

## Lesson-6: A Walk Through Old Delhi

Theme 6: What Is Culture?

13 Periods (40 minutes each)



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



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

Confirming better

I respect every culture.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to explore India's cultural and historical heritage through text and visuals.
- to enhance vocabulary and comprehension using contextual cues.
- to identify and apply degrees of comparison in adjectives.
- to develop listening and speaking skills through interactive tasks.
- to demonstrate respectful behaviour towards public places.
- to express ideas creatively using pictures and stories.
- to apply reasoning and comparison through grammar activities.
- to follow classroom routines and participate in collaborative learning.

### Methodology

#### Period 1

Confirming better I respect every culture. PLH 68

**Teacher:** Good morning, everyone. I hope you all are doing well today.

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

**Teacher:** Today, we are going to start with something important. It is about respecting every culture.

**Teacher:** Can anyone tell me why respecting others and their cultures is important?

**Student 1:** It helps us get along and understand different people.

**Teacher:** Exactly. Respecting different cultures makes our world a better place. It teaches us how to value people and their beliefs.

**Teacher:** Now, let us all repeat this affirmation together. 'I respect every culture.'

**Class:** 'I respect every culture.'

**Teacher:** Well done, everyone. Remember, respecting others helps us grow as better people.



You may show the eBook given on the digital platform.

**Teacher:** Now we will begin a new chapter, 'A Walk Through Old Delhi'.

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 column in your notebooks.

MUST DO

25 MIN.

K	W	L

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

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

#### Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 68.

K (What I Know)\* ICL W (What I Want to Know)\* 68

## Kinaesthetic

### Kinaesthetic

Work in groups of four. Take turns to pick small objects around you. They can be from your desk, bag, pencil box and so on. Use describing words as clues. Your group will guess the object.

68

**Teacher:** Now we will begin with our kinaesthetic activity.

**Teacher:** You will work in groups of four. Please sit together with your group.

**Teacher:** One by one, you will pick a small object around you. It can be from your desk, your bag or your pencil box.

**Teacher:** You will not show the object. Instead, you will use describing words to give clues about it.

**Teacher:** For example, if I say 'shiny, sharp, used to cut', what object am I describing?

**Teacher:** Yes, it is a pair of scissors. That is how you will give clues and your group will guess.

**Teacher:** Take turns and enjoy the game. Use clear and helpful clues.

## Auditory

### Auditory\*

Listen to your teacher carefully. Your teacher will read out some incomplete sentences. Write them in your notebook and fill in the blanks with the correct describing words given below.

brighter sweeter smaller faster lighter

68

**Teacher:** Now we will begin our auditory activity. Everyone please listen to me carefully.

**Teacher:** I will read out some incomplete sentences. You will write them in your notebook and fill in the blanks using the correct describing words from this list: brighter, sweeter, smaller, faster, lighter.

**Teacher:** Let us begin. I will read each sentence twice.

**Teacher:** Sentence 1 – A feather is \_\_\_\_\_ than a fruit.

**Teacher:** (Repeats slowly) A feather is \_\_\_\_\_ than a fruit.

**Student 1:** Lighter.

**Teacher:** Well done. A feather is lighter than a fruit. Write it down.

**Note for Teacher - Repeat each sentence**

**Teacher:** Sentence 2 – The Sun is \_\_\_\_\_ than the Moon.

**Teacher:** (Repeats) The Sun is \_\_\_\_\_ than the Moon.

**Student 2:** Brighter.

**Teacher:** Excellent. The Sun is brighter than the Moon.

**Teacher:** Sentence 3 – A dolphin is \_\_\_\_\_ than a whale.

**Student 3:** Smaller.

**Teacher:** Very good. A dolphin is smaller than a whale.

**Teacher:** Sentence 4 – A car is \_\_\_\_\_ than a cycle.

**Student 4:** Faster.

**Teacher:** Correct. A car is faster than a cycle.

**Teacher:** Sentence 5 – A mango is \_\_\_\_\_ than an orange.

**Student 5:** Sweeter.

**Teacher:** Well done. A mango is sweeter than an orange.

**Teacher:** Everyone, please check your sentences. Make sure you have used the correct describing words. You all did a great job.

(Listening activity on page 119)

## Pictorial

### Pictorial - PS

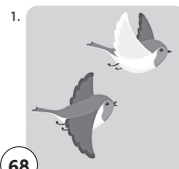
Look at the pictures. Describe each of them with the help of the words given in the box. Add -er to the describing words. Follow the example.



The girl is riding faster than the boy.

The boy is riding slower than the girl.

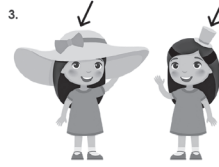
long low big  
small fast short



1.

2.

3.



68

**Teacher:** Now we are going to do a pictorial activity. Please look at the pictures on the page.

**Teacher:** We will describe each picture using the words from the box. Remember, we need to add 'er' to each describing word. Let us follow the example first.

**Teacher:** The girl is riding faster than the boy.

**Teacher:** The boy is riding slower than the girl.

**Teacher:** Now look at Picture 1. Two birds are flying. Which one looks small?

**Student 1:** The brown bird.

**Teacher:** Very good. So we can say, 'The white bird is bigger than the brown bird.'

**Teacher:** And the brown bird is smaller than the white bird.

**Teacher:** Look at Picture 2 now. We see two rulers. Which one is longer?

**Student 2:** The yellow one.

**Teacher:** Yes. So we can say, 'The yellow ruler is longer than the purple ruler.'

**Teacher:** And the purple ruler is shorter than the yellow ruler.

**Teacher:** Now Picture 3. Two girls are wearing hats. Look at their hats carefully.

**Teacher:** Which girl is wearing a bigger hat?

**Student 3:** The girl on the left.

**Teacher:** Well said. So we can say, 'The girl on the left is wearing a bigger hat than the girl on the right.'

**Teacher:** The girl on the right is wearing a smaller hat.

**Teacher:** Very nice. You all used the describing words correctly. Let us now try describing some more things around us using these kinds of words.

**Teacher:** You all did wonderfully in the kinaesthetic, auditory and pictorial activities. Now let us have a mini challenge. I will say two things and you have to write a comparing sentence quickly. For example, 'pencil' and 'chalk' – what can you write?

COULD DO

5 MIN.

## Differentiated Activities

110 km/hr



Look around your classroom and write three comparing sentences using the words 'taller', 'shorter' and 'brighter'.

80 km/hr



Write two sentences comparing objects using the words 'bigger' and 'smaller'.

40 km/hr




Match the words with their pictures – big/small, long/short (Teacher may show point to real objects).

## Home Task

Write two sentences comparing any two objects at your home using describing words ending in 'er'. For example, 'My school bag is heavier than my brother's bag'.

## Period 2

### Interacting better



**Interacting better**

The name of this Indian language is the same whether it is read forwards or backwards. Which language is it? Discuss in groups of four.

ICL

69

**Teacher:** Good morning, everyone. Let us start our day with an energiser.

SHOULD DO

10 MIN.

**Teacher:** I have a riddle for you. Listen carefully.

**Teacher:** The name of this Indian language is the same whether it is read forwards or backwards. Which language is it?


**Teacher:** Discuss in your groups of four. You have two minutes.

(Student groups discuss.)

**Teacher:** Time up. What do you think the answer is?

**Student 1:** Malayalam.

**Teacher:** That is correct. It is 'Malayalam'. It is a palindrome – it reads the same forward and backward. Great job discussing and thinking together.

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

It is cultural week in school. Sam, Ryan, Jas, Sarah, Lina, Maria and their classmates win the dance competition. It is announced that the winners will be taken on a guided heritage walk through Old Delhi. The children are overjoyed.

It is Sunday morning. The teachers and the students reach Delhi. They immediately get ready and leave for Old Delhi.

They reach the old city on time. There they meet their tour guide, Natasha. She greets them warmly.

"Old Delhi was built by the Mughal Emperor, Shah Jahan. He was fond of building palaces and mosques," Natasha tells the children.

Together, they walk through the narrow lanes of the old city. They make a brief stop to see the old havelis. "The grand havelis were once the houses of rich nobles," Natasha tells them.



69

**Teacher:** Now, we will begin reading our new chapter – 'A Walk Through Old Delhi'.

MUST DO

20 MIN.

**Teacher:** Please open page 69 of your main coursebook.

**Teacher:** This story is about a group of children who go on a heritage walk through the old city of Delhi. I will explain as we go, but I would also like you to read aloud with me. Let us enjoy the journey together.

**Teacher:** Let us start with the first paragraph. I will read the first part and then one of you can continue.

**Teacher:** (Reads) 'It is cultural week in school. Sam, Ryan, Jas, Sarah, Lina, Maria and their classmates win the dance competition...'

**Teacher:** (Student continues reading the next few lines.)

Together, they walk through the narrow lanes of the old city. They make a brief stop to see the old havelis. "The grand havelis were once the houses of rich nobles," Natasha tells them.

This is the famous Chunnamal Haveli. It was built in 1855. It has 128 rooms.

**Discovering better**

**heritage:** history of a country or society

**nobles:** here, members of the royal family

LAD

ICL

**Understanding better**

How old is the Chunnamal Haveli?

69

**Teacher:** The children are very excited about going on a guided heritage walk through Old Delhi. It is their reward for winning the competition.

**Teacher:** (Next student reads) 'It is Sunday morning. The teachers and the students reach Delhi...'

**Teacher:** Good. They meet a tour guide named Natasha. She tells them Old Delhi was built by the Mughal Emperor Shah Jahan.

**Teacher:** Can anyone tell me something famous that Shah Jahan built?

**Student 2:** The Taj Mahal.

**Teacher:** Correct. He was famous for building beautiful monuments like the Taj Mahal.

**Teacher:** Now look at the illustration on page 69. This is the Chunnamal Haveli. Can you see it?

**Teacher:** Natasha tells the children that it was built in 1855 and has 128 rooms. That is a very big haveli.

**Teacher:** They also learn that these havelis were once the homes of rich nobles. That is a word for members of royal or noble families.

**Teacher:** Excellent reading and attention, everyone.

**Teacher:** You all did a wonderful job reading and learning about Old Delhi. Now, let us try to reflect on what we learnt today through a small task.

**COULD DO**

10 MIN.

**Teacher:** Everyone, please look at the 'Discovering better' box on page 69.

**Teacher:** It tells us the meaning of two new words –

- Heritage means the history of a country or society.
- Nobles are members of the royal family.

**Teacher:** Now, let us look at the 'Understanding better' section.

**Teacher:** There is a question here – How old is the Chunnamal Haveli?

**Teacher:** Can someone tell me the answer?

**Student:** It was built in 1855.

**Teacher:** Very good. So the haveli is more than 160 years old. That is amazing.

**Teacher:** Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep thinking and exploring and I will see you in the next class. Give yourselves a big round of applause.

### Differentiated Activities

110 km/hr



**Write** two sentences about what you would enjoy the most if you went on a heritage walk through Old Delhi.

80 km/hr



Match the following:

- Shah Jahan – \_\_\_\_\_
- Chunnamal Haveli – \_\_\_\_\_
- Natasha – \_\_\_\_\_

(Options: tour guide, built Old Delhi, 128 rooms)

40 km/hr



• Tick (✓) the correct answer:

1. Old Delhi was built by – (Akbar / Shah Jahan)
2. Chunnamal Haveli has – (28 rooms / 128 rooms)

### Home Task

Write two sentences about what you saw in the picture of Chunnamal Haveli. Describe how it looked and how old it is.

### Period 3

**SHOULD DO**

10 MIN.

**Teacher:** Good morning, everyone. Let us begin with a quick energiser.

**Teacher:** I will say a famous place and you will quickly say what it is known for. Ready?

**Teacher:** Red Fort

**Student:** Independence Day

**Teacher:** Jama Masjid

**Student:** Largest mosque

**Teacher:** Chandni Chowk

**Student:** Big market

**Teacher:** Well done. You are all ready to continue our walk through Old Delhi.

Then, they reach the Jama Masjid. It is the largest mosque in India. It has three entry gates. Each gate has as many as 300 steps.



Next, the group walks up to the entrance of the Red Fort. It looks majestic! The Mughal emperors used to live here a long time ago. Today, the prime minister of India hoists the national flag on Independence Day at the Red Fort.

70

**Teacher:** Now we will continue reading our chapter. Please open to page 70.

**MUST DO**

20 MIN.

**Teacher:** Let us begin with the part about Jama Masjid. It is the largest mosque in India and has three entry gates. Each gate has as many as 300 steps. That is a lot of climbing.

**Teacher:** Now we will move to the Red Fort. It looks majestic and was once home to Mughal emperors. The walls were decorated with gems and it took many years to build. Shah Jahan sat on a peacock-shaped throne inside.

**Teacher:** Today, the Prime Minister of India hoists the national flag at the Red Fort on Independence Day.

**Teacher:** Now open page 71. From the Red Fort, the children walk towards Chandni Chowk. This market was built by Shah Jahan for his daughter Jahanara. It is filled with shops that sell fabrics, jewellery, perfumes, silks and more.



From the Red Fort, they walk towards Chandni Chowk. It is a busy marketplace. "The emperor built it for his daughter, Jahanara. Traders sell goods, such as fabrics, silks, perfumes, gems and jewellery here," Natasha tells the children.

There, they hop on to an e-rickshaw. It takes them to another market. The place smells of herbs and spices.



**Teacher:** Then, they visit Asia's biggest spice market. The place is full of strong smells like turmeric, cumin, cloves and red chillies. The children enjoy the aroma of Indian spices.

**Teacher:** Now, look at the 'Understanding better' section.

**Teacher:** It asks what happens at the Red Fort on Independence Day. The correct answer is that the Prime Minister of India hoists the national flag from the Red Fort.

**COULD DO**

10 MIN.

**Teacher:** Let us look at the 'Discovering better' box. It explains that 'gems' are precious stones like rubies and diamonds. These were used to decorate the walls of the Red Fort.

**Teacher:** Also look at the spices shown in the picture – turmeric, cloves, red chillies and more. These are commonly used in Indian food and make it more flavourful.

**Teacher:** Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep reading and learning and I will see you in the next class. Give yourselves a big round of applause.

## Differentiated Activities

110 km/hr



Write two sentences comparing Jama Masjid and the Red Fort. Use words like 'larger', 'older' or 'more famous'.

80 km/hr



Answer in one word:

1. Where does the Prime Minister hoist the flag on Independence Day?
2. What is the biggest spice market in Asia called?

40 km/hr



Choose the correct answer:

1. The Red Fort was built by – (Shah Jahan / Akbar)
2. Chandni Chowk is known for – (spices / toys)

## Home Task

Draw and label any one place from today's reading – Jama Masjid, Red Fort or Chandni Chowk. Write one line about why it is special.

## Period 4

**Teacher:** Good morning, everyone.

I hope you are ready for another fun day.

**SHOULD DO**

10 MIN.

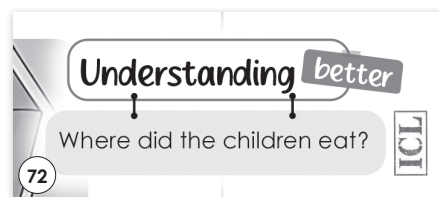


**Teacher:** Let us begin with a quick question from the 'Understanding better' section.

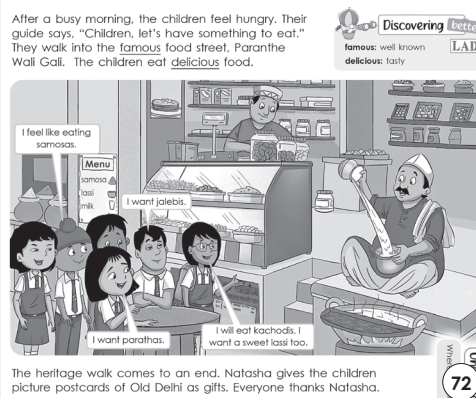
**Teacher:** Where did the children eat during the walk?

**Teacher:** Yes, they ate at 'Paranthe Wali Gali', a famous food street in Old Delhi.

**Teacher:** Now look at the 'Discovering better' box.



**Teacher:** The word 'famous' means 'well known'. And 'delicious' means 'tasty'. These describing words help us understand why the children were so happy to eat there.



**Teacher:** Now we will continue reading the chapter. Please open your book to page 72.

**MUST DO**

15 MIN.

**Teacher:** After exploring the markets, the children feel hungry. Their guide takes them to Paranthi Wali Gali. This street is famous for its delicious Indian food.

**Teacher:** Look at the illustration. Each child wants to eat something different – samosas, jalebis, parathas, kachodis. It shows how rich and diverse our food culture is.

**Teacher:** After eating, the heritage walk comes to an end. Natasha gives the children postcards of Old Delhi as souvenirs. That was such a thoughtful gesture.

**Teacher:** Now let us continue with the 'Imagining better' section.

**MUST DO**

15 MIN.

**Imagining better** if I were an emperor... **72**

**Teacher:** If you were an emperor, what kind of fort or place would you build? Think quietly and imagine. Would it have fountains? Would it be colourful? Think about what makes your fort special.

**Teacher:** Now, let us read the 'Connecting better' box.

**Connecting better**

On the way back, the children thank their teachers for the wonderful walk through Old Delhi. The children discuss what they can do on Teacher's Day that will be special for their teachers. Jas asks why is Teacher's Day celebrated on 5th of September. Sarah replies that Dr S Radhakrishnan was born on this day. He was a great teacher. It was his wish that his birthday be celebrated as Teacher's Day. That's why we thank our teachers on this day for their great work. **MDA HoLL** **72**

**Teacher:** After the walk, the children thank their teachers for arranging the heritage trip. They begin talking about Teacher's Day.

**Teacher:** Jas asks why we celebrate Teacher's Day on 5th September. Sarah shares that it is the birthday of Dr Radhakrishnan, who was a great teacher and later became the President of India.

**Teacher:** It was his wish that his birthday be celebrated to honour teachers. That is why we show our respect and gratitude to our teachers on this day.

**Teacher:** Let us now look at 'Matching better'.

**Matching better**

narrow: thin **LTL**  
majestic: grand **72**

**Teacher:** Match the words:

- 'Narrow' means 'thin'
- 'Majestic' means 'grand'

**Teacher:** And finally, let us read 'Laughing better'.

**Laughing better** **PLH**

**Diley:** Do you know how to tune your mood metre?  
**Roli:** It's simple. Always keep it on the happy mode. **72**

**Teacher:** Diley says, 'Do you know how to tune your mood metre?'

**Teacher:** Roli replies, 'It is simple. Always keep it on the happy mode.'

**Teacher:** That is such a fun way to remind ourselves to stay cheerful.

**Teacher:** Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep your energy high and keep smiling. Give yourselves a big round of applause.

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

## Differentiated Activities

**110 km/hr**



Imagine you are a tour guide in your own city. Write two things you would show to visitors.

**80 km/hr**



Write one thing you liked about the food street and one thing about the Red Fort.

**40 km/hr**



Circle the correct answer:

1. The children ate at – (Chandni Chowk / Paranthi Wali Gali)
2. Teacher's Day is on – (5th September / 2nd October)

## Home Task

Draw a plate of your favourite Indian meal. Write one sentence about what makes it 'delicious'.

## Period 5

### Recalling better

**Recalling better** **CING**

- Sam, Ryan, Jas, Sarah, Lina, Maria and their classmates won a guided tour of Old Delhi.
- They went for a heritage walk through Old Delhi with their teachers.
- There, they met Natasha, their tour guide.
- Natasha took the group on a tour of the Old Delhi streets and lanes.
- Natasha told them that Old Delhi was built by the Mughal emperor, Shah Jahan.
- The children saw the grand old havelis where nobles once lived.
- Then, they saw the Jama Masjid, India's largest mosque.
- They saw the Red Fort. It took ten years to build it.
- Next, they saw the Chandni Chowk market and the spice market.
- The children enjoyed delicious food at the famous food street, the Paranthi Wali Gali.
- Natasha gave picture postcards to the children as gifts.
- The children thanked Natasha. **73**

**Teacher:** Good morning, everyone. Let us begin by recalling what we have 'learnt' so far.

**SHOULD DO**

10 MIN.



**Teacher:** Please open page 73 and look at the 'Recalling better' section.

**Teacher:** I will read each point aloud. You will follow along and think about each event.

**Teacher:** Sam, Ryan, Jas, Sarah, Lina, Maria and their classmates won a guided tour. They went for a heritage walk, met Natasha, saw old streets, the Red Fort, Jama Masjid and Chandni Chowk.

**Teacher:** They ate delicious food and received postcards.

**Teacher:** Let us take a moment to visualise the journey from the beginning to the end.

**Teacher:** Now that we have recalled the events, we will test our understanding through a short comprehension exercise.



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

### Learning better – Excelling Comprehension

**Teacher:** Open to the 'Learning better' section on the next page.

**MUST DO**

20 MIN.



**Teacher:** Take out your pencils. We will solve Exercise A in the book. I will read each question and you will mark the correct option as we go.

**Learning better**

**Comprehension**

**A Tick (✓) the correct answer.**

- Which competition did Sam and her classmates win at school?
 

a. debate ☐
b. kabaddi ☐
c. dance ☐
- Whom did the children take the walk with?
 

a. Their teachers ☐
b. Jas's mother ☐
c. Ryan's father ☐
- How many entry gates are there in Jama Masjid?
 

a. 10 ☐
b. 3 ☐
c. 5 ☐
- What was Shah Jahan fond of building?
 

a. palaces and mosques ☐
b. havelis ☐
c. cities ☐
- Who lived at the Red Fort?
 

a. Prithviraj Chauhan ☐
b. the Mughal Emperors ☐

**73**
c. President ☐

**Teacher:** Question 1 – Which competition did the children win?

**Teacher:** The correct answer is 'dance'. Mark option (c).

**Teacher:** Question 2 – Whom did they take the walk with?

**Teacher:** The correct answer is 'Their teachers'. Mark option (a).

**Teacher:** Question 3 – How many entry gates are there in Jama Masjid?

**Teacher:** The correct answer is '3'. Mark option (b).

**Teacher:** Question 4 – What was Shah Jahan fond of building?

**Teacher:** The correct answer is 'palaces and mosques'. Mark option (a).

**Teacher:** Question 5 – Who lived at the Red Fort?

**Teacher:** The correct answer is 'the Mughal Emperors'. Mark option (b).

**Teacher:** Now let us do Exercise B. These are questions based on lines from the story. Write the answers in your notebook.

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

- "The grand havelis were once the houses of rich nobles,"
 

a. Who said these words and to whom?
- Which famous haveli was built in 1855?

- "Let's go up!"
 

a. Who said these words and to whom?
- Where did the speaker want to go?

**73-74**

**Teacher:** I will read the questions and give you a few minutes to think and write. Take your time and write neatly. If you need help, raise your hand.

**Teacher:** Now that we have solved the comprehension questions, let us do a quick group activity to check how well we remember the story.

**COULD DO**

10 MIN.



**Teacher:** This is called the 'Roll and Recall' challenge.

**Teacher:** I will roll this number dice. Whatever number comes up, I will ask you a question from the chapter.

**Teacher:** Each group will answer one question. Let us begin.

- What did Natasha give the children at the end of the walk?
- Where did the children eat their food?
- Who built the Red Fort?
- What was special about the Jama Masjid?
- What could you smell in the spice market?
- What was the name of the guide?

**Teacher:** Take turns and answer as quickly as you can. Let us see which group remembers the most.

**Teacher:** Well done, everyone. You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep exploring and learning. Give yourselves a big round of applause.

### Differentiated Activities

**110 km/hr**



Write a short newspaper headline and a two-line news report about the children's heritage walk.

**80 km/hr**



Make a list of any four things the children saw or did during the trip.

**40 km/hr**



Complete the sentences:

- The children visited the \_\_\_\_\_.
- They saw a mosque called \_\_\_\_\_.

### Home Task

Fill 'My Scribbles and Secrets'.

## Period 6

### Excelling Comprehension

**Teacher:** Good morning, everyone. Let us begin today's class with a short energiser.

**SHOULD DO**

30 MIN.

**Teacher:** I will say the name of a place from the chapter and you will tell me one thing about it.

**Teacher:** Red Fort

**Teacher:** Chandni Chowk

**Teacher:** Jama Masjid

**Teacher:** Well done. That was quick.

**Teacher:** Now, open your notebooks. We will solve Exercise C and D from the textbook.

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

1. Which old haveli did the children visit?
2. Why did Shah Jahan build Chandni Chowk?
3. What is an e-rickshaw? How does it move? (74)

**Teacher:** Please take out your pencils and write the short answers from Exercise C first.

**Teacher:** Now write the long answers from Exercise D.

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

1. Write about the children's experience in Old Delhi.
2. Why was the tour of Old Delhi called a 'heritage walk'? (74)

**Teacher:** Read the questions carefully. Think before you write. If you are unsure, raise your hand for help.

### Excelling Vocabulary

**Vocabulary**

**E Read the words aloud.**

brief chief piece belief

Some words with the long e sound are also spelled with ie. Fill in the blanks with ie to complete these words. Read the words aloud. Then, match them with their meanings.

1. bel\_\_\_\_ve ○ a. to shout loudly when excited or frightened
2. f\_\_\_\_ld ○ b. your brother or sister's daughter
3. n\_\_\_\_ce ○ c. to think that something is true
4. sh\_\_\_\_ld ○ d. an item used for protection
5. shr\_\_\_\_k ○ e. an area covered with grass (74)

**Teacher:** Now, turn to Exercise E – Excelling Vocabulary.

**Teacher:** Look at the words in the box: 'brief', 'chief', 'piece', 'belief'. These words have the 'ie' spelling pattern.

**Teacher:** Fill in the blanks using the correct word from the box. Let us read the words aloud together after you write them.

**Teacher:** Now match each word with its meaning. I will read the meanings aloud. You find the correct word to match.

**Teacher:** Once you are done, we will check the answers together.

**MUST DO**

10 MIN.

## Differentiated Activities

### 110 km/hr



Write four new words with 'ie' in them and use any two in your own sentence.

### 80 km/hr



Fill in the blanks:

1. A short talk is called a \_\_\_\_\_.
2. The leader of a group is called a \_\_\_\_\_.

### 40 km/hr



Match the following:

1. brief – short
2. belief – trust

### Home Task

Do a creative thinking task called 'Mix and Match'. Someone read the meaning aloud and you will make a sentence using the matching word from today's vocabulary.

1. Word: 'belief' – Meaning: to think something is true
  2. Word: 'brief' – Meaning: short in time
  3. Word: 'piece' – Meaning: a part of something
- Write any two sentences using the words of your choice.

## Period 7

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

**SHOULD DO**

5 MIN.

**Teacher:** I will say three words one by one. You must tell whether they are places, people or things.

**Teacher:** Ready? Here we go – 'market', 'guide', 'spice'.

**Teacher:** Great responses. Now let us begin today's lesson.

### Excelling Vocabulary

**F Write these words in the alphabetical order. Find out the meaning of any one word in each group of words. Write their meanings in your own words in your notebook. Make sentences with those words.**

1. palace	haveli	mosque	fort
2. cloves	ginger	turmeric	basil
3. school	house	office	market

(74)

**Teacher:** Please open your books to Exercise F – Vocabulary.

**Teacher:** Look at the three groups of words. Your task is to arrange each group in alphabetical order.

**Teacher:** After that, choose any one word from each group. Find out its meaning and write it in your own words in the notebook.

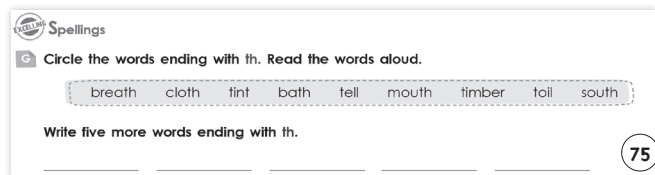
**Teacher:** Then make one sentence using the same word. I will guide you with an example first so you understand what to do.

**MUST DO**

25 MIN.



## Excelling Spelling



**Spellings**

**G** Circle the words ending with th. Read the words aloud.

breath cloth tint bath tell mouth timber toil south

Write five more words ending with th.

75

**Teacher:** Now turn to Exercise G – Excelling Spellings.

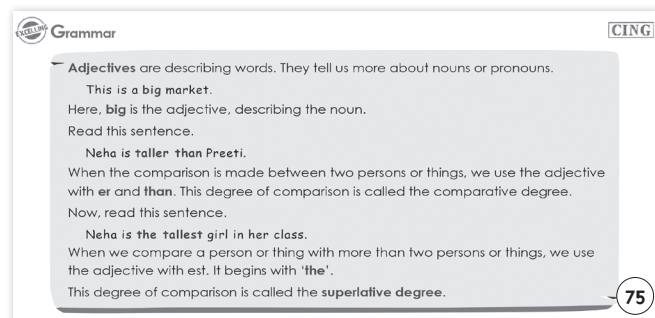
**Teacher:** You can see a list of words. Some of them end with the letters 'th'.

**Teacher:** Circle all the words that end with 'th'. Then think of five more words that end the same way and write them below.

**Teacher:** Once you finish writing, we will read all the words aloud together.

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

## Excelling Grammar



**Grammar**

Adjectives are describing words. They tell us more about nouns or pronouns.

This is a big market.

Here, **big** is the adjective, describing the noun.

Read this sentence.

Neha is taller than Preeti.

When the comparison is made between two persons or things, we use the adjective with **er** and **than**. This degree of comparison is called the comparative degree.

Now, read this sentence.

Neha is the tallest girl in her class.

When we compare a person or thing with more than two persons or things, we use the adjective with **est**. It begins with '**the**'.

This degree of comparison is called the superlative degree.

75

**Teacher:** Good morning, everyone. Today we are going to revise a very useful grammar concept. Can anyone tell me what we call words that describe a person, place or thing?

**Student:** Describing words?

**Teacher:** Yes, describing words are called adjectives. They tell us more about a noun or pronoun. For example, listen to this sentence –

**Teacher:** 'This is a big market.'

**Teacher:** Which word is the adjective here?

**Student:** Big.

**Teacher:** Correct. 'Big' tells us what kind of market it is. So it is an adjective.

**Teacher:** Let us try one more. If I say, 'She wore a beautiful dress', what is the adjective?

**Student:** Beautiful.

**Teacher:** Well done. 'Beautiful' describes the dress. Now, let us talk about how adjectives can compare things.

## Comparative Degree

**Teacher:** When we compare two people or things, we use the comparative degree. This is formed by adding '-er' to the adjective and using the word 'than'.

**Teacher:** For example, 'Neha is taller than Preeti'.

**Teacher:** How many people am I comparing?

**Student:** Two.

**Teacher:** Yes. 'Taller' is the comparative form of the adjective 'tall'. Can someone give me a sentence with the word 'faster'?

**Student:** My rabbit is faster than the turtle.

**Teacher:** Very good. That is a comparison between two things. Let us move to the next one.

## Superlative Degree

**Teacher:** When we compare more than two people or things, we use the superlative degree. We add '-est' to the adjective and use the word 'the' before it.

**Teacher:** For example: 'Neha is the tallest girl in her class.'

**Teacher:** How many people are we talking about now?

**Student:** More than two.

**Teacher:** Right. 'Tallest' tells us that Neha is taller than everyone else in her class.

**Teacher:** Now try with the word 'brightest'. Can someone give a sentence?

**Student:** The sun is the brightest object in the sky.

**Teacher:** Excellent example. The sun is brighter than all other objects, so we say 'the brightest'.

Let us practise together


**Teacher:** Now let us take three adjectives: small, bright and fast.

**Teacher:** We will use each in three forms – positive, comparative and superlative.

**Teacher:** For 'small':

- Positive: This is a small ball.
- Comparative: This ball is smaller than that one.
- Superlative: This is the smallest ball in the shop.

**Teacher:** Now I want you to try the same for 'bright' and 'fast'. Write your sentences in your notebook. Raise your hand if you need help.

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

## Differentiated Activities

**110 km/hr**



Write three adjectives of your own choice. Use each of them in one comparative and one superlative sentence.

(Example: fast – 'Ravi is faster than Ali.' / 'He is the fastest runner in the class'.)

**80 km/hr**



Complete these comparison sentences:

1. A giraffe is \_\_\_\_\_ than a zebra.
2. The elephant is the \_\_\_\_\_ animal in the zoo.

40 km/hr



Match the following:

- taller – (used when comparing two people)
- tallest – (used when comparing more than two people)

## Home Task

Choose any two adjectives from today's lesson. Use each one in both 'comparative' and 'superlative' sentences. Write neatly in your notebook.

## Period 8

### Poster

English Theme 6: What is Culture?

# ADJECTIVES

This book is thick.	This book is thicker than that book.	This book is the thickest.
This hut is large.	This house is larger.	This castle is the largest of the three.
This dog is big.	The tiger is bigger than the dog.	The elephant is the biggest of the three.
The car is fast.	The aeroplane is faster.	The rocket is the fastest of the three.
Here are a few more examples:		
The story is good.	The second story is better than the first.	The third story is the best.
Mala's hair are short.	Dia's hair are shorter than Mala's hair.	Aruna's hair are the shortest.
Harry is a tall boy.	Larry is taller than his brother Harry.	Harriet is the tallest of her siblings.

**Teacher:** Good morning, everyone. I hope you are all excited to learn something colourful and useful today.

**SHOULD DO**

10 MIN.

**Teacher:** I have brought a special poster to class. (Shows the adjectives poster) This chart will help you understand describing words in a simple way.

**Teacher:** Look at the first column. It shows simple adjectives like 'thick', 'large', 'big', 'fast' and 'tall'.

**Teacher:** The second column shows how we compare two things using words like 'thicker', 'larger' and 'faster'.

**Teacher:** The third column shows how we talk about more than two things using 'thickest', 'largest' and 'tallest'.

**Teacher:** For example, we say 'This book is thicker than that book' when we compare two books.

**Teacher:** But when we say 'This book is the thickest of all', we are comparing more than two.

**Teacher:** Let us read a few examples from the poster together. These examples will help you when we do our grammar activities.

**Teacher:** Now I will paste this poster on the wall so we can look at it whenever we need help.

**Teacher:** Let us begin our next activity with Exercises H and I.

## Excelling Grammar

**MUST DO**

20 MIN.

**Teacher:** Now that we have looked at the poster and discussed adjectives, let us do some practise together.

**Teacher:** Open your books to Exercise H. This exercise is about comparative adjectives. We use them to compare two people, animals, places or things.

**H Fill in the blanks by adding -er to the adjectives given in brackets.**

- This haveli is \_\_\_\_\_ than the haveli in Chandigarh. (old)
- Ram is \_\_\_\_\_ than his brother. (kind)
- A rabbit can run \_\_\_\_\_ than a tortoise. (fast)
- Meenu's story is \_\_\_\_\_ than Radha's story. (short)
- Mount Everest is \_\_\_\_\_ than any other mountain peaks. (high).

75

**Teacher:** Look at the words in brackets – these are describing words. Add 'er' to them and complete the sentence.

**Teacher:** Let me read the first one aloud: 'This haveli is \_\_\_\_\_ than the haveli in Chandigarh.' The word is 'old', so the answer will be 'older'.

**Teacher:** Write carefully in your book. I will help you if you get stuck.

**Teacher:** Once you are done with Exercise H, move on to Exercise I.

**I Fill in the blanks by adding est to the adjectives given in brackets.**

- Jama Masjid is the \_\_\_\_\_ mosque in India. (large)
- Today is the \_\_\_\_\_ day of the month. (warm)
- The Nile is the \_\_\_\_\_ river in the world. (long)
- Kajal is the \_\_\_\_\_ member of the family. (young)
- The grass is the \_\_\_\_\_ in spring season. (green)

75-76

**Teacher:** This exercise is about superlative adjectives, which we use to compare more than two.

**Teacher:** Here, you will add 'est' to the words in brackets and complete the sentences. Remember to use 'the' before the adjective.

**Teacher:** For example, 'Jama Masjid is the \_\_\_\_\_ mosque in India.' The word is 'large', so we write 'the largest'.

**Teacher:** Take your time. If you finish early, read your answers again and check your spellings.

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

## Excelling Concentration

**MUST DO**

10 MIN.

**Teacher:** Now we will do a fun activity to help you practise listening and concentration. Open your books to the page with the cultural objects.

**Teacher:** Take out your colour pencils and get ready. I will read out the instructions one by one. Listen carefully and follow exactly what I say.

**Teacher:** Colour the small star in the small circle red.

**Teacher:** Colour the big star in the big circle blue.

**Teacher:** Colour every 'V' of the hat yellow. Colour the outer circles red.

**Teacher:** Colour the lines of the drums red and light yellow alternately.

**Teacher:** Colour the scarf red. Do not colour the narrow line near the end of the scarf.

**Teacher:** Colour the horns brown and golden alternately.

**Teacher:** Take your time and colour neatly. This activity will help sharpen your focus and attention.

## Differentiated Activities

**110 km/hr**



Write any three describing words (adjectives).

Then, use each word in both a comparative and superlative sentence.

(Example: 'bright – brighter – the brightest')

**80 km/hr**



Complete these sentences using the correct form of the adjective:

1. This chair is \_\_\_\_\_ than that one. (light)

2. My bag is the \_\_\_\_\_ in the class. (heavy)

**40 km/hr**



Match the following:

- taller – used to compare two
- tallest – used to compare more than two

## Home Task

Choose any two describing words from the adjectives poster. Write their comparative and superlative forms. Then, write one sentence using either form for each word.

## Period 9

**Teacher:** Good morning, everyone. Today we will begin with a story activity.

**Teacher:** Have you ever heard about a clever man named Tenali Raman?

**Teacher:** Today, we will explore a story about him and how he solved a tricky situation using his wit.

**Teacher:** Let us begin by looking at the pictures and the clues. Then, I will guide you to retell the story in your own words.

## Excelling Language

**Teacher:** Open your books to Exercise K. You will see six picture boxes with clues. These show the events of the story in the correct order.

**SHOULD DO**

5 MIN.



**MUST DO**

20 MIN.



Language

PS 2LCS LAD OLD

**Work in pairs. Look at the pictures and read the clues. Then, tell the story in your own words. You may begin like this:**

Once, there was a mighty king called Sri Krishnadeva Raya. He had a witty minister called Tenali Raman.

76

**Teacher:** Let us go through the pictures one by one. I will read out the clues and ask you to describe what is happening.

<ul style="list-style-type: none"> <li>• merchant</li> <li>• king's court</li> </ul>	<ul style="list-style-type: none"> <li>• 100 fine horses</li> <li>• sell</li> <li>• showed the king a picture</li> </ul>	<ul style="list-style-type: none"> <li>• king</li> <li>• 5000 gold coins</li> <li>• advance</li> </ul>
<ul style="list-style-type: none"> <li>• the merchant did not come</li> <li>• the king got worried</li> <li>• went to Tenali Raman</li> </ul>	<p>Tenali Raman's list</p>	<ul style="list-style-type: none"> <li>• King was embarrassed</li> <li>• Realised his mistake</li> </ul>

The moral of the story is...

77

**Teacher:** You may tell the story in pairs or write it down using your own words.

**Teacher:** Begin like this: 'Once, there was a mighty king called Sri Krishnadeva Raya. He had a witty minister called Tenali Raman.'

**Teacher:** Keep using the clues to form sentences. You may add what the king thought, what Tenali Raman did and how the story ends.

**Teacher:** I will help you where needed. Remember to end with 'The moral of the story is...' and share what you learnt.

## Excelling Expression

**Teacher:** Now let us turn to Exercise L. You will look at the pictures and answer comparison questions in complete sentences.

**MUST DO**

15 MIN.



**Expression**

**Compare the given pictures and answer the questions in complete sentences.**

- Which is bigger?  
 room haveli
- Which is faster?  
 car bicycle
- Which is slower?  
 rabbit snail
- Which is heavier?  
 penguin elephant
- Who is taller?  
 woman girl

77-78

**Teacher:** For example, 'Which is bigger?' You should write: 'The haveli is bigger than the room.'

**Teacher:** Read the rest of the questions carefully and answer in full sentences.

**Teacher:** You may work in pairs if needed, but be sure to write your own answers.

### Differentiated Activities

110 km/hr



Write two sentences comparing any two characters from the Tenali Raman story using comparative adjectives.

(Example: The merchant was cleverer than the king.)

80 km/hr



Complete the following sentences using suitable comparative or superlative adjectives.

1. Tenali Raman is the \_\_\_\_\_ minister in the kingdom.
2. The king was \_\_\_\_\_ than the merchant.

40 km/hr



Match the describing words.

- tall                      wisest
- clever                    tallest
- wise                     cleverer

### Home Task

Write the moral of the Tenali Raman story in your notebook. Then, write one sentence explaining how Tenali Raman solved the king's problem.

### Period 10

### Creating better

**Creating better**

ArtI 21CS

Prepare a glass of delicious shikanji for yourself.

**You will need:**

- 1 glass of water in a jug
- 2 teaspoons of sugar
- a pinch of cumin powder
- 1 lemon
- a pinch of black salt
- 3 mint leaves (optional)

**Method:**

1. Take help from an adult. Cut the lemon in half and squeeze the juice into a cup.
2. Now, add 2 teaspoons of sugar to it.
3. Take the jug of water and add the prepared lemon juice and sugar to it. Stir it well with a spoon to dissolve the sugar.
4. Then, add black salt and cumin powder and mix well.
5. Pour it in a glass and garnish it with some mint leaves.

Your Shikanji is ready.

78

**Teacher:** Today we are going to try something fun and healthy. We will learn how to prepare a glass of **shikanji**.

**Teacher:** First, open your book and look at the image carefully. Can you see the ingredients and the steps?

SHOULD DO

20 MIN.



**Teacher:** You do not need to bring the items to class. Just read the method and imagine each step.

Now, close your eyes and picture yourself squeezing a lemon, adding sugar and stirring the water.

**Teacher:** After reading, I want you to write the steps in your notebook in your own words. Use short, clear sentences.

**Teacher:** At home, with the help of an adult, try making shikanji using these steps. If you do, draw a picture or write how it tasted.

**Teacher:** Take your time. This is a fun way to connect reading with real-life action.

### Thinking better

**Thinking better**

COD HOTS 21CS

**Think and answer in your notebook.**

1. How should people behave at a historical monument? Write three rules they should always follow.
2. We usually keep aside old things and buy new things. However, some old things and buildings are more valuable to us than the new one. Why do you think that is?

78

**Teacher:** Now let us do some critical thinking. Please look at the questions in the 'Thinking better' section.

MUST DO

10 MIN.



**Teacher:** First question – How should people behave at historical monuments? Can you think of any rules?

**Teacher:** Write three rules in your notebook. For example: 'Do not touch the walls', 'Do not write on the walls', 'Keep the place clean'.

**Teacher:** Second question – Why are old things sometimes more valuable than new ones?

**Teacher:** Think about buildings like the Red Fort or old family items at home. Why are they special?

**Teacher:** Write your answers in full sentences. If you finish early, share your thoughts with a partner.

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

COULD DO

10 MIN.



**Teacher:** Let us now share what we learnt today.

**Teacher:** In pairs, talk about one old thing you have seen – maybe a place, object or photo – and why it felt special.

**Teacher:** You can also tell your partner which rule you would strictly follow while visiting a monument and why.

**Teacher:** This is your chance to speak, reflect and connect learning with your own experiences.

### Differentiated Activities

110 km/hr



Write a short paragraph describing why we must protect old monuments using at least one comparative adjective.

80 km/hr



List two old things you have at home and write one reason why they are important.



40 km/hr



Circle the correct ingredients used to prepare shikanji from the list below:

lemon, pencil, sugar, bag, water

Then, tick the correct rule to follow at a historical monument:

- Touch the walls of the monument
- Keep the monument clean

### Home Task

Prepare one glass of shikanji at home with an adult's help. Write the steps in your notebook and draw your glass of shikanji.

### Period 11

**Teacher:** Good morning, everyone.

Let us begin with a quick energiser.

**Teacher:** I will give you one word and you will tell me one word that means the opposite. Ready?

**Teacher:** Bright (Answer for teacher- the opposite is dull)

**Teacher:** Big (Answer for teacher- the opposite is small)

**Teacher:** Clean (Answer for teacher-the opposite is dirty)

**Teacher:** Tall (Answer for teacher- the opposite is short)

**Teacher:** Fast (Answer for teacher- the opposite is slow)

**Teacher:** Well done. That was a great start. Now, let us move to two important activities – how to make responsible choices and how to improve our vocabulary.

### Choosing better

#### Choosing better

EXL LSV 2LCS

78 You visit a historical monument. There, you see your friends littering. What will you do or say to your friends? Give reasons for your answer.

**Teacher:** Look at the 'Choosing better' section in your book.

**Teacher:** Imagine you are visiting a historical monument and see your friends littering. What would you say to them?

**Teacher:** Think carefully. What would be a respectful and responsible way to speak to them?

**Teacher:** Write two or three sentences in your notebook explaining what you would say and why.

### Revising better

#### Revising better

DBL

78 Write a synonym for 'heritage' and 'walk'. Then, make another term for 'heritage walk' in your Little Book. Use it in a sentence.

**Teacher:** Now open your 'Revising better' section.

**Teacher:** Write a synonym for 'heritage' and 'walk'.

**Teacher:** Then, create a new phrase that means the same as 'heritage walk'. For example: 'cultural journey' or 'historic stroll'.

**Teacher:** Use this new term in a sentence and write it in your Little Book.



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

**Teacher:** Now we will play a word relay game.

**Teacher:** I will say a describing word like 'tall'. You must say a synonym or a comparative form as quickly as possible.

COULD DO

10 MIN.

• If I say 'happy', you might say 'happier'.

• If I say 'clean', you might say 'cleaner' or 'neat'.

**Teacher:** We will go around in a circle. If you pause for too long, the next person gets a turn. Let us enjoy this together.

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.

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

(Wait for students to fill in the chart.)

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

### Differentiated Activities

110 km/hr



Write a short dialogue between you and your friend at a monument where you explain why we should not litter.

80 km/hr



Write two rules to follow when visiting a heritage site.

Use the words 'should' and 'must' in your sentences.

40 km/hr



Tick the correct thing to do at a monument:

- Throw wrappers on the ground
- Draw on the walls
- Use the dustbin (Correct answer)

Now, circle the word that means the same as 'walk': stroll, sleep, eat

### Home Task

Write one new term for 'heritage walk' in your Little Book. Use it in a sentence of your own.

### Period 12

Worksheet - 1

**Teacher:** Good morning, everyone.

Today we will begin with a comprehension worksheet based on the Red Fort.

**Teacher:** Please open your workbook to page 20. Let us start with the passage at the top of the page. Read it silently and carefully.

SHOULD DO

20 MIN.

**Teacher:** This passage tells us about the Red Fort, its history and its importance in India's heritage. Take a moment to understand the key points.

**Teacher:** Now, let us begin solving the questions.

### Exercise A

Theme 6: What Is Culture?

## 6. A Walk Through Old Delhi

Worksheet 1

Comprehension

Read the passage carefully.

The Red Fort, in the heart of Delhi, is a very famous heritage building. The Red Fort was built during the reign of the Mughal Emperor, Shah Jahan. It got its name from its big, red sandstone walls. The fort has many halls, palaces, pavilions and serene gardens. It was completed in 1648. Many important buildings are located within the Red Fort. The Diwan-e-Khas (also known as Shah Mahal) and the Rang Mahal (also called Imtiyaz Mahal or Palace of Distinctions) are the two most famous buildings inside the Red Fort. The Hall of Public Audience (Diwan-e-Aam) is another famous building within the Red Fort. The first Prime Minister of India gave the first speech on the eve of India's independence from the Red Fort. Since then, on every Independence Day, the Prime Minister of India hoists the Indian flag from the Red Fort.

**A. Fill in the blanks.**

- Red Fort got its name because of the massive red \_\_\_\_\_ walls.
- The Red Fort was built during the rule of \_\_\_\_\_.
- The fort was completed in \_\_\_\_\_.
- The \_\_\_\_\_ is also known as *Diwan-e-Aam*.
- The \_\_\_\_\_ hoists the Indian flag from the Red Fort.

20

**Teacher:** Look at question (1). Read the sentence carefully. The answer can be found directly in the passage.

**Teacher:** Use the exact words from the passage to complete the blanks.

### Exercise B

**B. Circle the correct options.**

- The Red Fort is located in **Delhi** / **Mumbai**.
- The Red Fort was completed in the year **1947** / **1648**.
- The **Diwan-e-Aam** / **Diwan-e-Khas** is also known as Shah Mahal.
- Hawa Mahal** / **Rang Mahal** is situated within the Red Fort.
- On **Republic Day** / **Independence Day**, the prime minister hoists the Indian flag from Red Fort.

20


**Teacher:** Read each sentence and choose the correct answer from the two options.

**Teacher:** For example, 'The Red Fort is located in Delhi or Mumbai?' Look in the passage to find the correct answer.

### Section C

**C. Look at the picture. Underline the words that describe the Red Fort.**

red   huge   small   old  
modern   new   historic  
popular   on the seaside  
located in Mumbai



20

**Teacher:** Now, look at the picture of the Red Fort and the words in the box. Underline the words that describe the Red Fort correctly.

**Teacher:** These words should match what you have read in the passage.

**Teacher:** Complete this entire worksheet in your workbook. If you are unsure about any question, raise your hand and I will come to help.

(Teacher will discuss the answers with the students)

**Teacher:** Once you finish, go back and check your answers again.

## Book of Holistic Teaching

**Teacher:** Good morning, everyone.

Today we are going to do a short activity based on three subjects:

Maths, Science and Social Studies.

**Teacher:** I will write all the questions on the board. Please copy them in your notebooks and answer them carefully.

## Maths

### Chapter 6: A Walk Through Old Delhi

Theme 6: What is Culture?

#### A Maths

Alex's teacher took a class of 20 students to the field. She divided the class into 3 groups. The first category had 4 students, who did not want to participate in the Sports Day. The second category had 9 students who wanted to participate. The third group had the rest of the students who did not know what to do. What is the fraction of the third category of students out of the total 20 students? Circle the correct answer.

1.  $\frac{3}{20}$                       2.  $\frac{7}{20}$                       3.  $\frac{11}{20}$

Which is the **smallest** group? \_\_\_\_\_

7 Which is the **biggest** group? \_\_\_\_\_

**Teacher:** Read the question about Alex and her class carefully. You have to find out the fraction of students who were confused about participating.

**Teacher:** I will write the question on the board and you can solve it step by step in your notebooks.

**Teacher:** Remember, the total number of students is 20. Let us subtract the number of students in the first two groups and find out how many were in the third.

**Teacher:** After solving, circle the correct fraction and write which group is the smallest and which is the biggest.

## Science

#### B Science

Tick (✓) the correct answers.

- A good house should not have a separate room to take bath. ☐
- When injured, tie a clean cloth or bandage over the wound. ☐

7

**Teacher:** Next, let us read these two Science statements. Think carefully about what makes a good house and what we do when someone gets injured.

**Teacher:** I will write both statements on the board. You just have to write 'True' or 'False' next to each statement in your notebook.

## Social Studies

### C Social Studies

Write true or false.

1. Mumbai is **warmer** than Shimla. \_\_\_\_\_
2. Chennai is the **biggest** city of Tamil Nadu. \_\_\_\_\_

7

**Teacher:** Now, let us read two facts related to cities in India. Use your general knowledge or clues from the chapter to answer.

**Teacher:** Again, I will write both statements on the board and you will write 'True' or 'False' in your notebook.

**Teacher:** After completing all three parts, check your answers and underline the final responses. I will come around to check your work.

## Differentiated Activities

110 km/hr



Write three sentences comparing places using 'er' and 'est' forms of adjectives. Example: The Taj Mahal is the most beautiful monument in India.

80 km/hr



Fill in the blanks using 'er' or 'est' forms:

- a. India Gate is \_\_\_\_\_ than my school building.
- b. The Red Fort is the \_\_\_\_\_ fort I have seen.

40 km/hr



Match the words with 'er' and 'est' endings to their base form:

- a. bigger – \_\_\_\_\_
- b. tallest – \_\_\_\_\_

## Home Task

Write down the name of one monument you have visited or seen in a picture. Describe it using two adjectives and tell why you liked it.

## Period 13

**Teacher:** Good morning, everyone. I hope you are all set for an exciting revision today. We will be practising some vocabulary and grammar together.

**Teacher:** Please open your workbooks to page 21. Let us begin with the vocabulary section.

SHOULD DO

20 MIN.



### Worksheet 2

### Vocabulary

A. Fill in the blanks with ie. Read the words aloud.

1. gr \_\_\_\_ f
2. pr \_\_\_\_ st
3. f \_\_\_\_ ld
4. th \_\_\_\_ f

21

**Teacher:** Look at Part A. You will see some words with missing letters. These words are spelled with 'ie'.

**Teacher:** Let us read the first one together – 'gr \_\_\_\_ f'. What do you think the word is? Yes, it is 'grief'.

**Teacher:** Now complete the rest in the same way. Read each word aloud after you write it. That will help you remember the spelling better.

**Teacher:** Once you are done with Part A, move to Part B. These words are spelled with 'th'.

**Teacher:** Look at the first word – 'ba \_\_\_\_'. Which 'th' word fits here? Think of something you do every day. Yes, it is 'bath'.

**Teacher:** Go ahead and complete the other blanks. Say each word out loud to help with your pronunciation.

**Teacher:** Very good. Now let us revise grammar.

### Grammar

A. Match the adjectives with their superlative form.

- |          |   |   |             |
|----------|---|---|-------------|
| 1. long  | • | • | a. flatest  |
| 2. flat  | • | • | b. greatest |
| 3. great | • | • | c. longest  |
| 4. tight | • | • | d. toughest |
| 5. tough | • | • | e. tightest |

B. Write the comparative form of the following adjectives.

1. safe \_\_\_\_\_
2. cheap \_\_\_\_\_
3. strong \_\_\_\_\_
4. clever \_\_\_\_\_
5. strange \_\_\_\_\_

21

**Teacher:** We have been learning about adjectives. Can anyone remind us what adjectives do? That is right, they describe nouns.

**Teacher:** In this section, we will revise the superlative form of adjectives. Look at Activity A. You need to match the adjectives on the left with their correct superlative forms on the right.

**Teacher:** Let me help you with the first one. 'Long' becomes 'longest'. Can you try matching the rest?

**Teacher:** Use your pencils to draw neat lines. Once everyone is done, we will check together.

**Teacher:** Now look at Activity B. You need to write the comparative form of adjectives. Do you remember what we use when comparing two things? Yes, we add '-er'.

**Teacher:** For example, 'safe' becomes 'safer'. Let us try the rest on our own now.

**Teacher:** Make sure your spellings are correct. If you finish early, help your partner or read the words aloud quietly.

### Worksheet 3

**Teacher:** Now we will do some fun and thoughtful activities from Worksheet 3. Please open page 22 in your workbook.

**MUST DO**

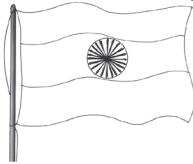
20 MIN.



#### Worksheet 3

#### Listening / Speaking / Writing

A. Listen carefully to your teacher. Colour the picture as instructed.\*



22

**Teacher:** First, let us begin with a listening activity. I will read out instructions and you will colour the picture of the flag as I say.

**Teacher:** Are your colour pencils ready? Great. Now, listen carefully.

**Teacher:** Colour the top stripe of the flag with saffron.

**Teacher:** Colour the middle stripe white and the bottom stripe green.

**Teacher:** Now colour the wheel in the centre navy blue.

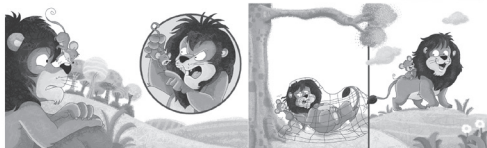
**Teacher:** Make sure you stay within the lines and colour neatly.

**Teacher:** Very well done. This activity helps improve your listening and concentration skills.

**Teacher:** Now let us move to the story-telling activity. Look at the pictures of the lion and the mouse.

B. Look at these pictures. Take turns to talk to your partner and tell them a story. Take help from the box.

mouse disturbed sleeping lion   angry lion   promise to repay  
caught in net   mouse helped lion   became friends



22

**Teacher:** Can anyone tell me what is happening in the first picture? Yes, the mouse disturbs the sleeping lion.

**Teacher:** In the second picture, the lion looks angry. What do you think he will do next? Let us find out.

**Teacher:** The story continues with the lion being caught in a net. Look at the next picture. What is the mouse doing there?

**Teacher:** Yes, the mouse is helping the lion. Finally, they become friends.

**Teacher:** I want you to use the word box on top to tell the story with your partner. Take turns. Use words like 'mouse disturbed', 'angry lion', 'caught in net' and so on.

**Teacher:** If you need help, just raise your hand. I will come and listen to your story too.

**Teacher:** Now, let us look at Activity C. This part is about understanding and comparing words.

#### C. Look at the pictures. Answer the questions.

1. Which is lighter? \_\_\_\_\_



2. Which is taller? \_\_\_\_\_



3. Which is shorter? \_\_\_\_\_



4. Which is bigger? \_\_\_\_\_



5. Which is hotter? \_\_\_\_\_



22

**Teacher:** Look at the first question – 'Which is lighter?' Is it the balloon or the gift box?


**Teacher:** Yes, the balloon is lighter. So you will write 'The balloon is lighter than the gift box'.

**Teacher:** Let us do the next one together. 'Which is taller?' Look at the two pictures.

**Teacher:** Good, the giraffe is taller than the boy.

**Teacher:** Now complete the rest of the questions using full sentences. Use words like 'lighter', 'shorter', 'hotter' and so on.

**Teacher:** Once done, read your answers quietly and check your spellings.

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

#### Differentiated Activities

110 km/hr



Write three comparative sentences using these pairs of words:

- elephant/mouse (heavy)

- plane/car (fast)

- tower/hut (tall)

80 km/hr



Write two comparative sentences using these word pairs:

- pencil/pen (long)

- ice cream/coffee (cold)

40 km/hr



Write one comparative sentence using this word pair:

- giraffe/dog (tall).

#### Home Task

Write two describing words (adjectives) that you used today in class. Then, write one sentence with each word. Complete the project from 'Book of Project Ideas'.



## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>engage in fine motor activities such as writing, drawing and colouring neatly.</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>demonstrate responsible behaviour while learning about historical places and teamwork.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>identify and compare information related to historical monuments and adjectives.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>read and comprehend stories, vocabulary and grammar; express ideas through writing.</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>appreciate and describe cultural elements of Old Delhi through art and storytelling.</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>show curiosity in learning, follow instructions and complete tasks independently.</li></ul>

### Starry Knights

Were the learners aware of the historical places in Old Delhi? How was their response to the Chunnamal Haveli? Share their response here.

Give yourself a STAR for being an efficient teacher..

☐