

## Lesson-4: The Donkey Goes for a Stroll

Theme 4: What Is Living Together?

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, Concept Map, Chapter Summary, Dictionary, eBook, I Explain, Quiz, Slideshow, Spelling Activity, Test Generator

Attaining better

I respect everyone.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to read with correct pronunciation and intonation.
- to learn new words, meanings and spellings (gg, au words).
- to infer, skim and scan to answer questions.
- to enhance listening and speaking through role-play and discussions.
- to improve writing with story endings and correct punctuation.
- to practise articles (a, an, the) in sentences
- to express thoughts in simple English.
- to connect multiplication with English and Social Studies
- to create artwork, digital projects and solve water-related problems
- to use synonyms from the Little Book of Synonyms
- to associate a colour with their favourite season and write a few lines for the same in their My scribbles and secrets.

### Methodology

#### Period 1

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

SHOULD DO

15 MIN.

**Teacher:** That is wonderful! Before we begin today's lesson, let us say a positive statement together:

**Teacher:** 'I respect everyone.'

(Students repeat after the teacher.)

**Teacher:** This means that we treat everyone kindly and with consideration. When we show respect, it helps us build strong relationships and a positive learning environment. Let us keep this in mind throughout the day as we work together.

**Teacher:** Now we will begin a new chapter, 'The Donkey Goes for a Stroll'. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

**Teacher:** Take a few minutes to think and write. If you have any questions, feel free to ask.

**Teacher:** You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

MUST DO

25 MIN.

K (What I Know)# ICL W (What I Want to Know)# 45

K	W	L

#### Re-KAP

Let us start with the Re-KAP activities to understand the concepts in a better way.

#### Kinaesthetic

**Teacher:** Today, we will play a fun game to practise using 'a', 'an' and 'the' while moving around. You will work in pairs and take turns.

### Kinaesthetic

Work in pairs. Write the words a, an and the on three different pieces of paper. Now, take turns to point at the objects around you. Lift your notebook to show the word that goes with the object.

45

**Teacher:** Each pair will get a set of word slips. One of you will pick a slip, read the word aloud and decide whether to use 'a', 'an' or 'the' before it. Your partner will listen carefully and check if you are correct.

**Teacher:** Now, here comes the fun part! After choosing the correct article, you will do an action:

- If you use 'a', jump once.
- If you use 'an', spin around.
- If you use 'the', tap your desk twice.

**Teacher:** Once you have done the action, swap roles. Keep playing until all your slips are used. At the end, each pair will write three sentences using 'a', 'an' and 'the' in your notebooks.

**Teacher:** I will walk around and listen while you play. Try to correct each other and have fun. Let us begin!

(Teacher allows students to start, observes them and provides support if needed.)

**Teacher:** Well done, everyone! You all worked so well with your partners. Now, write three sentences in your notebook using 'a', 'an' and 'the'. When you finish, you can share one sentence with the class.

**Teacher:** Great job today!

### Auditory

**Teacher:** Now, let us focus on listening carefully. I will read out a few sentences and you need to write them in your notebook.

#### Auditory\*

Listen to your teacher carefully. Your teacher will read out a few sentences. Write them in your notebook. Circle a and an. Read them aloud with the word that follows.

45

**Teacher:** As you write, circle the words a and an in each sentence. Once you have finished writing, we will read them aloud together with the words that follow.

**Teacher:** Let us try one together. Listen carefully. (Read aloud) Mohit is a boy.

**Teacher:** Write it in your notebook and circle the word a.

**Teacher:** Now, I will read more sentences. Write them down, circle a and an and be ready to read them aloud.

1. Radha eats an apple.
2. We saw an elephant today.
3. Parul reads a book.
4. An eagle is sitting on a tree.

**Teacher:** Well done. Now, let us take turns reading the sentences aloud, making sure to emphasise a and an with the words that follow.

(Encourage students as they participate and provide feedback.)

### Pictorial

**Teacher:** Now, let us look at this picture carefully. Take a moment to observe all the details.

**Teacher:** Turn to your partner and describe what you see. Remember to use 'a' or 'the' before naming words. Let me give you an example.

#### Pictorial PS

Look at the picture carefully. Describe what you see to your partner. Frame your sentences by using a or the before naming words.



45

**Teacher:** I see a donkey standing near a goat. There is a red barn in the background.

**Teacher:** Now, it is your turn. Take turns with your partner and describe different things in the picture. Use full sentences and make sure to use a or the correctly.

(Allow students time to observe and describe the picture. Move around to listen and guide them if needed.)

**Teacher:** Well done! Who would like to share their sentences with the class?

(Encourage a few students to share their sentences and provide feedback.)

### Period 2

SHOULD DO

10 MIN.

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

**Teacher:** Today, we are starting a new chapter called 'The Donkey Goes for a Stroll'. That sounds interesting, does it not? What do you think this story might be about? (Listen to a few responses and acknowledge them.)

**Teacher:** Those are some great ideas. Before we begin reading, let us warm up with an interactive activity.

### Interacting better

**Teacher:** I have a fun task for you. Turn to your partner and ask, 'What do you like to wear the most?' Listen carefully to their answer.

(Give students time to ask and respond.)



#### Interacting better

What does your partner like to wear the most? Ask them. Write their answer in the blank.


ICL

46

**Teacher:** Now, write your partner's answer in the blank space in your book. Make sure to write it neatly.  
(Walk around, check responses and encourage discussion.)

**Teacher:** Let us hear a few answers. Who would like to share what their partner said?

(Listen to responses and acknowledge them.)

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

**MUST DO**

30 MIN.

**Teacher:** Now, let us begin reading.

Open your books to page 46. This part introduces us to Sam and her friends, who are visiting a bookstore. Listen carefully as I read.


(Read the passage aloud with expression.)

**Teacher:** Who is Ms Patel and what will she be doing at the bookstore?

(Listen to responses.)

STEP TIME

Sam and her friends are at a bookstore at the mall. Their favourite author, Ms Patel, will be reading a story. Ms Shruti reads her version of the story **The Donkey Goes for a Stroll** from Aesop's Fables. She likes happy stories, she tells the children.



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**Teacher:** Yes, she is their favourite author and she will be reading a story. Now, let us think—why do you think people enjoy listening to stories read aloud?

(Encourage discussion.)

**Teacher:** Now, read the passage again silently. As you read, underline any words you find interesting or difficult.  
(Give time for reading.)

There once was an unhappy donkey. He was always complaining. One day, he was walking around the jungle. He started talking to himself.

Why does everyone make fun of me? Maybe, I'm taken for a weakling. If only I were a lion, they would all be afraid of me!



Suddenly, the donkey stumbled upon something. It was a lion. It was lying on the ground! Just as the donkey was about to scurry away, he realised that the lion was not moving.

46

**Teacher:** Let us discuss some of the words you underlined. Who would like to share a word?

(Discuss meanings and pronunciation.)

### Understanding better

**Teacher:** Now, let us think about an important question—why did the donkey wish to be a lion?

Understanding better

Why did the donkey wish to be a lion?

46

ICL

**Teacher:** Turn to the person next to you and share your thoughts.

**Teacher:** Let us hear some of your answers.

(Listen to students and guide the discussion.)

**Teacher:** The donkey was unhappy and wished to be a lion because he thought it would make others respect him. But do you think just looking like a lion would change how others treat him?

### Exploring better

**Teacher:** Here is something interesting! Did you know that the word jungle comes from the Sanskrit word *jangala*, which means 'rough ground' or 'thick forest'?

Exploring better

jungle: from the Sanskrit word *jangala*, meaning 'rough ground'; a thick forest

KoI

46

**Teacher:** How do you think this connects to our story?

(Listen to responses and discuss how the donkey is walking through the jungle.)

**Teacher:** Imagine you are in a jungle right now. What sounds would you hear? What animals would you see? Close your eyes for a moment and picture it.

**Teacher:** Now, share with your partner what you imagined.

### Discovering better

**Teacher:** Now, let us learn some new words from the story. Look at the words in your book and repeat after me:

- weakling – someone who is not strong
- stumbled – tripped
- scurry away – run away
- fake – not real

**Teacher:** Now, let us use these words in sentences. I will give you an example.

Discovering better

**weakling:** someone who is not strong

**stumbled:** tripped

**scurry away:** run away

**fake:** not real

LAD

46

**Teacher:** 'The donkey thought he was a weakling, but was he really weak?'

**Teacher:** Now, turn to your partner and make a sentence using one of the new words.

**Teacher:** Well done! Try to use these words in your writing and speaking.

### Differentiated Activities

110 km/h



Write three sentences about what the donkey might do next, using 'a' and 'an' correctly.



80 km/h



Find three words in the passage that have 'a' or 'an' before them. Write them down and draw a small picture for each.

40 km/h



Complete the sentence: 'The donkey met a \_\_\_\_\_ and an \_\_\_\_\_ on his stroll.'

### Home Task

Before we end here is a task for you to try at home. Write three sentences about a different animal using 'a' and 'an' correctly. You can choose any animal you like.

### Period 3

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

SHOULD DO

10 MIN.



**Teacher:** Yesterday, we started reading 'The Donkey Goes for a Stroll'. Today, we will continue with the next part of the story. Before we begin, let us quickly recall what has happened so far.

**Teacher:** Who can tell me why the donkey wished to be a lion?

(Listen to responses.)

**Teacher:** That is right! The donkey wanted to be strong and feared. Now, let us look at what happens next in the story.

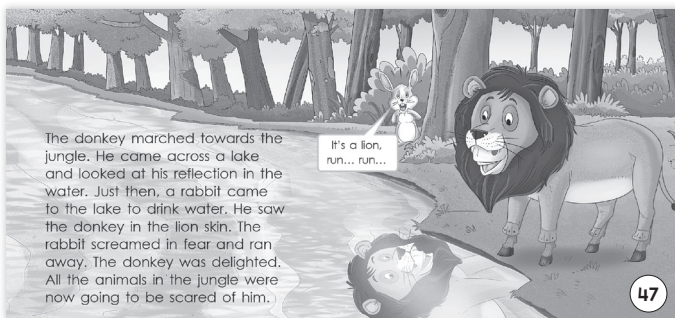
MUST DO

20 MIN.



**Teacher:** Now, let us continue reading. Open your books and follow along as I read aloud.

(Read aloud the passage where the donkey discovers the fake lion and decides to wear its skin.)



**Teacher:** What did the donkey realise about the lion he found?

**Teacher:** Yes, he realised it was not a real lion but a big toy! What did he do next?

**Teacher:** He came up with an idea! He decided to wear the lion's skin. Why do you think he did that?

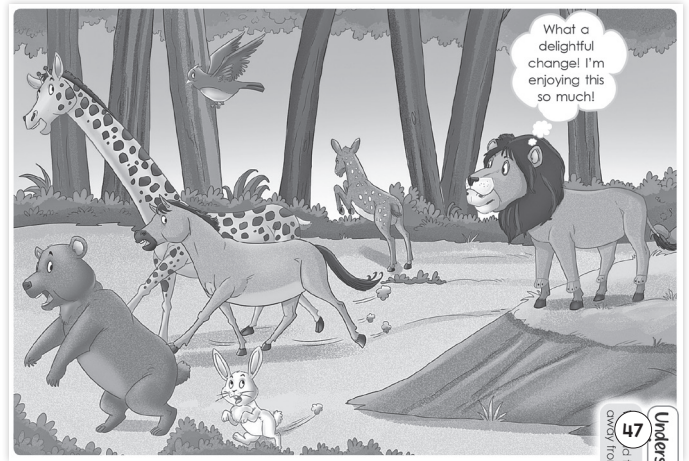
**Teacher:** Now, let us read further to see what happened after the donkey put on the lion's skin.

(Read aloud the next part where the donkey walks through the jungle and the animals run away in fear.)

**Teacher:** How did the other animals react when they saw

the donkey in the lion's skin?

**Teacher:** That is right! They thought he was a real lion and ran away. How do you think the donkey felt at this moment?



**Teacher:** Now, let us think about an important question—why do you think the donkey felt proud after the other animals ran away?

**Teacher:** Turn to the person next to you and share your thoughts.

**Teacher:** Let us hear some of your answers.

**Teacher:** The donkey felt proud because he believed he was finally respected and feared, just like a lion. But do you think his feelings were real or was he just pretending to be someone else?

COULD DO

10 MIN.



### Exploring better

**Teacher:** Here is something interesting! Did you know that the word 'jungle' comes from the Sanskrit word 'jangala', which means 'rough ground' or 'thick forest'?

**Teacher:** How do you think this connects to our story?

(Listen to the response and discuss how the donkey is walking through the jungle.)



**Teacher:** Imagine you are in a jungle right now. What sounds would you hear? What animals would you see? Close your eyes for a moment and picture it.

(Give students a few seconds to imagine.)

**Teacher:** Now, share with your partner what you imagined. (Encourage students to share their thoughts.)

### Discovering better

**Teacher:** Now, let us learn some new words from this part of the story. Look at the words in your book and repeat after me:

- 'approaching' : coming near a place or person
- 'fake' : not real



## Discovering *better*

LAD

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**approaching:** coming near a place or person

**Teacher:** Now, let us use these words in sentences. I will give you an example.

**Teacher:** 'The donkey wore a fake lion's skin and the animals thought he was approaching them like a real lion.'

**Teacher:** Now, turn to your partner and make a sentence using one of the new words.

(Give time for discussion and listen to responses.)

**Teacher:** Well done! Try to use these words in your writing and speaking.

### Differentiated Activities

110 km/h



Write a letter from the donkey to his friend, telling them about his adventures after wearing the lion's skin. Use descriptive language.

80 km/h



Draw a picture of the donkey wearing the lion's skin. Then, write three sentences to explain what the donkey felt when he saw the other animals running away.

40 km/h



Complete the sentence: 'The donkey felt \_\_\_\_\_ when he saw the animals running away because they thought he was a \_\_\_\_\_.'

### Home Task

Write three sentences about a time when you pretended to be something or someone else. How did it feel?

### Period 4

**Teacher:** Now, let us continue reading. Open your books to the next part of the story. I will read the first paragraph aloud.

(Read aloud the paragraph where the donkey hides in the bushes and tries to roar like a lion.)

**Teacher:** What did the donkey try to do when he heard other animals coming?

**Teacher:** Yes, he tried to roar like a lion! But instead of roaring, he ended up braying. What do you think happened when the other animals heard this?

(Listen to responses and encourages discussion.)

**Teacher:** The fox heard the donkey and stopped. Why do you think the fox stopped when the other animals kept running?

**Teacher:** Let us continue reading to see what the fox says to the donkey.

(Read aloud the second paragraph where the fox approaches the donkey and speaks to him.)

**Teacher:** What did the fox say to the donkey?

### Poster

**Teacher:** Let us take a moment to look at the poster on the wall.

(Please display and discuss the posters prominently in the classroom to reinforce the learning about animal reproduction.)

**Teacher:** Great observation everyone.

**Teacher:** Now, let us move to the next activity. I will share some new words from the story.

**Teacher:** let us look at the words from this part of the story and repeat after me:

- 'braying' – making a donkey's cry
- 'giggled' – laughed in a silly way

**Teacher:** Let us use these words in sentences. For example, 'The donkey was embarrassed because his braying sounded nothing like a lion's roar.'

English


Theme 4: What Is Living Together?

## ARTICLES


a, an, the

20 Minutes


Hi Dev, what do you have in your pencil case?




Hi, Maya, I have a pencil and an eraser.



Where did you go during the holidays?



We went to Agra. We visited the Taj Mahal. It was built by Shah Jahan.



<p>We use a before words that begin with a consonant sound.</p> <p>Manoj throws a ball.</p> <p>Radha paints a picture.</p>	<p>We use an before words that begin with a vowel sound.</p> <p>Neil eats an orange.</p> <p>I have an umbrella.</p>	<p>We use the when we talk about something particular.</p> <p>The sun is shining.</p> <p>The English book is in my bag.</p>
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**Teacher:** Now, turn to your partner and use one of the new words in your own sentence.

(Gives time for discussion and listens to responses.)

**Teacher:** Great job! Try using these new words when speaking and writing.

## Differentiated Activities

110 km/h



Write a letter from the donkey to his friend, explaining what happened when the fox caught him. Include how he felt and what he learnt from the experience.

80 km/h



Draw a picture of the donkey hiding in the bushes. Write three sentences about why he was trying to scare the animals.

40 km/h



Complete the sentence: 'The donkey tried to roar like a \_\_\_\_\_, but he ended up \_\_\_\_\_.'

## Home Task

Write three sentences describing what the donkey should have done instead of trying to scare the other animals.

## Period 5

### Recalling better

SHOULD DO

10 MIN.



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

**Teacher:** Let us quickly review what happened in the previous session.

Recalling better

- An unhappy donkey was walking around in a jungle.
- The donkey stumbled upon a toy lion.
- The donkey slid inside the big toy.
- The donkey looked at his reflection in the lake.
- Just then, a rabbit saw the donkey in the lion's skin. The rabbit got scared and ran away.
- The donkey started to scare all the animals in the jungle.
- One day, he decided to roar like a lion, but ended up braying.
- A fox recognised the voice of the donkey and caught him.
- The donkey was sorry and ashamed of his own actions.
- The donkey's owner came to know about the donkey's mischief.
- The owner took the donkey home.

CING

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**Teacher:** Can anyone remind me what the donkey did after he was caught braying like a lion?

**Teacher:** That is right! Now, let us continue to see what happens next in the story.

**Teacher:** Open your books to the Recalling better section. Look at the key events listed here. Let us go through them together.

The donkey found a toy lion. He slid inside the big toy and saw his reflection in the lake. A rabbit saw him and got scared. The donkey enjoyed scaring the animals. One day, he tried to roar but ended up braying. A fox recognised his voice and caught him. The donkey felt ashamed of his actions. His owner found out and took him home.

**Teacher:** Now, let us discuss 'why do you think the donkey felt ashamed in the end? What did he learn from this experience?'

**Teacher:** Take a moment to think, then share your ideas. Let us continue reading to find out what happens next.



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

MUST DO

20 MIN.



### Discovering better

**Teacher:** Now, let us look at some new words from this part of the story. We will first repeat the words and their meanings together.

**Teacher:** Repeat after me:

- 'mischief' – bad behaviour

**Teacher:** Let us use these words in sentences. Here is an example:

Discovering better

LAD

**braying:** sound made by a donkey

**giggled:** laughed in a silly way

**mischief:** bad behaviour

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**Teacher:** 'The donkey's braying sounded nothing like a lion's roar and all the animals laughed at the mischief.'

**Teacher:** Now, turn to your partner and use one of these words in your own sentence.

**Teacher:** Excellent work! Let us continue with the next part of the story.

### Matching better

- 'marched' – set about
- 'recognise' – identify

**Teacher:** Let us say the words aloud together: 'marched', 'recognise'. Can anyone make a sentence using one of these words?

(Listen to responses and guide students in using the new vocabulary.)

Matching better

LTL

**marched:** set about

**recognise:** identify

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**Teacher:** Great! Let us move on to the next part of the story to see how the children solve a problem using mathematics.

### Connecting better

**Teacher:** Now, let us move to a different activity that connects maths with the story.

**Teacher:** In this part, Sam and her friends are at the bookstore and they need to calculate how many books they will have in total.

Maths

**Connecting better**

Sam, Ryan, Maria, Jas and Lina look at the books in the bookstore after the reading session. Sam says, "I think the donkey should be friends with other animals. Then he will no longer be unhappy." Jas says, "Yes! Now look around for more books about animals." The five children decide to buy three books each. "How many books will we have in total?" asks Maria. Sam multiplies 5 with 3. "15 books!" she replies happily. "And each book talks about 23 different animals!" Jas multiplies 15 with 23. "That means we will learn about 345 different animals!" he exclaims.

MDA
HoLL

49

**Teacher:** Sam multiplies 5 by 3. Let us try this together. What is 5 multiplied by 3?

**Teacher:** That's right! It's 15. Now, Jas multiplies 15 by 23 to find how many animals they will learn about in the books. Can anyone do that multiplication for me? (Give time for students to calculate.)

**Teacher:** The answer is 345. Well done!

**Teacher:** Now, turn to your partner and see if you can come up with a similar multiplication problem. (Encourage students to work in pairs.)

COULD DO

10 MIN.

☐

### Imagining better

**Teacher:** Now, let us do an activity based on imagination.

**Teacher:** Imagine that you are the lion in the story. What would you do differently? How would your life change if you were the king of the jungle?

**Imagining better**

if I were a lion...

48

**Teacher:** Write down your thoughts in a few sentences. For example, 'If I were a lion, I would roar proudly and all the animals would respect me.'

**Teacher:** Take a few minutes to write your thoughts, then share them with your partner.

### Laughing better

**Teacher:** Let us move on to a fun activity now. We will practise using the word 'giggled' in sentences.

**Teacher:** Imagine you are one of the animals in the jungle. You see the donkey trying to scare the others, but instead, he makes a silly sound. How would you react?

**Teacher:** For example, 'I giggled when I saw the donkey trying to roar like a lion!'

**Laughing better**

**Toby:** Which key is found on a tree?

**Hopper:** A monkey.

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**Teacher:** Now, turn to your partner and share a sentence where you use 'giggled'. Try to make it funny! (Give time for students to discuss and share their sentences.)

### Differentiated Activities

**110 km/h**



Write a paragraph about how the children used maths to solve the problem at the bookstore. Include multiplication in your explanation.

**80 km/h**



Solve this multiplication problem: 7 books per child and 5 children. How many books will they have?

**40 km/h**



Complete the sentence: 'If each child buys 3 books, they will have \_\_\_\_\_ books in total.'

### Home Task

Write three sentences about your favourite animal. Use multiplication in your sentences, just like the children in the bookstore.

### Period 6

**Teacher:** Good morning children.

Before we begin today's lesson, let us quickly recap what we have learnt so far. Who was the main character in the story? Yes, the donkey. What happened to the donkey? Think about the different events in the story.

**Teacher:** Now, open your books to page 49 and look at the section 'Learning better'.

Today, we will complete some comprehension exercises based on what we have read.

SHOULD DO

5 MIN.

☐

MUST DO

25 MIN.

☐

### Learning better

### Excelling Comprehension

**Teacher:** Look at Exercise A. We need to circle the correct answers based on the story. Let us do them together.

**Teacher:** The first sentence says, 'The donkey was always \_\_\_\_\_. ' Read the sentence carefully and choose the correct option. Was the donkey happy or upset?



CBA FULL

Comprehension

**A Circle the correct answers.**

- The donkey was always **complaining** / singing.
- The donkey stumbled upon a **toy lion** / toy tiger.
- The toy lion was **hanging from a tree** / lying on the ground.
- The donkey jumped out whenever he heard **a human** / an animal approaching.
- Soon, the donkey's **mother** / owner took him home.

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

- "What a delightful change! I am enjoying this so much!"
  - Who said these words?
  - Why did the speaker say these words?

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**Teacher:** Now, move to the second sentence. The donkey stumbled upon something. Look at the two options. What did he find? Think about the story and pick the correct answer.

**Teacher:** Let us look at the next one. Where was the toy lion? Was it on the ground or somewhere else? Let us read and find out.

**Teacher:** Now, the fourth one. Who was the donkey afraid of? Did he react when he heard an animal or a human?

**Teacher:** Finally, who took the donkey home? Read both options and choose the right one.

**Teacher:** Well done! Now, let us move to Exercise B. Read the given lines from the story carefully and we will answer the questions together.

**Teacher:** The first line says, 'What a delightful change! I am enjoying this so much!' Who said these words? Think about the character who was experiencing a change. Why do you think the speaker said this? What was different for them?

**Teacher:** Now, let us look at the second line—'You were caught in the act with that bray!' Who do you think said this and to whom? What was the act that the speaker is talking about?

**Teacher:** Now, write your answers neatly in your notebooks.

**Teacher:** Now, let us play a story detective game.

I will read a sentence from the story aloud, but I will change one detail. Your task is to listen carefully and tell me what was wrong in my sentence.

For example, if I say, 'The donkey stumbled upon a toy elephant,' you should say, 'No, it was a different toy.'

**Teacher:** Let us begin and see who can spot the mistakes the fastest.

## Differentiated Activities

110 km/h

Write two new sentences using words from today's exercise (learning better) and underline the key words.

80 km/h

Draw a simple picture of a scene from the story and label it with one sentence.

40 km/h

Act out a small part of the story while the class guesses which scene it is from.

## Home Task

Write three sentences about the donkey's experience in the story. Be ready to share them with the class.

## Period 7

### Learning better - Excelling Comprehension

**Teacher:** Good morning children. Before we begin today's lesson, let us quickly recall what we have learnt so far. Yesterday, we discussed the donkey and his actions in the story. Can anyone tell me why the donkey wanted to act like a lion?

**Teacher:** Now, open your books to page 50 and look at the comprehension exercises C and D. Today, we will focus on answering questions based on the story.

**Teacher:** Look at Exercise C. We need to write short answers in our notebooks. Let us read the first question together—'Why was the donkey unhappy?' Think about the donkey's situation in the story. What made him feel this way?

Write short answers in your notebook.

- Why was the donkey unhappy?
- What did the donkey do when he saw that the lion was not moving?
- Why was the donkey proud of himself?

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**Teacher:** Now, let us look at the second question—'What did the donkey do when he saw that the lion was not moving?' Read carefully and recall the donkey's actions.

**Teacher:** The last question asks, 'Why was the donkey proud of himself?' What do you think made him feel proud?

(Students will write it in their notebooks)

**Teacher:** Now, let us move to Exercise D, where we will write longer answers. The first question asks 'Who was the first to see the donkey wearing the toy lion? Where? What happened after that?' Think about the sequence of events in the story. Who noticed the donkey first? What did they do?

**Teacher:** 'The second question is discussion-based.' 'We should not try to copy others. Do you agree or disagree? Give reasons for your answer.' Think about the donkey's experience. Did copying help him? Why or why not?'

**Teacher:** Now, write your answers neatly in your notebooks.



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

- Who was the first to see the donkey wearing the toy lion? Where? What happened after that?
- We should not try to copy others. Do you agree or disagree? Give reasons for your answer.

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**Teacher:** Now, let us play a story role-play activity.

- I will divide the class into small groups.
- Each group will choose a scene from the story.
- You will act it out in front of the class without telling us which scene it is.
- The rest of the class will guess which part of the story you are performing.

**Teacher:** Let us begin and see who can guess correctly!

## Differentiated Activities

110 km/h



Write a short paragraph about a time when you felt proud of something you did.

80 km/h



Write a sentence about what he learnt in the story.

40 km/h



Find a classmate and tell them one thing you have learnt from the donkey's experience.

## Home Task

Fill 'My Scribbles and Secrets'.

## Period 8

### Excelling Vocabulary

**Teacher:** Good morning children.

Let us begin with a quick recap.

Yesterday, we discussed the donkey's experience in the story and answered comprehension questions. Today, we will work on vocabulary skills.

**SHOULD DO**

15 MIN.



**EXCELLING Vocabulary**

**E Match the following.**

1. author	<input type="radio"/>	<input type="radio"/>	a.
2. August	<input type="radio"/>	<input type="radio"/>	b.
3. autumn	<input type="radio"/>	<input type="radio"/>	c.
4. autorickshaw	<input type="radio"/>	<input type="radio"/>	d.
5. audience	<input type="radio"/>	<input type="radio"/>	e.

50

**Teacher:** Open your books to page 51 and look at Exercise E and F.

**Teacher:** First, we will do Exercise E - Match the following. Look at the words—author, August, autumn, auto rickshaw and audience. Now, look at the pictures on the right. Think about which word matches each picture. Let us do the first one together.

**Teacher:** Now, complete the rest on your own. Look at the pictures carefully to help you.

**MUST DO**

15 MIN.



**Teacher:** Now, let us move to Exercise F. Look at the words in the first column—heard, see, one, know and know.

**F Match each word with its homophone. Say the words aloud.**

- |          |                       |                       |         |
|----------|-----------------------|-----------------------|---------|
| 1. heard | <input type="radio"/> | <input type="radio"/> | a. no   |
| 2. see   | <input type="radio"/> | <input type="radio"/> | b. won  |
| 3. one   | <input type="radio"/> | <input type="radio"/> | c. herd |
| 4. know  | <input type="radio"/> | <input type="radio"/> | d. new  |
| 5. knew  | <input type="radio"/> | <input type="radio"/> | e. sea  |

50

**Teacher:** The words that sound the same but have different meanings are called homophones. Let us read the words aloud together and listen to their sounds.

**Teacher:** Let us do the first one together—'heard'. Which word in the second column sounds the same? Look carefully and match it.

**Teacher:** Now, complete the remaining words on your own. Read them aloud once you have matched them correctly.

**COULD DO**

10 MIN.



**Teacher:** Let us play a fun game called 'Homophone Charades'. I will whisper a word to a student and they will act it out. The rest of you must guess the word and say its homophone.

**Teacher:** (Whispers 'see' to a student, who pretends to look around.) What word is the student showing?

**Teacher:** Yes, 'see'! Now, who can tell me it is homophone?

**Teacher:** Correct! It is 'sea'. Well done! Let us try another one.

## Differentiated Activities

110 km/h



Write two sentences using different homophones from today's lesson.

80 km/h



Draw a picture representing any two homophones and label them.

40 km/h



Find a 'partner' and say one homophone while your partner says its matching pair.

## Home Task

Look around your house and find two objects that are homophones (for example, 'sun' and 'son' or 'pair' and 'pear'). Draw both objects in your notebook and write their names below each drawing. Try to use each word in a sentence with the help of your parents or siblings.

## Period 9

**SHOULD DO**

15 MIN.



### Excelling Spellings

**Teacher:** Good morning children. Before we start today's lesson, let us quickly recall what we learnt in the last

session. Can anyone tell me what homophones are? Yes, they are words that sound the same but have different meanings.

**Teacher:** Now, let us move to today's task. Open your books to page 52 and look at Exercise G - Excelling Spellings.

**Teacher:** In this exercise, you have to circle the words that contain 'gg' in each row. Let us read the first row together. Which word has 'gg' in it?

**Spellings**

**G** Circle the gg words in each row. Read the words aloud.

1. giggle	girl	gum
2. leg	dig	bigger
3. flag	hugged	mug
4. foggy	gate	garden
5. tag	juggle	fig

**Teacher:** Now, complete the rest of the exercise on your own. Read the words carefully before circling them.

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

**MUST DO**

15 MIN.

## Excelling Punctuation

**Teacher:** Now, let us move to Exercise H - Excelling Punctuation on the same page.

**Teacher:** In this exercise, we need to add commas where needed. Let us read the first sentence together. Do you notice a list of words? Where should the commas go?

**Teacher:** Now, read each sentence carefully and place commas in the correct places. Remember, commas help separate words in a list and make sentences clearer.

**Teacher:** Once you have completed the exercise, we will read the corrected sentences aloud.

**COULD DO**

10 MIN.

**Teacher:** Now, let us play a punctuation challenge.

- I will read a sentence without commas.
- You must rewrite it correctly by adding commas in the right places.
- The first person to write the correct sentence wins a point.

**Punctuation**

**H** Read the given sentences. Add commas (,) where needed.

- The rabbit the bear and the giraffe thought that the donkey was a lion.
- We had sandwiches fruits and milk for breakfast.
- Ria Tina and Harsh are my friends.
- My hobbies are reading singing dancing and making art.
- My favourite fruits are apples oranges and bananas.

**Teacher:** Let us begin and see who can correct the sentences the fastest!

**Note-** Here are the sentences.

- My favourite colours are red blue green and yellow.
- We visited Paris London Rome and Berlin last summer.
- The cat sat on the soft fluffy warm blanket.

- Before going to bed brush your teeth wash your face and change into pyjamas.
- I like to eat pancakes, waffles, toast and cereal for breakfast.

## Differentiated Activities

110 km/h



Write two sentences of your own that include a list and add commas correctly.

80 km/h



Find a sentence in your book that contains commas and explain why they are used.

40 km/h



Read a sentence aloud without commas, then read it again with commas to hear the difference in meaning.

## Home Task

Complete Excelling Expression as a Home task and show it in the next class.

## Period 10

## Excelling Grammar

**SHOULD DO**

20 MIN.

**Teacher:** Good morning children. Before we start today's lesson, let us quickly recall what we learnt in the last session. Yesterday, we practised using commas in sentences. Can anyone tell me why commas are important in writing?

**Teacher:** Now open your books to page 53 and look at the grammar section.

**Teacher:** Let us read the rules together.

- We use 'a' before words that begin with a consonant sound.
- We use 'an' before words that begin with a vowel sound.
- We use 'the' when talking about something specific.

**Teacher:** Can you think of an example where we use 'a'? What about 'an'? And when do we use 'the'?

**Grammar**

**CING**

We use the articles a or an:

- when we mean one of something in general.
  - a lion      an owl
- before things we can count.
  - a cup      a glass of milk      an island

We use a before words that begin with a consonant sound.

- a ball      a house      a zebra

We use an before words that begin with a vowel sound.

- an engine      an orange      an hour

We use article the when we talk about a specific thing.

- the Sun      the air      the Earth

Tickling the Correct Articles and Fill in the Blanks

**Teacher:** Now, let us look at Exercise I on the same page. We need to tick (✓) the correct article that goes with each word. Let us do the first one together.

- Should we say 'a tree' or 'an tree'? Think about the first sound in 'tree'.

**Teacher:** Now, complete the rest of the exercise on your own. Read each word carefully before choosing the article.

**Teacher:** Now, let us move to Exercise J, where we need to fill in the blanks using the correct articles. Let us read the first sentence together. What article should go before 'jungle'?

**1 Read the words. Tick (✓) the articles that go with the words.**


1. a / an tree	2. a / an elephant	3. a / an baby
4. an / the Earth	5. a / the Sun	

**2 Fill in the blanks using the correct articles.**

Once there was a village called Dharmā. There was \_\_\_\_\_ jungle behind \_\_\_\_\_ village. Many wild animals lived in the jungle. One day, \_\_\_\_\_ unhappy donkey walked into the jungle. \_\_\_\_\_ donkey thought everyone made fun of him. It wanted to be \_\_\_\_\_ lion.

51

**Teacher:** Now, complete the rest of the blanks by using what we have learnt about a, an and the. If you are unsure, read the sentence aloud to check if it sounds correct.

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

**MUST DO**

20 MIN.



## Excelling Concentration

**Teacher:** Good morning children. Before we begin today's lesson, let us recall what we learnt yesterday. We discussed articles and their correct usage. Can anyone remind us when we use 'an' instead of 'a'?

**Teacher:** Now, open your books to page 54 and look at Exercise K - Concentration. This is a listening activity, so I need everyone to listen carefully.

**Concentration\***

**K Listen carefully to your teacher and fill in the blanks.**

1. Textile is any material that is used to make \_\_\_\_\_.
2. India is the \_\_\_\_\_ largest producer of textile in the world.
3. India is the \_\_\_\_\_ producer of cotton in the world.
4. India is the \_\_\_\_\_ largest producer of silk in the world.
5. The \_\_\_\_\_ Road in \_\_\_\_\_ was used to export Indian silk to western countries.

51-52

**Teacher:** I will read a passage aloud from page 118. As I read, you will fill in the blanks in your book. Do not worry if you miss something, I will read it twice.

**Teacher:** Ready? Let us begin. Listen carefully and complete the missing words.

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

## Excelling Language

**Teacher:** Now, let us move to Excelling Language section on the same page. This activity is a role-play. Look at the dialogue between Mr Rabbit and Mr Giraffe.

**Teacher:** I will divide the class into pairs. One of you will take the role of Mr Rabbit and the other will be Mr Giraffe. First, read the dialogue aloud with your partner. Speak clearly and with expression.

**Language**

**L Mr Rabbit and Mr Giraffe discuss what happened in the forest. Take turns to enact the roles of Mr Rabbit and Mr Giraffe. Discuss what would have happened if the donkey had been caught.**

**You may begin like this:**

**Mr Rabbit:** What a day it was!

**Mr Giraffe:** Yes! The donkey tried to fool us!

**Mr Rabbit:** Mr Fox is very clever.

**Mr Giraffe:** You are right. Imagine what would have happened if...

52

**Teacher:** After reading, discuss this question together. What do you think would have happened if the donkey had not been caught? Think about the story and imagine how the events could have changed.

**Teacher:** Now, let us share our ideas with the class. Each pair will share what they discussed.

## Home Task

Collect the chart paper and water colour to bring to the classroom tomorrow and observe a drawing of any animals which you have to draw in the classroom.

## Period 11

### Creating better

**Teacher:** Good morning students. Now, let us move to a creative activity! Look at Exercise - Creating better on the same page.

**SHOULD DO**

20 MIN.



**Creating better**

**Animal Footprint Art**

Take a chart paper and water colours. Put the water colour of your choice on your fingers or hands to create animal footprints on the paper. Create footprints of different animals, such as camel, dinosaur, elephant, duck and so on.

52

**Teacher:** We are going to make Animal Footprint Art.

- Take a sheet of chart paper and watercolours.
- Choose your favourite animal and think about what its footprint might look like.
- Use your fingers or hands to create animal footprints on the paper.
- Try making footprints of different animals, like a camel, dinosaur, elephant or duck.

**Teacher:** This activity will help you understand how different animals leave different kinds of prints.

**MUST DO**

10 MIN.



### Thinking better

**Teacher:** Now, let us think about people who inspire us. A role model is someone we admire and learn from. Who is your role model? It could be a parent, teacher, friend or someone famous.

**Thinking better**

Which qualities of your role model do you like. Would you like to copy those habits? Write the answer in your notebook.

52

**Teacher:** Open your books to Thinking better on page 56. Look at the question. Which qualities of your role model do you like? Would you like to copy those habits?

**Teacher:** Think about why you admire this person. Is it because they are kind, hardworking or always ready to help? Now, write your thoughts in your notebook.

**MUST DO**

10 MIN.



**Teacher:** We will make animal footprint art using paint and our fingers.

**Teacher:** Look at your hands. Do you think we can use our fingers to make footprints? (Waits for responses) Yes, we can. Different animals have different footprints and today, we will create them on paper.

**Teacher:** First, take a chart paper. Now, choose your favourite watercolour. Dip your finger lightly in the paint.

**Teacher:** Let us start with a simple footprint. Press your finger on the paper once. This small round print looks like a duck's footprint.

**Teacher:** Now, try using three fingers together. What does it look like? (Encourages responses) Yes, it looks like an elephant's footprint.

**Teacher:** If you drag your finger while pressing, it can look like a dinosaur's footprint. Try making different shapes and patterns.

**Teacher:** Once you finish, label your footprints. Write the name of the animal next to each one.

**Teacher:** Now, look at your patterns. Can you tell your friend which footprint belongs to which animal? (Encourages students to share)

**Teacher:** Well done, everyone. Your artwork looks amazing. You all did a great job creating different animal footprints.

## Home Task

Complete the project from the Book of Project Idea and submit in the class.

## Period 12

### Choosing better

**SHOULD DO**

15 MIN.



**Teacher:** Good morning, Hope you all are fine. Now, let us think about manners. Open your main course book to Choosing better on page 56.

### Choosing better

When guests visit your house, should you greet them? Or should you continue doing what you were doing? Give reasons.

EXL LSV 2LCS

52

**Teacher:** When guests visit your house, what should you do? Should you welcome them or should you continue doing what you were doing?

**Teacher:** Think about a time when guests came to your house. How did you respond? Was it the right thing to do?

**Teacher:** Talk to your partner about your experience. Then, write your answer in your notebook. Give a reason for your choice.

## Revising better

**Teacher:** Now, let us build our vocabulary! Open your books to Revising better on page 52.

### Revising better

Think of a new word. Write a synonym for it. Write sentences using the word and its synonym in your Little Book.

DBL

52

**Teacher:** Think of a new word you learnt today. Now, find a synonym for that word—a word that has a similar meaning.

**Teacher:** Write a sentence using both the word and its synonym in your notebook. This will help you remember new words easily.

**COULD DO**

20 MIN.



## Book of Holistic Teaching

**Teacher:** Now, let us switch to another activity. Open your books to page 5. We will complete exercises in Maths, Science and Social Studies.

### Maths

**Teacher:** Look at Exercise A. Bhima is a farmer who plants trees. He can plant 150 trees each day. How many can he plant in 30 days? Look at the options and think about the correct answer.

### Chapter 4: The Donkey Goes for a Stroll

Theme 4: What Is Living Together?

#### A Maths

Tick (✓) the correct answers.

Bhima is a farmer. He can plant 150 trees in one day. Autumn is just a month away. How many such trees can he plant in 30 days before autumn?

1. 3000

☐

2. 2400

☐

3. 4500

☐

4

### Science

**Teacher:** Now, let us move to Exercise B. We will read statements about plants and decide if they are true or false. Let us read the first statement together—'The root of a plant grows above the ground.' Is this true?

#### B Science

State true or false.

- The root of a plant grows above the ground. \_\_\_\_\_
- The shoot of a plant grows above the ground. \_\_\_\_\_
- Fibrous root does not have a main root. \_\_\_\_\_
- The leaf is called the kitchen of the plant. \_\_\_\_\_
- A young flower is known as a fruit. \_\_\_\_\_

4



**Teacher:** Now, complete the rest of the exercise. Think about what you have learnt about plants.

## Social Studies

**Teacher:** Look at Exercise C. Let us answer the questions based on this.


### C Social Studies

Priya has to attend a wedding in Madhya Pradesh. She buys many clothes. She buys a pashmina shawl, a ghagra choli, an Anarkali suit, a Chanderi sari and a mekhela chador. Answer the following questions.

1. Pashmina shawl is a famous clothing item in which Indian state?
2. What should Priya wear at the wedding?

(4-5)

**Teacher:** Discuss your answers, then write them in your notebook.

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

**SHOULD DO**

5 MIN.

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

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

## L (What I have Learnt)#

ICL

52

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

(Wait for students to fill in the chart.)

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

## Differentiated Activities

110 km/h



Write a short conversation between you and a friend visiting your house. Show how you would greet them politely.

80 km/h



Draw a picture of how you welcome guests at home. Label the picture with words from today's lesson.

40 km/h



Find a classmate and act out how you would greet a guest at home. Use polite words while speaking.

## Home Task

Complete Worksheet-1 at home from your workbook.

## Period 13

### Worksheet-2

**Teacher:** Good Morning students! I hope you all are doing well. Let us first discuss worksheet - 1 which you have done as homework.

**SHOULD DO**

20 MIN.

(Discuss the answers with students)

**Teacher:** We will open your Workbooks to page 7 to worksheet-2.

Worksheet 2

Vocabulary

A. Fill in the blanks with 'gg' to complete the words.

1. be \_\_\_\_ ar
2. da \_\_\_\_ er
3. ji \_\_\_\_ le
4. wi \_\_\_\_ le

(11)

**Teacher:** Let us start with Exercise A - Fill in the blanks with 'gg' to complete the words. Read the incomplete words carefully. Think about where 'gg' fits. Let us do the first one together.

B. Circle the 'au' words. Read the words aloud.

- 11 away
- audio
- awake
- awful
- August
- author
- autumn
- awesome
- audience

**Teacher:** Now, look at Exercise B - Circle the 'au' words. Read each word aloud. Identify the ones that contain 'au' and circle them.

C. Match the homophones.

1. one
2. rain
3. night
4. whether
- a. reign
- b. knight
- c. won
- d. weather

(11)

**Teacher:** In Exercise C - Match the homophones, let us connect words that sound the same but have different meanings. Look at the first word and try to find its correct match. Remember, the meaning of the words must be different even if they sound alike.

Grammar

A. Fill in the blanks with 'a' and 'an'.

1. There is \_\_\_\_ nest on the tree.
2. May I have \_\_\_\_ glass of water?
3. Please give me \_\_\_\_ tissue.
4. Tia will reach in \_\_\_\_ hour.
5. Manoj is \_\_\_\_ honest boy.

(11)

**Teacher:** Now, let us move to the Grammar section. In Exercise A, we will fill in the blanks with 'a' or 'an'. Think about whether the word begins with a vowel or consonant sound.


B. Write 'a' or 'an' before these words.

1. \_\_\_\_ engine
2. \_\_\_\_ parrot
3. \_\_\_\_ mango
4. \_\_\_\_ umbrella
5. \_\_\_\_ ice cream

(11)

**Teacher:** In Exercise B, you will write 'a' or 'an' before the given words. Read each word and decide which article fits best.

**Teacher:** Once you complete all sections, we will review the answers together.

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

**MUST DO**

20 MIN.

### Worksheet-3

**Teacher:** Now, open your workbooks to page 8 and look at Worksheet 3. We will complete three exercises today.

#### Worksheet 3

#### Listening / Speaking / Writing

##### A. Listen to the paragraph carefully. Fill in the blanks.\*

Tara is taking a \_\_\_\_\_. (shower/class)

After the bath, Tara goes to have \_\_\_\_\_. (breakfast/dinner)

Her father is making \_\_\_\_\_. (sandwich/Idlis)

Tara and her mother love looking at the \_\_\_\_\_. (Sun/stars)

After the walk, Tara's father reads her a \_\_\_\_\_. (poem/story)

12

**Teacher:** In Exercise A, listen carefully as I read a short passage. Your task is to fill in the blanks with the correct words. Read the options given in brackets before we start. This will help you focus on the missing words.

##### B. Work with a partner. Talk about the things you would do if the following things took place. You may use the words in the box.

go to the park    return home early    call our parents  
wear a warm jacket    throw a party

1. If it is a holiday tomorrow, we will go to the park.
2. If it rains, \_\_\_\_\_.
3. If it snows, \_\_\_\_\_.
4. If it is your birthday, \_\_\_\_\_.
5. If it gets late, \_\_\_\_\_.

12

**Teacher:** I will read the passage twice. The first time, just

listen carefully. The second time, fill in the blanks as I read.

##### C. Read the story given below. Think of an ending that you would like for the story to have. Now complete the story with your ending in your notebook.

One day, a little boy called Raman went to the market with his mother. His mother wanted to buy groceries for the family. In the shop, Raman spotted an injured kitten. He showed it to his mother. His mother asked him to get a first aid kit from the chemist shop which was right in front of the grocery shop....


12

**Teacher:** Now, in Exercise B, you will work with a partner. Look at the situations given in your book. If it rains, what will you do? What if you have a holiday tomorrow?

**Teacher:** Use the words in the box to help you frame your answers. Take turns discussing with your partner before writing your responses.

**Teacher:** Now, in Exercise C, read the story about Raman and the injured kitten. The story is incomplete.

**Teacher:** Imagine how you would like the story to end. Would Raman help the kitten? Would something unexpected happen? Use your creativity and complete the story in your notebook.

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

### Differentiated Activities

110 km/h



Write a short paragraph imagining what happened next in the story about Raman.

80 km/h



Complete the given sentences in Section B using the correct words from the box.

40 km/h



Read the sentences aloud with the teacher's help and fill in the blanks in Section A.

### Home Task

Practise the worksheets at home.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>display fine motor skills in tracing and painting.</li> <li>be confident in speaking structured sentences during role-play using stick puppets.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>empathise with animals.</li> <li>control and regulate their emotions by journalling their thoughts in their Secret Journal.</li> <li>converse comfortably and confidently with teacher and peers.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>analyse the plot, characters and events of the story.</li> <li>integrate the conceptual knowledge acquired in Maths, Science and Social Studies with the concepts in English and solve the problems.</li> <li>frame meaningful answers.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>read the lesson fluently with correct pronunciation and intonation.</li> <li>enrich their vocabulary with 'au' words and homophones.</li> <li>listen for specific information and answer the questions.</li> <li>use articles appropriately before nouns.</li> <li>punctuate sentences using simple punctuation</li> <li>frame sentences with synonyms in their Little Book of Synonyms.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>role-play with voice modulation and expressions.</li> <li>tell about their favourite set of clothes.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>help their family.</li> <li>feel confident in asking questions while reading the text.</li> <li>practise speaking hypothetical situations using the sentence structure 'what would happen if...'</li> <li>analyse and give a different ending to the story.</li> </ul>

### Starry Knights


Describe your experience of teaching this story. Did the learners enjoy the story?

Kudos to you for being a fabulous teacher! Give yourself a star.



## Poem-4: Don't Be Afraid of the Dark

Theme 4: What Is Living Together?

 7 Periods (40 minutes each)



Learn better



Animation, eBook, Slideshow

Affirming better

I respect everyone.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to refer to the context and answer the given set of questions.
- to enhance their vocabulary with -est words and homophones.
- to listen attentively to a paragraph on the Moon and choose the correct option for the sentences based on the paragraph.
- to improve their speaking skills and hold the dialogue with their peers.
- to write sentences about the things they notice about the night.
- to express their preference for the Sun or the Moon and compose a song.
- to think and answer if they are afraid of the dark.

### Methodology

#### Period 1

**Teacher:** Good morning, children. Today, we will begin with a beautiful poem titled 'Don't Be Afraid of the Dark' by Ruskin Bond. Can anyone tell me what comes to mind when you think of the dark? Is it something scary or does it feel peaceful?

SHOULD DO

10 MIN.



**Teacher:** Now, open your books to page 53 and look at the poem. I will read it aloud and I want you to listen carefully to the rhythm and the words. Notice how the poet describes the night as something friendly and peaceful.

MUST DO

20 MIN.



**Teacher:** As I read, follow the lines with your finger. Think about the words that stand out to you. What do you feel when you hear them?

**Teacher:** Now, let us look at some words in the poem. What do you think harsh and cease mean? Let us try to understand these words by using them in sentences.

**Teacher:** Now, I will read the poem again and this time, let us try reading along together. Notice the way the poet describes the night—does he want us to fear it or befriend it?

**Teacher:** Let us discuss—why does the poet say that night

is nothing to fear? How does he describe the moonlight and the stars?

**Teacher:** Now, turn to your partner and share how you feel about the night. Do you find it peaceful or a little scary? Why?

COULD DO

10 MIN.



**Teacher:** Now, let us do a small activity. Close your eyes for a moment and imagine a quiet night. Think of the stars twinkling and the cool breeze. What do you hear? What do you see?

**Teacher:** Now, open your eyes and draw what you imagined. It could be the night sky, the moon or anything that makes you feel peaceful about the night.



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

#### Differentiated Activities

110 km/h



Write a short sentence about how the poem makes you feel and share it with the class.

80 km/h



Find a new word from the poem and say a sentence using it.

40 km/h



Listen to the poem again and repeat your favourite line aloud.



## Home Task

Think about a time when you looked at the night sky. Write two sentences describing how it felt. Be ready to share your thoughts in the next class.

## Period 2

**Teacher:** Good morning, children. I hope you all are doing well today. Before we begin, let us take a moment to think about something. What happens when the sun sets? Does the world stop? No, right? Night is just as important as the day.

**Teacher:** Yesterday, we read the poem Don't Be Afraid of the Dark. Can anyone remind me what the poet wanted us to understand about the dark? Should we be scared of it?

**Teacher:** That is right! The poet says that night brings peace, rest and calmness. Now, let us open our books to page 54 and look at the Learning better section. Today, we will explore the poem more deeply and answer some interesting questions.

**Teacher:** Before we begin the activity, let me ask 'do you prefer daytime or nighttime? Why? Think about how the poet described the night.'

SHOULD DO

10 MIN.

☐

MUST DO

20 MIN.

☐

## Learning better- Excelling Comprehension

**Teacher:** Let us start with the first statement. The poet asks us to see the dark in a different way. 'What do you think he wants us to fear or be comfortable with?'

### A Circle the correct answers.

1. The poet asks us not to be afraid of the **light** / **dark**.
2. The Sun must be **soft** / **harsh**.
3. The **moonlight** / **sunlight** is never harsh.
4. In the daytime, troubles never **cease** / **start**.
5. Synonym of 'calm' is **peace** / **chaos**.

54

**Teacher:** Now, moving on to the next line. The poem talks about the sun's nature. Does it feel warm and gentle or is it strong and powerful? Think about how it feels on a hot summer day.

**Teacher:** In another line, the poet compares sunlight and moonlight. One is brighter and stronger, while the other is soft and soothing. Which one do you think the poet finds gentler?

**Teacher:** The poem also tells us about the troubles of the daytime. Do they continue throughout the day or do they settle by night?

### B Write true or false.

1. The Earth must rest. \_\_\_\_\_
2. The poet asks us to not be friends with the night. \_\_\_\_\_
3. There is nothing to fear about the night. \_\_\_\_\_
4. The poet asks us to visit our friends at night. \_\_\_\_\_
5. At night, the world is at peace. \_\_\_\_\_

54

**Teacher:** Lastly, there is a word in the poem that means 'calm'. Is it something that describes peace or something that means disorder?

**Teacher:** Think carefully and choose the best answers. Once you are done, we will move to the next section.

**Teacher:** Now, look at Exercise B. Here, we have to decide whether the statements match what the poet tells us.

**Teacher:** The first one talks about how the Earth follows a cycle of day and night. Does the poet mention this as something natural and necessary?

**Teacher:** Another line suggests that we should not make friends with the night. But wait—did the poet actually say that or was it the opposite?

**Teacher:** The poet describes the night in a way that makes it seem peaceful. Do you think he wants us to feel scared or does he suggest that there is nothing to fear?

**Teacher:** One statement suggests that the poet encourages us to meet our friends at night. Is that what the poem says or is it more about our thoughts traveling to our friends?

**Teacher:** Lastly, the poet describes what happens when the world slows down at night. Does he say that everything becomes chaotic or does he say it becomes calm?

**Teacher:** Think carefully before deciding whether each statement is true or false. Take your time.

COULD DO

10 MIN.

☐

**Teacher:** Now, let us have some fun with words! I will say a word from the poem and you have to come up with a word that means something similar. Let us begin with 'peace'—what is another word that gives the same feeling?

**Teacher:** Now, let us try 'cease'. What does it mean? Can anyone think of another word with a similar meaning?

**Teacher:** Next, find a partner. Choose a word from the poem and use it in a new sentence. Share your sentence with your partner, then listen to theirs.

## Differentiated Activities

110 km/h



Write a short paragraph using two words from today's discussion. Try to connect your ideas to the theme of night and peace.

80 km/h



Find a word in the poem that describes something calm and peaceful. Share it with the class and explain why you chose it.

40 km/h



Listen carefully as I read a line from the poem. Repeat it aloud with the correct expression and rhythm.

## Home Task

Think about a place where you feel peaceful. Write two sentences about why it makes you feel that way.

## Period 3

**Teacher:** Good morning, everyone. Before we begin today's lesson, let us take a moment to recall what we discussed yesterday.

SHOULD DO

10 MIN.

**Teacher:** We explored how the poet describes the night and encourages us not to fear the dark. Can anyone share what they remember about the message of the poem?

**Teacher:** Great! Now, open your books to 54 and look at the next exercises. Today, we will answer some interesting questions about the poem to understand its meaning even better.

MUST DO

20 MIN.

## Learning better

**Teacher:** First, let us look at Exercise C, where we will answer a few short questions about the poem.

**Teacher:** The poet refers to someone in the poem as 'little one'. Who do you think the poet is talking to? Think about the poem's gentle and comforting tone.

### C Write short answers in your notebook.

1. Who is the poet referring to as 'little one'?
2. What is our usual feeling during the day?
3. Whom does the poet ask us to be friends with? (54)

**Teacher:** Now, let us consider how we feel during the day. Are we usually restless, calm or something else? What does the poet say about this?

**Teacher:** Finally, the poet gives us advice about whom we should befriend. Is it the sunlight, the trees or something else? What do you think the poet suggests?

### D Write long answers in your notebook.

1. Why shouldn't we be afraid of the dark?
2. In the poem, the poet treats the Earth as a person. He says that the Earth needs rest. What other things does the poet treat as a person? Explain with examples. (54)

**Teacher:** Take your time and write your answers in your notebook. If you need help, reread the poem to find clues.

**Teacher:** Now, let us move on to Exercise D, where we will think a little deeper about the poem's meaning.

**Teacher:** The poet reassures us that there is no reason to be afraid of the dark. But why? What does the poem tell us about nighttime?

**Teacher:** In another part of the poem, the poet talks about the Earth as if it is a person. The Earth 'needs rest'. What other things in the poem does the poet describe in a similar way? Can you think of examples where nature is given human-like qualities?

**Teacher:** Discuss your thoughts with your partner before writing. You can use examples from the poem to explain your answers.

COULD DO

10 MIN.

**Teacher:** Now, let us do a creative activity. I will say a phrase from the poem and you will act out what it means.

For example, if I say 'the stars will be shining forever and ever,' you can pretend to be a twinkling star.

**Teacher:** Now, turn to your partner. Think of one thing in nature—maybe the moon, the sun or the wind. Describe it as if it were a person. How would it speak or feel? Share your ideas with your partner.

## Differentiated Activities

110 km/h



Write a short paragraph giving human qualities to something in nature. Describe how it would talk or behave.

80 km/h



Choose a line from the poem and illustrate it with a drawing. Add a short explanation of what it means.

40 km/h



Find a word from today's lesson that describes something peaceful or calm. Share it with the class and use it in a simple sentence.

## Home Task

Think about how the poet describes the night as peaceful. Write two lines about how you feel when you look at the night sky.

## Period 4

**Teacher:** Good morning, everyone. Before we begin today's lesson, let us quickly recall what we learnt yesterday. Who can remind us what the poem taught us about the night?

SHOULD DO

5 MIN.

**Teacher:** Wonderful! Today, we will focus on vocabulary building. Open your books to page 54 and look at Exercise E.

MUST DO

25 MIN.

### E Fill in the blanks with -est to complete the words. Read the words aloud. Arrange the words in alphabetical order, in your notebook.

- |            |            |            |
|------------|------------|------------|
| 1. r _____ | 2. f _____ | 3. j _____ |
| 4. p _____ | 5. z _____ |            |

(54)

## Excelling Vocabulary

**Teacher:** Look at the words in the blanks. Each word will end with -est, which is used to compare things. Can you think of an example of a word that ends with -est?

**Teacher:** Great! Now, let us fill in the blanks together. I will read each incomplete word and you will guess the full word by adding -est.

### F Match the homophones.

- |              |   |          |
|--------------|---|----------|
| 1. to        | o | a. bee   |
| 2. be        | o | b. flour |
| 3. deer      | o | c. hare  |
| 4. hair      | o | d. dear  |
| 54 5. flower | o | e. two   |

**Teacher:** After completing the words, read them aloud. Then, arrange them in alphabetical order in your notebooks. Remember, alphabetical order means we organise words as they appear in the alphabet.

**Teacher:** Now, let us move on to Exercise F. Homophones are words that sound the same but have different meanings and spellings. Can you think of any examples?

**Teacher:** Look at the words in the left column. Each word has a homophone on the right. For example, 'to' sounds like 'two', but they have different meanings. Let us match each word to its correct homophone.

**Teacher:** I will read the first word and you will tell me which homophone it matches. Let us go step by step.

**COULD DO**

15 MIN.



**Teacher:** Now, let us play a word association game. I will say a word and you will say a homophone for it. If I say 'dear', you might say 'deer'. Let us see how many pairs we can find together!

**Teacher:** Next, let us use one of the words from Exercise E in a sentence. For example, if you choose 'fastest', you might say 'The cheetah is the fastest animal'. Now, take turns sharing your own sentences.

## Differentiated Activities

110 km/h



Write three pairs of homophones and use each pair in a sentence.

80 km/h



Draw a picture to show the difference between two homophones, like 'flour' and 'flower'.

40 km/h



Choose one homophone from today's lesson and explain what it means.

## Home Task

Find two new words that end in -est and write a sentence using each word.

## Period 5

## Excelling Concentration

**SHOULD DO**

15 MIN.



**Teacher:** Good morning, everyone.

Let us begin today with a listening activity. I will read out a short paragraph about the Moon and you need to listen carefully.

**Concentration\***

**Your teacher will read out a paragraph on the Moon. Listen carefully and circle the correct answers.**

- The Earth has **one** / **two** moon.
- The Moon is the **fourth** / **fifth** largest moon in the solar system.
- The Moon is **four** / **five** billion years old.
- The Moon completes one revolution in **twenty-seven** / **thirty** days.
- The Moon reflects the light of the **Sun** / **stars**.

55

**Teacher:** The Moon is Earth's only natural satellite. It is the fifth largest moon in the solar system. The Moon is about

four billion years old. It completes one revolution around the Earth in twenty-seven days. Since the Moon does not have its own light, it reflects the light of the Sun.

**Teacher:** Now, open your books to page 55 and look at the 'Concentration' section. You will see some statements with two options each. Based on what I read, you need to circle the correct answers. Let us do the first one together.

Teacher: The Earth has \_\_\_\_\_ one / two

\_\_\_\_\_ moons. What is

the correct answer? (Pause for students to answer.) That is right, the Earth has one moon. Now, complete the rest on your own.

**MUST DO**

15 MIN.



## Excelling Language

**Teacher:** Now, let us talk about moonlit nights. Open your books to page 55 and look at the 'Language' section.

**Teacher:** Imagine it is a beautiful moonlit night. What do you like to do? Do you enjoy playing outside? Do you like reading books under the moonlight?

**Language**

**Work in pairs. Describe what you like to do on a moonlit night. You may begin like this.**

I enjoy a moonlit night. My mother reads interesting stories to me under the moonlight. What about you?

Yes, I love it too.

55

**Teacher:** Let us read the conversation given in your book. (Reads aloud) 'I enjoy a moonlit night. My mother reads interesting stories to me under the moonlight. What about you?' The second student responds, 'Yes, I love it too.'

**Teacher:** Now, pair up with a partner and take turns discussing what you enjoy doing on a moonlit night. You may begin like this:

- 'I love walking outside on a moonlit night. The cool breeze feels nice.'
- 'I enjoy sitting with my family on the terrace and looking at the stars.'

**Teacher:** Listen carefully to your partner and try to add more details to your response. I will walk around and listen to your conversations.

**COULD DO**

10 MIN.



**Teacher:** Now, let us make our discussion more exciting. Each of you will draw a small picture showing what you like to do on a moonlit night. It could be playing outside, watching the stars or reading a book. After drawing, write one sentence about your picture.

## Differentiated Activities

110 km/h



Write a short paragraph (3-4 lines) about what you would do on a moonlit night.

80 km/h



Describe a moonlit night to your partner using at least three describing words, such as bright, peaceful or beautiful.

40 km/h



Pick one word from today's lesson (such as Moon or stars) and say a sentence using that word.

### Home Task

Think about what you learnt today and write three new sentences about the Moon or a moonlit night.

## Period 6

### Thinking better

**Teacher:** Good morning, everyone. I hope you all had a wonderful day yesterday. Let us quickly recap what we discussed in our last session. Who can remind me what we learnt about the Moon and the stars?

SHOULD DO

10 MIN.



**Thinking better**

Think and write the answers in your notebook.

1. How do you know when it is dark?

2. What happens to the Moon and the stars during the daytime?

55

**Teacher:** That is correct. We learnt how the Moon reflects the light of the Sun and how the stars are always there, even if we cannot see them in the daytime.

**Teacher:** Now, let us explore an interesting thought. Imagine it is nighttime. How do you know it is dark? What do you notice around you when it gets dark?

**Expression**

In your notebook, write five things you notice about the darkness. You may begin like this:  
The darkness makes me wonder...

55

**Teacher:** Now, open your books to page 55 and look at the section 'Thinking better'. Read the two questions carefully. Think about them and try to write your answers in your notebook. Remember to use complete sentences.

MUST DO

20 MIN.



### Expression

**Teacher:** Now, let us go deeper into our discussion. The poet talks about darkness in an interesting way. Instead of being afraid of the dark, he tells us to observe and think about it.

**Teacher:** Look at the section 'Expression'. It asks you to write five things you notice about darkness. Let us think together. What happens around us when it gets dark? Do you hear different sounds? Do the streets look different? What about the sky?

**Teacher:** Now, start writing your own observations. You may begin with the sentence given in the book—'The darkness makes me wonder...'. Try to use

descriptive words.

**Teacher:** After finishing, let us share some of your ideas. I will ask a few students to read their thoughts aloud.

COULD DO

10 MIN.



**Teacher:** Now, let us play a quick word association game. I will say a word and you will say the first word that comes to your mind. Let us start with darkness.

**Teacher:** Great! Now let us try with moonlight... stars... night...

**Teacher:** This activity helps us to think creatively about what we observe at night.

## Differentiated Activities

110 km/h



Write a short poem or a few lines about what you feel when you look at the night sky. Use words like 'stars', 'moon' and 'darkness'.

80 km/h



Draw a picture of a night scene and label at least three things you see in the dark.

40 km/h



Find a partner and describe what you notice about the night sky. Your partner will listen carefully and add one more detail.

### Home Task

Think about a time when you were outside at night. What did you see and hear? Write 3-4 sentences about your experience in your notebook.

## Period 7

### Choosing better

SHOULD DO

10 MIN.



**Teacher:** Good morning, everyone. Before we start, let us think about something interesting. Imagine you and your friend want to read the same book, but both of you want to read it first. What do you think would be the best way to decide who gets to read it first?

**Choosing better**

You and your friend want to read the same book. But, both of you want to read it first. What will you do? Will you suggest that you and your friend read the book together? Will you not read the book at all? Give reasons for your answers.

55

**Teacher:** Now, turn to the Choosing better section in your book. Read the situation carefully. Think about different ways you could solve this problem. Should you take turns? Should you read it together? Or should one of you wait?

**Teacher:** Discuss with your partner and share your thoughts. Remember, giving a reason for your answer is important.

MUST DO

20 MIN.



**Teacher:** Now, let us write about this situation in our notebooks. Imagine you and your friend had this problem in real life. What would you do? Write a few



sentences explaining your choice and why it is the best solution.

**Teacher:** Think about the importance of sharing and fairness. How can we ensure that everyone gets a chance to enjoy the book?

**Teacher:** Once you are done, I will ask some of you to share your answers with the class. Listen carefully to your classmates' responses and see if you agree or have a different opinion.



**Teacher:** Now, let us have some fun! Pair up with a friend and act out this situation. One of you wants to read the book first and the other also wants it. How will you solve the problem?

**Teacher:** Use polite words and good communication skills to express your thoughts. At the end of the role-play, I will ask the class which solution they think was the best and why.

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

## Differentiated Activities

**110 km/h**



Write a short conversation between two friends who both want to read the same book. Show how they come to a fair decision.

**80 km/h**



Draw a picture of two children reading together. Write a sentence about how reading with a friend can be fun.

**40 km/h**



Think of a time when you had to share something with someone. Say a few sentences about what you shared and how it made you feel.

## Home Task

Think about a time when you had to share something with a friend or sibling. Write a short paragraph about what you shared, how you felt about it and whether it was a good experience.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>engage in interactive activities like role-playing and reciting with proper voice modulation.</li> <li>develop fine motor skills through writing and creative tasks.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>express their thoughts and preferences about the Sun, Moon and darkness.</li> <li>foster self-expression and confidence in communication.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>comprehend the poem and analyse its message.</li> <li>apply critical thinking to answer interpretative and reflective questions.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>use -est words and homophones correctly in conversation.</li> <li>frame meaningful responses and enhance vocabulary through discussion and writing tasks.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>observe and describe the beauty of the night sky.</li> <li>compose a song or poem and relate personal experiences to artistic expressions.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>develop patience and listening skills in conversation.</li> <li>maintain curiosity through exploration and journaling.</li> <li>build a positive perspective on darkness.</li> </ul>

### Starry Knights

Could you inspire the learners to not to be afraid of the dark? Which activity did they enjoy the most?

Give yourself a star.

