

## Lesson-8: Jack and the Beanstalk

Theme 8: What Makes Us Think?

16 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, Test Generator

Confirming better

I work hard.

### Curricular Goals and Objectives (NCF)

To enable the students:

- to develop listening, speaking, reading and writing skills through story-based learning.
- to think critically and respond to questions by connecting ideas from the story.
- to express emotions and values such as kindness, gratitude and honesty.
- to participate confidently in role-play, outdoor games and creative storytelling.
- to use grammar and vocabulary in context while improving sentence formation.
- to work together respectfully, complete tasks independently and build good learning habits.

### Methodology

#### Period 1

Confirming better I work hard.

PLH 92

**Teacher:** Good morning, everyone.

How are you all feeling today?

(Use CRM signs to settle the class.)

SHOULD DO

10 MIN.

**Teacher:** I am happy to see your bright smiles. Let us begin with 'Confirming better' section given on page 92.

**Teacher:** Please look at the tab on the page. What does it say? Let us read it together.

**Students:** I work hard.

**Teacher:** Lovely reading. Now, can anyone tell me what it means to work hard?

**Teacher:** Is it when we do all the work alone or when we try again and again, even if something is difficult?

**Teacher:** Yes, it means we keep trying and never give up. That is called working hard.

**Teacher:** Think of a time when you worked hard. Maybe during drawing, reading or even helping a friend.

**Teacher:** (Pauses and encourages a few students to share)

**Teacher:** That is great. I love hearing about how you keep trying. That is what makes us strong learners.

**Teacher:** So, let us all remember and say it once more – I work hard.

**Students:** I work hard.

**Teacher:** Wonderful. Keep this thought in your heart as we move to the next activity.



You may show the eBook given on the digital platform.

K (What I Know)\* ICL W (What I Want to Know)\* 92

**Teacher:** Now we will begin a new chapter, 'Jack and the Beanstalk'.

I have made a KWL format on the blackboard. Please take out your notebooks and draw the same column in your notebooks.

MUST DO

30 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 use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting.

#### Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 92.

#### Kinaesthetic

##### Kinaesthetic

Stand up when your classmate calls out your name. They will give you a place word. Do the action to show it to your class. Next, repeat the activity by calling another classmate.

92

**Teacher:** That was a great start. You all understood how to use place words with actions.

**Teacher:** Now, let us keep going. I will choose the next student to call out a name and give a place word.

**Teacher:** Very good. The place word is 'near'. Show us what 'near' means using your action.

**Teacher:** Well done. You are showing it very clearly.

**Teacher:** Let us continue. Remember, you can use place words like 'in front of', 'next to', 'under' or 'behind'.

**Teacher:** That is a clear action for 'in front of'.

Good thinking.

**Teacher:** We will take two more turns now. Everyone watches carefully and thinks about how the action matches the place word.

**Teacher:** Excellent. That was a wonderful display of understanding.

**Teacher:** You all did a fantastic job using your bodies to show place words.

**Teacher:** Let us sit down and take a deep breath before we move on to our next activity.

## Auditory

### Auditory\*

Listen to your teacher carefully. Your teacher will read out a rhyme. Write down the place words from the rhyme in your notebook. Say them aloud.

92

**Teacher:** Now that we have moved and acted out place words, let us give our bodies a rest.

**Teacher:** I will read a short rhyme. You have to listen carefully and write down the words that you hear.

**Teacher:** Then we will say them aloud together. Ready?

**Teacher:** Let us read it one more time to catch the place words. Listen again.

**Teacher:** Now, take your notebook and write the words you heard.

**Teacher:** Yes, you may write words like 'above', 'below', 'beside' and 'behind'.

**Teacher:** Done? Now let us say them aloud together.

**Students:** Above, below, beside, behind.

**Teacher:** Wonderful. These are all place words that tell us where something is. You listened very carefully.

## Pictorial

### Pictorial PS

Look at the pictures. Write the correct place words for where the snails are, in the blanks. Discuss your answers with your partner.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

92

**Teacher:** Let us look at the first picture together. The snail is hiding under the pot. So the correct place word is under.

**Note to Teacher:** For the remaining five pictures, guide students by giving hints for each one. Encourage them to observe the position of the snail and think of suitable place words.

## Differentiated Activities

110 km/hr



Write two sentences using two different place words – one showing a snail under something and one showing a snail between two things.

80 km/hr



Look at the picture of a cat on a table. Write a sentence using a place word to describe the cat's position.

40 km/hr



Circle the correct place word for this sentence:  
The snail is \_\_\_\_\_ the leaf. (on / swim / tall)

## Home Task

Draw a picture of any animal and show where it is using a place word. Write one sentence about your picture using that place word.

## Period 2

## Interacting better



### Interacting better

ICL

In groups of four, discuss what adventure means to each of you. Have you read any books on adventures? Tell each other what the story was about?

93

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

SHOULD DO

10 MIN.



**Teacher:** In the previous period, we enjoyed learning about place words using our actions, ears and eyes. Do you remember one place word we used?

**Teacher:** Wonderful. Today, we are beginning a new story. Please open your Main Coursebook to page 93.

**Teacher:** Look at the top of the page. We will begin with the 'Interacting better' section.

**Teacher:** What do you think the word 'adventure' means? Have you ever gone on one?

**Teacher:** Can you think of a story or movie where the character went on an adventure? What happened in it?

**Teacher:** Thank you for sharing. Let us now find out what kind of adventure we will read about in this chapter.



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

Papaji\* takes Jas and his friends to their farmhouse for a camping trip. The children are excited about sleeping in tents and exploring the night sky. At night, Papaji tells the children a bedtime story. It is the story of **Jack and the Beanstalk**.

All stories need not have bad people. There is goodness everywhere. I will tell you what I think happened with Jack.

STEP TALK

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**Teacher:** Let us read what Papaji is telling the children. He says, 'All stories need not have bad people. There is goodness everywhere.'

**Teacher:** What do you think Papaji means by this?

**Teacher:** Yes, he wants to tell a version of the story where we look for the good in people.

**Teacher:** Now, Papaji begins telling the story of Jack and the Beanstalk. Let us read it together.

Once upon a time, there lived a boy named Jack. He lived with his mother on a farm. Every morning, Jack would help his mother take care of the farm. Though the mother and son worked very hard, they were poor.

One day, Mother asked Jack to sell their cow to buy some food. Jack started walking towards the market with the cow. On his way to the market, Jack started thinking about how far he had to walk. At that very moment, a stranger walked up to him.

Why are you going all the way to the market to sell the cow? I will buy it from you. In exchange, I will give you these magical beans. They will make you rich.

Sure, sir! You can take her.

Discovering better LAD

stranger: a person whom you do not know

exchange: to give something to someone and receive something in return

Teacher's Note: \*Tell the students that Jas calls his father 'Papaji'.

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**Teacher:** Jack lived with his mother on a farm. Every morning, he helped her take care of it.

**Teacher:** Even though they worked hard, they were poor. Why do you think they were still poor?

**Teacher:** Yes, because sometimes hard work is not enough when resources are limited.

**Teacher:** One day, Jack's mother asked him to sell their cow to buy food.

**Teacher:** How do you think Jack felt while going to the market alone with the cow?

**Teacher:** Maybe tired or unsure? That is a long walk to think about.

**Teacher:** Suddenly, a stranger walked up to Jack. He asked, 'Why are you going to the market to sell the cow? I will buy it from you. In exchange, I will give you these magical beans.'

**Teacher:** Would you trust a stranger who offered you something magical? Why or why not?

**Teacher:** Jack said, 'Sure, sir. You can take her.'

**Teacher:** What do you think about Jack's decision? Was it wise or risky?

**Teacher:** Very thoughtful answers. Let us stop here. We will continue the rest of the story in the next period.

**Teacher:** Now let us look at the 'Discovering better' section on this page. There are two new words here: stranger and exchange.

COULD DO

10 MIN.

**Teacher:** A stranger is a person we do not know. Should we talk to strangers when we are alone or without a grown-up?

**Teacher:** No, we must stay safe and always be with someone we trust.

**Teacher:** In the story, the man who spoke to Jack was a stranger. Jack did not know him.

**Teacher:** The second word is exchange. That means to give something and get something in return.

**Teacher:** For example, if I give you a pencil and you give me a rubber, we call it an exchange.

**Teacher:** In the story, Jack gave the cow and got magical beans in exchange.

**Teacher:** Can anyone give another example of an exchange? (Pause and encourage one or two responses)

**Teacher:** Well done. Keep these words in mind as we continue reading next time.

### Differentiated Activities

110 km/hr



Why do you think Jack agreed to give away the cow for magical beans? Was it a smart decision? Why or why not?

80 km/hr



What did the stranger give Jack in exchange for the cow?

40 km/hr



Who lived with Jack?

### Home Task

Write one sentence about what happened when Jack met the stranger. Draw a small picture of that moment.

### Period 3

**Teacher:** Good morning, students. I hope you are ready for another exciting part of the story.

SHOULD DO

10 MIN.

**Teacher:** Let us quickly revise what we learnt yesterday. I will ask you a few short questions.

**Teacher:** Who gave Jack the magical beans? (A stranger)

**Teacher:** What did Jack give the stranger in return? (The cow)


**Teacher:** What was Jack's mother expecting him to return with? (Money)

**Teacher:** What do we call it when we give something and receive something back? (Exchange)

**Teacher:** Was the stranger someone Jack knew? (No, he was a stranger)

**Teacher:** Very good. Now let us continue the story. Please open your Main Coursebook to page 94.

Jack was happy that he would not have to go the market anymore. He took the beans from the man. Jack went home happily. All the way, he kept thinking of the magic beans. Jack reached home early. His mother was surprised to see him back so soon.



Did you sell the cow already? How much money did you get?

I got something even better! I met a man on the way. He bought the cow. He gave me these magic beans in return!

Beans? How could you sell our cow for some beans?

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Seeing only a few beans in his hand, Jack's mother became angry. She snatched the beans from Jack's hand and threw them out of the window. Jack was very sad. He went off to sleep, crying.

**Teacher:** Jack was happy because he believed he had made a good deal. He kept thinking about the magical beans.

**MUST DO**

20 MIN.

**Teacher:** When he reached home, his mother was surprised to see him return so soon. What do you think she asked him first?

**Teacher:** Yes, she asked how much money he got.

**Teacher:** Jack told her about the beans and how he got them from a man.

**Teacher:** How did the mother react? Was she happy or angry?

**Teacher:** She became angry. She snatched the beans from Jack and threw them out of the window.

**Teacher:** Jack was sad and went to bed. But then something magical happened. What did Jack hear at night?

**Teacher:** A strange sound. He looked outside and saw a tall beanstalk growing.

**Teacher:** Do you think the beans were really magical? What makes you say so?

**Teacher:** Jack began to climb the beanstalk slowly and carefully. He climbed so high, he could no longer see his house.

At night, he heard a noise. He looked outside the window.

He saw something strange. There was a tall beanstalk growing outside the window. "The beans really were magical!" Jack shouted in joy. He ran out to examine the beanstalk. It was so tall that it was touching the sky. Slowly and carefully, Jack started climbing the beanstalk. He climbed and climbed till he could not see his house anymore.

**Exploring better** **Kol**  
man: from the Sanskrit word, manu, meaning 'mankind'; a male adult

**Discovering better** **LAD**  
snatched: took quickly  
beanstalk: a tall fast-growing stem of a bean plant  
examine: to look over something carefully

94

**Teacher:** Now let us look at the 'Exploring better' section. The word 'man' here comes from the Sanskrit word 'manu', which means mankind.

**COULD DO**

10 MIN.

**Teacher:** So, in this story, 'man' refers to the stranger who gave Jack the beans.

**Teacher:** Let us now move to 'Discovering better'. There are three new words here.

**Teacher:** First is snatched. It means to grab something quickly. Jack's mother snatched the beans.

**Teacher:** Second is beanstalk. It is the tall, growing part of the plant.

**Teacher:** Third is to examine. It means to look at something carefully. Jack examined the beanstalk before climbing it.

**Teacher:** Let us say the words together: snatched, beanstalk, examine. Well done.

## Differentiated Activities

110 km/hr



What do you think Jack felt when he saw the beanstalk growing? Write two feeling words.

80 km/hr



Write one sentence to describe what the beanstalk looked like.

40 km/hr



What did Jack's mother throw out of the window?

## Home Task

Imagine you saw a magical plant outside your window. Draw it and write one sentence about what makes it magical.

## Period 4

**Teacher:** Good morning, students. Let us begin with a quick energiser to wake up our minds.

**SHOULD DO**

5 MIN.

**Teacher:** I will say a word and you have to act it out quickly. Ready?

**Teacher:** Climb.

**Teacher:** Sleep.

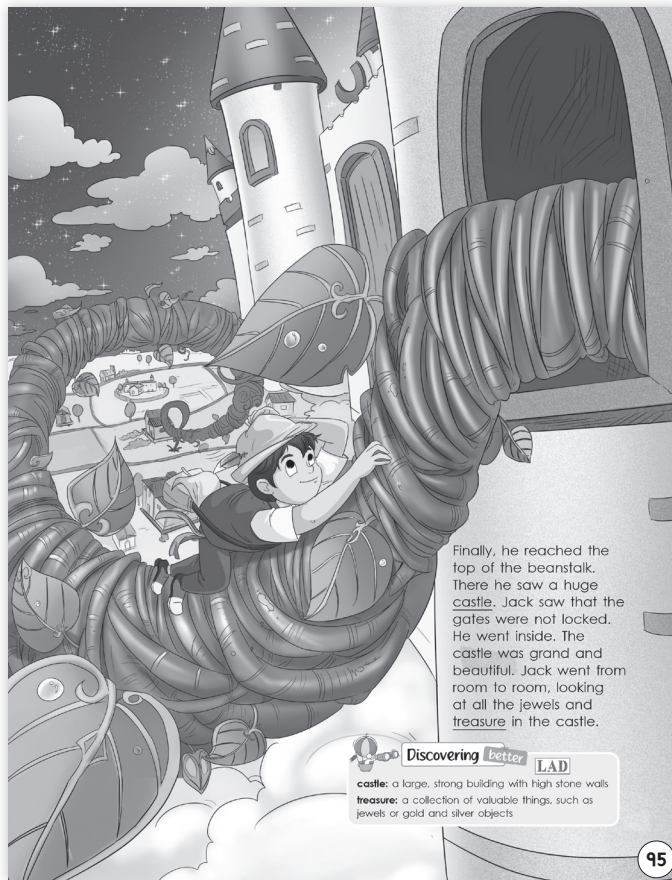
**Teacher:** Run.

**Teacher:** Look.

**Teacher:** Snore.



**Teacher:** Well done. That was fun. Now let us continue our story from page 95.



**Teacher:** Jack climbed and climbed until he reached the top of the beanstalk. What did he see there?

**MUST DO**

25 MIN.

**Teacher:** Yes, a large castle. The gates were not locked, so he went inside.

**Teacher:** The castle was grand and filled with treasures. Jack walked quietly from room to room.

**Teacher:** Why do you think Jack was walking slowly?

**Teacher:** Yes, he did not want to get caught.

**Teacher:** Suddenly, Jack heard a loud snore. He saw a giant sleeping on a big bed. What would you do in that situation?

**Teacher:** Jack wanted to escape, but before he could, the giant woke up.

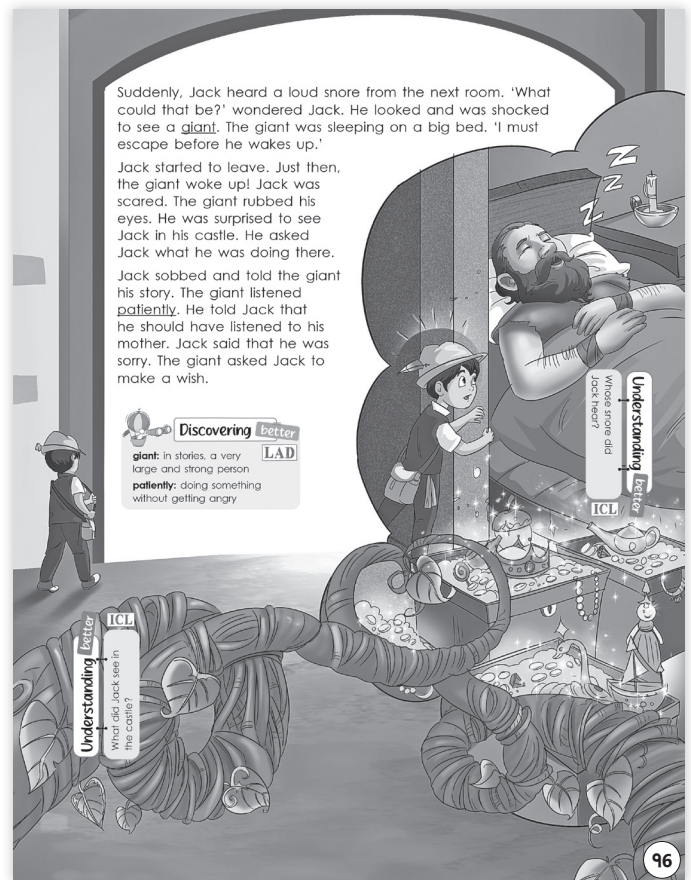
**Teacher:** Was the giant angry? No, he was surprised to see Jack and asked what he was doing there.

**Teacher:** Jack explained everything. What did the giant do after listening to Jack's story?

**Teacher:** That is right. He asked Jack to make a wish.

**Teacher:** Was the giant kind or scary in this version of the story?

**Teacher:** Yes, he was kind. Let us remember what Papaji said – there is goodness everywhere.



**Teacher:** Now let us look at the first 'Discovering better' section on the top of the page.

**COULD DO**

10 MIN.

**Teacher:** The word is 'castle'. A castle is a large, strong building with high stone walls. Kings, queens or even giants may live there.

**Teacher:** Jack found this huge castle at the top of the beanstalk. Did he know what he would find inside? No, it was a mystery.

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

**Teacher:** The new word is 'tiptoe'. When we walk slowly and quietly on our toes, we are tiptoeing.

**Teacher:** Can everyone quietly tiptoe on the spot for a few seconds? Very good.

**Teacher:** The other word is 'patiently'. This means waiting calmly without getting angry.

**Teacher:** When Jack met the giant, he listened patiently. He did not shout or run away. That is a good quality.

**Teacher:** Now, let us move to the 'Understanding better' section.

**Teacher:** It asks – What would you do if you saw something magical?

**Teacher:** Talk to your partner and share your ideas. Would you tell your family? Would you keep it a secret? What wish would you make?

**Teacher:** Very thoughtful answers. Magic often brings big choices, just like it did for Jack.

## Differentiated Activities

110 km/hr



If you were Jack, what wish would you make? Why?

80 km/hr



Where did Jack go after climbing the beanstalk?

40 km/hr



Who was sleeping inside the castle?

## Home Task

Draw a picture of Jack in the giant's castle. Write one thing he saw there.

## Period 5

The giant had magical powers. He could make wishes come true. Jack wished for his mother's happiness. "Granted!" said the giant! Jack thanked the giant. He climbed down the beanstalk carefully and went back home.

When Jack returned, a surprise waited for him at home. The giant had kept his promise. He had filled their home with riches. Jack and his mother were not poor anymore. They now had everything that they had ever wanted. Jack and his mother lived happily ever after. Every night, Jack would look up at the sky and thank the giant for his kindness.

—adapted and modified from a well-known fairy tale



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**Teacher:** Good morning, everyone. Today we will read the final part of the story. Please open your Main Coursebook to page 97.

MUST DO

15 MIN.

**Teacher:** So far, Jack has met the giant, made a wish and now he is ready to go back home. Let us see what happens next.

**Teacher:** The giant had magical powers. He granted Jack's wish for his mother's happiness.

**Teacher:** What did Jack do after the giant granted his wish? Yes, he thanked the giant and carefully climbed down the beanstalk.

**Teacher:** When Jack reached home, a surprise was waiting. The giant had filled their home with riches.

**Teacher:** What does 'riches' mean? Yes, gold, jewellery and things that made their life easier.

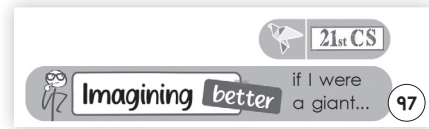
**Teacher:** Jack and his mother were not poor anymore. They lived happily ever after.

**Teacher:** Every night, Jack looked up at the sky and thanked the giant.

**Teacher:** What do you think this ending tells us about Jack? Yes, he was kind and thankful.

**Teacher:** That brings us to the end of our story. Let us clap for ourselves for reading a full story.

## Imagining better



**Teacher:** Now let us explore some fun and thinking tasks. Look at the 'Imagining better' section.

**Teacher:** If you were a giant, what would you do? Would you live in the clouds? Would you help others like Jack's giant did?

**Teacher:** Share your ideas with your group.

MUST DO

15 MIN.

## Laughing better



**Teacher:** Now let us look at 'Laughing better'. Toby asks, 'How do you talk to a giant?' Hopper says, 'You use big words.'

**Teacher:** That is a joke. Did it make you smile? Why is it funny? Yes, because 'big words' has two meanings here.

## Connecting better



**Teacher:** Look at the 'Connecting better' box. It talks about space programmes in India.

**Teacher:** ISRO sends rockets to the Moon and Mars. Have you heard of Chandrayaan or Mangalyaan?

**Teacher:** They are examples of real adventures, just like Jack's magical one.

## Matching better



**Teacher:** Now move to the 'Matching better' section. Match the words with their meanings.

**Teacher:** The word 'scared' means 'frightened'. And 'grand' means 'majestic' or big and beautiful.

**Teacher:** Complete the matching task with your partner.

**Teacher:** Now let us do something fun and creative. We will act out the final scene of the story in groups of three.

COULD DO

10 MIN.

**Teacher:** One student will be Jack, one will be the giant and one will be Jack's mother.

**Teacher:** You will get five minutes to prepare your short scene. Use simple props like a book for a treasure or your bag for the beanstalk.

**Teacher:** Speak your lines clearly. Here are some examples you can use or change:

- **Jack:** Thank you, Giant. I will never forget your kindness.
- **Giant:** Go safely, Jack. Your wish is now granted.
- **Mother:** Jack. What is all this treasure?

**Teacher:** After practising, each group will perform for the class. Let us enjoy seeing how the story ends in your own words.

### Differentiated Activities

110 km/hr



Imagine you are the giant. Jack has made a wish. What surprise would you leave for him at his home?

80 km/hr



If Jack had found a magical bird in the castle, what name would you give it? Write the name and one thing it could do.

40 km/hr



Jack was \_\_\_\_\_ at the end of the story.  
(happy / sad)

### Home Task

Fill 'My Scribbles and Secrets'.

### Period 6

**Teacher:** Good morning, students. Let us begin with a quick warm-up game.

SHOULD DO

5 MIN.



**Teacher:** I will say a word from our story and you have to show its meaning using your face only – no speaking or actions, just expressions.

**Teacher:** Ready? First word – happy. Show me how Jack looked when he saw the golden egg.

**Teacher:** Next – scared. How did Jack feel when the giant shouted?

**Teacher:** Now – curious. Show how Jack felt when he first saw the beanstalk.

**Teacher:** Next – excited. How did Jack react when the harp started playing?

**Teacher:** And now – angry. Show me how the giant looked when he saw Jack.

**Teacher:** Wonderful expressions, everyone. Let us now recall what we have read.

### Recalling better

#### Recalling better

CING

- o A boy named Jack lived on a farm with his mother.
- o Since they were poor, his mother asked him to sell their cow in the market.
- o Jack met a stranger. The man gave him magic beans in exchange for his cow.
- o The exchange of their cow for a few beans made Jack's mother angry.
- o She threw the beans outside the window.
- o Jack saw a tall beanstalk outside his window at night.
- o He climbed it till he reached the top and found a castle full of treasures.
- o There was a giant sleeping in a room.
- o The giant woke up. He listened to Jack's story patiently.
- o The giant told Jack that he should have listened to his mother.
- o The giant asked Jack to make a wish.
- o Jack wished for his mother's happiness.
- o Jack returned home and saw that they were no longer poor.
- o Jack and his mother lived happily ever after.
- o Jack thanked the giant for his kindness.

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**Teacher:** Let us look at the 'Recalling better' box on page 97.

MUST DO

10 MIN.



**Teacher:** These sentences tell us what happened in the story step-by-step.

**Teacher:** Who lived with Jack? (His mother)

**Teacher:** Why did Jack go to the market? (To sell the cow)

**Teacher:** What did he get in exchange? (Magical beans)

**Teacher:** What grew from the beans? (A tall beanstalk)

**Teacher:** What did he find at the top? (A castle and a kind giant)

**Teacher:** What did Jack wish for? (His mother's happiness)

**Teacher:** And what happened in the end? (They were no longer poor)

**Teacher:** Excellent. You all remembered so well.



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

COULD DO

25 MIN.



**Teacher:** Now we will play an outdoor game called Jack's Journey.

**Teacher:** I will read one sentence from the 'Recalling better' box. If it is true, take a giant step forward. If it is false, jump backwards.

Sample statements (from the Recalling better section):

- Jack lived alone. (False – Jump back)
- The man gave Jack beans in exchange for the cow. (True – Step forward)
- Jack threw the beans out of the window. (False – Jump back)
- Jack found treasure in the castle. (True – Step forward)
- The giant was cruel. (False – Jump back)
- Jack's wish was for his own riches. (False – Jump back)

**Teacher:** The student who reaches the line first is Master of the Beanstalk.

**Teacher:** This game helps us recall the story in a fun way.

### Differentiated Activities

110 km/hr



Pick any two events from Jack's story and write what he might have felt during those moments.



80 km/hr



Fill in the blanks: Jack climbed the \_\_\_\_\_ and reached a \_\_\_\_\_. (beanstalk, castle)

40 km/hr



Draw one animal from the poem and colour it. Say its name and sound aloud.

Tick (3) the correct answer:

Who gave Jack the beans?

- ☐ His friend
- ☐ A stranger (3)
- ☐ His mother

## Home Task

Make a wish card. Write one kind wish for someone in your family, just like Jack wished for his mother.

## Period 7

**Teacher:** Good morning, students. I hope you are all ready to read today.

SHOULD DO

10 MIN.



**Teacher:** Today we will practise reading with confidence and understanding.

**Teacher:** I will call out names randomly and each of you will read one line or sentence from the story.

**Teacher:** As one reads, the rest will follow silently with your finger on the words.

**Teacher:** Let us begin. (Teacher selects students to read from different parts of the story)

**Teacher:** Well done, readers. You used clear voice and expression. Now let us check how well we understood the story.

## Learning better- Excelling Comprehension

Learning better

Comprehension

A Tick (✓) the correct answers.

- Where did Jack and his mother live?  
a. castle ☐ b. market ☐ c. farm ☐
- What did Jack's mother ask him to sell?  
a. cow ☐ b. beans ☐ c. treasure ☐
- What did the stranger give Jack?  
a. coins ☐ b. food ☐ c. beans ☐
- What did Jack see at night from his window?  
a. giant ☐ b. beanstalk ☐ c. cow ☐
- What did the giant do when Jack told his story?  
a. listened patiently ☐ b. gifted a coat to Jack ☐  
c. chased Jack ☐

98

**Teacher:** Please open your Main Coursebook to page 98. We are going to solve the 'Learning better' comprehension exercises together.

MUST DO

20 MIN.



**Teacher:** First, we will look at Exercise A. This is a 'Tick the correct answer' activity. You will see three choices for each question.

**Teacher:** Read each question carefully. Then read all three options. Think about what happened in the story and before choosing.

**Teacher:** If you are not sure, try to remember what Jack did, what his mother said or what the giant did.

**Teacher:** For instance, a question may ask where a person stayed or what they gave to someone. Try to focus on the place and the main happenings in the story.

**Teacher:** After that, we will solve Exercise B. These are short answer questions based on lines from the story.

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

- "Why are you going all the way to the market to sell the cow? I will buy it from you."  
a. Who said these words and to whom?  
b. Where did the speaker meet this person?  
c. Why was the cow being sold?
- "Beans? How could you sell our cow for some beans?"  
a. Who said these words and to whom?  
b. Why did the speaker say this?  
c. How did the speaker feel about it?

98

**Teacher:** I will read each line aloud and ask guiding questions to help you recall who said the line, to whom and why.

**Teacher:** You do not need to write big paragraphs. One or two short sentences with the correct information are enough.

**Teacher:** Use your own words and look at the pictures or earlier pages if you feel stuck.

**Teacher:** Let us work together on the first one and then you will try the rest in your notebook.

**Teacher:** Now we will play a quick round of oral quiz questions. I will ask and you raise your hand if you know the answer.

COULD DO

10 MIN.



**Teacher:** Who threw the beans out of the window?

**Teacher:** What did Jack find at the top of the beanstalk?

**Teacher:** What did Jack wish for?

**Teacher:** Who helped Jack in the story?

**Teacher:** How did the story end?

**Teacher:** Great thinking and listening. You all answered so quickly.

## Differentiated Activities

110 km/hr



Write any two questions you would ask Jack if he visited your class.

80 km/hr



Write one question and one answer from today's oral quiz.

40 km/hr



Fill in the blank: Jack found a \_\_\_\_\_ at the top of the beanstalk.



## Home Task

Pick your favourite part of the story. Draw it and write one sentence about what is happening in your picture.

## Period 8

**Teacher:** Good morning, students. Let us begin our lesson with a fun warm-up.

SHOULD DO

5 MIN.



**Teacher:** I will ask you three quick 'What if' questions. You just need to think and share your answer.

**Teacher:** What if you had magical beans, where would you plant them?

**Teacher:** What would you do if you saw a castle in the clouds?

**Teacher:** If a giant asked you to make a wish, what would it be?

**Teacher:** These ideas will help you today as we write and think more deeply about Jack's journey.

### C Write short answers in your notebook.

1. Why did Jack take the magic beans?
2. What did Jack find in the castle?
3. Jack climbed the beanstalk and entered the castle. What qualities did he display?

### D Write long answers in your notebook.

1. Describe Jack's adventure with the magical beans.
2. When Jack reached the castle, he couldn't see his house anymore. Why do you think so?

98

**Teacher:** Now open your Main Coursebook to page 98. We are going to work on the notebook questions from Exercises C and D.

MUST DO

25 MIN.



**Teacher:** These questions will test how well you understood the story of Jack and the Beanstalk. I will not read the questions aloud, but I will help you think clearly about each one.

**Teacher:** In the first part, you will be writing short answers. For the first one, try to recall why Jack took something even though it seemed unusual. Think about who offered it and what Jack felt in that moment.

**Teacher:** For the next one, you need to remember what Jack discovered inside the large place he entered after climbing. Look closely at the picture for clues.

**Teacher:** The last question in this part asks you to describe Jack's behaviour. Think about how difficult the journey was and what it says about his character. Was he brave? Was he careful? Write your answer in one or two short sentences.

**Teacher:** Now, the second part asks you to write slightly longer answers. These are like short stories or little paragraphs. You need to write what happened from the beginning of Jack's journey to the end.

**Teacher:** Think step-by-step: how he got something magical, what happened when he used it and what adventure he had.

**Teacher:** In the next one, think about how tall something was and what it means when you cannot see your house from up high. Use your imagination and the picture on page 95 to help you.

**Teacher:** Take your time and write neatly. If you get stuck, look back at the story or raise your hand for help.

**Teacher:** Let us do a quick peer-sharing activity.

**Teacher:** Turn to your partner and read out one answer from your notebook. Then listen to their answer.

COULD DO

10 MIN.



**Teacher:** Was your answer the same or different? Did your partner write something interesting you had not thought of?

**Teacher:** Discuss and share one good thing your partner did in their answer.

## Differentiated Activities

110 km/hr



Write one sentence using the word 'adventure'. Then write what made Jack's adventure special.

80 km/hr



Write two things Jack found in the castle.

40 km/hr



Fill in the blank: Jack climbed the tall \_\_\_\_\_ (beanstalk)

## Home Task

Make a 'Magic Wish Leaf'. Cut out a leaf shape from paper and decorate it like a leaf from the beanstalk. On the leaf, write one magical wish you would ask for if you met a kind giant. Bring it to class to hang on our classroom beanstalk wall.

## Period 9

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

SHOULD DO

10 MIN.



**Teacher:** Let us start with a fun little talk. Raise your hand if you have ever used the words 'would', 'could' or 'should' when talking to someone.

**Teacher:** Tell me—what would you do if you had magical beans?

**Teacher:** What should Jack have done when the stranger offered him the beans?

**Teacher:** Could you climb a beanstalk as tall as a cloud?

**Teacher:** These are the words we will play with today. Let us get started.



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

## Excelling Vocabulary

**Vocabulary**

**E Read the words aloud.**

would could should calm palm

**Now, make sentences with the words in your notebook.**

**F Rewrite the words by adding the prefix un-.**

1. lock _____	2. real _____
3. pack _____	4. known _____
5. do _____	

99

**Teacher:** Please open your Main Coursebook to page 99.

**Teacher:** In Exercise E, you can see some helpful words. Let us read them aloud together: 'would', 'could', 'should', 'calm', 'palm'.

**Teacher:** Now think: what does each word mean? Can you make a sentence with any of them?

**Teacher:** For example, I could say: 'I would climb the beanstalk if I were Jack.'

**Teacher:** Now try to make your own sentences in your notebook. I will help you if needed.

**Teacher:** Next is Exercise F, where we will add 'un-' in front of some words.

**Teacher:** Let us take the word 'lock'. If you unlock a door, it means you open it.

**Teacher:** Adding 'un-' means the opposite. So 'unpack' means to remove things from a bag.

**Teacher:** Complete all five by adding 'un-' and writing the new words in your notebook.

## Excelling Spelling

**Spellings**

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

give	fire	save
wave	hive	tree
live	dive	wire

99

**Teacher:** Now look at Exercise G. You will see a group of words in a box.

**Teacher:** Your job is to find all the words that end with 've'.

**Teacher:** Read them aloud clearly with me.

**Teacher:** After reading, circle only the words ending with 've'. Check each one carefully.

**Teacher:** These spellings are useful. We see them in many everyday words.

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

## Differentiated Activities

**110 km/hr**



Make your own mini word puzzle using three words from the vocabulary box and three words ending with 've'.

**80 km/hr**



Write two sentences using any two words from the list 'would', 'could' or 'should'.

**40 km/hr**



Fill in the blank: I \_\_\_\_\_ like to go to the castle. (would / could / should)

## Home Task

Make a 'Word Card' for one new word you learnt today. Write the word and its meaning in the card.

## Period 10

## Excelling Grammar

**Grammar**

**CING**

**Prepositions** tell us where a person, a thing or an animal is. The words **in, on, under, above, below, behind, beside, near, between, at** and to tell us about the position of the noun. These words are called **prepositions**.

The giant was sleeping **on** a big bed.

Sheena is standing **between** Ajay and Varun.

The people are waiting **at** the railway platform.

The bench is **near** the tree.

99

**Teacher:** Good morning, students.

Today we are going to learn something new in grammar – 'prepositions'.

**Teacher:** A preposition is a word that tells us where a person, thing or animal is. It helps us understand position.

**Teacher:** Let us look at some examples on page 99.

**Teacher:** 'The giant was sleeping on a big bed.'

**Teacher:** Which word tells us where the giant was sleeping? Yes, 'on'. That is a preposition.

**Teacher:** Look at the next sentence: 'Sheena is standing between Ajay and Varun.'

**Teacher:** Which word tells us her position? Yes, 'between'. That is also a preposition.

**Teacher:** Here are some more examples:

- The cup is 'on' the table.
- The bag is 'under' the chair.
- The ball is 'behind' the door.

**Teacher:** Now, let us practise together. I will say a sentence and you will guess the missing word.

Teacher: The cat is \_\_\_\_\_ the box. (Answer: 'in')

Teacher: The boy is standing \_\_\_\_\_ the gate. (Answer: 'near')

**Teacher:** Well done. Now let us try the exercise.



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

## Excelling Grammar

**H** Fill in the blanks with the correct options.

- Jack lives \_\_\_\_\_ a farm. **on / between**
- The cup is \_\_\_\_\_ the book. **near / at**
- Johnny is \_\_\_\_\_ the airport. **on / at**
- Riya sat \_\_\_\_\_ Karan and Sneha. **between / in**
- The kettle is \_\_\_\_\_ the stove. **in / on**

**Teacher:** Please turn to page 100. Let us solve Exercise H together.

**Teacher:** You will see two word options for each blank. Choose the correct one that fits the sentence.

**Teacher:** Read each sentence aloud before ticking. If unsure, think of the position it is showing.

**Teacher:** For example: Jack lives \_\_\_\_\_ a farm. Do we say 'on' a farm or 'between' a farm?

**Teacher:** Let us do this quietly in your book. I will help anyone who needs support.

**Teacher:** Now we will play a speaking game called 'Where Is It?'. I will show an object or point to something in the class and you will answer using a preposition.

**Teacher:** Where is the dustbin?

**Student:** The dustbin is 'near' the door.

**Teacher:** Where is your water bottle?

**Student:** My bottle is 'in' my bag.

**Teacher:** Where is your pencil box?

**Student:** It is 'under' the table.

**Teacher:** Excellent. Now in pairs, ask each other similar questions. Take turns and use words like 'on', 'under', 'in', 'behind' or 'between'.

## Differentiated Activities

**110 km/hr**



Write three sentences using three different prepositions from today's lesson.

**80 km/hr**



Circle the correct word: The book is ('on' / 'under') the table.

**40 km/hr**



Fill in the blank: The dog is \_\_\_\_\_ the sofa. ('under')

## Home Task

Draw a picture of your study table at home. Label three objects and write where they are using prepositions.

## Period 11

### Poster

English Theme 8: What Makes Us Think?

# PREPOSITIONS

Mala is	at	the playground.
Dev is	near	the swings.
The door is	between	two windows.

Find out the meaning of the following prepositions. Use them in sentences with the help of the given hints.

The children played	around	the tree.
A plant's roots grow	beneath	the ground.
_____ flew	above	_____
Anu stands	beside	_____
_____	up	the tree.
_____ walked	down	the stairs.
The puppy _____	over	_____

**Teacher:** Good morning, students.

Today, we will look at a colourful and helpful poster about 'Prepositions'.

**Teacher:** Prepositions are words that tell us where things or people are placed. Let us read the sentences from the poster one by one.

**Teacher:** Look at this sentence: 'Mala is at the playground.' The word 'at' tells us her place.

**Teacher:** 'Dev is near the swings' – which word shows where he is? 'Near'.

**Teacher:** 'The door is between two windows.' – Here, 'between' shows position.

**Teacher:** Now look below – we have more prepositions like 'around', 'beneath', 'above', 'beside', 'up', 'down' and 'over'.


**Teacher:** You will now complete the sentences by using these words with the help of the pictures and clues.



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



1 Look at the pictures. Write the correct prepositions for the underlined words.

1.  The giant sleeps on the castle. \_\_\_\_\_
2.  There is a door in the two windows. \_\_\_\_\_
3.  Arush sits in the tree. \_\_\_\_\_
4.  Riju's books are between the table. \_\_\_\_\_
5.  There was a new show on the theatre. \_\_\_\_\_

**Teacher:** Turn to Exercise I. Look at the picture and read the sentence. Some of the underlined prepositions are wrong. You need to write the correct ones in the blank.

**MUST DO**

20 MIN.

**Teacher:** Use the pictures to check the actual position of each object. For example, is the cup really 'on' the table or should it be 'under' or 'beside'?

**Teacher:** Do all five quietly and I will come around to check.

## Excelling Concentration

Concentration\*

ABLE

1 Listen to your teacher carefully. Your teacher will read out a story. Count the number of prepositions that come up in the story. Write them in your notebook. Count and write one preposition only once.

**Teacher:** Now let us move to Exercise J. I will read aloud a short story about someone searching for a lost key.

**Teacher:** You need to listen carefully and write down all the prepositions you hear. Remember, write each preposition only once.

(Read the story aloud slowly and clearly.)

**Teacher:** Let us now read your answers aloud. Which words did you find? (Expected: on, under, behind, near, at)  
(Note- Listening text is on the page 120)

**Teacher:** We will now do a quick 'Preposition Hunt' in the classroom.

**COULD DO**

10 MIN.

**Teacher:** I will call out an object and you will tell me where it is using a preposition.

**Teacher:** Where is the whiteboard?

**Student:** It is 'on' the wall.

**Teacher:** Where is the dustbin?

**Student:** It is 'near' the door.

**Teacher:** Where is your water bottle?

**Student:** It is 'inside' my bag.

**Teacher:** Fantastic. Now take turns and quiz your partner.

## Differentiated Activities

110 km/hr



Write four different prepositions and use each one in a sentence of your own.

80 km/hr



Choose the correct word and complete the sentence:

The monkey climbed \_\_\_\_\_ the tree. (up / under)

40 km/hr



Match the picture with the correct preposition:

A cat is sitting under a table. Which word shows this? (in / under / on)

## Home Task

Stand near your study table and observe. Write three sentences using the words 'on', 'under' and next to' based on what you see.

## Period 12

**Teacher:** Good morning, students. Let us quickly recall some fun things we have learnt in the last few classes.

**Teacher:** Who can tell me what a preposition does?

**Teacher:** Who remembers what Jack saw at the top of the beanstalk?

**Teacher:** Wonderful. Today, we will do two exciting activities. One is about something magical and the other is about writing your own version of Jack's story.

**SHOULD DO**

5 MIN.

## Excelling Language

Language

2LCS LAD OLD

1 Work with your partner. Take turns to talk about the magic you see in your life every day. You may begin like this:



101

**Teacher:** Please open your Main Coursebook to the page where you see two friends talking. This is Exercise K.

**Teacher:** You can see they are having a conversation about something they believe in. Let us take a moment to read it silently.

**Teacher:** Now let us think – in our everyday life, do we see things that surprise us? That make us smile and wonder how they happen.

**Teacher:** Yes, we do. That is what we call magic. The way the stars twinkle, how rainbows appear in the sky or how the wind moves the trees – all of these are magical in their own way.

**MUST DO**

25 MIN.

**Teacher:** You and your partner will now talk about such magic you see or feel around you.

**Teacher:** One of you can begin the conversation like the example in the book. The other one will reply with something you think is magical.

**Teacher:** Then switch roles. Add your own examples. It could be the sun, the moon, rain, butterflies or even how seeds grow.

**Teacher:** I will give you two minutes for this partner talk. Speak clearly and softly. I will walk around to listen. Then, I will call a few of you to share what your partner said.

**Teacher:** Very good. You all have such beautiful ideas. Some of your thoughts truly feel magical.

## Excelling Expression

### Excelling Expression

**L** Imagine you are Jack. Whom would you like to meet after climbing the beanstalk? What kind of conversations would you have with her/him? Write a short story based on it in your notebook. You may begin like this:  
It was 7 a.m. I looked out of my window and saw a huge beanstalk. It was so tall that it touched the sky. I ran up to it.

**Teacher:** Let us now move to Exercise L. This is a writing task.

**Teacher:** Imagine you are Jack. You have just reached the top of the beanstalk. What do you see? Whom do you meet?

**Teacher:** It could be anyone – a fairy, a talking animal, a wizard or even a friendly cloud. Think freely.

**Teacher:** What do you say to them? What do they reply? What kind of magical moment happens there?

**Teacher:** The book has already given you a starting line. Use that to begin your story. Then continue in your own words.

**Teacher:** You need to write at least five to seven lines. Make your story fun, magical and full of imagination.

**Teacher:** I will give you ten minutes to write quietly. If you finish early, check your spellings and try to add more details.

**Teacher:** After we finish, I would love to read a few of your stories aloud.

**Teacher:** Let us play a quick 'Magic Story Chain'. I will start a story with one line and each of you will add one sentence to continue the magic.

**Teacher:** I will begin: 'Jack climbed the beanstalk and saw a castle made of candy.'

**Teacher:** Next? (Student continues...)

**Teacher:** Good. Keep it short and magical.

## Differentiated Activities

110 km/hr



Write five magical things you see or feel in real life and use them in a short paragraph.

80 km/hr



Write two magical things you like and one sentence about each.

40 km/hr



Draw something magical and label it with one word (like rainbow, fairy, moonlight).

## Home Task

Write two lines about who Jack met at the top of the beanstalk and what gift he received.

## Period 13

### Creating better

Name your favourite character from an adventure story. It could be from a book or a movie. Prepare yourself for a fancy-dress competition in the class. Dress up as the character you have chosen. Prepare a few lines to speak.

Arti 21CS

101

**Teacher:** Good morning, students. We have come to our final period for this magical story. Today, we will bring the story to life with a fun and creative activity.

**Teacher:** I want each one of you to think about your favourite character from any adventure story. It could be Jack, the giant, a fairy or even someone from another book or movie you love.

**Teacher:** Now that you are already dressed up as your character, think about how your character walks, talks and behaves.

**Teacher:** In a few minutes, you will come forward one by one for a mini fancy-dress presentation. Show how your character speaks or acts.

**Teacher:** Remember to stay in character and enjoy the experience.

**Teacher:** Stand up one by one and introduce yourself as the character. Say your name and one or two lines about your adventures or magical powers.

**Teacher:** For example: 'I am Jack. I climbed a huge beanstalk and found a castle in the sky.'

**Teacher:** Or: 'I am a kind giant. I live above the clouds and help those who are brave.'

**Teacher:** Let us begin. Everyone gets a turn. Speak clearly and with confidence. Use your hands or a prop if you have one.

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

## Thinking better

### Thinking better

Think and answer in your notebook.

1. Describe the giant in your own words. Which of the giant's qualities would you adopt?
2. Should there be bad people in stories? Why or why not?

COD HOTS 21CS

101

**Teacher:** Now open your notebook for 'Thinking better'.

**Teacher:** This time, we are not writing facts. We are writing our thoughts and ideas.

**Teacher:** Think about the giant in the story. Was he only big in size or did he show other qualities too?

**Teacher:** Could he be kind, patient or helpful? If yes, which of these qualities would you like to have?

**Teacher:** Now think of another question – in most stories, there is usually a character who causes problems. Is that good or bad? Why do you think they are needed in a story?

**Teacher:** Write your answers in full sentences. Use your imagination and your opinion. There are no right or wrong answers here. Just think and write what you believe.

**Teacher:** Let us end with a class circle time. Sit together and share your answers to one question from 'Thinking better'.

**Teacher:** Raise your hand and tell us: What makes the giant special? Or do you think a story becomes boring without a bad character?

**Teacher:** Let us listen to each other respectfully. You may agree or have a different idea – and that is perfectly fine.

COULD DO

10 MIN.



## Differentiated Activities

110 km/hr



Design a badge for the giant with three qualities written on it. Use one word for each quality.

80 km/hr



Write any two good qualities the giant showed in the story.

40 km/hr



Circle the correct word: The giant was (kind / angry)

## Home Task

Complete the project from 'Book of Project Ideas'.

## Period 14

### Choosing better

#### Choosing better

A classmate asks you to do their homework in exchange for something you love to eat. Will you agree to do their homework? Or, will you tell them to do their homework themselves? Give reasons for your answer.

EXL LSV 2LCS

101

**Teacher:** Good morning, students. Today, we will begin with a real-life situation that will help you learn how to make good choices.

SHOULD DO

10 MIN.



**Teacher:** Imagine you are in school and a friend comes to you with a deal. They offer you something you really like in return for doing something for them. It sounds tempting, does it not?

**Teacher:** But now, stop and think. Is it the right thing to do? Should you agree or should you say no kindly and explain why?

**Teacher:** This activity is called 'Choosing better' because it helps us decide what is right and fair. You will write your own decision in your notebook and explain your reason.

**Teacher:** There is no right or wrong answer here. What matters is how you think and how kind and honest you can be while making a choice.

**Teacher:** Take five minutes to write your answer in your notebook. After that, we will hear a few responses from volunteers.



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

### Revising better

#### Revising better

In your Little Book, write one quality of the giant. Write two synonyms for that quality.

DBL

101

**Teacher:** Now we move to 'Revising better'. This will help you revise what you have learnt about the characters in the story.

MUST DO

5 MIN.



**Teacher:** I want you to think of one strong quality of the giant from the story. Was he patient? Kind? Brave?

**Teacher:** Write this one word in your Little Book. Then, write two more words that mean the same thing. These are called synonyms.

**Teacher:** For example, if you choose 'kind', your synonyms could be 'helpful' and 'caring'.

**Teacher:** Think carefully and choose a word that really shows who the giant became at the end of the story.

**Teacher:** Now comes the most exciting part of today – a short role play.

COULD DO

20 MIN.



**Teacher:** I will divide the class into groups of four. Each group will create and act out a short scene from the story 'Jack and the Beanstalk'.

**Teacher:** You can choose any part – climbing the beanstalk, meeting the giant or coming back home. You can even add your own twist.

**Teacher:** One of you can be Jack, one can be the giant and the others can be Jack's mother, a friend or a narrator.

**Teacher:** You have five minutes to prepare and ten minutes to perform.

**Teacher:** Keep your dialogues short. Speak clearly. Enjoy yourselves. After all, drama is a fun way to learn.

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 Jack and the giant showing how they became friends.

80 km/hr



Write one thing Jack learnt from his adventure.

40 km/hr



Circle the correct word: Jack was (brave / lazy).

Home Task

Talk to your parents about a time when they made a good choice. Write one sentence about what they did and how it helped.

Period 15

Worksheet 1

Teacher: Good morning, students. Today we will begin by doing a special worksheet to revise all that we have learnt.

SHOULD DO

20 MIN.



Teacher: Please open your workbook to page 25. You will see the heading 'Jack and the Beanstalk – Worksheet 1'.

Teacher: This activity will help you check how well you understood the story.

Teacher: Read the passage carefully. It is about a magical show and a vanishing wizard.

Teacher: Once you finish reading, begin Section A by filling in the blanks using information from the story. Look for key details.

Theme 8: What Makes Us Think?

8. Jack and the Beanstalk

Worksheet 1

Comprehension

Read the passage carefully.

There was great excitement at Green Hills Primary School. A magic show was going to be held by Huff Puff, the vanishing wizard. Huff Puff stepped on stage. He wore a long black cloak covered with bright sparkly stars. He had dark blue eyes and a long white beard. "Good morning, children," he shouted. "I am Huff Puff, the vanishing wizard. Welcome to my show!" Right before the crowd the wizard called a bright red magic carpet on stage. It came flying in. "Who would like a ride?" he asked. All the children cried, "Me, me, me!" Huff Puff laughed and hopped onto the carpet. With a clap of his hands, he and the magic carpet vanished. Everyone then heard the wizard's voice, "The show is now over! Thank you for coming!"

A. Fill in the blanks.

- The magic show was going to be held at \_\_\_\_\_ School.
- The wizard Huff Puff was also known as the \_\_\_\_\_.
- Huff Puff wore a long black \_\_\_\_\_.
- The wizard had dark \_\_\_\_\_ eyes.
- A bright red magic \_\_\_\_\_ came flying in.

25

Teacher: Then, move to Section B. You need to number the sentences in the correct order, just like how they happened in the passage.

B. Number the sentences in the correct sequence.

- Huff Puff vanished with the carpet. \_\_\_\_\_
- There was great excitement at Green Hills Primary School. \_\_\_\_\_
- Huff Puff walked on the stage wearing a black cloak. \_\_\_\_\_
- The wizard's voice told everyone that the show was over. \_\_\_\_\_
- The children wanted to go on a ride on the magic carpet. \_\_\_\_\_

25

Teacher: Finally, in Section C, decide if the sentences are true or false. Think carefully and mark them clearly.

C. Write true or false.

- The children did not want to go to the magic show. \_\_\_\_\_
- Huff Puff could vanish into thin air. \_\_\_\_\_
- The carpet was not magical. \_\_\_\_\_
- The children wanted to go on a ride on the magic carpet. \_\_\_\_\_
- The wizard surprised everyone. \_\_\_\_\_

25

Teacher: You may begin now. Raise your hand if you need help with any word or sentence.

Book of Holistic Teaching

Teacher: Now, we will do 'Book of Holistic Teaching'

Teacher: You will copy them into your notebook and solve them carefully.

COULD DO

20 MIN.



Let us begin one subject at a time.

Maths

Chapter 8: Jack and the Beanstalk

Theme 8: What Makes Us Think?

A Maths

FLN HOL MDA

Tick (✓) the correct answers.

Lisa's mother is at a cloth shop. She is looking for a cloth to make dresses from. She finds something on one rack. She buys 5 m 16 cm of that cloth. She buys 10 m 15 cm of the cloth for her own dress. What is the total length of the cloth bought by Lisa's mother?

- 25 m 21 cm ☐
- 15 m 31 cm ☐
- 20 m 30 cm ☐

9

Teacher: Let us begin with Maths. The question is about cloth measurement.

Teacher: A girl is buying two pieces of cloth – one for her mother and one for herself. You have to find the total length of the cloth.

Teacher: Think carefully. What do we do when we need to find the total? That is right – we add.

Teacher: Add the two lengths together and choose the correct answer from the options.

Science

B Science

Fill in the blanks with the correct answers.

The movement of the Earth on its axis is called \_\_\_\_\_ (revolution/rotation). The Earth completes one rotation in 24 \_\_\_\_\_ (days/hours). This is the duration of a single \_\_\_\_\_ (day/evening). As the Earth rotates, the part of the Earth that faces the Sun has \_\_\_\_\_ (daytime/night time). The other half of the Earth has \_\_\_\_\_ (day/night). Thus, \_\_\_\_\_ (revolution/rotation) of the Earth causes day and night.

9

**Teacher:** Now, let us move to Science. This one is all about what we learned about the Earth.

**Teacher:** Remember how the Earth spins? That is called rotation. When it rotates, we get day and night.

**Teacher:** Read the statements and fill in the correct words – like 'rotation', 'day' or 'night'.

**Teacher:** Think about what happens when one side of the Earth faces the Sun. I know you will get this right.

### Social Studies



#### Social Studies

Write the correct answers for the descriptions below.

1. It is played with racquets and a shuttlecock **between** two or among four people.  
\_\_\_\_\_
2. It is a board game also played by the kings in olden times.  
\_\_\_\_\_
3. If you touch these dolls their heads move **up**, **down** and sideways.  
\_\_\_\_\_

9-10

**Teacher:** Lastly, we will solve the Social Studies question. It is about games and toys.

**Teacher:** Read the clues and think about what the object is.

**Teacher:** For example, it talks about a game played with a racquet and a shuttlecock – what could that be?

**Teacher:** One question is about a board game that kings used to play. Try to recall that.

**Teacher:** The last one is about dolls that move their heads. Read the description carefully and write the answer.

**Teacher:** Please take your time and answer each question in one or two lines. Once you finish, we will check some of your answers together.

**Teacher:** Let us begin now.

### Differentiated Activities

110 km/hr



Write one sentence about how the magic show in the story is different from real life. Also, add one interesting thing you would like to see in a real magic show.

80 km/hr



Write one sentence about the magic carpet from the passage. Then, name another magical object you have read about.

40 km/hr



Circle the correct word: The wizard was (funny / scary).

### Home Task

Read the story passage once again and underline any three magical words or phrases. Write them in your notebook.

## Period 16

### Worksheet 2

#### Worksheet 2

#### Vocabulary

A. Read the words aloud. Underline the silent letter.

1. balm
2. walk
3. half
4. chalk

Which letter is silent in the above words? \_\_\_\_\_

B. Fill in the blanks with **ve**. Read the words aloud.

1. ca \_\_\_\_\_
2. sa \_\_\_\_\_
3. bra \_\_\_\_\_
4. gra \_\_\_\_\_

C. Add **un** before the following words. Rewrite them in the blank space.

1. do \_\_\_\_\_
2. tie \_\_\_\_\_
3. able \_\_\_\_\_
4. seen \_\_\_\_\_

26

**Teacher:** Good morning, students. Let us begin our day by revising vocabulary and grammar from the story.

SHOULD DO

10 MIN.

**Teacher:** Please open page 26 in your workbook – this is Worksheet 2.

**Teacher:** First, look at Activity A. You will read the words aloud and underline the silent letter. Think carefully – which letter is written but not pronounced?

**Teacher:** Now go to Activity B. You can see some incomplete words ending with 've'. Fill them in correctly and then read them aloud to a partner.

**Teacher:** In Activity C, you need to add 'un' before each word. What happens to the meaning when we do that? Right – it becomes the opposite.

**Teacher:** After that, go to the Grammar section. First, circle the correct option in Activity A. Each sentence needs the right preposition – like 'in', 'under' or 'on'.

#### Grammar

A. Circle the correct options.

1. Raj lives **in** / **under** Bangalore.
2. The bag is **on** / **in** the table.
3. The lamp is **on** / **between** the shelf.
4. You can sit **beside** / **between** me.

B. Fill in the blanks. Use the words in the box.

in under above on beside

1. Please put some sugar \_\_\_\_\_ my tea.
2. The water rose \_\_\_\_\_ Sia's neck.
3. The puppy is hiding \_\_\_\_\_ the bed.
4. Kajal kept her bag \_\_\_\_\_ the table.

26

**Teacher:** Then move to Activity B. You have a word box. Fill in the blanks using the correct prepositions from it.

SHOULD DO

10 MIN.

**Teacher:** Begin now. I will move around to support you.

Listening / Speaking / Writing

A. Listen to the sentences carefully. Fill in the blanks.\*

1. I found a pen \_\_\_\_\_ my pocket.
2. My school is \_\_\_\_\_ the park.
3. The ball rolled \_\_\_\_\_ the desk.
4. The teacher stood \_\_\_\_\_ the children.
5. They built a wall \_\_\_\_\_ the two houses.

B. Work with your partner. Talk to them about the magic that you see in friendship.

C. Imagine you land on Mars. Write a short story describing what you would do there. Take help from the box.

landed on Mars   red coloured soil   saw big mountains and craters  
had two moons   took many pictures

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

MUST DO

20 MIN.



Differentiated Activities

110 km/hr



Make a list of three silent-letter words and write one sentence each using those words.

80 km/hr



Write two sentences using the prepositions 'under' and 'beside'.

40 km/hr



Circle the word with a silent letter: walk / talk / sun

Home Task

Think about something magical you have seen or read in a storybook. Draw a picture of it and write one sentence describing what makes it magical.



## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• participate in kinaesthetic activities such as role-play, storytelling with actions and outdoor games that enhance body coordination and movement.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express empathy towards characters, understand emotions like kindness, gratitude and responsibility and make ethical choices during group discussions (e.g., choosing better).</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• recall and sequence story events, answer comprehension questions and analyse cause-effect relationships through thinking better and learning better activities.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• read fluently with expression, identify and use prepositions, silent letters and prefixes correctly, build vocabulary and engage in meaningful writing and dialogue.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• explore creativity through creating better tasks like drawing, storytelling and costume activities, while appreciating story elements and illustrations.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• listen actively, speak confidently, work cooperatively in groups and complete tasks independently with care and persistence.</li></ul>

### Starry Knights

Share a memorable incident you had while teaching this unit.

Give yourself a STAR for being a fantastic teacher.



## Poem: My Books

Theme 8: What Makes Us Think?

5 Periods (40 minutes each)



Animation, Learn Better (Main Coursebook), CRM signs



eBook, Slideshow

Confirming better  
I work hard.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to encourage students to appreciate books as sources of imagination, wonder and joy.
- to enable students to identify and recite rhyming words and simple poetic phrases with expression.
- to help students understand basic concepts of kindness, friendship and adventure as presented through stories and poems.
- to support students in reading aloud fluently with correct pronunciation and intonation.
- to build vocabulary through exposure to thematic words like 'quiet', 'quaint', 'games' and 'wonderland'.
- to inspire creative expression through drawing, imagining and speaking about magical or favourite book characters.
- to foster group sharing and discussions to build confidence, listening and speaking skills.

### Methodology

#### Period 1

**Teacher:** Good morning, students. Let us begin our class with a fun energiser. I will say a word and you will show me with your face or hands how that word makes you feel. Ready?

**Teacher:** The first word is 'book'.

**Teacher:** Now 'adventure'.

**Teacher:** How about 'magic'?

**Teacher:** And finally, 'friend'.

**Teacher:** Wonderful expressions. You are all ready to explore something special today.

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

**Teacher:** We are beginning a new poem today. The title is 'My Books'. Look at the illustration. What do you think the poem is about?

**Teacher:** This poem talks about how books can take us to magical worlds filled with queens, fairies, knights and gnomes.

**Teacher:** I will read the poem aloud. Listen to the rhyme and the magical words.

**Teacher:** After each stanza, I will pause and ask you a question.

SHOULD DO

10 MIN.



MUST DO

20 MIN.



**Teacher:** In the first stanza, the poet says that books are homes. What do you think he means by that?


**Teacher:** Good thinking. Books can make us feel safe and excited at the same time.

**Teacher:** In the second stanza, the poet talks about meeting someone when reading. Who do you think this person could be?

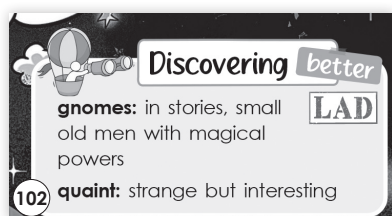
**Teacher:** Yes, it could be a character or someone imaginary. The poet calls them 'quaint'.

**Teacher:** Now in the last stanza, it says 'Each book is like a city street'. Why do you think the poet compares books to streets?

**Teacher:** Because streets take us on journeys, just like books do. Excellent.

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

### Discovering better



**Discovering better**

**gnomes:** in stories, small old men with magical powers

**quaint:** strange but interesting

**LAD**

102

COULD DO

10 MIN.

**Teacher:** Let us now look at the 'Discovering better' section. There are two new words here – 'gnomes' and 'quaint'.

**Teacher:** 'Gnomes' are tiny magical people you might find in fairy tales. Have you seen such characters in stories or cartoons?

**Teacher:** Now the word 'quaint' means something old-fashioned but interesting. Can you think of something quaint that you have seen or read about?

**Teacher:** Well done. You are becoming great explorers of words.

### Differentiated Activities

110 km/hr



What do you think the poet means by 'Take me off adventuring'?

80 km/hr



Name any one magical character from the poem.

40 km/hr



What is the title of the poem?

### Home Task

Draw a picture of a magical land you would love to visit after reading a book. Write one line about it.

### Period 2

**Teacher:** Good morning, students. How are you all today? Let us begin with a quick recap of our poem 'My Books'.

SHOULD DO

10 MIN.

**Teacher:** Do you remember what the poet says about books? Yes, books are like magical homes.

**Teacher:** Can anyone tell me one magical character the poet talks about? That is right – fairies, knights or gnomes.

**Teacher:** Now, let us play a short activity called 'Poet's Call'. I will say a line and you have to complete it aloud. Ready?

• **Teacher:** 'Each time I read, I make a...?'

(Students: 'a call')

• **Teacher:** 'Along whose winding way I meet...?'

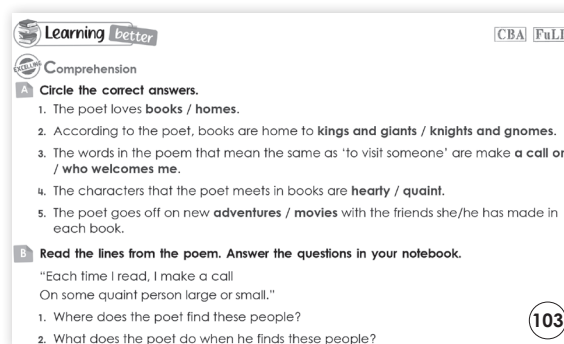
(Students: 'new friends and old')

• **Teacher:** 'Books are the homes of...?'

(Students: 'queens and fairies')

**Teacher:** Wonderful. You all remember the lines so well. Let us now move to our book exercises.

### Learning better- Excelling Comprehension



**Learning better**

**Comprehension**

**A Circle the correct answers.**

- The poet loves **books** / homes.
- According to the poet, books are home to **kings and giants** / knights and gnomes.
- The words in the poem that mean the same as 'to visit someone' are **make a call** on / who welcomes me.
- The characters that the poet meets in books are **hearty** / quaint.
- The poet goes off on new **adventures** / movies with the friends she/he has made in each book.

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

"Each time I read, I make a call  
On some quaint person large or small."

- Where does the poet find these people?
- What does the poet do when he finds these people?

103

**Teacher:** Please open your books to page 103. In Exercise A, you have to choose the correct answers by understanding the poem properly.

MUST DO

20 MIN.

**Teacher:** Think about how the poet feels about books – is it just something to read or something more special?

**Teacher:** Notice what kind of magical characters are mentioned in the poem. That will help you with the next question.

**Teacher:** Also, look for lines where the poet feels welcomed or begins a journey. These are hints to solve the rest.

**Teacher:** Take your time. Think and then tick the correct answers.

**Teacher:** Now let us look at Exercise B. This time you will write the answers in your notebook.

**Teacher:** Think about what happens when the poet reads. Whom does he meet? What does he do after meeting them?

**Teacher:** Keep your answers short and clear. Use the lines from the poem to guide your thoughts.

**Teacher:** If you are stuck, raise your hand and I will come and help you.

**Teacher:** Let us do a small oral round. I will say a part from the poem and you tell me what it means or what you imagine when you hear it.

COULD DO

10 MIN.



**Teacher:** This will help you enjoy the poem even more and think creatively.

**Teacher:** Ready? Here we go.

### Differentiated Activities

110 km/hr



Explain why the poet feels books are like homes.

80 km/hr



Say one magical character mentioned in the poem and describe it in one word.

40 km/hr



Tell the name of any one friend the poet meets in books.

### Home Task

Draw the cover of your imaginary storybook. Write the name of the story and one magical thing inside it.

### Period 3

**Teacher:** Good morning, students. Are you ready for today's class?

SHOULD DO

5 MIN.



**Teacher:** Let us quickly recap what we read in the poem 'My Books'.

**Teacher:** Can someone tell me what magical characters were mentioned?

**Teacher:** Great. And what do books help us do according to the poem?

**Teacher:** Well done. Now, let us move ahead and play with some words.

### Excelling Vocabulary

Vocabulary

Read these words aloud. Circle the words where the letter k is silent.

knightkitekneekindkettleknowledge

Make one word by joining the two given words.

1. wonder + land = \_\_\_\_\_

2. tooth + brush = \_\_\_\_\_

3. volley + ball = \_\_\_\_\_

4. lady + bug = \_\_\_\_\_

5. book + mark = \_\_\_\_\_

DINGWR

P

103

**Teacher:** First, let us read aloud the list of words given in Exercise E.

**Teacher:** Can you all spot the letter 'k'? Yes. Now say the words and tell me if the 'k' sound is heard or not.

**Teacher:** If we cannot hear the 'k' sound, that letter is silent. Let us circle those silent 'k' words.

**Teacher:** Now let us go to Exercise F. Here we need to join two words to make a new one. These are called compound words.

**Teacher:** For example, if we join 'tooth' and 'brush', what do we get? Yes, 'toothbrush'.

**Teacher:** Try doing the rest. Use clues from each pair of words.

MUST DO

25 MIN.



**Teacher:** Now, we move to a fun game in Exercise G – Excelling Concentration.

**Teacher:** I will read out some sentences about where the puppy is. You have to look at the pictures and write the correct number below each one.

**Teacher:** Listen carefully. If I say 'The puppy is lying on the box', which picture shows that?

**Teacher:** Good. Let us complete all the five sentences like that.

### Excelling Concentration

Concentration\*

Listen to your teacher carefully. Your teacher will read out some sentences. Write the correct number under each picture.

104

**Teacher:** Now, we will do a fun listening task. Look at the five pictures of the puppy.

**Teacher:** I will read a sentence aloud and you need to match it to the correct picture by writing the number. Ready?

**Teacher:** Sentence 1 – 'The puppy is sleeping behind the box.'

**Teacher:** Look at the pictures carefully. Which one shows the puppy behind the box?

(Guide the students with all the sentences given on the last page of the book)

**Teacher:** Great work, everyone. That was a fun way to understand prepositions.

**Teacher:** Now, let us play a quick and fun game using prepositions.

COULD DO

10 MIN.



**Teacher:** I will say a sentence using a preposition. You will act it out using your hands, your pencil box or anything on your desk. Ready?

**Teacher:** First one – 'Put your pencil under your notebook.'

**Teacher:** Well done. I see many of you followed the instruction quickly. Let us try another.

**Teacher:** Next – 'Place your eraser on the book.'

**Teacher:** Good. That shows you understand the position of on.

**Teacher:** Now – 'Hold your pencil above your head.'

**Teacher:** Lovely. Keep it there for a moment. What does above mean?

**Teacher:** Yes, it means something is higher than something else without touching it.

**Teacher:** Let us try – 'Put your sharpener between your hands.'

**Teacher:** Look around. Can you see your friends doing the same? Great work.

**Teacher:** And now – 'Place your pencil box beside your water bottle.'

**Teacher:** Wonderful. You are using both hands and minds today.

**Teacher:** Let us do one final round – 'Hide your ruler behind your notebook.'

**Teacher:** Well done. Some of you are already giggling – this shows you are enjoying and learning at the same time.

**Teacher:** That was fantastic. You are now preposition pros.

**Teacher:** Can anyone tell me which preposition shows 'something below'?

**Teacher:** Yes, under. And what about 'next to'?

**Teacher:** Correct, it is beside.

**Teacher:** Excellent participation, everyone. Give yourselves a clap.

### Differentiated Activities

110 km/hr



Use any one compound word from today's exercise in a sentence.

80 km/hr



Identify the silent letter in 'knee'.

40 km/hr



Point and say – where is your pencil? Is it on the table or under?

### Home Task

Write three compound words you use every day at home. Circle the two smaller words inside them.

### Period 4

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

**Teacher:** Great. Let us begin with a fun energiser. I will say the name of an object and you will pretend to become it using your body. Ready?

**Teacher:** Become a book... Now a rocket... And now a fairy tale hero.

**Teacher:** Fantastic imagination. I can see some of you are flying already.

SHOULD DO



### Creating better



Make a rocket of your own using an empty, disposable bottle.

#### Material:

- a 2-litre empty and clean bottle
- cardboard for making fins
- old newspapers for the nose of the rocket
- strong glue and wide adhesive tape to secure components
- a pair of scissors and craft knife for cutting material
- marker for drawing and marking

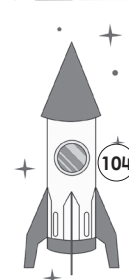
#### Steps:

1. Cover the bottle with white paper.
2. Cut out three fins from the cardboard, with the help of an adult.
3. Use strong glue to stick the fins to the bottom of the bottle. Make sure they are evenly spaced and glued strongly.
4. Make a nose cone. Roll a piece of paper into a cone. Glue it or tape it. Attach it to the top of the bottle and secure it with tape. Attach the cone at the top of the rocket.
5. Decorate the rocket with stickers or markers to give it a unique look.

Your rocket is ready to launch!

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

Art 1 2Lr CS



**Teacher:** Today, we will do a fun craft activity. We are going to make a rocket using old materials.

MUST DO

20 MIN.



**Teacher:** Please take out your old bottles, cardboard, glue and scissors. Follow me step-by-step. I will guide you as we go.

**Teacher:** Step one – Cover the bottle with paper. Everyone doing that?

**Teacher:** Step two – Cut out three fins with help. Remember, be safe while cutting.

**Teacher:** Step three – Stick the fins to the bottom of your rocket. They must be spaced nicely.

**Teacher:** Step four – Make the cone from paper and stick it on top.

**Teacher:** Step five – Decorate your rocket using colours, stickers or sketch pens. Make it look magical.

**Teacher:** Your rocket is ready to launch. Can we do a pretend countdown?

**Teacher and students together:** 5... 4... 3... 2... 1... Blast off.

**Teacher:** Well done. Let us display these rockets on our class board.

**Teacher:** Now that your rockets are ready, let us imagine something exciting.

COULD DO

10 MIN.



**Teacher:** Suppose your rocket could go anywhere in the universe. Where would you send it?

**Teacher:** Raise your hand if you want to go to the moon.

**Teacher:** What about Mars? Or maybe to a magical kingdom with talking books?

**Teacher:** Let me give you a sentence to help you begin: 'My rocket is flying to \_\_\_\_\_ because \_\_\_\_\_.'

**Teacher:** For example – 'My rocket is flying to a chocolate island because I love sweets.'

**Teacher:** Take a minute to think. You may look at your rocket and imagine.

**Teacher:** You can also describe what your rocket will see on its journey. Will it meet aliens? Will it find hidden treasure?

**Teacher:** Alright, now let us begin. Who would like to share first?

**Teacher:** Very good, that was a creative idea.

**Teacher:** Next student, please.

**Teacher:** Excellent use of describing words. Your rocket adventure was magical.

**Teacher:** Everyone will get a chance to speak. You may also act out your rocket flying if you like.

**Teacher:** Keep listening to your friends' ideas too. You may get some new thoughts for your next story.

### Differentiated Activities

110 km/hr



Describe the journey of your rocket in three sentences using words like 'blast', 'fly' and 'land'.

80 km/hr



Name the parts of your rocket and one place you want to visit with it.

40 km/hr



Colour and name your rocket. Say aloud one place it will go.

### Home Task

Draw your rocket again at home. Give it a name and write one sentence about where it will land.

### Period 5

**Teacher:** Good morning, bright stars of the classroom. How are you feeling today?

SHOULD DO

5 MIN.



**Teacher:** Let us stretch our hands up like rockets and say – I am ready to learn.

**Teacher:** (smiles) Wonderful. Now, here is a quick quiz: I will describe a word from yesterday and you have to guess it.

**Teacher:** I am a word with a silent letter. I help you write and rhyme. I start with 'k'. What am I?

**Teacher:** Yes – 'knight'. Brilliant.

**Teacher:** And now, I will join two words and make a new one. Ready? 'Tooth' and 'brush'. What do we get?

**Teacher:** Yes – 'toothbrush'. You all remembered it so well.

**Teacher:** Let us clap for our minds waking up today. Time to jump into today's adventure.

**Teacher:** Open to the page with 'Thinking better'. Imagine you are going camping for four days.

MUST DO

25 MIN.



**Teacher:** What will you pack in your bag? Let us make a list together.

**Teacher:** T-shirt is already given. Now think – what will you need for sleeping, eating, staying clean or having fun?

**Teacher:** Add useful items like a torch or a first-aid kit. You may even add a small book or sketchpad.

**Teacher:** Now let us go to 'Choosing better'. It is very hot outside and you are at home during the holidays.

**Teacher:** You have already played with toys. What else would you like to do now?

**Teacher:** Think about what helps you relax or learn something new – reading, drawing or writing a story.

**Teacher:** I will give you some time to think. Then write one activity and tell me why you chose it.

**Teacher:** Finally, let us reflect with 'Pledging better'.

**Teacher:** Read the pledge quietly. Can we all try to teach something to someone younger than us?

**Teacher:** Can we help someone learn reading, counting or just tell them a good story?

**Teacher:** Raise your hand if you are ready to try being a little teacher.

**Teacher:** Wonderful. That is how we become kind and helpful citizens.



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

**Teacher:** Let us do a small pair activity.

**Teacher:** Tell your partner one thing you would take on your camping trip and one thing you would do at home on Monday.

COULD DO

10 MIN.



**Teacher:** Listen to each other and write down one new idea your partner gave you.

### Differentiated Activities

110 km/hr



Write five items you would carry on a jungle adventure. Give a reason for each.

80 km/hr



Write three things you will carry for camping and one activity you will do at home during holidays.

40 km/hr



Draw any one item you will carry and say its name aloud in class.

### Home Task

Draw your dream camping bag and label three things you would keep inside.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>engage in hands-on activities like role-play and rocket-making which develop fine motor skills and coordination.</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>express thoughts confidently during discussions, show teamwork during peer work and demonstrate responsible choices in 'choosing better'.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>sequence events from the poem, identify and interpret poetic language and use critical thinking to list and justify choices for tasks like camping checklists.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>read and comprehend the poem fluently, identify silent letters and word combinations, understand vocabulary and prepositions and engage in creative writing through dialogue and short stories.</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>explore imagination and creativity through drawing, crafting rockets, storytelling and costume-based role-plays based on favourite book characters.</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>participate enthusiastically in all tasks, listen actively, speak clearly during peer interactions and complete activities with independence and focus.</li></ul>

### Starry Knights

How was the learners' response to the poem in books? Did they have a good number of books they have read or heard of?

Give yourself a STAR for being an inspiring teacher.

☐