read the lesson with appropriate pronunciation and intonation. use the new words learnt in the sentences of their own. express their opinion about the story in English/home language. use new words and phrases in sentences of their own. listen carefully to answer the riddles. describe the given picture using was/were. write the antonym of day in their little book.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> know about the significance of earth day. make a flower pot as a project.
Positive Learning Habits	<ul style="list-style-type: none"> develop responsibility by applying conceptual knowledge to real-life environmental actions. demonstrate perseverance in creative activities such as making a mini garden.

Starry Knights

How would you rate yourself teaching this unit on a scale of 1-10? Share the details of any one activity that learners enjoyed.

Give yourself a STAR for being an efficient teacher!!

☐