

Lesson-9: The Two Merchants

Theme 9: What Is Being Safe?

12 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, Posters



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

Confirming better
I always take safety precautions.

Curricular Goals and Objectives (NCF)

To enable the students:

- to use conjunctions like 'and,' 'but,' 'because,' and 'so' to connect ideas.
- to read and comprehend passages, fill in blanks and answer related questions.
- to create posters and stories to express ideas and communicate safety rules.
- to practise and apply safety and health precautions in various settings.
- to develop positive habits and take responsibility for their health and safety.

Methodology

Period 1

SHOULD DO

10 MIN.

Confirming better



Confirming better I always take safety precautions.

PLH
106

Teacher: Good morning, students. How are you today?
(use CRM sign to settle the class)

Students: Good morning, Teacher. We are fine.

Teacher: That is wonderful to hear. Today, we will talk about an important topic- safety.

Teacher: Can anyone tell me why it is important to take safety precautions when we are playing or doing activities?

Student 1: It is important because we need to stay safe and avoid getting hurt.

Teacher: That is right. We should always take safety precautions. Let us say this together:

Teacher and Students: I always take safety precautions.

Teacher: Well done, everyone. Let us now discuss some of the safety rules we should follow.



You may show the eBook given on the digital platform.

MUST DO

30 MIN.

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

106

Teacher: Now we will begin a new chapter, 'The Two Merchants'. I have made a KWL chart on the blackboard.

Please take out your notebooks and draw the same in your notebooks.

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 your books to page 106.

Kinaesthetic

Kinaesthetic

Work with your partner. Choose a topic. Write a sentence each on the topic. Join both the sentences using and, but or or. Read the sentences aloud. Make a check mark with your finger for every correct answer.

106

Teacher: Well done, everyone.

Teacher: We will work with a partner for this next task. First, choose a topic. It could be about anything, such as your favourite sport, food or even a holiday activity.

Teacher: Once you have your topic, write one sentence about it. You will write your own sentence and your partner will write theirs. Then, join the sentences together using 'and', 'but' or 'or'.

Teacher: For example, if your topic is 'animals', you might write: 'Lions are strong,' and your partner writes 'elephants are stronger.' You can use 'but' to join the two sentences. The sentence will become 'Lions are strong, but elephants are stronger.'

Teacher: After you finish writing, read your sentences aloud to your partner. Then, as you read, make a check mark with your finger every time you think the answer is correct.

Teacher: Are you ready? Let us begin.

Auditory

Auditory*

Listen to your teacher carefully. Your teacher will read out some sentences. Write them in your notebook. Join them using and, but or or.

106

Teacher: Great job, everyone.

Teacher: In this activity, I will read out some sentences to you. Your job is to listen very carefully.

Teacher: After that, you will write the sentences in your notebooks. Then, you will join the sentences using 'and', 'but' or 'or'.

Teacher: For example, if I say, 'Radhe is going to the market. Mohit is going to the market,' you can join the sentences like this:

'Radhe 'and' Mohit are going to the market.'

Teacher: Let us start. Listen carefully and remember to write and join the sentences.

Read sentences aloud on page 120.

1. Radhe is going to the market. Mohit is going to the market.
2. Farah wants to go out. It is raining.
3. Are the grapes sweet? Are the grapes sour?
4. Piyush is sitting on the bench. Ayush is sitting on the bench.
5. Manav can cook. Manav cannot clean.

Teacher: Well done, everyone. Now, I will check your work.

Pictorial

Pictorial -PS

Look at the picture. Make as many sentences as you can using and, but or or in your notebook.



106

Teacher: Look at this picture, everyone. It shows some children playing and a lady reading a book.

Teacher: Can you see what they are doing?

Teacher: Now, I want you to make some sentences about the picture. You can use words like 'and', 'but' or 'or'.

Teacher: For example, you could say:

'The children are playing with a ball and flying a kite.'

Teacher: Write your sentences in your notebook.

Teacher: After you are done, share your sentences with your partner.

Teacher: Let us start.

Differentiated Activities

110 km/hr



Write three different sentences by joining ideas from the picture using and, but or or.

80 km/hr



Write two sentences using and or but to describe what you see in the picture.

40 km/hr



Write one simple sentence about the picture using and.

Home Task

Draw a picture of your favourite outdoor activity. Write two sentences about it using and or but.

Period 2

Interacting better

SHOULD DO

10 MIN.



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



Interacting better

Why is it important to stay safe? Tell any two reasons to your partner.

ICL

107

Students: Good morning, Teacher. We are fine.

Teacher: That is great to hear. Now, let us move to 'Interacting better' on page 107.

Teacher: Can anyone tell me why it is important to stay safe?

(Allow students to raise hands and share their answers.)

Teacher: Yes, very good. It is important to stay safe to avoid getting hurt and to keep ourselves healthy.

Teacher: Now, I want you to turn to your partner and tell them two reasons why it is important to stay safe.

(Give time for students to interact with each other.)

Teacher: Wonderful. You all gave great answers. Now, let us move on to the story.



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

Teacher: Everyone, please open your books to page 107.

Teacher: Let us look at the story. I will read it aloud first and you can follow along.

MUST DO

30 MIN.

Teacher: Let us stop here. What do you think is happening in the story? (Encourage student responses.)

Teacher: Yes, they are preparing for their journey across the desert. Now, let me continue.

Teacher reads the next part of the story:

Jas, Maria and Sam attend an online fitness camp. Their P.E. teacher, Julius sir, gives them tips to stay fit. Next, he asks the students, "Can you tell me, what is being safe?" The students share their thoughts and ideas with Julius sir. After the discussion he tells them the story, **The Two Merchants**. The students listen carefully.

STEP TIME

This is a story of two merchants, Balli and Gopala. On a sunny day, Balli and Gopala purchased large amounts of goods. They had both planned to sell it at a city market beyond the desert.

They were both about to begin their journey when Gopala said,

"Balli, there will not be enough grass for our oxen. It will be hard to find wood and water for all of us too. One of us should go first."

"I would like to go first," said Balli.



107

Teacher: Now, let us discuss the story. What did Balli think before deciding to go first?

(Guide the students through understanding the reasoning behind Balli's decision.)

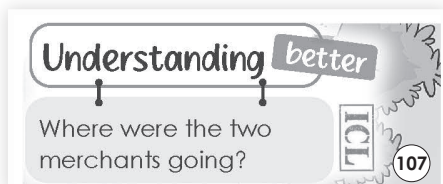
Balli thought to himself that his oxen would graze untouched grass. The water would remain pure too. He could also set the price for his goods as he likes. Therefore, he should go before Gopala.

Gopala agreed.

As Balli journeyed through the desert, a nobleman stopped him. The nobleman was drenched in wet clothes.

107

Teacher: Now, let us look at 'Understanding better' on this page. 'Where were the two merchants going?'



Teacher: Can anyone answer this question? (Allow student responses.)

Teacher: Yes, they were going to a city market beyond the desert.

Teacher: Let us now look at 'Discovering better'.

Teacher: The words in the box are 'purchased', 'nobleman' and 'drenched'. Let us discuss their meanings.

Teacher: 'Purchased' means 'bought'. 'Nobleman' means a wealthy man with a high social status. And 'drenched' means 'became completely wet'.

(Discuss the meaning of the words with students)

Teacher: Great. Now, let us move forward.

Differentiated Activities

110 km/hr



Write a short paragraph explaining why Balli decided to go first.

80 km/hr



Write three sentences about what happened when Balli and Gopala were preparing for their journey. Use the words 'and', 'but' or 'or' to join the sentences.

40 km/hr



Draw a picture of Balli and Gopala and write one sentence about their journey.

Home Task

Write two sentences about what you would do if you were Balli or Gopala.

Period 3

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

SHOULD DO

5 MIN.

Students: Good morning, Teacher. We are fine.

Teacher: That is wonderful to hear. Let us quickly recall what we discussed in the previous class. Who can remind me of the story we started?

(Allow a few students to answer.)

Teacher: Yes, we talked about Balli and Gopala's journey across the desert. Today, we will continue their story.

Teacher: Before we begin, I want you to talk to your partner. Tell them one thing you think is very important when travelling.

(Allow time for students to interact.)

Teacher: Great responses. Now, let us move on with the story.

Teacher: Everyone, please open your books to page 108.

Teacher: In the last class, we stopped with Balli meeting the nobleman. Today, we will continue the story from that point.

MUST DO

25 MIN.

Teacher reads the next part of the story aloud:



"Where are you going?" asked the nobleman.

Balli replied, "I am going to the city to sell the goods. You are covered in mud and water. Have you passed by a stream?"

The nobleman said, "There are several lakes ahead with fresh water."

The nobleman then inquired, "What are you holding?"

108

Balli replied, "These are jars filled with water for the trip." The nobleman said, "You have carried the water this far, but there is no use of taking it any further. You will get fresh water from the lakes." Saying this, the nobleman continued walking. The nobleman smiled to himself as he walked away. It was the desert demon who had disguised himself as the nobleman.

Balli did as the nobleman suggested. He emptied every jar. He did not save even a cupful. On and on Balli travelled, but there were no lakes. No water was to be found. Balli grew thirsty and tired.

The next day, Gopala started his journey. On coming near the desert, he saw Balli sitting near a tree with his empty cart.

He quickly ran towards Balli and offered him some water to drink. Balli told everything to Gopala.

108

Teacher: Now, let us stop here. What do you think is happening in the story?

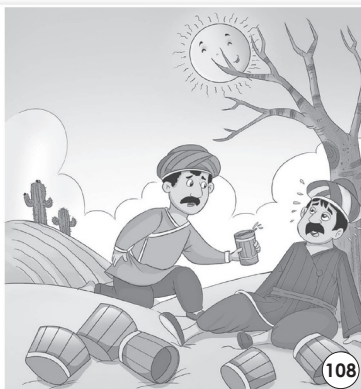
(Pause and allow students to answer.)

Teacher: Yes, that's right. Balli is tricked by the nobleman. The nobleman pretends to offer help, but he is deceiving Balli. Balli thinks he is following good advice, but he ends up making a mistake. Let us continue with the story.

Teacher reads the final part of the story aloud and explain the same to the students

Gopala said, "Have you ever heard of a pond or a lake in a desert? That fellow was not a man but a demon, who will come after you when you are faint and weak."

Gopala added, "We should always be mindful. We cannot allow other people to trick us."



108

Teacher: Now, let us stop and think about what we have read. What lesson do you think we can learn from Balli's experience?

(Pause and encourage student discussion.)

Teacher: Yes, the story teaches us to be careful when trusting others. Sometimes, people might not have our best interests at heart, just like the nobleman who tricked Balli. It is important to think carefully and not just follow someone blindly.

Understanding better

Teacher: Now, let us look at the 'Understanding better' section. It asks, 'Why did Balli feel thirsty and tired?'

COULD DO

10 MIN.



Understanding better

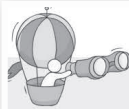
What was Balli carrying in the jars?

ICL 108

Teacher: Can anyone answer this question? (Allow student responses.)

Teacher: Yes, because he followed the advice of the nobleman and emptied his jars, but he could not find any water.

Discovering better



Discovering better

disguised: changed one's appearance to become a different person

LAD

108

Teacher: Let us now move to 'Discovering better'.

Teacher: The word in the box is 'disguised', which means 'changed one's appearance to become a different person'. There is also the word 'purchased', meaning 'bought'.

Teacher: Let us discuss these two words and make sure everyone understands.

Differentiated Activities

110 km/hr



Write a short paragraph explaining why Balli should have been more careful when meeting the nobleman. Use the words 'disguised', 'purchased' and 'demon'.

80 km/hr



Write three sentences about what happened when Balli and Gopala met.

40 km/hr



Match the word 'profit' with its meaning from the given options (Teacher can give two or three options orally or on the board).

Home Task

Imagine you are Balli or Gopala and you have just completed your journey. Create a diary entry describing your adventure. Write about one challenge you faced and how you overcame it. Use the words 'disguised', 'purchased' and 'demon' in your journal entry.

Period 4

SHOULD DO

5 MIN.



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

Students: Good morning, Teacher. We are fine.

Teacher: Great. Let us quickly recap what we have learned on page 108. Who can share what we discussed yesterday?

(Allow a few students to respond.)

Teacher: Yes, we talked about the importance of safety and how we should always be careful when doing activities. Can anyone tell me why it is important to take safety precautions?

(Allow student responses.)

Teacher: Exactly. Taking safety precautions helps us avoid harm and stay healthy.

MUST DO

15 MIN.

Balli understood. He thanked Gopala for his generosity. He realised his mistake of caring only about his own needs.

Gopala and Balli went on safely to the city across the desert. There they sold all the goods at a profit and returned home safely.

Julius sir asked the students to follow Gopala's example. Julius sir asked the students how they stay safe. "I never leave Mum and Baba's side in crowded places," says Sam. "We never talk to strangers," say Jas and Ryan. "I always cross the road at the zebra crossing," says Lina. Maria says, "I wash my hands with soap and water." The other students agree that they too follow these safety measures.

109

Teacher: Now, let us continue with the story of 'The Two Merchants'. Everyone, open your books to page 109.

Teacher: In the last lesson, we learned about Balli and Gopala. Let us continue the story and see what happens next.

(Teacher reads the continuation of the story.)

Teacher: Let us move on to 'Discovering better' and 'Understanding better'.

Teacher: What do you think the word 'generosity' means? (Allow student responses.)

Teacher: Yes, it means being kind and giving to others. Now, what does 'profit' mean?

(Allow student responses.)

Teacher: Good. 'Profit' means the extra money one gets after selling something.



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

Connecting better

Teacher: Let us move to 'Connecting better'. Open the 'Connecting better' box on the page.

MUST DO

20 MIN.

Connecting better

Sam narrates the story of the two merchants to her parents. Her father tells her that it is difficult to know when disaster might strike. Sam then tells her father that people can prepare for disasters beforehand. This is called disaster management.

MDA HoLL

109

Teacher: Sam narrates the story of the two merchants to her parents. Her father tells her that it is difficult to know when a disaster might strike. Sam then tells her father that people can prepare for disasters beforehand. This preparation is called disaster management.

Teacher: Now, can anyone explain why it is important to prepare for disasters even if we cannot know exactly when they will happen?

(Let students respond.)

Teacher: Good. Preparation helps save lives, protect belongings and reduce damage when a disaster happens.

Teacher: Sam's father explained that disasters can come suddenly, without warning. That is why it is important to have a plan ready.

Teacher: Disaster management means planning early so that we know what to do if something bad happens, like an earthquake, flood or storm.

Teacher: Can anyone give an example of something we can do to prepare for a disaster?

(Let students respond. Expected answers: 'keep an emergency kit', 'know safe places to go', 'listen to weather warnings'.)

Teacher: Very good. Having an emergency kit, knowing safe places and staying calm are part of disaster management.

Teacher: So, just like Sam's father said, we cannot stop disasters, but we can prepare and protect ourselves.

Matching better

Matching better

inquired: asked

LTL

mindful: alert

109

Teacher: Let us read words from the story and learn other words that mean the same.

Teacher: The first word is 'inquired'. What does it mean?

Teacher: Correct. 'Inquired' means 'asked somebody for some information'. The word 'asked' means the same and can be used in place of 'inquired'.

Teacher: The next word is 'mindful'. Who can tell me its meaning?

Teacher: Yes, 'mindful' means 'to be watchful; to be on one's guard against danger and difficulty'. The word 'alert' means the same and can be used in place of 'mindful'.

Laughing better

Laughing better

PLH



Elphy: Why did the scarecrow get promoted?

Toby: Because he was outstanding in his field of safety precautions.



109

Teacher: Now students will read Laughing better.

Teacher: Let us now read 'Laughing better'. Open the 'Laughing better' box on the page.

Teacher: Elphy, can you tell me why the scarecrow got promoted?

(Let Elphy respond.)

Teacher: Good try. Toby, would you also like to answer?

(Let Toby respond.)

Teacher: Well done. The scarecrow was outstanding in his field of safety precautions.

Teacher: Now, let me explain a little more. A scarecrow is a figure made of sticks and old clothes. It is placed in fields to scare away birds and protect crops.

Teacher: In the joke, the word 'field' has two meanings. It means both 'a piece of land with crops' and 'an area of work'. The scarecrow was 'outstanding' in the field, meaning he did his job so well that he was promoted. That is why the joke is funny.

Giving better



Giving better

Go to the neighbourhood park with your classmates. Present a street play on 'staying safe in various situations'. Assemble a safety kit with the help of an adult. Demonstrate its necessity and use to the audience during the street play.

109

Teacher: Let us now look at the 'Giving better' section.

Teacher: The name of this activity is 'Street Play on Staying Safe'.

Teacher: You will perform this activity outside of school, in a neighbourhood park near your home. You can plan it with the help of your parents or guardians.


Teacher: In this street play, you will act out different ways to stay safe in various situations, such as during a flood, earthquake or fire.

Teacher: You will also gather a safety kit with the help of an adult and show its items to the audience. Explain how the kit can help during an emergency.

Teacher: This activity encourages you to take part in community service, spread awareness and help others learn about safety in a fun and meaningful way.

Recalling better

Recalling better



- Balli and Gopala were two merchants.
- They wanted to sell their goods at a city market.
- Balli decided to leave before Gopala.
- Balli met a nobleman on his way to the market.
- The nobleman told Balli not to carry water because there were many lakes ahead.
- The nobleman was really a desert demon.
- Balli poured out all the water that he was carrying with him.
- He did not find the lakes promised by the nobleman.
- Gopala found Balli sitting under a tree. Balli was tired and thirsty.

109

- Gopala gave Balli some water to drink. Balli told Gopala the whole truth.
- Gopala explained to Balli that one should always be mindful.
- One should not be tricked by others.

110

Teacher: Today, we are going to discuss 'Recalling better'. Open the 'Recalling better' box on the page.

Teacher: Balli and Gopala were two merchants who wanted to sell their goods at a city market. Balli decided to leave for the market before Gopala.

Teacher: On his way, Balli met a nobleman who advised him not to carry water because there were many lakes ahead.

Teacher: Believing the nobleman, Balli poured out all the water he was carrying.

Teacher: However, when Balli searched for the lakes, he could not find them anywhere. The nobleman had tricked him. He was not a nobleman at all. He was really a desert demon.


Teacher: Balli became tired and very thirsty because he had no water left.

Teacher: Later, Gopala found Balli sitting under a tree, tired and thirsty. He gave Balli some water and listened to what had happened.


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

Differentiated Activities


110 km/hr

 Create a short skit demonstrating how to stay safe in different situations, such as washing hands, wearing a mask or crossing the road safely. Perform your skit for the class and explain each safety step.

80 km/hr

 In pairs, discuss how to stay safe in crowded places or while crossing the road. Create a poster showing these safety measures and present it to the class.

40 km/hr

 Draw a picture illustrating how to stay safe in the park, such as playing carefully on swings or wearing a helmet while riding a bike. Colour the picture and explain it to your partner.

Home Task

Fill 'My Scribbles and Secrets'.

Period 5

SHOULD DO

5 MIN.

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

Teacher: I hope you are all doing well. Let us open page 110 of your main coursebook. Today, we will be working on Learning better to understand the story better. Please keep your notebooks ready so we can write down our answers after each exercise.

Learning better- Excelling Comprehension

Teacher: Let us begin with Exercise A. In this exercise, we will read each statement carefully and choose the correct answer.

MUST DO

5 MIN.

Comprehension

A Tick (✓) the correct answers.

- Balli and Gopala were _____.

☐ a. demons
 ☐ b. merchants
 ☐ c. farmers
- _____ decided to leave for the market first.

☐ a. Gopala
 ☐ b. Balli
 ☐ c. The nobleman
- The nobleman was _____ when Balli met him.

☐ a. drenched
 ☐ b. reading
 ☐ c. hiding
- When Gopala found him, Balli was _____ and _____.

☐ a. happy, dancing
 ☐ b. thirsty, tired
 ☐ c. angry, shouting
- Gopala told Balli to _____.

☐ a. always listen to strangers
 ☐ b. be tricked by strangers
 ☐ c. be mindful

110

Teacher: Take your time to read through the questions and their options. Think carefully about the right answer for each question.

Teacher: Once everyone has finished, we will go over the answers together and discuss why each answer is correct.

Teacher: Now, let us look at Exercise B. Please open it.

MUST DO

30 MIN.

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

"There are several lakes ahead with fresh water."

- Who said these words?
- Why did the speaker say this?

110

Teacher: The line is 'There are several lakes ahead with fresh water.'

Who do you think said these words?

(Let students respond.)

Teacher: Yes, it was the nobleman whom Balli met on his way.

Teacher: Now think carefully, why do you think the nobleman said this?

(Let students respond. Guide them if needed.)

Teacher: Good thinking. The nobleman said this to trick Balli. He wanted Balli to believe there were lakes ahead, so that Balli would throw away his water.

Teacher: Was the nobleman telling the truth about the lakes?

(Let students respond.)

Teacher: No, he was lying. His real plan was to deceive Balli and put him in danger.

Teacher: So, whenever we listen to someone, we must think carefully and not believe everything without checking.

Teacher: Let us now move to Exercise C. Please open it. We will write short answers about the story.

C Write short answers in your notebook.

- Why did Balli want to leave for the market first?
- Who stopped Balli on his way to the market? What did Balli notice about him?
- Name one of Gopala's qualities. Give two examples from the story.

110

Teacher: First question: Why did Balli want to leave for the market first?

Think and tell me.

(Let students respond.)

Teacher: Good. Balli wanted to leave early to be the first to reach the market and sell his goods.

Teacher: Now the second question: Who stopped Balli on his way to the market? What did Balli notice about him?

(Let students respond.)

Teacher: Well done. The nobleman stopped Balli and convinced him to trust him. Balli noticed that the man seemed noble, but he was actually tricking him.

Teacher: Last question: Name one of Gopala's qualities. Can you also give two examples from the story?

(Let students respond.)

Teacher: Excellent. One of Gopala's qualities is kindness. He showed kindness by helping Balli when he was tired and thirsty and by giving him water and listening to him patiently.

Differentiated Activities

110 km/hr



Write a dialogue between Balli and Gopala. Balli should explain how he learned to be careful with strangers.

80 km/hr



Work with a partner. Discuss how Gopala helped Balli. Write 2 to 3 sentences explaining what Gopala did to help.

40 km/hr



Draw a picture of Gopala giving water to Balli under the tree. Write one sentence: 'Gopala helped Balli by giving him water when he was tired and thirsty.'

Home Task

Think about a time when you stayed safe while meeting someone new. Write 3 to 4 sentences describing what you did to stay safe.

Period 6

SHOULD DO

5 MIN.

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

Teacher: Let us quickly review what we learned in the last period. Can anyone remind me what happened when Balli met the nobleman?

Teacher: Yes, the nobleman misled Balli and he trusted him. This is important because it shows how Balli did not question what he was told.

Teacher: Today, we will continue with the exercises to help us understand the story better.

Teacher: Let us now move on to Exercise D. Please open it. We will discuss the questions first before you write.

MUST DO

15 MIN.



D Write long answers in your notebook.

1. Describe the nobleman in your own words.

2. Why did Balli listen to the nobleman? What does this behaviour tell us about Balli?

110

Teacher: The first question asks you to describe the nobleman in your own words.

Can anyone tell me, what kind of person was the nobleman?

(Let students respond.)

Teacher: Good. He looked noble and kind from outside, but he was actually a desert demon who tricked Balli.

Teacher: Now, the second question. Why do you think Balli listened to the nobleman?

Was Balli careful or was he trusting?

(Let students respond.)

Teacher: Well done. Balli trusted the nobleman too easily without checking the truth. This shows that Balli was trusting and innocent.

Teacher: Now that we have discussed both questions, take your time to write your answers carefully in your notebooks.

Excelling Vocabulary

Teacher: Now, let us move to Exercise E. I will read the words aloud and you will repeat after me: hear, dear, ear, fear, near.

MUST DO

15 MIN.



Vocabulary

E Read the words aloud.

hear dear ear fear near

Write five more words with the ear sound in your notebook.

F Match the following words with their meanings.

- | | | |
|-------------|-----------------------|----------------|
| 1. safety | <input type="radio"/> | a. inside |
| 2. purify | <input type="radio"/> | b. pill |
| 3. protect | <input type="radio"/> | c. clean |
| 4. medicine | <input type="radio"/> | d. precautions |
| 5. indoors | <input type="radio"/> | e. shield |

111

Teacher: Great. Now, write five more words with the same 'ear' sound in your notebooks. Think of words, such as 'clear' or 'year'.

Teacher: Let us hear some of your words. (Wait for responses and write examples on the board.)

Teacher: Next, let us do Exercise F. You need to match the words with their meanings.

Teacher: The first word is 'safety.' What does it mean?

Teacher: Yes, safety means precautions.

Teacher: The second word is 'purify.' Can anyone tell me what that means?

Teacher: Correct, 'purify' means 'to clean'.

Teacher: Continue matching the rest of the words. After you finish, we will check your answers together.



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

COULD DO

5 MIN.



Teacher: Now, let us quickly recap what we have learned today.

Teacher: What is one word we learned that means to clean? Yes, purify.

Teacher: How about the word that means precautions? Yes, safety.

Teacher: Well done, everyone. You worked hard today.

Differentiated Activities

110 km/hr



Create a short story using at least five vocabulary words from today's lesson. Make sure to use them in context and ensure the story makes sense.

80 km/hr



Work in pairs to create sentences using the vocabulary words from Exercise F. Write the sentences in your notebooks, ensuring each word is used correctly.

40 km/hr



Write one simple sentence using each vocabulary word — 'disguised', 'purchased' and 'demon'.

Home Task

Make a list of three ways you can stay safe when you are outside. Write one line for each way.

Period 7

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

SHOULD DO

10 MIN.



Teacher: Let us begin today's lesson with a quick energiser. I want everyone to pay close attention and listen carefully. We are going to play a fun listening game.

Teacher: I will say a few words and every time you hear one of the words, I want you to clap your hands. Let us see how quickly you can catch on.

Teacher: Are you all ready? Great. Here we go: Think, Sing, Drink, Trunk, Bank.

Teacher: Well done, everyone. That was great. Now, let us get ready to move forward with today's lesson. I hope you're feeling alert and excited to learn more.

Excelling Spelling

Teacher: Now that we are all awake and ready, let us focus on 'Excelling Spelling'. Please turn to page 111 in your Main Coursebook.

MUST DO

10 MIN.



Spellings

Read the words aloud. Listen carefully to the sound of the words. Now, arrange the words in the columns given below.

think	rang	wrong	sing	trunk	long
bank	fang	tank	drink	sank	wing

ng		nk	

(111)

Teacher: The name of this activity is 'Sorting Words by Sounds'.

Teacher: We will be working on words that end with 'ng' and 'nk'. I will say a few words aloud and I want you to listen carefully. Then, we will arrange these words into two columns: one for 'ng' and one for 'nk'.

Teacher: Before we begin, let me explain.

The 'ng' sound is a soft sound you hear at the end of words like 'sing' or 'wing'.

The 'nk' sound is a slightly harder sound where you can hear a 'k' sound at the end, like in 'bank' or 'tank'.

Teacher: Let us begin. I will say the words slowly. Listen closely: Think, Rang, Wrong, Sing, Trunk, Long, Bank, Fang, Tank, Drink, Sank, Wing.

Teacher: Now, let us arrange the words into the correct columns together.

Teacher: 'ng' words – rang, wrong, sing, long, fang, wing
'nk' words – think, trunk, bank, tank, drink, sank

Teacher: Great job, everyone. You all did an excellent job of listening carefully. Keep practising these sounds at home.

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

Excelling Grammar

Teacher: Now, we are going to learn about conjunctions. Conjunctions are words that join two words or parts of a sentence. They help us connect ideas and make our sentences clearer.

MUST DO

10 MIN.

Grammar

Words, such as so, and, because and but join two words or two parts of a sentence. These are called conjunctions.

Read these sentences.

"You are covered in mud and water."

On and on he travelled, but there were no lakes.


(111)

Teacher: Some common conjunctions are: 'and,' 'but,' 'because,' and 'so.'

Teacher: For example, if we say, you are covered in mud and water, the word 'and' is joining the two things, mud and water.

Teacher: Here is another example, on and on he travelled, but there were no lakes. The word 'but' is joining two parts of the sentence. It shows a contrast between the two ideas, he kept travelling, but there were no lakes.

Teacher: Conjunctions help us connect ideas in sentences, making them easier to understand. Let us now practise using 'and' and 'but' in sentences.

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

Fill in the blanks with the correct conjunctions from the box.

and	because	but	so
-----	---------	-----	----

- Balli was thirsty, _____ he did not have water.
- Sam _____ Monika went for a walk in the park.
- It was raining outside, _____ Rani shut the windows.
- Seher ate a sandwich, _____ she was still hungry.
- I have a pen _____ there is no ink in it.

(111)

(112)

Teacher: Let us look at the first sentence together.

Teacher: Now, think about why Balli was thirsty. What connects his thirst with the fact that he didn't have water?

Teacher: Yes, the word 'because' shows that he was thirsty because he didn't have water.

Teacher: So, the sentence should be: Balli was thirsty, because he did not have water.

Teacher: let us move on to the next sentence.

Teacher: This sentence talks about two people doing the same thing. What word can we use to join these two people?

Teacher: Yes, the word 'and' connects Sam and Monika.

Teacher: The sentence should read: Sam and Monika went for a walk in the park.

Teacher: Now, let us look at the third sentence.

Teacher: The rain made Rani do something. What conjunction shows the result of it raining?

Teacher: Yes, the word 'so' is used here to show that the rain caused Rani to shut the windows.

Teacher: The sentence should be: It was raining outside, so Rani shut the windows.

Teacher: Let us go to the next one.

Teacher: This sentence shows two things happening that seem opposite. What word can we use to show the difference between eating and still being hungry?

Teacher: Yes, 'but' shows that Seher eating the sandwich didn't stop her from being hungry.

Teacher: So, the sentence should be: Seher ate a sandwich, but she was still hungry.

Teacher: And the last sentence.

Teacher: We are showing a difference between having a pen and it not working. What word connects these two ideas?

Teacher: Yes, the word 'but' shows the contrast.

Teacher: The sentence should be: I have a pen but there is no ink in it.

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

Teacher: Now that we have finished the exercises, let us quickly review what we learned. We focused on conjunctions today.

COULD DO

10 MIN.

Teacher: Can anyone give me an example of a conjunction?

Teacher: Yes, that's right. A conjunction like 'but' joins two parts of a sentence. For example, 'He was tired, but he kept walking.'

Teacher: Great job, everyone. Now, let us continue with our activities.

Differentiated Activities

110 km/hr



Create three sentences using different conjunctions from today's lesson. Make sure to use them in the correct context.

80 km/hr



Work in pairs to create two sentences using the conjunctions 'but' and 'so.' Write the sentences in your notebooks and underline the conjunction in each sentence.

40 km/hr



Draw a picture representing two things that connect with a conjunction. Write one sentence about the picture using 'and,' 'but,' or 'so.'

Home Task

Write a short story using at least three conjunctions from today's lesson. Use 'and,' 'but,' or 'so' in your story. Be creative. Draw a picture that relates to your story and explain how conjunctions connect the ideas in your story.

Period 8

Teacher: We will begin with Exercise I. In this exercise, we will work on conjunctions. Conjunctions are words that join two ideas or parts of a sentence. Some examples are 'and,' 'but,' 'because,' and 'so.' These help us connect different parts of a sentence more smoothly.

MUST DO

10 MIN.

1 Join the pair of sentences using suitable conjunctions.

- We should wash the fruits we eat. We should wash the vegetables we eat.
- I went to Rani's house. I had to collect some notes.
- Leela wants to play basketball. It is raining.
- The girls always played football together. They formed a team.
- My mother hurried back from the mall. She had to attend a meeting.

112

Teacher: For example, if we have the sentences: I like ice cream and I like cake, we can join them with the conjunction 'and' to say, I like ice cream and cake. The conjunction 'and' connects both ideas.

Teacher: Now, in Exercise I, you will see pairs of sentences with a gap between them. Your job is to read both sentences carefully and decide which conjunction fits best.

Teacher: Think about the relationship between the two sentences. Does it show a contrast? Use 'but.' Does one sentence explain the reason for the other? Use 'because.' Does one event happen because of the other? Use 'so.'

Teacher: After you fill in the blanks, we will go over the answers together. Be ready to explain why you chose each conjunction.

Poster

Teacher: Now, let us focus on the safety poster. This poster contains important information that helps us stay safe in emergencies, like during a fire or other accidents.

SHOULD DO

10 MIN.

English Theme 9: What Is Being Safe?

Conjunctions

and	We use it for adding information.	I like mangoes and apples.
but/because	We use them to give reason for something.	He was happy because he ate his favourite food. He wanted to play outside, but it was raining.
so	We use it to express the result of something.	The team worked hard, so they won the game.

I will eat an apple	and	a banana.
We want to play outside	but	it is too cold.
Lana is late	because	she missed her bus.
My pen broke.	so	my mother bought me a new one.

How to remember the conjunctions?

F – for	We sometimes use it as a conjunction meaning 'because'.	I drank water, for I was thirsty.
A – and	We use it for adding information.	I like mangoes and apples.
N – nor	We use it to connect two or more negative alternatives.	Neither Mihir nor Nikhil went to the party.
B – but/because	We use them to give reason for something.	He was happy because he ate his favourite food. He wanted to play outside, but it was raining.
O – or	We use it to connect two or more options.	Do you like the colour red or yellow?
Y – yet	We sometimes use it as a conjunction meaning 'but'.	He is always careful, yet he keeps misplacing his things.
S – so	We use it to express the result of something.	The team worked hard, so they won the game.

Since you have learnt about the FANBOYS, let us make sentences with these conjunctions too.

Teacher: The poster tells us what to do if there is a fire at school. For example, it shows how to calmly leave the building by using the nearest exit. It also explains the importance of meeting at a safe place outside after leaving the building.

Teacher: Another important point the poster covers is how to use First Aid. It explains basic steps to help someone who is injured or in need of assistance until help arrives.

Teacher: The poster also talks about the importance of being prepared. It reminds us to always stay calm, follow instructions and act quickly if something happens at school.

Teacher: As I read through the poster with you, pay attention to the key safety measures. These are things you can remember in case of an emergency.

Teacher: After we read the poster together, I will paste it in the classroom so you can always refer to it. This will help remind us of how to stay safe and be prepared, no matter what happens..

Excelling Concentration

Teacher: Now, let us move on to Excelling Concentration. I will read out a news report to you. Listen carefully and focus on the main points. After I finish reading, you will write the main idea of the report in your own words in your notebook.

MUST DO

20 MIN.



Concentration*

1 Your teacher will read out a news report. Listen carefully and write the main idea in your own words in your notebook.

ABLE

112

Teacher: Here is the news report:

Last week, a special safety drill was held at the school. During the drill, the students were informed about how to stay safe during emergencies. They learned what to do in case of a fire, such as calmly leaving the building using the nearest exit and meeting at a safe place outside. They also learned about First Aid and CPR. Firefighters and police officers showed the various methods used to fight fires. The drill helped everyone understand why it is important to be prepared and to act quickly in case something happens at school. After the drill was over, all the students received first-aid kits.

Teacher: Now, take a moment to think about the main idea of the report. Write it down in your own words. Be sure to mention the key actions, like what the students learned and how they were prepared for emergencies.

Teacher: Once you are done, we will discuss your responses. Make sure to focus on the most important points and explain them clearly.

Excelling Language

Language

PS 2L CS LAD OLD

1 Work with a partner. Look at the pictures and take turns to tell a story.

112

Teacher: Now, we will move to the activity 'Excelling Language'. I will show you a set of pictures and your task is to work with a partner.

Teacher: You and your partner will look at the pictures and take turns telling a story based on them. You can create your own story using the scenes shown.

Teacher: Let us look at the pictures together.

Teacher: Picture 1 shows a character walking down a path toward a castle. Picture 2 shows long hair flowing out of a window. What do you think could happen next?

Teacher: Picture 3 shows a character walking in the forest. What do you think this person is doing in the forest?

Teacher: In Picture 4, we see a tall tower with something flowing from it. What do you think is going on there?

Teacher: In Picture 5, we see two characters sitting together in a room. What could they be talking about?

Teacher: Finally, Picture 6 shows a scene where two characters are dancing. What kind of ending do you think this story might have?

Teacher: Take turns telling the story to each other. You can add details or events that you think would make the story interesting. Try to use your imagination and make the story creative.

Teacher: After both of you have shared your stories, we will discuss them as a class. Who can tell us the story you came up with?

Differentiated Activities

110 km/hr



Create a detailed story using at least five conjunctions from today's lesson, making it creative and related to safety.

80 km/hr



Work with a partner to create a dialogue using two or three conjunctions and present it to the class.

40 km/hr



Draw pictures of safety situations and write a simple sentence with a conjunction for each picture.

Home Task

Write a short paragraph in 50 words about what you would do in an emergency, using at least two conjunctions and draw a picture showing your safety plan.

Period 9

MUST DO

10 MIN.



Excelling Expression

Expression

1 Write a letter telling your cousin about how you spent your time during a nature camp organised by your school. What did you do there? What did you see? What did you

112

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

Teacher: Today, we are going to do an exciting activity where you will imagine that you went to a nature camp organised by our school.

Teacher: You will write a letter to your cousin describing your experience at the nature camp.

Teacher: Think about it carefully. Imagine what activities you might have done at the camp. What could you have seen? What could you have learned? What safety measures would you have followed?

Teacher: In your letter, explain the fun activities you participated in, the things you saw and the lessons you learned. Also, remember to mention the safety rules you followed during the camp.

Teacher: As you write your letter, remember to use conjunctions, such as 'so,' 'but,' 'because,' and 'and' to make your sentences flow better. You can explain why something happened or what made you feel safe during the camp.

learn? What safety precautions did you take? Do not forget to use so, but, because and and. You may use the given format.

Dear _____,
 How are you? I am doing well. I want to tell you about the nature camp that I went to recently. It was organised by our school. There were...
 Give my regards to your family.
 Yours lovingly, _____

113

Teacher: Once you have finished, we will read some of the letters aloud and discuss the different experiences you had during the camp. Let us begin.

Creating better

Teacher: Now, let us move on to Creating better. In this activity, you will make a poster on the topic 'What is being safe?'

MUST DO

15 MIN.



Creating better Art1 2L CS

Make a poster on the topic 'What is being safe?' for your younger sibling or cousin. Write down the safety rules that you always follow. Add a few rules that you feel your younger sibling or cousin must follow but often forget. Add colours and visuals to make the poster visually appealing. Give it to your younger sibling or cousin.

113

Teacher: Think about the safety rules that you follow every day, both at home and outside. What are the rules you always follow? For example, you might always wear a helmet when you ride a bike or make sure to look both ways before crossing the road.

Teacher: Write down these rules on your poster. You can also add a few rules that you feel your younger sibling or cousin must follow but often forget.

Teacher: Once you have written the rules, make the poster visually appealing. Add colours, drawings or symbols to make the safety rules clear and easy to understand. You can draw a stop sign, a seatbelt or any other image that helps explain the rules.

Teacher: After you finish, I want you to give your poster to your younger sibling or cousin. Imagine you are explaining these safety rules to them. This will help them understand the importance of staying safe.

Teacher: Take your time to make the poster look nice and clear. Use your creativity to make the rules stand out and easy to remember.

Thinking better

Teacher: Now, let us focus on Thinking better. This activity will help you think critically about safety and its importance.

MUST DO

15 MIN.



Thinking better COD HOTS 2L CS

Think and answer in your notebook.

1. Do you think that road signs are necessary? Give reasons for your answers.
2. What safety precautions do you follow at home? Give two examples.

113

Teacher: I will ask you two questions. I want you to think about them carefully and then write your answers in your notebook. You can take a few moments to think.

Teacher: The first question is: Do you think that road signs are necessary? Give reasons for your answer.

Teacher: Think about the role of road signs. Why are they there? Do they help keep people safe on the roads? Why or why not? Write down your thoughts and explain why you feel that way.

Teacher: For example, road signs help drivers know where they need to slow down or stop. What other reasons can you think of?

Teacher: The second question is: What safety precautions do you follow at home? Give two examples.

Teacher: Think about the safety measures you take at home. For example, do you always lock the doors at night or do you make sure to keep electrical appliances away from water?

Teacher: Write down two things you do at home to stay safe and explain why these precautions are important.

Teacher: Once you have finished writing, we will discuss your answers. I look forward to hearing the reasons behind your thoughts.

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

Choosing better

Choosing better EXL LSV 2L CS

You see your friends buying food items from a roadside vendor. You notice that the food is being prepared in unhygienic conditions. Will you too join your friends or will you walk away? Give reasons for your answer.

113

Teacher: Let us now move to Choosing better. I will ask you a situation and want you to think carefully about your decision.

Teacher: The situation is: You see your friends buying food from a roadside vendor. You notice that the food is being prepared in unhygienic conditions.

Teacher: What would you do? Would you join your friends and buy the food too or would you walk away?

Teacher: Think about why or why not you would choose to join your friends. Would you be concerned about the cleanliness and safety of the food?

Teacher: Write down your answer in your notebook and give reasons for your decision. For example, if you decide to walk away, you might explain that it is important to stay safe and avoid food prepared in unhygienic conditions.

Teacher: After everyone has written their answers, we will discuss your thoughts. I am interested in hearing your reasons.

Differentiated Activities

110 km/hr



Write three sentences describing safety rules you would follow at a nature camp.

80 km/hr



Write two safety rules you would tell your younger sibling to follow at a park.

40 km/hr



Write one simple safety rule you should follow when playing outside.

Home Task

Create a small safety booklet titled 'How I Stay Safe at School'. Write three safety rules inside it, one rule on each page. Decorate each page with a small drawing or border.

Period 10

Revising better

MUST DO

20 MIN.

Revising better

In your Little Book, write a word that rhymes with 'cure'. Write a synonym and an antonym of it.

DBL

113

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

Teacher: Let us begin with Revising better. In your Little Book, write a word that rhymes with 'cure.' After that, write a synonym and an antonym for the word you chose.

Teacher: Take a moment to think about words that rhyme with 'cure.' For example, you might choose 'pure' or 'secure.' Write the synonym and antonym in your notebook once you have chosen your word.



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

Pledging better

Pledging better

With my whole heart, I pledge to:

- not eat unhealthy food.
- wash my hands regularly at home and at school.
- exercise daily.

SDGs

SDG 3: GOOD HEALTH AND WELL-BEING

113

Teacher: Now, let us move on to Pledging better.

Teacher: We will take a pledge today. Repeat after me: With my whole heart, I pledge to:

Teacher: not eat unhealthy food,

Teacher: wash my hands regularly at home and at school,

Teacher: exercise daily.

Teacher: This pledge connects to SDG 3: Good Health and Well-being. Keep your pledge in mind as you go through your day and remember the importance of staying healthy.

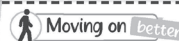
Moving on better

Teacher: Great. Now, let us move on to the next activity: Letter to Future Self.

MUST DO

20 MIN.

Letter to Future Self



If you could write a letter to your future self, what would you want to say? What hopes and dreams, big and small, would you share? What cool things or fun plans would you want to tell your older self? Finally, what advice would you give to yourself?

114

Teacher: Imagine you could write a letter to your future self. What would you want to say?

Teacher: Think about your hopes and dreams for the future—both big and small. What are some things you hope to achieve or experience?

Teacher: What cool things or fun plans would you like to tell your older self?

Teacher: Lastly, what advice would you give to yourself for the future?

Teacher: Write the letter in your notebook and remember to express your thoughts clearly and creatively.

Sound Board

the two sounds of th

Look at the picture. Read the words aloud.



than then those

thin think thick

115

Teacher: Now, let us focus on the Sound Board activity. We are going to learn about the two sounds of 'th.'

Teacher: In the first part, we have words, such as 'than,' 'those,' 'thin,' 'think,' and 'thick.' These words use the 'th' sound, but there are different ways 'th' can sound depending on the word.

Teacher: Notice that words, such as 'than' and 'those' make a harder 'th' sound, while words, such as 'thin' and 'think' make a softer 'th' sound.

Teacher: Let us read the rhyme aloud:

Read the rhyme aloud.

This, That, These, Those,
Four friends, very close.
They sat together in a row,
Ready for the magic show!



Suddenly, there was rain and thunder,
"It's magic!" everyone thought in wonder!
"Three, two, one, go!"
When the magician said so,
Went away the cloud and rain
The magic show began again!

Notice how words, such as three and thunder sound different from words, such as that and those.

115

Teacher: Now, let us look at the second part of the activity. Notice how the words 'three' and 'thunder' have a different 'th' sound from words like 'that' and 'those.' The 'th' in words like 'three' and 'thunder' is also a softer sound.

Teacher: In the rhyme, you can see the magic show starting when the magician says, 'Three, two, one, go.' This magic shows how different 'th' sounds work in the words you just learned.

Teacher: As we move forward, I want you to practise these words and pay attention to how the 'th' sound changes in different words.

Differentiated Activities

110 km/hr



Write three sentences using any three different 'th' words you learned from the Sound Board. Underline the 'th' word in each sentence.

80 km/hr



Choose two 'th' words from the Sound Board and write one sentence for each.

40 km/hr



Circle all the 'th' words you can find in the Sound Board rhyme and say them aloud.

Home Task

Complete the project for 'Book of Project Ideas'.

Period 11

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

SHOULD DO

5 MIN.



Teacher: Can anyone tell me why it is important to buy fruits regularly?

Teacher: Very good. Fruits keep us healthy and strong. Now, we will look at some numbers related to fruits bought during the week.

Book of Holistic Teaching

Teacher: Now we are going to do an activity from the Book of Holistic Teaching.

COULD DO

20 MIN.



Teacher: This book is only with me, so I will write the questions on the blackboard and guide you through the answers.

Teacher: Please open your notebooks and get ready to write.

Mathematics

Teacher: First, let us solve a Mathematics question. I am writing a pictograph activity on the board based on the table in your Main Coursebook.

Teacher: We will use one apple symbol to show 5 apples. Let us draw it together for each day of the week.

Teacher: Now answer these questions in your notebook:

Theme 9: What Is Being Safe?

Chapter 9: The Two Merchants

A Maths



FLN HoLL MDA

Salma buys fruits from the market **near** her house every day. She loves to eat fresh fruits. The table shows the number of fresh apples that Salma bought in a week. Use the information to make a pictograph in your notebook.

days	number of apples
Monday	14
Tuesday	9
Wednesday	11
Thursday	30
Friday	40
Saturday	30

Answer the following.

- On which day of the week did Salma buy the most number of apples? _____
- On which days of the week did Salma buy the same number of apples? _____

10

Science

Teacher: Now I will write a few Science sentences on the board. You will read each one and choose the correct word to complete the sentence.

Teacher: For example: We need light or darkness to see?

Teacher: Yes, it is light. Let us finish the rest together.

B Science

Tick (✓) the correct answers.

We need light / darkness to see an object clearly. The Sun is the largest source / plug of light. It is

10

the only artificial / natural source of light easily available to us. The Sun does not borrow any light. It shines brightly **because** it is a luminous / non-luminous body.

11

Social Studies

Teacher: Finally, let us solve some Social Studies questions. I will write two questions from the Book of Holistic Teaching on the board.

C Social Studies

1. Tick (✓) the correct answers.

Natural disasters hurt living beings **and** property. Some of the natural disasters are:

earthquakes

☐

power failures

☐

floods

☐

food shortage

☐

2. Circle the correct answers.

Floods are caused by more / less rainfall **but** drought is caused by more / less rainfall.

11

Teacher: Read each question carefully and choose the correct answer.

Teacher: For example: Is an earthquake a natural disaster?

Teacher: Very good. Let us complete both questions in your notebook.

Teacher: Now let us recall some new words we saw in this activity.

Teacher: Can someone tell me what a luminous body is?

Teacher: Correct. A body that gives its own light.

Teacher: Let us say aloud these words: natural, artificial, drought, power failure, pictograph.

Teacher: Great work. This helps us remember and use these words correctly.

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

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

Teacher: Think about the topics we have 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 the number of apples Salma bought on each day in descending order.

80 km/hr



Write the names of the days on which Salma bought exactly 30 apples.

40 km/hr



Circle the day on which Salma bought the most apples.

Home Task

Write one sentence each for the following: Sun, earthquake and pictograph.

Period 12

Worksheet 1

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

MUST DO

20 MIN.

Read the passage carefully.

The human body has 206 bones and 650 muscles. Muscles and bones work together. Every bone that moves has at least two muscles attached to it. This is because each muscle can only move in one direction – one muscle to pull one way and another to pull the other way. They are partners! One partner pulls the bone one way and the other partner pulls it back again. One partner gets you into position and the other partner gets you out of that position.

A. Fill in the blanks.

1. The human body has _____ bones and _____ muscles.
2. Muscles and _____ work together.
3. Every bone has at least two _____ attached to it.
4. The muscles attached to bones are like _____.
5. Muscles can only move in _____ direction.

28

Teacher: Today, we will begin with Worksheet 1 on page 28. Please open your workbooks to this page.

Teacher: Before we start the questions, let me first read the comprehension passage aloud.

(Teacher reads the passage slowly and clearly.)

Teacher: Now, let me explain the passage in simple words. The passage talks about how the human body has many bones and muscles. Bones and muscles work together to help us move. Muscles pull on bones to make movement possible.

Teacher: Some muscles are attached to bones and some muscles help move parts of the body in different directions.

Teacher: Now that we have read and understood the passage, let us start with Question A, where you will fill in the blanks.

Teacher: The first sentence says, 'The human body has _____ bones and _____ muscles.'

Can anyone tell me how many bones and muscles the human body has? Think about the number of bones and muscles mentioned in the passage.

(Let students respond.)

Teacher: Very good. Moving to the next sentence: 'Muscles and _____ work together.'

What works with muscles to move bones? What do muscles need to function?

(Let students respond.)

Teacher: The next sentence says: 'Every bone has at least two _____ attached to it.'

Think about the relationship between muscles and bones. (Let students respond.)

Teacher: Finally, muscles can only move in _____ direction. How do muscles move? Can they move in multiple directions or just one direction?

(Let students respond.)

Teacher: Let us look at Question B. In this section, you need to write whether the statements are True or False.

B. Write true or false.

1. The human body has 650 muscles. _____
2. Muscles and bones work together. _____
3. Every muscle has two bones attached to it. _____
4. Muscles can move in all directions. _____
5. Muscles pull the bones in the same direction. _____

28

Teacher: The first statement says, The human body has 650 muscles.

Teacher: How many muscles do you think the human body has? Is this statement correct based on what we have learned?

Teacher: Next: Muscles and bones work together.

Teacher: We know that muscles and bones work together to move the body. Is this statement true or false?

Teacher: The next statement says, Every muscle has two bones attached to it.

Teacher: Think about the muscles and bones. How many bones are attached to each muscle?

Teacher: The fourth statement is: Muscles can move in all directions.

Teacher: Do muscles move in every direction or do they only move in one way?

Teacher: The final statement is: Muscles pull the bones in the same direction.

Teacher: Do muscles always pull bones in the same direction? Or do they work together to pull in different directions?

Teacher: Now, let us do Question C, where we will tick the correct sentences.

C. Tick (✓) the correct sentences.

- Bones cannot move without muscles. ☐
- Muscles are not important for movement. ☐
- Each muscle can move the bone in one direction. ☐
- The muscles attached to the bones work like partners. ☐
- The bones help in moving the muscles of our body. ☐

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Teacher: The first sentence says, bones cannot move without muscles.

Teacher: Do you agree with this statement? What happens when muscles do not work? Can bones move without muscles?

Teacher: The next sentence is, Muscles are not important for movement.

Teacher: Do muscles play an important role in movement? Should this statement be true or false?

Teacher: Now, it says, Each muscle can move the bone in one direction.

Teacher: Think about how muscles help move bones. Do they move them in one direction only or can they move them in multiple directions?

Teacher: The next sentence says, The muscles attached to the bones work like partners.

Teacher: Muscles work with bones to help move the body. How do muscles work with bones? Are they working together or separately?

Teacher: The last sentence says, The bones help in moving the muscles of our body.

Teacher: Do bones help muscles move or do muscles help bones move? What is the correct relationship between bones and muscles?

Worksheet 2

Teacher: Let us start with 'Exercise A'.

Teacher: I will read these words aloud: 'pear,' 'tear,' 'hair,' 'lair,' 'bear,' 'pair,' 'peer,' 'wear,' 'chair,' 'clear.'

A. Circle the ear words. Read the words aloud.

pear tear hair lair bear
pair peer wear chair clear

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Teacher: Your task is to 'circle' the words that have the 'ear' sound.

Teacher: I will say the words slowly. As I say them, you should circle the ones that make the 'ear' sound.

Teacher: Pay attention to how the sound changes in each word. Do you hear the 'ear' sound in all of them?

Teacher: Now, let us move on to 'Exercise B.'

B. Read the words in the box. Write them in the correct column.

bang bank lung pink bring frank drink
plank sling wrong

ng words	nk words

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Teacher: You will read the words in the box: 'bang,' 'bank,' 'lung,' 'pink,' 'plank,' 'sling,' 'frank,' 'drink,' 'wrong.'

Teacher: Your task is to write them in the correct column.

Teacher: Look at the endings of the words. If the word ends with 'ng,' write it in the 'ng words' column.

Teacher: If the word ends with 'nk,' write it in the 'nk words' column.

Teacher: Take your time to place each word in the correct column and we will check your answers together once you finish.

Teacher: Next, let us move on to 'Exercise A (Grammar).'

Grammar

A. Circle the correct conjunctions.

- Would you like to have tea **or** / **and** coffee?
- Riya likes to swim **or** / **but** she does not like to run.
- Bhanu is sleeping **but** / **because** he is tired.
- Sam **and** / **but** Piya will come to watch the play.
- Aliya forgot to bring her pencil, **or** / **so** I gave her mine.

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Teacher: I will read the sentences and you need to circle the correct conjunction in each one.

Teacher: The first sentence is: 'Would you like to have tea __ or __ coffee?'

Teacher: Which conjunction fits best here: 'or'? 'Or' is used to offer a choice.

Teacher: Next, 'Riya likes to swim __ but __ she does not like to run.'

Teacher: Which conjunction fits best here: 'but'? 'But' shows a contrast.

Teacher: Now, 'Bhanu is sleeping __ because __ he is tired.'

Teacher: Which conjunction fits best here: 'because'? 'Because' gives the reason.

Teacher: The next sentence is: 'Sam __ and __ Piya will come to watch the play.'

Teacher: Which conjunction fits best here: 'and'? 'And' joins similar ideas.

Teacher: Lastly, 'Aliya forgot to bring her pencil, __ so __ I gave her mine.'

Teacher: Which conjunction fits best here: 'so'? 'So' shows the result.

Teacher: Finally, let us move on to Section B (Grammar), where you will match the sentences.

B. Match the following.

- | | | | |
|---|---|---|-------------------------------|
| 1. Sahiba and | • | • | a. Mahira does not. |
| 2. Sahiba likes sweets but | • | • | b. Mahira are twins. |
| 3. They study in the same class because | • | • | c. she takes singing classes. |
| 4. Sahiba likes to sing, so | • | • | d. they are of the same age. |

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Teacher: I will read the sentences aloud and you need to match them correctly.

Teacher: Sahiba and ____.

Teacher: Look for the correct matching sentence: 'Mahira does not.'

Teacher: Next, Sahiba likes sweets but ____.


Teacher: Match it with: She takes singing classes.

Teacher: Now, They study in the same class because ____.

Teacher: Match it with: They are of the same age.

Teacher: Lastly, Sahiba likes to sing, so ____.

Teacher: Match it with: Mahira is twins.

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

Differentiated Activities

110 km/hr



Create a short story using at least five vocabulary words and three conjunctions.

80 km/hr



Write two sentences using conjunctions and explain how they connect ideas.

40 km/hr



Write two simple sentences using 'and' or 'but' to join ideas.

Home Task

Complete worksheet 3 from workbook on page 30.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> understand and demonstrate the importance of physical safety through exercises like the safety drill and the 'Sound Board' activity. improve motor coordination while participating in physical activities, such as moving objects, completing exercises and drawing posters.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> develop teamwork and communication skills through the letter to future self and pledging better activities. understand and practice safety measures through discussions on emergency procedures, such as following safety protocols, first aid and cpr during the excelling concentration activity.
Cognitive Development	<ul style="list-style-type: none"> strengthen critical thinking by identifying and understanding different conjunctions and vocabulary words through exercises in worksheet 1 and worksheet 2. demonstrate comprehension skills through filling in blanks, matching items and recognizing patterns in vocabulary (such as 'ng' and 'nk' words).
Language and Literacy Development	<ul style="list-style-type: none"> improve reading, writing and speaking skills by completing exercises that involve word categorization, sentence creation and conjunction usage (e.g., worksheet 2). enhance written expression by writing letters (e.g., letter to future self) and describing safety measures, reinforcing both creative and formal writing.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> stimulate imagination and creativity by making posters on safety and telling stories based on pictures, promoting visual and narrative arts. understand the importance of personal safety in diverse contexts, such as school, home and outside environments, by participating in the 'What is being safe?' poster creation.
Positive Learning Habits	<ul style="list-style-type: none"> foster responsibility through activities like revising better and pledging better, where students reflect on their personal habits related to safety, health and wellness. cultivate an attitude of inquiry and curiosity, especially through activities that ask students to observe, think critically and ask questions, as seen in 'thinking better' and 'choosing better' sections.

Starry Knights

What is your opinion of the story and its event? Share the lessons learnt after the pandemic.

Give yourself a STAR for being an efficient teacher.

