

Lesson-3: India – Diverse Landforms

Theme 3: What is country?

10 Periods (40 minutes each)



Learn better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Gratitude sheet



Animation, Animated Activities, Dictionary, eBook, I Explain, Infographic, Quiz, Concept Map, Slideshow

Confirming better

I like nature.

Curricular Goals and Objectives (NCF)

To enable the students:

- to identify and understand diverse landforms, enhancing their geographical knowledge through interactive and inquiry-based activities.
- to improve communication skills through discussions, writing and creative projects related to landforms.
- to promote empathy, teamwork and self-reflection, while also instilling values of appreciation and care for nature.
- to develop a sense of responsibility towards nature by adopting eco-friendly habits.
- to integrate knowledge across subjects, connecting the concepts of English, Maths and Science with social science.

Methodology

Period 1

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

Students: Good morning, teacher.

Teacher: Are you ready for some fun activities about the amazing landforms of India?

SHOULD DO

10 MIN.



Confirming better

Teacher: Wonderful. Now, let us begin with a quick affirmation. Repeat after me: 'I like nature.'

Teacher: Great, now you have to share your thoughts about nature. Ready?

Teacher: Now, think about what part of nature you like the most—mountains, rivers, forests or something else and share it with the class.

(Allow the students to share and encourage them to express their thoughts on nature.)

Teacher: Today, we are going to begin a chapter 'India—diverse landforms'. We are going to use a KWL chart to help us organize our thoughts and learning. Please take out your notebooks and draw the format.

K	W	L

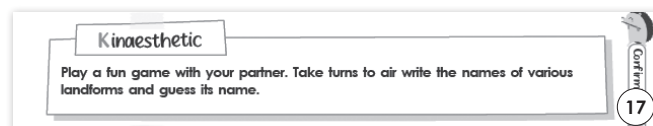
Teacher: The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will

write what do you want to know and the third column is labelled 'L' which is what you have learnt, which we will fill in the end.

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

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

Kinaesthetic



Teacher: Wonderful, now let us begin with a game. The game is called 'Guess the Landform'. I want all of you to pair up with a partner.

One of you will air-write the name of a landform and the other will guess what it is. For example, you can air-write 'mountain' or 'river.' Let us try a quick demonstration first. (Air-writes 'mountain' in the air.)

Teacher: What do you think this is?
(Allow the students to respond.)

Student: It is a mountain.

Teacher: That is correct. Now it is your turn to try.
(Divide the class into pairs and walk around. Observe the students, encouraging them to be creative with their air-writing. Accepts all reasonable responses and provides support as needed.)

MUST DO

10 MIN.



Teacher: Remember, you can air-write the names of landforms like 'valley,' 'desert,' 'hill,' or 'ocean.' Be creative and have fun with it.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

17

Teacher: Now, close your eyes and listen carefully as I read a short poem about landforms. Pay close attention because I will ask questions afterwards.

Read Aloud (Page 88):

In the north, stand the Himalayas, mighty and tall.

They are snow-capped, they do not fall.

From them, rivers start to flow, Their water makes the crops grow.

Teacher: Open your eyes. Let us answer some questions. In which direction do the Himalayas stand?

Student: In the north

Teacher: Excellent, let us answer one more question, which water body originates in the Himalayas?

(Encourage the students to visualise the poem and accept all responses related to the question and guide them to the correct answer if needed.)

MUST DO



10 MIN.



Pictorial

Pictorial PS

Write two differences between the two pictures.

17

Teacher: Look at the pictures on page 17 of your books. These pictures show two different landforms. I want you to closely observe them and find two differences between the two pictures.

MUST DO

10 MIN.



Teacher: Let us start by focusing on the first picture. What do you see in the mountains? Can anyone notice something unique there?

(Allow the students to answer, guiding them to focus on details such as the snow, the trees or the lake.)

Teacher: Great observation. Now, let us look at the second picture. What stands out there? How is it different from the first picture?

Teacher: Exactly. You are right. The first one is cold and snowy, while the second one is warmer and lush.

Teacher: Now, I want you to write these two differences in your books under the pictures. Think about any other details you can see that make these landforms unique. (Encourage the students to write down their observations and reflect on any additional differences they notice.)

Differentiated Activity

110km/hr



What is the main difference between the two landforms? How do people live in these places?

80km/hr



What do you see in both pictures? What is different between them?

40 km/hr



What is one thing that is different between the two pictures? Can you draw one of them?

Home Task

Write the names of the five major landforms of India in your notebook.

Period 2

Teacher: Good morning, everyone.

Students: Good morning, teacher.

Teacher: I hope you all enjoyed yesterday's activities. Today, we will explore more about the landforms of India, including hills, mountains and plains. (Show CMR sign- Be Quiet)

SHOULD DO

5 MIN.



Interacting better

Interacting better ICL

Name different types of landforms you know. Ask your partner to name more.

18

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

MUST DO

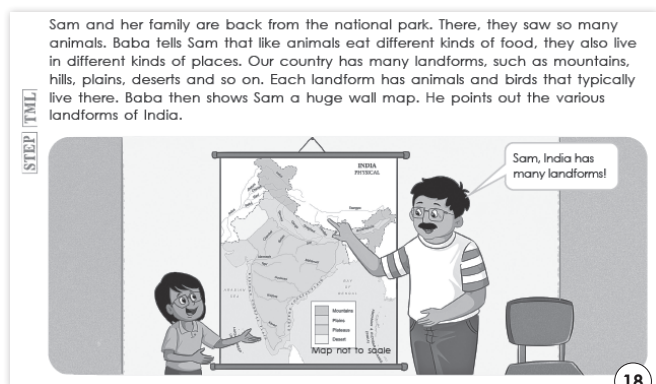
10 MIN.




Teacher: First, let us start with the 'Interacting better' activity that is on page 18. Look at the box; it says, 'Name different types of landforms you know. Ask your partner to name more.' Let us take turns sharing some examples of landforms.

Teacher: Great responses, everyone. Now, pair up with your partner and take two minutes to think of additional landforms. Remember, you can also use your imagination. (Walk around the classroom, listening to the students' discussions and offering guidance if needed.)

Teacher: Excellent. Now that we have warmed up, let us move on to learning more about hills, mountains and plains.



Teacher: Now, let us move on to the next topic. Please open to that page 18 and observe the picture closely. Look at the map Sam is looking at and pay attention to what is happening in the image.

 You may show the **Animation** given on digital platform (Pause and allow the students to open their books.)

Teacher: What do you see in the picture? Can anyone describe what Sam and Baba are doing?

Teacher: Exactly. Sam's Baba is telling her about the landforms of India. Baba is showing Sam a huge physical map, pointing out the various landforms like mountains, plains and deserts. Can you name some landforms you see in the picture?

(Encourage the students to talk about the different landforms shown on the map, like mountains, rivers or deserts.)

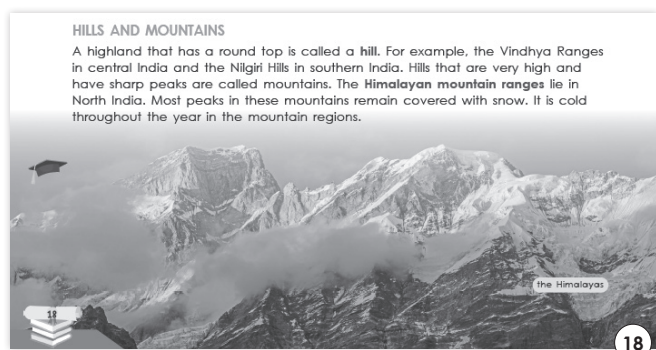
Teacher: Great observations. Now, let us dive a bit deeper. What do you think Baba is pointing to?

Teacher: Wonderful. Now, I will show you a real physical map of India to help you understand more clearly. (Show the real physical map of India.)

Teacher: Look at the map carefully. Can you see the same landforms we just talked about? Let us explore the mountains, plains and deserts in more detail. Which landforms do you think are the tallest? Which ones are flat and wide?

(Guide the students to observe the map closely, pointing out the major landforms and discussing their characteristics.)

Hills and Mountains



Teacher: Let us dive deeper into two specific landforms: 'Hills, Mountains' and 'Plains.' These are explained further on page 18. Please keep your books open as we explore this together.

MUST DO

15 MIN.

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

Teacher: Today, we will do something fun to learn about hills and mountains. Instead of just reading, we will become them with our bodies. How does that sound?

Teacher: Perfect. Instead of just talking about hills and mountains, we will become them with our bodies.

Teacher: Let us start by standing in a big circle. Does everyone have enough space?

Teacher: Great. Now, let us think about mountains first. What do mountains look like?

Teacher: That is right. Mountains are tall, strong and steady. To become a mountain, stand tall with your feet together and stretch your arms straight up to make a peak. Like this.

(Demonstrates the mountain pose.)

Teacher: Now, everyone, try it. Let us be strong and steady mountains. Remember, mountains do not wobble. Hold your pose.

(The students continue enjoying the activity, mimicking mountains in different conditions as prompted by the teacher.)

Teacher: Alright, mountains are tall and steady, but what about hills? What do hills look like?

Teacher: Exactly. Hills are smaller and have a rounder shape. To become a hill, bend your knees just a little and curve your arms above your head to make a rounded top. Like this.

Teacher: Let us be gentle, rolling hills. Remember, hills are soft and round, not sharp like mountains.

(Guide them through a few more scenarios, encouraging creativity and movement while reinforcing the differences between hills and mountains.)

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

Differentiated Activity

110km/hr



How are mountains different from hills?

80km/hr



Where can we find the plains in India?

40 km/hr



Which one is taller— hills or mountains?

Home Task

Draw a picture of mountains, plains and hills in your notebook. Label them clearly and write one sentence about each landform. Be creative and use colours to make your drawings beautiful.

Period 3

Teacher: Good morning, everyone.

Students: Good morning, teacher.

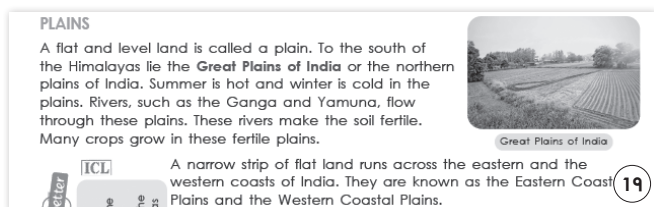
Teacher: Today, we will continue learning about landforms. Let us start with a question: Can anyone tell me the difference between a hill and a mountain?

(Pause and listen to student responses.)

Teacher: Great to hear. Today, we are going to explore some amazing landforms—plains, plateaus and islands.

Plains

Teacher: Plains are flat and wide areas of land. They do not have big hills or tall mountains. Can anyone think of a place they have visited that looks flat and open?



(Pause for responses and encourage the students to share places like fields, farmlands or open ground.)

Teacher: That is right. Plains are often wide and open. Farms are usually found on plains because the land is flat and easy to plough. This makes it perfect for growing crops. Let us take an example: the Gangetic Plains in India. Have you heard about them?

(Encourage the students to answer and share their knowledge of the Gangetic Plains.)

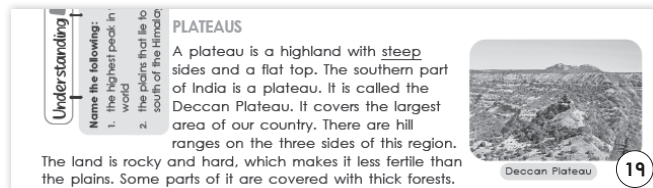
Teacher: Now, open your books to page 19, where we will read more about the Great Plains of India. As we read, think about why plains are important for us and how they help in farming and living.

Teacher: Yes, they are. Now, let us read more about the plains in your book. Open to page 19 and find the section about the Great Plains of India. As we read, think about why plains are important for us and how they help in farming and living.

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

(Encourage the students to read the section aloud, taking turns. Pause to explain key terms like 'fertile,' 'silt,' and 'irrigation.' Accept all student responses and build on their answers to deepen understanding. Let them share examples from their experiences to make the lesson interactive and relatable.)

Plateau



Teacher: Good, we will now learn about a special landform called a plateau. Do you know what a plateau looks like?

Teacher: That is a good start. Let me explain it using something we all see every day—a table. Look at this table in front of us. What do you notice about its top?

Teacher: Exactly. The flat top of this table represents the flat top of a plateau. Now, let us imagine that the legs of the table are steep sides. A plateau has steep sides that make it higher than the land around it. Can you picture it? (Guide the students to visualise.)

Teacher: Sort of. A mountain is pointed at the top, but a plateau is flat like this table. Now, let us make it more interesting. Imagine this table is the Deccan Plateau in India. It has steep sides like these blocks and a huge flat area on top.

(Ask relevant questions about the plateau, such as its location and its features.)

Teacher: Plateaus are not just in India. They are found all over the world. Can you name any plateaus you have heard of?

Teacher: That is right. The Tibetan Plateau is one of the highest plateaus in the world.

Teacher: Let us review. What are the two main features of a plateau?

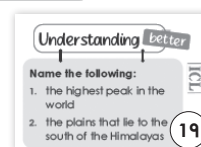
(Wait for responses, then discuss the flat top and steep sides.)

Teacher: And what is the name of the plateau that covers the southern part of India?

(Wait for the correct answer: the Deccan Plateau.)

Teacher: Excellent. You all are doing a great work.

Understanding better



Teacher: Now that we have learnt about plateaus, let us do a quick review with the 'Understanding better' activity.

Teacher: Look at the board and let us name the following together.

Teacher: First question: What is the highest peak in the world?

(Pause for responses and guide the students to think about the tallest mountain.)

Teacher: Yes, that is right. It is Mount Everest. Who can tell me where Mount Everest is located?

Teacher: Now, for the second question: What are the plains that lie to the south of the Himalayas?

Teacher: Yes, the Gangetic Plains. Can anyone share why these plains are so important?

(Allow responses, guiding them to mention fertile soil and farming.)

Teacher: Great work, everyone. You are all doing fantastic with understanding these landforms.

Differentiated Activity

110km/hr



Imagine you are a farmer in the Gangetic Plains. What crops would you grow and why do you think the soil there is perfect for them?

80km/hr



If you could live in the Gangetic Plains or the Deccan Plateau, where would you choose and why?

40 km/hr



What is one characteristic of the Deccan Plateau?

Home Task

Pick one landform (mountain, hill, plateau or plain). Draw a picture and tell a story about life in that place.

Period 4

Teacher: Good morning, everyone.

Students: Good morning, teacher.

Teacher: Today, we will continue learning about landforms. We are going to talk about islands and deserts. But first, let us quickly review. Can anyone name some landforms you know?

Teacher: Great. Now, let us get started.

Islands

ISLANDS

A piece of land surrounded by water on all sides is called an island. The Andaman and Nicobar Islands lie on the eastern side of India, in the Bay of Bengal. The Lakshadweep Islands lie on the western side, in the Arabian Sea.



Andaman and Nicobar Islands

19

Teacher: Let us begin with islands. Please open your books to page 19. Look at the section on islands. I will read a part of it aloud and then we will discuss it together.

(Read aloud from the book.)

Teacher: Now that we have read this, let us think about it together. What do you think an island is? Can anyone name an island they know?

MUST DO

15 MIN.



Teacher: Exactly. Islands are pieces of land that are surrounded by water. The Andaman and Nicobar Islands are in the Bay of Bengal and the Lakshadweep Islands are in the Arabian Sea. Now, let us think. If you lived on one of these islands, how would life be different from living on the mainland?

Teacher: That is a great thought. Islands are unique because they are surrounded by water on all sides and that means they have different challenges and opportunities. Imagine what it would be like to travel to an island. How would you get there? What would you see?

Teacher: Islands have forests, beaches and even special animals and plants. What kind of animals do you think live on these islands?

(Allow the students to answer and encourage discussion.)

Deserts

DESERTS

A desert is a large area of land covered with sand. The Indian Desert lies in the north-western part of India. It is also called the Thar Desert.

It covers a large part of Rajasthan. It is a hot and dry region. It receives very little rainfall. Very few plants and trees grow here.



Thar Desert

19

Teacher: very good the students by exploring the Indian islands. Okay, leave the water behind and head to one of the driest and hottest landforms—deserts. Can anyone tell me what a desert is?

Teacher: Absolutely, Deserts are dry regions that receive very little rainfall and in India, we have the Thar Desert. Let us do an activity to explore it.

(Place a picture of the Thar Desert on the board and describe it briefly.)

Teacher: The Thar Desert is located in the northwestern part of India, mainly in Rajasthan. It is also called the Great Indian Desert. It is hot during the day and can get surprisingly cold at night. Let us imagine you are travelling through the Thar Desert. I will give you challenges and you have to tell me how you would survive. Are you ready?

Teacher: Alright, imagine it is a hot afternoon and the sun is blazing down on you. There is no shade nearby. What would you do to stay cool and safe?

Teacher: Good answers, staying hydrated and finding shade are very important in the desert. Now imagine it is nighttime and the temperature has dropped. You are feeling cold. What would you do?

Teacher: Excellent, in deserts, temperatures can change drastically. Keeping warm at night is just as important as staying cool during the day. Now, here is another challenge: You are lost in the desert and need to find your way back. What would you do?

Teacher: Great thinking. People often used stars and landmarks to navigate the desert before modern tools like

MUST DO

20 MIN.



compasses and GPS. Now for the last challenge: You are running out of water and you need to find some. What would you do?


Teacher: Fantastic. Oases are rare, but they are a lifeline in deserts and conserving water is very wise. The Thar Desert may seem harsh, but it is also home to many people, animals and plants that have adapted to survive here. Now, let us read more about deserts on page 19 and learn about their unique features. Who wants to start reading?

(Read the chapter with the students, explain key concepts and discuss the details together.)


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

Differentiated Activity


110km/hr

 Imagine you are an explorer traveling through the Thar Desert. Describe in detail the challenges you face during the day and night. What would you do to survive and thrive in this harsh environment? Use your imagination and knowledge of the desert's conditions.

80km/hr

 Choose one of the islands and imagine you are living there. Write a short paragraph about your day, including what you see, what you eat and how you travel.

40 km/hr

 Draw a picture of a desert and label its main features such as sand, plants and animals.

Home Task

1. Write the names of two islands and describe one unique feature of each.
2. Write about one desert and what it looks like. Can you name any animals or plants that live there?

Period 5

Teacher: Good morning, class. How is everyone today?

Students: Good morning, teacher. We are doing great.

Teacher: Wonderful. Let us begin today's lesson with an exciting class activity. We will be working together to draw different landforms on the board.

Teacher: I will call you up and each of you will draw one landform. We will start with mountains, then valleys and finally plains. Let us see how well we can represent these landforms.

(Draw a simple mountain on the board).

Teacher: Here is the mountain. Can anyone tell me what makes a mountain different from other landforms?

Teacher: Excellent. Now, who would like to come and

draw a valley on the board? What do you think makes a valley different from a mountain?

Teacher: Fantastic. Now, let us finish with drawing a plain. Can anyone tell me what makes plains unique?

Teacher: Great work, everyone. You all did a wonderful work contributing to the class drawing. Now, let us move forward and explore these landforms in more detail.

Discovering better



MUST DO

05 MIN.

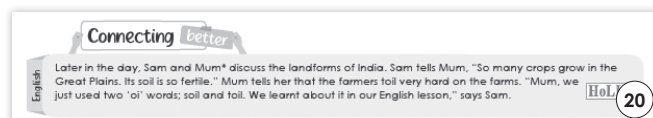
Teacher: Now that we are all warmed up, let us dive a bit deeper into the world of landforms. We will be discovering a new word today—'steep.' Think of a tall mountain that rises sharply. Can anyone guess what 'steep' means? (The students share ideas).

Teacher: Yes. A steep slope rises or falls sharply. Let us imagine this steepness. I will use it in a sentence: 'The road leading to the mountain top is so steep that it takes extra effort to climb.'

Teacher: How do you think it would feel to climb such a steep road?

Teacher: Excellent thoughts. Now, I want each of you to create your own sentence using the word 'steep.' For example, 'The waterfall cascades down a steep cliff.' Ready? Let us hear your sentences. Teacher: Well done, everyone.

Connecting better



Teacher: Let us connect this knowledge to another important concept. Sam and Mum were discussing fertile soil in the Great Plains and how farmers toil very hard on the farms.

Teacher: What do you think 'toil' means? (Pause for the students to guess).

Teacher: Correct. Toil means working really hard. Did you notice something? Sam and Mum used two words with the 'oi' sound—soil and toil. How fun is that?

Teacher: Let us play a game. I will give you the word 'soil' and you need to find another word with the same 'oi' sound. I will start with 'soil.' Now you find one. Ready? (The students participate, coming up with words like 'boil,' 'coil,' 'foil,' etc.).

Teacher: Awesome. You are now pros at spotting 'oi' words. You have made a great connection between language and landforms.

Helping better



MUST DO

5 MIN.



Teacher: We have learnt all about landforms and words, now let us help our planet. I have a fun idea. At home, try storing water in glass bottles instead of plastic ones. Can anyone tell me why glass is better than plastic?

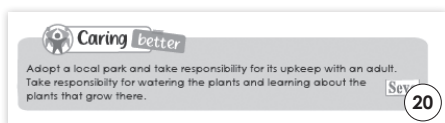
Teacher: Yes, Glass is eco-friendly and helps reduce pollution. It is small changes like this that can make a big difference.

Teacher: I want each of you to think of one other small change you can make at home to help our environment and share it with the class.

(The students come up with ideas.)

Teacher: Wonderful. Your ideas will help take care of the planet. Keep thinking of more ways to make a positive change.

Caring better



MUST DO

10 MIN.



Teacher: To end today's lesson, we are going to do something special caring for the Earth. Let us take a moment to think about nature. Can anyone tell me a park or garden in your neighbourhood that you like? What makes it special?

(The students share ideas.)

Teacher: Now, think about what we can do to take care of that place. What could we do there to make it even better?

Teacher: Here is a fun idea: You could adopt a local park with an adult and take responsibility for watering the plants, cleaning the area or even planting new flowers. What do you think would help the park or garden grow better?

Teacher: Let us make it more fun. I want you all to imagine you are park caretakers. Who would like to share what their daily work would look like in your adopted park or garden?

Teacher: That is fantastic. Each of you has great ideas for making the world a better place. Now, let us think of another way we can care for nature—perhaps in our own homes or schools. Can anyone share how they can care for the environment at home?

(The Students share actions like saving water, recycling or turning off lights when not in use).

Teacher: Wonderful. When we care for nature, we help everything around us grow and thrive. You all did a great work today. Let us continue taking care of our planet, one small action at a time.



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

Differentiated Activity

110km/hr



Can you explain why mountains are steep and plains are flat? Write a few sentences.

80km/hr



Write one sentence about what makes plains different from mountains.

40 km/hr



What does a valley look like?

Home Task

Complete the activity given in caring better given on page 20. Adopt a local park and take responsibility for its upkeep with an adult. Take responsibility for watering the plants and learning about the plants that grow there. Write about the plants and how you plan to care for them.

Period 6

Teacher: Good morning, class. How is everyone today?

Students: Good morning, teacher. We are doing great.

SHOULD DO

5 MIN.



Teacher: Wonderful. Let us begin today with a fun warm-up. We are going to play a guessing game about landforms. I will describe a landform and you have to guess which one it is. Are you ready?

Teacher: Here is your first clue: I am tall and have sharp peaks. People love to climb on top of me and I am found in the north of India. What am I?

(the students raise hands and answer, e.g., 'A mountain.')

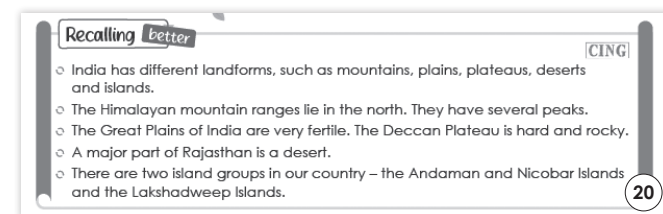
Teacher: Let us move to the next one: I am wide, flat and often covered with crops. You will find me in the middle of India. What am I?

(The students guess, e.g., 'The Great Plains.')

Teacher: Okay, next clue: I am rocky, flat and found in the southern part of India. What am I?

(The students guess, e.g., 'A plateau.')

Recalling better



Teacher: Now that we are all warmed up, let us dive into the fun part. I will ask you some questions to help us

MUST DO

15 MIN.



recall the important facts we learnt about landforms. Answer them and feel free to raise your hands to share your ideas. Ready?

(The teacher will ask the following questions and the students will answer interactively.)

Teacher: What are some of the different landforms found in India?

Where are the Himalayan Mountain ranges located and what is special about them?

What makes the Great Plains of India unique?

How would you describe the Deccan Plateau?

Can anyone name the state that has a major desert region in India?

What are the two island groups found in India?

(The students will answer all the questions interactively. You may encourage responses and ask follow-up questions to engage the students in deeper discussion. The students will be encouraged to share their ideas and the teacher will provide prompts or hints to make the activity more engaging.)

Learning better

Exercise A

Learning better

CBA

A. Tick (✓) the correct answer.

- This is a highland with a round top.

a. a hill ☐
b. an island ☐
c. a plateau ☐
- This physical feature has sharp tops called peaks.

a. plains ☐
b. islands ☐
c. mountains ☐
- This is the name of the highest mountain peak in the world.

a. Nilgiri ☐
b. Mount Everest ☐
c. Kanchenjunga ☐
- This physical feature comprises a flat and level land.

a. plains ☐
b. plateaus ☐
c. mountains ☐
- This landform is surrounded by water on all sides.

a. a desert ☐
b. an island ☐
c. a mountain ☐

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Teacher: Now that we have reviewed some important facts, let us move to Exercise A in your books. I want everyone to open your books to page 20 and look at the first question.

Teacher: I want you to think about the answer and then raise your hand when you know it. I will call on someone to share their answer and we will discuss it together. Once we discuss, please tick the correct answer in your books. So, what is the correct answer?

Teacher: That is correct. The answer is a hill because it has a round top. Please tick that answer in your books.

(Continue reading and discussing the remaining questions. Encourage participation and explain each answer briefly before moving on.)

Learning better

Exercise B

B. Fill in the blanks with the correct answer.

- A hill is a highland that has a _____ top.
- The Himalayan mountain ranges lie in the _____ part of India.

Teacher's Note: *Tell the students that Sam calls her mother, 'Mum'.

20

- Summer is _____ in the Great Plains of India.
- A plateau is a highland with a _____ top.
- The _____ Islands lie on the western side of India.

21

Teacher: That was amazing, class.

Now, let us move forward to exercise B.

This time, we will be filling in the blanks together. We will work in groups.

Teacher: I will read each sentence and I want each group to discuss and agree on the answer. Then, one member from your group will raise their hand to share the answer. Once we confirm it is correct, you can fill in the blank in your books.

Teacher: Here is the first sentence: 'A hill is a highland that has a _____ top.' Take a moment to discuss with your group and when you are ready, raise your hand.

(Groups discuss and one student from each group raises their hand)

Teacher: Well, done, Group 1. The answer is 'round'. So, everyone, please fill in the blank with the word round in your books. Now, let us move to the next sentence.

(Continue the process with group discussions for the remaining questions. Call on different groups to share their answers, confirm correct responses and guide the students to fill in the blanks.)

Teacher: You all did an excellent work today. By completing these exercises, you have shown how much you have learnt about different landforms. Keep revising what we discussed in class.

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

Differentiated Activity

110km/hr



Can someone tell me what makes a desert landform unique?

80km/hr



Does anyone remember what 'steep' means? Can you give an example of a steep landform?

40 km/hr



Who remembers the two island groups found in India?

Home Task

Find pictures of different landforms (mountains, plains, plateaus, deserts and islands) from old magazines, newspapers or printouts. Paste them in your notebook and write one sentence about each landform explaining its key feature.

Period 7

Teacher: Good morning, everyone.

Before we begin today's lesson, let us take a moment to relax and clear our minds. Stand up, close your eyes and take a deep breath.

SHOULD DO

5 MIN.

Let us do some meditation to refresh ourselves.

- Sit comfortably and breathe deeply in and out.
- Focus on your breathing and let your thoughts settle.
- Let us take a moment to be calm and present.
(The students meditate for a moment)

Learning better

Exercise C – Short Question Answers

C Write short answers in your notebook.

1. Name two rivers that originate in the Himalayan mountain ranges.
2. What is a plain?
3. Saira saw a picture of a land. It was surrounded by water on all sides. It had big coconut trees. What type of landform did she see?

21

Teacher: Wonderful. Now let us move on to our lesson for today.

Teacher: Alright, everyone, please open to page 21 in your Main Course Book. In Exercise C, we will work on some short answer questions together. You will answer them interactively and I will guide you step-by-step.

Teacher: Let us begin with the first question: 'Name two rivers that originate in the Himalayan Mountain ranges.' Can anyone answer this?

Teacher: Well done. The Ganga and the Yamuna both originate from the Himalayas. Now, everyone, please write that down in your notebooks. (Show CMR sign- Take notes)

(Continue in the same manner for the rest of the short answer questions. Ask the students to answer, confirm their responses and guide them as they write down the answers in their notebooks.)

Learning better

Exercise D – Long Question Answers

D Write long answers in your notebook.

1. What is the difference between the Great Plains of India and the Coastal Plains of India?
2. Contrast the features of the islands and desert of India.

21


Teacher: Let us now move on to Exercise D, where we will focus on long answer questions. This time, we will work in groups.

Teacher: Here's the first question: 'What is the difference between the Great Plains of India and the Coastal Plains of India?' I will divide you into groups. Discuss within your group and come up with a strong answer. When you are ready, raise your hand and one person from your group will share your answer.

(The students work in groups, discussing the answer.)
Teacher: Which group is ready to share their answer?

Teacher: Great answer, Group 1. Everyone, write this in your notebooks. (Show CMR sign- Take notes)
(Continue in the same manner for the rest of the long answer questions.)

Teacher: You all did a fantastic work today. You worked together as a team, answered questions creatively and contributed great ideas. Well done.

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

Differentiated Activity

110km/hr



What type of animals or plants do you think would survive in the middle of a desert?

80km/hr



If you were the prime minister of an island, what rules would you make to protect the environment?

40 km/hr



Imagine you were stuck on the Andaman and Nicobar Islands for a week. What are the three most important items you would bring with you and why?

Home Task

Draw two different landforms we studied today—one mountain and one desert. Label the features of each, such as plants, animals or climate. Write two sentences about how life in the mountain is different from life in the desert.

Period 8

Teacher: Good morning, everyone. Let us begin today's lesson with a short and fun warm-up activity.

Teacher: Stand up and imagine you are a traveller. Close your eyes and think about walking through different landforms:

- Imagine climbing a tall mountain. Can you feel the cool air and the rocks beneath your feet?
- Now, picture walking across a hot, dry desert. Can you feel the heat of the sun?
- Finally, imagine walking through a wide plain with crops and tall grasses all around you.

Teacher: Take a deep breath in and let us get ready for an exciting lesson ahead.

Creating better



Creating better

Art | 21st CS

Create a travel brochure on the physical features of India. You can include sections on different regions, such as the mountains and deserts. Include pictures and interesting facts to attract tourists.

21

Teacher: Now, let us get creative. Today, we are going to create a travel brochure. Your task is to design a brochure about the physical features of India. You will make sections for different landforms, such as the mountains, deserts and plains.


(Guide the students to focus on both drawing and writing. Encourage them to use their imagination and include colourful pictures or creative descriptions.)

Teacher: You can draw pictures, write interesting facts and include anything that would make tourists want to visit these places. You can also talk about famous landmarks or animals that can be found in these regions.

Teacher: I will give you 15 minutes to work on your brochures. If you finish early, you can share your ideas with your classmates.

(Walk around to help and give the students examples of what they can add to their brochures.)

Thinking better.

 **Thinking better**

Think and answer in your notebook.

1. Why are plateaus generally less fertile than plains?
2. Camels are also known as 'ships of the desert'. Why do you think so?

21

Teacher: Wonderful work, everyone. Now, let us think about a couple of questions to help us understand more. I want you to think carefully and write your answers in your notebooks

Teacher: First question: Why do you think plateaus are usually not as fertile as plains?

(The students think and write down their answers. The teacher encourages participation by asking them to raise their hands and share their thoughts.)

Teacher: Great ideas. Let us move to the second question: Camels are called the 'ships of the desert.' Why do you think they are called that?


(The students raise their hands and share their answers. Teacher helps the students think deeper by giving clues and examples.)

Teacher: Excellent answers, class. You are all doing a wonderful work.


(Allow the students time to reflect and discuss their thoughts with the class. Let them share their answers and encourage deeper thinking.)

Differentiated Activity


110km/hr

 If you were to live in a desert, how would you adapt to the hot and dry conditions? What kind of tools or items would you need to survive?

80km/hr

 If you were on a plain region, what kinds of animals or plants do you think you might see?

40 km/hr

 Imagine you are climbing a tall mountain. Can you picture what it looks like?

Home Task

Continue to work on your travel brochure. Make sure to include some of the creative ideas we discussed today, such as the activities you would do in the mountains, the challenges of the desert or what you would see on a plain. Add some fun facts and illustrations to make it interesting

for tourists. Bring your brochure next time and we will share them with the class.

Period 9

Teacher: Good morning, everyone. Before we begin today's lesson, let us take a short and fun warm-up activity to relax our minds and bodies.

SHOULD DO


5 MIN.

Teacher: Let us start with a simple eye exercise. Follow my instructions carefully:

1. Look at a spot in front of you, then slowly move your eyes to the left. Hold for 5 seconds.
2. Now, look to the right and hold for another 5 seconds.
3. Look up towards the ceiling for 5 seconds, then look down towards the floor for 5 seconds.
4. Finally, close your eyes and take a deep breath. Let your eyes relax and enjoy this moment of calm.

Teacher: Great work, everyone. I hope your eyes feel refreshed and ready for today's lesson.

choosing better

 **Choosing better**

Imagine you are going on a trip to the Himalayas. What kind of clothes would you pack?

1. warm jackets and sweaters
2. t-shirts and shorts

21

Teacher: Let us move to a fun activity called 'Choosing better'. Imagine you are going on a trip to the Himalayas. What kind of clothes would you pack? (Show CMR sign- Keep thinking)


MUST DO

10 MIN.

Teacher: Think about the weather in the Himalayas. Would it be cold or warm? Raise your hand when you have decided which option you would pack and tell me why. (The students raise hands and share their ideas.)

Teacher: Yes. Of course, warm jackets and sweaters are the best choice for a cold, snowy mountain. Great thinking, class.

Revising better

 **Revising better**

In this chapter, you learnt about the diverse landforms of India, such as mountains, plains, deserts and islands. Find out interesting facts about your city or state. Write in your Little Book.

21

Teacher: Let us review everything we have learnt. In this chapter, we studied various landforms like mountains, plains, deserts and islands.

MUST DO

10 MIN.

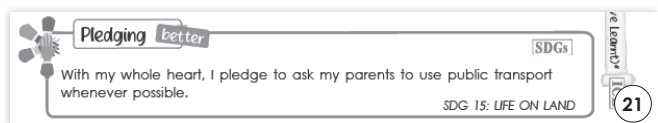
Teacher: I want you to think about your own city or state. What kind of landforms are there? Are there any interesting facts about them?

Teacher: Write your thoughts and ideas in your Little Book. You have five minutes to write. After that, we can share our facts with the class.

(The students write their ideas and share them after the activity.)

Teacher: Excellent work. You all shared some amazing facts about different landforms.

Pledging better



Teacher: To end our lesson today, let us take a moment to think about what we can do to protect the land and environment.

MUST DO

5 MIN.

Teacher: I want to share a small pledge and I want you to decide if you can follow it: 'With my whole heart, I pledge to ask my parents to use public transport whenever possible.'

Teacher: Who would like to make this pledge? Raise your hand if you want to join me in helping the environment by using public transport.

(The students raise hands.)

Teacher: Wonderful. Small changes make a big difference.

COULD DO

10 MIN.

Book of Holistic Teaching

A English HoLL MDA

Read the given sentences. Choose the correct answers.

- The plains have fertile _____ (soil / oil).
- The farmers _____ (toil / coil) hard to grow food.

B Maths

Mili lives in Delhi. She is visiting her hometown, Punjab with her family. Let us say that the distance between Delhi and Punjab is 416 km. By mid-afternoon, they are halfway to their destination. How much further will they have to travel to reach Punjab? Write your answer in the blank.

31

C Science

What does a camel eat in a desert? Write it in your notebook.

32

(Engage the students in holistic teaching by encouraging the students to participate actively in all exercises on pages 31 and 32. For better understanding, ask the students to think about each question and share their reasoning. While doing the English and Maths exercises, guide them to connect the content with real-life

examples. For the Science question, prompt the students to reflect on how camels adapt to desert life. This method will help the students grasp the subject more effectively and encourage collaborative learning.)

Teacher: Now, let us think about everything we learnt today. Open the 'L' section of your KWL chart, which stands for 'What I have learnt' What new information about landforms did you learn today?

(The students share their thoughts and the teacher writes them on the board.)

Teacher: Great work, everyone. We have learnt so much about India's mountains, deserts and plains. Keep exploring and thinking about the world around you.

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

Differentiated Activity

110km/hr



Can anyone name a famous mountain in India?

80km/hr



Who remembers the two island groups found in India?

40 km/hr



If you could live anywhere, would you choose to live on a mountain, in a desert or on an island? Why?

Home Task

Project idea (Page 19 and 20)

Chapter 3: India – Diverse Landforms Theme 3: What Is a Country?

Make a poster on the different landforms of India. Trace the outline of a physical map of India on an A3 sheet. Paste it on a chart paper. Colour by code the different landforms of India. Paste or draw and colour the pictures. Write a few lines about each landform.

19

Make a poster about different landforms given on page 19 and 20 of the book of project ideas. Use an outline of a physical map of India on an A3 sheet. Colour-code the landforms (mountains, deserts, plains, etc.), add pictures and write a few lines about each landform. Paste the map on chart paper and make it colourful and informative.

Gratitude Sheet



Teacher: Good morning, everyone. Let us start today's lesson by doing something special. We are going to take a moment to show gratitude. Everyone, please take your gratitude sheets.

Teacher: Cut one card from your sheet and think of someone who has helped you recently—maybe at home, in school or even in your community. Write a short, heartfelt note to them on the card, thanking them for their kindness and help.

Teacher: Take a moment to think about what you are grateful for and write your message with care.

(The students work on cutting and writing their notes.)

Teacher: Great. Once you have finished, you can give the card to the person you are thanking. This is a wonderful way to share your appreciation.

MUST DO

10 MIN.

Theme 3: What Is a Country?

3. India – Diverse Landforms

Worksheet 1

A. Fill in the blanks.

1. A _____ is a highland with a round top.
2. Hills with sharp peaks are called _____.
3. Mount Everest is the _____ peak in the world.
4. A plain is a _____ and level land.
5. A _____ is a highland with a flat top and steep sides.

B. Rearrange the letters to make words related to landforms.

1. LLIH _____
2. AINPL _____
3. ERTDES _____
4. EAUPLAT _____
5. AINSMOUNT _____

C. Write true or false.

1. Most mountain peaks remain covered with snow. _____
2. The Vindhya Ranges are an example of hills. _____
3. River Ganga originates in the plateaus. _____
4. The Deccan Plateau covers the largest area of our country. _____
5. A desert is a large area of land covered with sand. _____

8

Worksheet 2

A. Fill in the blanks.

1. River Brahmaputra originates in the _____ mountain ranges.
2. The Great _____ of India lie to the south of the Himalayas.
3. The rivers in the northern plains make the soil _____.
4. An island is surrounded by water on _____ sides.
5. The Andaman and Nicobar Islands lie on the _____ side of India.

B. Match the columns.

Column A

Column B

- | | | |
|------------------------|---|-----------------------|
| 1. Nilgiri | • | • a. the Great Plains |
| 2. Mount Everest | • | • b. hills |
| 3. River Yamuna | • | • c. mountain |
| 4. Andaman and Nicobar | • | • d. desert |
| 5. Thar | • | • e. island |

C. Write true or false.

1. A flat and level land is called a hill. _____
2. Summer is hot and winter is cold in the Great Plains of India. _____
3. The Deccan Plateau has rocky and hard land. _____
4. The Lakshadweep Islands lie on the western side of India. _____
5. The desert region receives a lot of rainfall. _____

9

Teacher: Please open your workbook to pages 8 and 9. We are going to work together to complete Worksheets 1 and 2.

MUST DO

30 MIN.



Teacher: Let us start with Worksheets 1 and 2 and answer the questions.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

Teacher: Now, check your answers in the worksheets. You have worked hard and learnt a lot. Keep practising what you have learnt.

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: For the next lesson, complete your worksheets neatly and do not forget to give your gratitude card. . Have a wonderful day ahead.

Differentiated Activity

110km/hr



Think of someone who has helped you recently. How can you show them gratitude in a meaningful way? Write a paragraph explaining how you will express your thanks.

80km/hr



Reflect on a moment when someone helped you. How did it make you feel? Write about your feelings when you received help.

40 km/hr



Think of someone who helped you. How did their help make a difference to you? Write a few sentences thanking them for their help.

Home Task

Complete Worksheet 3, page 10 given in your workbook. Make sure to read the instructions carefully and write your answers clearly.

Worksheet 3

A. Fill in the blanks. Use the words from the box.

Eastern Coastal Plains	plateau
Deccan Plateau	Rajasthan
	Arabian Sea

- The _____ are a narrow strip of flat land on the eastern coast of India.
- The _____ covers the largest area of India.
- The southern part of India is a _____.
- The Lakshadweep Islands lie in the _____.
- The Thar Desert covers a large part of _____.

B. Write true or false.

- A mountain has a round top. _____
- It is cold throughout the year in the mountain regions. _____
- The northern part of India is a plateau. _____
- The Andaman and Nicobar Islands lie in the Bay of Bengal. _____
- Very few plants and trees grow in the deserts. _____

C. Match the columns.

Column A

- mountain •
- plain •
- plateau •
- island •
- desert •

Column B

- level land
- surrounded by water on all sides
- sharp peak
- hot and dry
- covers the largest area of India

10

Learning Outcomes

The students will:

Domain	Development Area
Physical Development	<ul style="list-style-type: none"> develops fine motor skills through drawing and crafting landforms (e.g., drawing mountains, plateaus, etc.) engages in physical activities like 'Guess the Landform' and 'Air Writing,' enhancing coordination and body awareness.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> demonstrates an understanding of the value of nature and society through eco-friendly habits (e.g., using glass bottles instead of plastic) displays empathy and care towards others by acknowledging help through the Gratitude Sheet activity.
Cognitive Development	<ul style="list-style-type: none"> identifies and describes various landforms (mountains, plateaus, etc.) through interactive activities. applies interdisciplinary knowledge by connecting English vocabulary, Maths subtraction and Science (feeding habits) with Social Studies concepts.
Language and Literacy Development	<ul style="list-style-type: none"> expands vocabulary by using new terms related to landforms and geography in written and spoken exercises. writes about personal experiences and reflections, such as describing places they would like to visit and their feelings about landforms in their Secret Journal.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> appreciates and participates in cultural activities by listening to songs from different regions and understanding the diverse cultural expressions. expresses creativity through the development of a travel brochure, incorporating artistic elements such as drawings and vibrant illustrations of landforms.
Positive Learning Habits	<ul style="list-style-type: none"> practices reflective learning by engaging in exercises like the 'Pledging better' activity and recording their learning in the 'Little Book of Values.' takes initiative in personal development through the creation of posters, secret journals and travel brochures, reinforcing a sense of ownership and pride in their work.

Starry Knights

Do you know your learners well now? have you discovered their special talents and strenghts?

Give yourself a STAR.



Lesson-4: Cities of India-1

Theme 3: What Is A Country?

12 Periods (40 minutes each)



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



Animation, Animated Activities, Concept Map, Dictionary, eBook Infographic, Quiz, Slideshow, Video

Confirming better

I love to learn facts.

Curricular Goals and Objectives (NCF)

To enable the students:

- to identify and describe the cultural, geographical and historical significance of different cities in India.
- to recognise famous landmarks of Indian cities and associate them with their respective locations.
- to explain why certain cities are significant to India's history, culture and economy.
- to compare and contrast cities based on aspects like climate, geography, landmarks and festivals.
- to practice locating cities on a map and understanding their geographical context.
- to develop an understanding of the importance of keeping cities clean and eco-friendly and explore small actions to contribute to this.

Methodology

Period 1

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

Students: Good morning, teacher. We are great.

Teacher: Fantastic. Today, we are starting a new chapter called 'Cities of India'. We will learn about some of the amazing cities in our country, their culture and landmarks. Are you ready for some fun?

Teacher: Let me ask you a question—how many of you have visited different cities in India? Can you name some? (Students will give relevant answers.)

Teacher: Wow, that is amazing. India has so many vibrant cities, each with its own culture, food and festivals. Today, we will begin with a fun activity to explore these cities.

Teacher: We are going to use a KWL chart to help us organise our thoughts and learning. Please take out your notebooks and draw the chart.

K	W	L

Teacher: The KWL chart has three columns. The first column is labelled 'K,' in which you will write what we know about cities in India so far. In the second column 'W,' you will write what you want to know about it and the third column is labelled 'L' where you will write what you have learnt, which we will fill in the end.

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

Confirming Better



Confirming better I love to learn facts.

PLP 22

Teacher: Now, let us confirm some of the interesting facts we will learn today. I want everyone to repeat after me: 'I love to learn facts.'

Students: 'I love to learn facts.'

Teacher: Excellent. We are going to discover many fascinating facts about cities of India. Let us get started.

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

Kinaesthetic

Teacher: I will divide you into groups. Each group will prepare a short skit about a festival, showcasing how it is celebrated in India. You have five minutes to discuss and choose a festival.

Kinaesthetic

Form groups in class. Perform short skits on the different festivals you have learnt about in Class 2.

22

Teacher: For example, Group 1, you can enact Holi—showing the throwing of colours and sharing sweets. Group 2, you can act out Christmas—decorating a tree and singing carols.

Teacher: You have time to prepare your skits now. Be creative and I will guide you along the way.

Teacher: Time is up. Let us start with Group 1. Tell us which festival you are performing.

Group 1: (Enacting Holi celebrations) We are showing how people celebrate Holi by throwing colours and eating sweets.

Teacher: Fantastic. Group 2, your turn.

Group 2: (Enacting Christmas) We decorated a Christmas tree and are singing 'Jingle Bells'.

Teacher: Beautiful. Well done, everyone. Let us give a round of applause.

Auditory

Teacher: Now, we will move on to our auditory activity. Listen carefully to the names of festivals I will read aloud. As I say each festival name, I want you to think about whether it is a religious or national festival. (given on page 88.)

(Read the following names aloud to the class.)

Teacher: Onam, Gandhi Jayanti, Diwali, Eid, Christmas, Republic Day, Pongal.

Teacher: Your task is to write the names of the religious and national festivals in your notebook. Afterward, we will discuss which festivals belong to which category.

Auditory*

Listen to your teacher carefully. Answer the questions.

22

Teacher: Please write them down. Now, let us discuss what we have written. Can anyone tell me which of the festivals are religious and which of them are national? Raise your hand and share your answers.

(Encourage the students to participate and share their thoughts.)

Pictorial

Teacher: Look at the pictures given on page 22. Which festival do they remind you of? Write their names.

Pictorial -PS

Look at the pictures. Which festival do they remind you of? Write their names.



22

(Provide the descriptions and encourage students to recall the festivals.)

Teacher: The first picture shows people playing with colours. What festival does this remind you of?

The second picture shows a grand mosque with people gathered around. What festival do you think this is?

The third picture shows boats on water. Which festival does this represent?

The fourth picture shows a parade on the streets with military presence. What festival do you think this is?

The fifth picture shows a decorated Christmas tree. Which festival does this represent?

Teacher: Excellent work today, everyone. You did a wonderful job identifying the festivals from the pictures. We will continue this chapter in the next class.

Differentiated Activity

110km/hr



Describe the significance of a popular festival in India and how it is celebrated in a major city.

80km/hr



List three famous cities in India and mention one thing they are known for.

40 km/hr



Write the name of a festival celebrated in a city you know.

Home Task

Choose one city in India and write a few sentences about its culture and a festival celebrated there.

Period 2

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

Students: Good morning, teacher. We are great.

Teacher: Before we begin our lesson, let us refresh our eyes with a quick exercise.

Blinking Exercise: Blink your eyes 10 times quickly, then close them for 5 seconds and relax.

Eye Rolling: Look up, down, left and right, slowly moving your eyes.

Focus Shift: Hold your finger in front of your face and focus on it, then shift your focus to something far away.

Palm Massage: Rub your palms together to warm them and gently place them over your eyes for 5 seconds.

Teacher: Fantastic. Now that our eyes are refreshed, let us begin today's lesson about the wonderful cities of India.



MUST DO

10 MIN.

Take Notes.

40

MUST DO

10 MIN.

SHOULD DO

05 MIN.

Interacting better



Show the **eBook** given on digital platform.

MUST DO

10 MIN.



Interacting better

Ask your partner about the different cities they have visited.

23

Teacher: Great. Today, we are going to start by sharing our thoughts on cities. Open your books to page 23 and look at the section called 'Interacting Better.' It says, 'Ask your partner about the different cities they have visited.' So, let us do that. Find a partner and share which cities you have visited.

(Give students 2-3 minutes to discuss with their partners.)

Teacher: Alright, let us hear some of your answers. Who wants to share?

(After students discuss, ask a few of them to share their partner's response.)

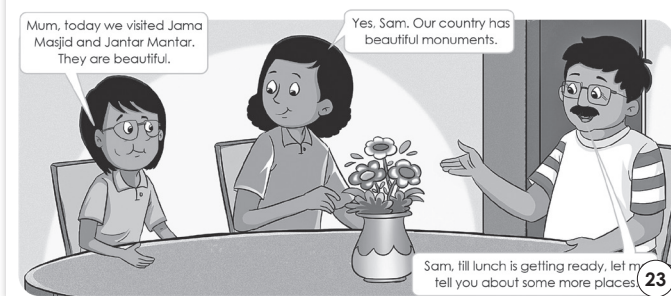
Teacher: That was wonderful. Each city in India is unique and special. Let us explore more about them.

MUST DO

20 MIN.



Sam is back home after the Independence Day celebrations. It is lunchtime. Sam is hungry.



Teacher: Now, let us look at a conversation between Sam and his family.

(Show the image from the book on page 23 or write the dialogue on the board.)

Teacher: Look at the conversation carefully. Can anyone tell me which monuments Sam visited?

(Allow students to observe and respond.)

Teacher: Great. Now, think about this—what makes monuments special in different cities? Discuss with your partner for a minute and come up with an answer.

Teacher: Excellent. Now, can you name a monument or landmark from any city in India? Raise your hand and share.

Teacher: Well done. India is filled with incredible monuments and each city has something unique to offer. Now, let us move on to our next activity.

Teacher: Before we end today's lesson, let us reflect on what we learnt. If you could visit any city in India, which one would it be and why?

COULD DO

05 MIN.



(Encourage 3-4 students to share their thoughts.)

Teacher: Great answers. Learning about cities helps us appreciate our country's history and culture. Keep exploring and learning.



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

Differentiated Activity

110km/hr



Design a Travel Poster – Create a travel poster for an Indian city of your choice. Include:

A drawing or printout of a famous landmark.

Three interesting facts about the city.

Why people should visit it.

80km/hr



List Three Famous Indian Cities and one special thing about each.

40 km/hr



Pretend you are visiting a famous Indian city. Describe what you see or eat there in a few sentences.

Home Task

Write the name of three cities and their famous landmarks in your notebook.

Period 3

SHOULD DO

07 MIN.



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

Students: Good morning, teacher. We are great.

Teacher: Today, we are going to explore two amazing cities—Delhi and Mumbai. Before we begin, let us play a quick game called Guess the City. I will give you some clues and you have to guess which city I am talking about.

Teacher: This city is the capital of India and is home to many government buildings. (Delhi)

Teacher: This city is located on the western coast of India and has a major port along the Arabian Sea. (Mumbai)

Teacher: This city has a famous war memorial called India Gate. (Delhi)

Teacher: This city is home to Bollywood, India's film industry. (Mumbai)

Teacher: The Red Fort, Jama Masjid and Qutub Minar are some of its famous landmarks. (Delhi)

Teacher: This city has Chhatrapati Shivaji Maharaj Terminus, a famous railway station. (Mumbai)

Teacher: Well done. You all did a great job identifying these cities. Now that we have refreshed our minds, let us open our books and learn more about Delhi and Mumbai.

DELHI

Teacher: Have any of you ever been to Delhi?

(Allow 2-3 students to share their experiences.)

MUST DO


15 MIN.




DELHI

Delhi is situated in the northern part of India, on the banks of the River Yamuna. Delhi is the capital of India. Map 4.1 shows the location of Delhi. It is officially known as the **National Capital Territory (NCT) of Delhi**. People from different parts of the country live and work here. Delhi is very hot in summer and very cold in winter. It experiences rainfall between July and September.

The main offices of the Government of India are located here. The Red Fort, Jama Masjid, Jantar Mantar, Raj Ghat, India Gate and Qutb Minar are some popular tourist attractions of Delhi.



India Gate



Map 4.1 location of Delhi

map not to scale

23

Teacher: That is wonderful. Even if you have not visited, I am sure you have heard a lot about Delhi. Open your books to page 23.

Teacher: Look at the first paragraph. It says that Delhi is situated in the northern part of India and is situated along which river?

(Students point to Delhi on their maps given in the book.)

Teacher: Excellent. Now, why do you think Delhi is important to India?

(Encourage student responses.)

Teacher: Yes, that is correct. Delhi is the capital of India and home to many important offices of the government. It is also one of the most populated and diverse cities in the country.

Teacher: Can anyone tell me what the full name of Delhi is? It is written in bold in your book.

(Students respond: 'National Capital Territory (NCT) of Delhi'.)

Teacher: Well done. Now, let us talk about some famous landmarks in Delhi. Look at the picture of India Gate in your book. Have you heard of it before? What do you know about it?

Teacher: India Gate is a war memorial that honours the soldiers who fought in World War I. There are many other famous monuments in Delhi, such as:

Red Fort – Built by the Mughal Emperor Shah Jahan.

Jama Masjid – One of the largest mosques in India.

Qutub Minar – A UNESCO World Heritage Site.

Teacher: If you could visit any monument in Delhi, which one would it be and why?

(Encourage the students to share their answers.)

Teacher: Those are great choices. Each place tells us something about India's history and culture. Let us locate Delhi on the map. Look carefully and point to Delhi.

(Show the map in the book and guide students to locate Delhi.)

 You may show the **Video** about Jama Masjid given on digital platform.

MUMBAI


Teacher: Now, let us talk about Mumbai. Open your books to the section on Mumbai on page 24.

MUST DO


15 MIN.

MUMBAI

Mumbai is a city located on the western coast of India. It is the capital of **Maharashtra**. Map 4.2 shows the location of Mumbai. Mumbai faces the Arabian Sea and is a major port*. Mumbai is warm and humid in summer and experiences a pleasant weather in winter. It rains heavily from June to September in Mumbai. It is home to the Hindi film and television industries. The Chhatrapati Shivaji Maharaj Terminus, one of the busiest railway stations in India, is in Mumbai.



Chhatrapati Shivaji Maharaj Terminus



Map 4.2 location of Mumbai

24

Teacher: Great. Mumbai is a city on the western coast of India. It is the capital of Maharashtra. Who can point to Mumbai on the map?

(Allow a student to point it out.)

Teacher: Awesome. Mumbai faces the Arabian Sea. Can anyone guess what a port is?

Teacher: A port is a place where ships load and unload goods. Mumbai is a major port.

Teacher: Now, let us talk about Mumbai's weather. In summer, Mumbai is very warm and humid. What do you think 'humid' means?

Teacher: Yes, it means the air feels very wet and sticky. In winter, Mumbai's weather is more pleasant.

Teacher: Does anyone know about a famous place in Mumbai?

Teacher: One of the famous places is the Chhatrapati Shivaji Maharaj Terminus. It is a busy railway station. Have you seen it before?

Teacher: Let us wrap it up by finding Mumbai on our map again. Who can point to Mumbai?

(Encourage a student to point to Mumbai on the map.)

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

Teacher: Well done, everyone. Today, we learnt about two amazing cities— Delhi and Mumbai.

COULD DO

03 MIN.

Teacher: Can anyone tell me one thing they learnt about Delhi and one thing about Mumbai?

Teacher: Great. You all did a fantastic job today. Remember, these cities are full of history, culture and amazing landmarks. Keep exploring them.

Teacher: Before we finish, let us take one deep breath together. Inhale... and exhale.

Teacher: Keep up the great work and see you next time.

Differentiated Activity

110km/hr



Create a travel poster for Delhi or Mumbai.

80km/hr



List three famous landmarks in Delhi or Mumbai.

40 km/hr



Write one sentence about Delhi or Mumbai.

Home Task

Write the name of three landmarks in Delhi or Mumbai and a brief description of each in your notebook.

Period 4

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

Students: Good morning, teacher. We are great.

Teacher: Fantastic. Let us get our minds and bodies moving with a quick indoor game called 'City Connections.'

Teacher: I will name a city and you need to tell me something famous about it, like food, festivals or landmarks. Ready?

Teacher: First city: 'Kolkata'

(Allow students to shout out answers like 'Rabindra Setu,' 'Victoria Memorial' or 'Durga Puja'.)

Teacher: Great. Now, let us try 'Hyderabad.'

(Students respond with answers like 'Charminar', 'Biryani' or 'City of Pearls'.)

Teacher: Well done. This game will help us connect our knowledge to what we will learn today.


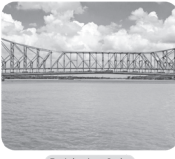
KOLKATA

(Read and discuss about the city Kolkata and Hyderabad.)

Teacher: Let us explore Kolkata. Open your books to the Kolkata section on page 24.

KOLKATA

Kolkata is situated on the banks of River Hooghly, in the eastern part of India. Kolkata is the capital of **West Bengal**. Map 4.3 shows the location of Kolkata. The bridge on the River Hooghly is the Rabindra Setu, popularly known as the Howrah Bridge. The climate here is neither too hot nor too cold. It receives heavy rainfall between June and September. The Victoria Memorial, Birla Planetarium, Belur Math and Science City are some popular tourist spots.

Map 4.3 location of Kolkata

Rabindra Setu

24

Teacher: Kolkata is by the River Hooghly. Who can tell me which river it is next to?

Students: River Hooghly.

Teacher: Great. Now, who can point to Kolkata on the map?

(Encourage a student to locate it.)

Teacher: Kolkata has the famous Howrah Bridge. What is a bridge?


(Wait for responses.)

Teacher: Exactly. A bridge is built over water, like the Hooghly River.

Teacher: Kolkata's weather is mild, but it gets heavy rainfall from June to September. Now, can anyone name a famous place in Kolkata?

(Encourage answers like 'Victoria Memorial', 'Howrah Bridge'.)

Teacher: Fantastic. These landmarks make Kolkata special.

 You may show the **Infographic** places of worship in the east given on digital platform.

Understanding better

Teacher: Now, let us test our knowledge with a quick activity. I will ask you some questions and you have to think carefully before answering. Ready?

Understanding better

Name the following:

- the capital of India
- the city which faces the Arabian Sea

ICL

24

Teacher: What is the capital of India? Raise your hand if you know the answer.

Teacher: Excellent. Now, can anyone tell me which city faces the Arabian Sea? Think about the west coast of India.


Teacher: That is correct. Mumbai is a major port city along the Arabian Sea. Well done, everyone. These cities are not only important but also rich in history and culture. Now, let us move on to the next part of our lesson.

Hyderabad

Teacher: Now, let us move to Hyderabad. Open your books to the section on Hyderabad.

HYDERABAD

Hyderabad is a city in the southern part of India. It is the capital of **Telangana**. It is also known as the 'City of Pearls'. Secunderabad and Hyderabad, connected by the Hussain Sagar Lake, are called twin cities. The Charminar is a popular monument in the city. People speak Telugu and Urdu. Map 4.4 shows the location of Hyderabad.



*Check the 'Grasping better' section to learn the meaning of the word.

Charminar

24

Teacher: Hyderabad is called the 'City of Pearls.' What do you think this tells us about the city?

(Encourage students to think critically and respond.)

Teacher: Yes, Hyderabad has a long history of pearl trading. But did you know it is also famous for its Hyderabad Biryani? Who has tasted biryani before?

(Allow students to share their experiences, making a real-life connection.)

Teacher: Hyderabad is also known for the Charminar. It is an iconic monument and a cultural symbol of the city. Look at the image in your book—can you describe what you see? (Encourage students to use descriptive words to build vocabulary and observation skills.)

Teacher: Great observations. Now, let us find Hyderabad on the map. Who can point it out?

(A student points to Hyderabad on the map.)

Teacher: Wonderful. Hyderabad is the capital of Telangana and is often called a twin city with Secunderabad.

(Read and discuss about Hyderabad with students.)

Discovering better

MUST DO

05 MIN.

Teacher: Now, let us do a 'Discovering Better' exercise to learn more about a famous structure in Hyderabad, Charminar. let us think about what a bridge is. Can anyone tell me What is a bridge?



Discovering better

bridge: a structure made over a water body, railway crossing or road for people to cross

LAD

24

Teacher: That is correct. A bridge is a structure built over a river, railway crossing or road to help people travel across. But what if I told you that Charminar is also a bridge?

Teacher: No, not a physical bridge, but a cultural and historical bridge. How do you think Charminar connects people? Think about festivals, markets and history.

(Encourage students to reflect and share their answers.)

Teacher: Fantastic answers. Charminar connects people through history, trade and culture. It is a landmark that represents the city's rich heritage.

Teacher: Excellent work today, everyone. You have learnt so much about Kolkata and Hyderabad.

Teacher: Let us quickly recap—what is one thing you learnt about Kolkata?

(Allow 2-3 students to share.)

Teacher: What about Hyderabad?

(Allow 2-3 students to share.)

Teacher: Wonderful job, class. Keep exploring these amazing cities. See you next time.



You may show the **Dictionary** could be used to teach the key terms in the lesson given on digital platform.

Differentiated Activity

110km/hr



Write three facts about your favourite city and explain why people should visit it.

Questions for students:

1. What makes this city unique?
2. Why is the landmark you chose famous?
3. What would be the best time of year to visit this city?

80km/hr



List three famous places in Kolkata or Hyderabad and write a short description of each.

40 km/hr



Write one sentence about something you know or like about Kolkata or Hyderabad.

Home Task

Write the name of three famous landmarks in Kolkata or Hyderabad in your notebook and describe them in one line. Questions for students:

1. What is something interesting you learned about these landmarks?
2. Why do you think these landmarks are important to the city?

Period 5

SHOULD DO

05 MIN.

Teacher: Good morning, students.

How are you all today?

Students: Good morning, teacher. We are great.

Teacher: Fantastic. Before we begin, let us take a moment to refresh ourselves. Everyone, please take a sip of water. (Wait for students to drink water.)

BENGALURU

Teacher: Open your books to the section on Bengaluru. Let us read the first paragraph together.

MUST DO

10 MIN.

BENGALURU

Bengaluru is a city in the southern part of India. It is the capital of **Karnataka**. Bengaluru is popularly known as the 'Silicon Valley' of India. People mostly speak Kannada. The city has a moderate climate. Lal Bagh, Tipu Sultan's Palace and Aerospace Museum are some of the popular tourist attractions of Bengaluru. Map 4.4 shows the location of Bengaluru.



Map 4.4 location of Hyderabad, Bengaluru and Chennai

25

Teacher: Bengaluru is called the 'Silicon Valley of India.' Why do you think it has this name? Discuss with your partner and share your thoughts.

(Encourage students to discuss in pairs and respond.)

Teacher: Yes. Bengaluru is home to many tech companies and startups, making it a major hub for technology. The people in Bengaluru mostly speak Kannada.

Teacher: Bengaluru has a moderate climate. What do you think that means?

(Encourage students to define 'moderate' in their own words.)

Teacher: Excellent. Moderate means it is neither too hot nor too cold throughout the year. Now, who can name some famous tourist attractions in Bengaluru?

(Encourage responses like Lal Bagh, Tipu Sultan's Palace and the Aerospace Museum.)

Teacher: Wonderful. Now, let us find Bengaluru on the map in your books (Map 4.4). Who can point to it? (A student points to Bengaluru on the map.)

CHENNAI

Teacher: Now, let us move to Chennai. Open your books to the section on Chennai.

MUST DO

10 MIN.

CHENNAI

Chennai, facing the Bay of Bengal, is a city located on the south-east coast of India. Chennai is the capital of **Tamil Nadu**. Map 4.4 shows the location of Chennai. Chennai is mostly hot and humid, with a lot of rain during the monsoon season. Even in winter, it is not very cold. Marina Beach and Edward Elliot's Beach are its famous beaches.

25

Teacher: Chennai is located on the south-east coast of India and faces the Bay of Bengal. It is the capital of Tamil Nadu. Can anyone tell me what makes Chennai special? (Encourage students to discuss in pairs, then share their responses.)

Teacher: Yes. Chennai is known for its Marina Beach and Edward Elliot's Beach. It is also famous for its Kapaleeshwarar Temple and delicious Chennai Biryani.

Teacher: Chennai has hot and humid weather, especially during the monsoon season. What do you think 'humid' means?

(Allow students to guess. Then, explain that humid means the air is moist and feels sticky.)

Teacher: Now, let us locate Chennai on the map (Map 4.4). Who can point to it?

(A student points to Chennai on the map.)

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

Map 4.4

Teacher: Now, let us look at Map 4.4 together.

MUST DO

10 MIN.



Map 4.4 location of Hyderabad, Bengaluru and Chennai

25

Teacher: Who can point to Bengaluru on the map? (Encourage a student to point it out.)

Teacher: Excellent. Now, who can point to Chennai?

Teacher: Bengaluru is in Karnataka, while Chennai is in Tamil Nadu. Both cities are in southern India, but they have different cultures, languages and climates.

Teacher: Why do you think it is important to know the location of different cities?

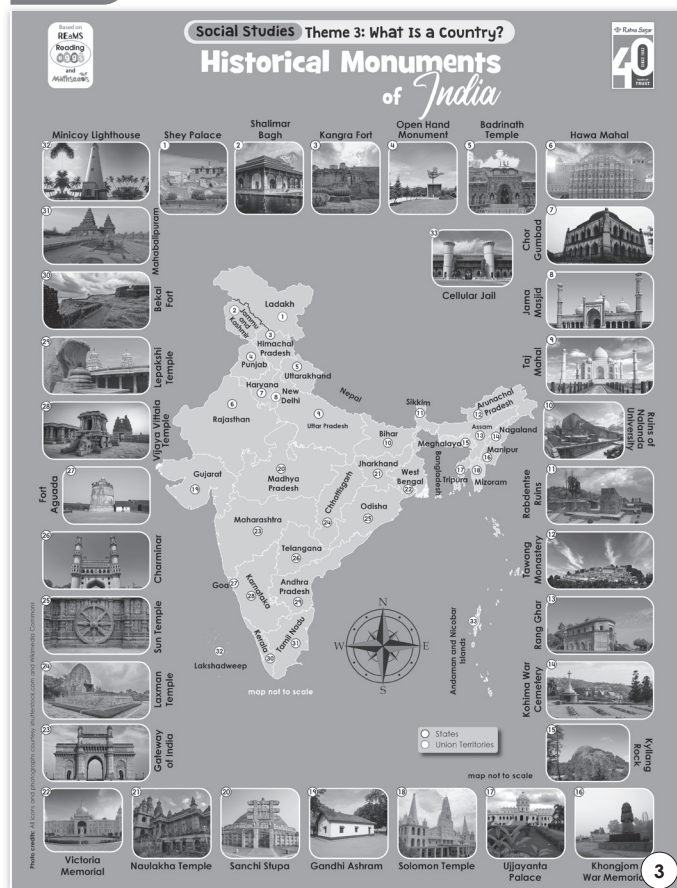
(Encourage responses like: 'It helps us understand different cultures,' 'It helps us learn about climate differences.')

Teacher: Exactly. Knowing the geography of a place helps us learn about its people, climate and history.

MUST DO

05 MIN.

Poster



(After explaining the Map 4.4 in the class, you can show the Historical Monuments of India- Poster. This will help students visualize monuments from different parts of India as they have already explored Bengaluru and Chennai. You can also ask them if they recognize any of these landmarks, which will further engage them in learning about the country.)

Teacher: Imagine you are a travel guide. In pairs, plan a one-day itinerary for a tourist visiting Bengaluru or Chennai. Think about:

A famous landmark to visit

A local food dish to try

Something unique about the city

Teacher: You have three minutes to plan and then a few pairs will share their plans with the class.

Teacher: Wonderful. Keep exploring these amazing cities and their cultures. See you next time.

Differentiated Activity

110km/hr



What makes Bengaluru the 'Silicon Valley of India'?

80km/hr



Which festival is widely celebrated in Chennai?

40 km/hr



Where is Bengaluru located on the map (north, south, east, west)?

Home Task

Draw or collect pictures of any one landmark from Bengaluru or Chennai and write 2-3 sentences about why this place is important to the city.

Period 6

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

Students: Good morning, teacher. We are great.

Teacher: Wonderful. Before we begin today's lesson, let us play a quick game called 'Word Hunt Challenge.' I will give you a category and you must think of a word related to it as fast as possible. Ready?

Think of a word related to the weather.

(Students respond: Sunny, rainy, cloudy, etc.)

Think of a word related to protecting the environment.

(Students respond: Recycling, saving water, planting trees, etc.)

Think of a word related to a place where ships load and unload goods.

(Students respond: Port.)

Teacher: Fantastic work. These words will be important in today's lesson as we explore language and environmental awareness. Let us begin.

Connecting better

Teacher: Now that we are all relaxed, let us connect some ideas better. Let us talk about sentences and how we can change them into the past tense.

Connecting better

Later in the day, Lina goes to Sam's house. They are discussing about the information Sam's father has given her. Suddenly, they hear thunder. Sam says, "Look outside! It is going to rain." Lina says, "Tell me, how will you say the same thing in past tense?" Sam smiles and says, "It rained."

HoLL

25

Teacher: Imagine you are talking to a friend about the weather. Sam says, 'Look outside. It is going to rain.' Now,

if Sam wanted to say the same thing about yesterday's weather, how would he say it?

(Allow students to respond.)

Teacher: That's right. Sam would say, 'It rained.'

Teacher: Now, let us try a few more sentences. If I say, 'It is sunny today,' how would we say it in the past tense?

(Wait for responses.)

Teacher: Wonderful. Changing verbs to the past tense helps us talk about things that already happened. Now, I will give you a few sentences and you will change them into the past tense. Discuss with your partner and we will share the answers together.

Helping better

Teacher: Now that we have learned how to change sentences into past

tense, let us talk about something that has happened in the real world—how Maharashtra helped the environment.

Teacher: Can anyone tell me what Maharashtra did to help the environment?

(Allow students to respond.)

Teacher: Yes. Maharashtra was the first state in India to ban single-use plastics. Isn't that amazing?

Teacher: Now, what can we do to help the environment too?

(Encourage responses like reducing waste, recycling and reusing items.)

Teacher: Wonderful. Remember, even small actions like using reusable bags or bottles can help a lot.

Grasping better

Teacher: Next, let us look at a word: port. Does anyone know what a port is?

(Wait for responses.)

Teacher: A port is a place where ships load and unload their goods. Can anyone name a famous port in India?

(Encourage responses like Mumbai or Chennai.)

Teacher: Excellent. Ports are very important for trade and helping our country grow.

Teacher: Imagine you are a news reporter and you are reporting about one of the topics we discussed today.

One team will report about yesterday's weather using past tense.

Another team will report about Maharashtra's plastic ban and why it is important.

MUST DO

10 MIN.

Helping better

Maharashtra was the first state in India to ban single-use plastics.

OL

25

MUST DO

10 MIN.

Grasping better

port: a place where ships load and unload their goods

DING

25

A third team will report about ports and how they help India's economy.

Teacher: Each team has three minutes to prepare a short report and then you will present it like a real news reporter. Excellent work today, everyone. You have learnt so much.

Caring better

Teacher: For homework, I want you to think about how you can help keep your city clean. Write down three things you can do, just like we discussed today.

Caring better

Keeping a city clean is a collective effort. Always use a dustbin to throw waste. Do not litter. As responsible citizens, it is our duty to keep our city clean.

Seva

25

Teacher: Keep your city clean by being responsible citizens. Good luck with your home task.

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

Differentiated Activity

110km/hr

Write five sentences about your day yesterday using the past tense.

80km/hr

Can you explain why we use the word 'was' instead of 'is' in the past tense?

40 km/hr

What is one thing you did yesterday that you can describe in past tense?

Home Task

Caring Better

Write down three things you can do to help keep your city clean, like reducing waste, recycling or reusing items.

Period 7

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

Students: Good morning, teacher. We are great.

Teacher: Fantastic. Let us begin by stretching our muscles so we are ready for today's lesson.

Teacher: Everyone, please stand up and follow me. First, tilt your head to the left. Hold it for 5 seconds... now to the right. Hold for 5 seconds.

Teacher: Great. Now, stretch your arms high above your head... hold for 5 seconds and stretch your arms wide apart.

Teacher: Lastly, stretch one leg forward and hold for 5 seconds, then switch to the other leg.

Teacher: Perfect. Now that we're all stretched out, let us jump into our lesson.

Recalling better

MUST DO

10 MIN.

Teacher: Now, we will do a quick recap of the chapter. I will ask you some questions and I want you to remember what we have learnt about cities in India. Ready?

Recalling better

New Delhi is the capital of India. Mumbai is the capital of Maharashtra.
 Kolkata is the capital of West Bengal. Hyderabad is the capital of Telangana.
 Bengaluru is also known as the 'Silicon Valley' of India. It is the capital of Karnataka.
 Chennai is the capital of Tamil Nadu.

CING

25

Students: Yes, teacher.

Teacher: Let us start with this one- What is the capital of India?

Students: New Delhi.

(Ask students questions to recall about the cities of India: what city is the capital of Maharashtra?

Which city is the capital of West Bengal?

what city is the capital of Telangana?

which city is also known as the 'Silicon Valley of India'?

which city is the capital of Tamil Nadu?)

Teacher: Excellent. You are all recalling facts quickly. Now, let us move on to answering some questions from our books.

Learning better

Exercise A

Teacher: Now that we have reviewed some key facts, let us apply our knowledge by answering some multiple-choice questions from page 26.

Learning better

Tick (✓) the correct answer.

1. The capital of India is situated near the River Yamuna.
 a. Delhi ☐ b. Mumbai ☐ c. Kolkata ☐

2. This major port city is located near the Arabian Sea.
 a. Delhi ☐ b. Mumbai ☐ c. Bengaluru ☐

3. The capital city of West Bengal is located on the banks of River Hooghly.
 a. Kolkata ☐ b. Bengaluru ☐ c. Chennai ☐

4. Hyderabad is the capital of this state.
 a. Telangana ☐ b. West Bengal ☐ c. Tamil Nadu ☐

5. This city is popularly known as the 'Silicon Valley of India'.
 a. Chennai ☐ b. Hyderabad ☐ c. Bengaluru ☐

CBA

26

Teacher: Open your books to page 26. You have a few minutes to choose the correct answers. Let us do the first question together.

Teacher: 'The capital of India is situated near the River Yamuna. Which city is this?' Raise your hands if you know the answer.

Students: Delhi.

Teacher: Well done. Now, let us move to the next question. 'This major port city is located near the Arabian Sea. Which city is it?

Students: Mumbai.

Teacher: That is correct. Keep going and complete the rest of the questions in your books. If you need help, raise your hand.

(Monitor students as they complete the activity and discuss the answers once they are done.)

Exercise B

MUST DO

10 MIN.



B Fill in the blanks with the correct answers.

1. Mumbai is the capital of _____.
2. _____ is the capital of Tamil Nadu.
3. The Charminar is a popular tourist attraction of _____.
4. People in Bengaluru speak _____.
5. Hyderabad is also called the City of _____.

26

Teacher: Now that we have done some multiple-choice questions, let us move on to filling in the blanks given on page 26. We are going to play a fun group competition. I will divide you into groups. Each group will receive five statements with blanks to complete. The first group to complete all five statements correctly wins. After that, you will write the correct answers in the blanks in your books.

Teacher: Great. First sentence: 'Mumbai is the capital of _____.'

(While the groups are working, walk around to monitor their progress and provide help if needed. Once the first group finishes, ask them to raise their hands and provide the answers for the rest of the class.)


Teacher: Well done, everyone. You have worked hard today. Let us quickly review everything we learnt. Can anyone tell me one thing they learnt about Delhi today?

(Allow a few students to share.)

Teacher: Wonderful. Now, can anyone share something about Mumbai?

(Allow students to share.)

Teacher: Excellent. You all did a great job today. Remember to keep practising and reviewing the capitals of India at home. Keep up the fantastic work.

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

Differentiated Activity

110km/hr



What would you recommend tourists do in the city you like?

80km/hr



If you could visit any place, which would you choose and why?

40 km/hr



Can you name one thing that makes Delhi or Mumbai special to you?

Home Task

Write down three famous landmarks from Delhi or Mumbai and describe each one in one sentence.

Period 8

SHOULD DO

05 MIN.



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

Students: Good morning, teacher. We are great.

Teacher: Fantastic. Before we start today's lesson, let us do some pranayama (breathing exercises) to calm our minds and get ready. Ready?

Students: Yes, teacher.

Teacher: Great. First, let us do the deep breathing exercise. Sit comfortably with your back straight. Take a deep breath in... hold for 5 seconds... and slowly breathe out. Let us repeat this three times.

Teacher: Now, let us do the alternate nostril breathing: Close your right nostril, inhale through the left nostril and then close the left nostril and exhale through the right nostril. Do this for a minute.

Teacher: Wonderful. Now that we are all relaxed and focused, let us move on to today's lesson.

Exercise C and D

(Tell the students to open Page 26 in their books and look at exercises C and D of the section 'Learning better'. Ask them to read the questions carefully and answer. Discuss every question and the correct answer once done and tell them to write down in their notebooks.)

MUST DO

30 MIN.



C Write short answers in your notebook.

1. Name two historical monuments of Delhi.
2. Name any two tourist attractions of Kolkata.
3. Rahul is travelling to a city on the southeastern coast of India. He plans to visit Marina Beach while he is there. Which city is he visiting?

D Write long answers in your notebook.

1. Discuss the location, monuments and climate of Delhi.
2. Give examples from the text to prove that Chennai is a coastal city.

26

Teacher: Now that we are refreshed, let us move on to the short and long question answers. That is given on page 26. I will ask you a few questions and I want you to write your answers in your notebooks. Afterward, we will discuss them as a class. Ready?

Teacher: Excellent responses, class. You have all done a great work by thinking critically about these topics. Let us now wrap up with a quick review.

Teacher: Can anyone share one important thing they learnt about Delhi today?

(Allow a few students to share their answers.)

COULD DO

05 MIN.



Teacher: Wonderful. Now, how about one interesting fact about Chennai?

(Allow a few students to share.)

Teacher: Fantastic. You all did an amazing job today. You worked well on both short and long answers. Keep reviewing your notes for tomorrow.

Teacher: Before we end, let us take a deep breath together. Inhale... and exhale.

Teacher: Great. Have a wonderful day, everyone. See you in the next class.

Differentiated Activity

110km/hr



Create a simple storyboard with 4-5 scenes showing what a tourist might do in the city.

80km/hr



Pretend you are visiting Delhi or Chennai and write a postcard to a friend.

40 km/hr



How would you describe the city's atmosphere?

Home Task

STEM

Complete the Balloon-Powered Car activity on pages 26 and 27 of your book. Follow the steps carefully to build your car and make sure to bring it to class for a fun demonstration.

STEM

EXL
2L CS

Balloon-Powered Car

Step 1: Take four bottle caps. Ask an adult to help you make a small hole in the centre of each cap using a pointed object. 26

Step 2: Insert kufli sticks through the holes in the bottle caps.

Step 3: Take the plastic bottle and tape one straw horizontally to the front of the bottle and the other to the back. Thread the kufli sticks with the wheels through the straws. Now you have a bottle with wheels!

Step 4: Tape the balloon to the mouth of the bottle, making sure the open end of the balloon points backwards. You may need to tape a small piece of straw inside the balloon's neck to make it easier to blow up. Blow air into the balloon, then pinch the neck to keep the air inside.

Step 5: Place your car on a smooth surface. Let go of the balloon and watch your car zoom forward as the air rushes out! 27

For the 'My City' book activity, please bring materials from home. You will need pictures of your favourite places in your city (you can cut these out from magazines, print them from the internet or draw them yourself). You will also need a piece of paper to make the book.

Period 9

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

Students: Good morning, teacher. We are great.

Teacher: Fantastic. Before we start, let us all take a quick break. Please take a moment to drink some water to stay hydrated.

(Allow students to drink water.)

Teacher: Great. Now that we're refreshed, let us move on to today's activity.

Creating better

Teacher: Today, we are going to work on our 'My City' books. I see that you have all brought in your materials.

MUST DO

25 MIN.



Creating better



ArtI 2L CS

Make a 'My City' book. Fold a sheet into half. Paste pictures of your favourite places in your city and write their names. 27

Teacher: You will create your 'My City' book right here in class. Here is what we will do:

1. Take a sheet of paper and fold it in half to create a booklet.
2. On one half of the sheet, paste the pictures of your favourite places in your city.
3. On the other half, write the names of these places.
4. If you want, you can draw extra pictures or add small descriptions about why you love these places.

Teacher: I will give you 15 minutes to work on this. Make sure you have your materials ready and take your time to make your book look nice. If you need help, feel free to ask.

(Ensure that all students are actively involved and encourage them to be creative with their descriptions or drawings.)

Who Needs Help?



Gratitude Sheet

Teacher: Please take your Gratitude Sheets. We are going to take a moment to show gratitude.

MUST DO

10 MIN.

Gratitude Sheet

 Thanks a bunch!	 You're awesome!	 Thanks a lot!
 Thank you so much!	 You're the best!	 Big thanks!
 Thanks, you're great!	 Thanks, you're super!	 I really appreciate it!
 Thanks for helping me!	 You're amazing, thanks!	 Thanks, you're a star!

Teacher: Cut one card from your sheet and think of someone who has helped you recently—maybe at home, in school or even in your community. Write a short, heartfelt note to them on the card, thanking them for their kindness and help.

Teacher: Take a moment to think about what you are grateful for and write your message with care.

(The students work on cutting and writing their notes.)

Teacher: Great. Once you have finished, you can give the card to the person you are thanking. This is a wonderful way to share your appreciation.

Differentiated Activity

110km/hr



After completing your 'My City' Book, create a mini travel guide for your city.

Include:

1. Three places to visit.
2. Two things to do there.
3. One special fact about each place.

80km/hr



Write down three important places in your city and describe them in one sentence each.

40 km/hr



Draw your favourite place from your city in the 'My City' Book and write one sentence about why it is important.

Home Task

Complete your 'My City' Book: If you didn't finish the book in class, please complete it at home. Add three more places you love in your city and write a short description for each.

Period 10

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

Students: Good morning, teacher. We are great.

Teacher: Fantastic. Before we begin our lesson, let us energize our bodies and minds with some sitting yoga. Ready?

Students: Yes.

Teacher: Let us begin with a Neck Stretch. Tilt your head to the left and hold for 5 seconds, then tilt to the right and hold for 5 seconds.

Teacher: Now, let us do some Shoulder Rolls. Roll your shoulders forward five times and then backward five times.

Teacher: Next, let us do a Seated Forward Stretch. Take a deep breath in and as you breathe out, slowly reach towards your toes. Hold for 5 seconds.

Teacher: Finally, let us finish with some Deep Breathing. Breathe in... hold for a second... and breathe out. Let us do this three times.

Teacher: Great job, everyone. Now, we are ready for today's lesson.

Thinking better

MUST DO

10 MIN.

Teacher: Now that we are feeling refreshed, let us move on to 'Thinking better'. Please open your books to page 27 and look at the question in the 'Thinking better' section. It asks, 'Summers in Mumbai and Kolkata are humid. Why?'

Teacher: I want you to think about the weather in these cities. Why do you think it gets so humid during summer?

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



Thinking better

Think and answer in your notebook.

Summers in Mumbai and Kolkata are humid. Why?

2 Ls CS HOTS

27

Teacher: Excellent. Yes, both Mumbai and Kolkata are near the coast, which is why they experience high humidity in summer due to the sea breeze.

Teacher: Now, let us discuss some ways we can stay cool during the summer months. What do you do to stay cool when it is humid outside?

(Encourage the students to share their ideas.)

Teacher: Great. Drinking water, wearing light clothing and staying in the shade are excellent ways to stay cool. Now, let us move on to the next activity.

Choosing better

MUST DO

10 MIN.

Teacher: Next, Please look at the 'Choosing better' section on page 27.

Choosing better

Tick (✓) the correct answer.

Rashmi sees an old man enter the metro. He looks around for a seat. Rashmi should

1. offer her seat to him.
2. ignore the old man.
3. ask someone around her to get up.

LSV

27

Teacher: Here's the scenario: 'Rashmi sees an old man enter the metro. He looks around for a seat. Rashmi should...'

Teacher: You have three choices:

Offer her seat to him.

Ignore the old man.

Ask someone around her to get up.

Teacher: Think about the best choice. What do you think Rashmi should do?

(Wait for the students to raise their hands and share their answers.)

Teacher: Yes, offering her seat is the kind thing to do. Rashmi should offer her seat to the old man as it shows respect and kindness.

Teacher: Now, let us talk about some other situations where we can make thoughtful choices. What would you do if you saw someone struggling with their bags on a bus?

(Encourage the students to share their thoughts.)

Teacher: Wonderful. Helping others is always a good choice. Now, let us move on to the next part of the lesson.

Revising better

Teacher: Let us now do Revising better. Please keep your books open to page 27.

MUST DO

15 MIN.



Revising better

In this chapter, you learnt some facts about Delhi. If you are in Delhi and want to visit Mumbai, which direction would you travel to (north, south, east or west)? Write in your Little Book.

DBL

27

Teacher: In this chapter, you have learnt some facts about Delhi. The question here asks: 'If you are in Delhi and want to visit Mumbai, which direction would you travel (north, south, east or west)?'

Teacher: Think about the map of India. If Delhi is in the north, which direction would you go to reach Mumbai? (Allow students to raise their hands and answer.)

Teacher: Yes, you would travel south from Delhi to reach Mumbai. Great work.

Teacher: Now, let us quickly revise some other facts we have learnt. What is the capital of Maharashtra? (Wait for the students to answer.)

Teacher: Yes, Mumbai.

Teacher: What is the famous beach in Chennai? (Wait for the students to respond.)

Teacher: Correct, Marina Beach. You all did a wonderful job revising today. Let us keep it up

Teacher: Excellent. Now, can anyone share one interesting fact about Kolkata? (Allow the students to share.)

Teacher: Fantastic. You all did an amazing job today. Keep thinking, choosing and revising in the days ahead. I am really proud of your progress.

Teacher: See you next time. Have a wonderful day.

Differentiated Activity

110km/hr



Why is it important to know where these cities are located on the map?

80km/hr



Which city do you think has the most unique culture?

40 km/hr



What is one way people in Kolkata can stay cool during summer?

Home Task

Choose one city (Delhi, Mumbai, Kolkata or Chennai) and write one sentence describing what you learnt about it. Questions for students:

1. What is the most interesting thing you learned about Delhi?
2. What makes Mumbai different from other cities?
3. How would you describe Kolkata in one sentence?

Period 11

SHOULD DO

05 MIN.



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

Students: Good morning, teacher. We are great.

Teacher: Fantastic. Before we begin our lesson, let us start with something positive. I want each of you to think about one positive thing you like about yourself and share it with the class.

(Allow each student to share something positive about themselves.)

Teacher: Wonderful. Remember, positive thoughts help us stay motivated and focused. Now, let us dive into today's lesson.

Worksheet 1

Teacher: Let us get started with worksheet 1 on page 11. This worksheet will help us review some important concepts we have learned.

MUST DO

30 MIN.



Theme 3: What Is a Country?

Worksheet 1

4. Cities of India - I

A. Write one-word answers.

1. Delhi is situated in this part of India. _____
2. Mumbai faces this water body. _____
3. The popular name of the Rabindra Setu. _____
4. The capital of Karnataka. _____
5. Marina Beach is located in this city. _____

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

River Yamuna	Bangla	River Hooghly
Charminar		Lal Bagh

1. Delhi is situated on the banks of _____.
2. _____ is the main language spoken in Kolkata.
3. Kolkata is situated on the banks of _____.
4. _____ is in Hyderabad.
5. _____ is a popular tourist attraction in Bengaluru.

C. Write true or false.

1. India Gate is located in Mumbai. _____
2. Mumbai faces the Bay of Bengal. _____
3. Kolkata is situated in eastern India. _____
4. Belur Math is one of the places of tourist interest in Kolkata. _____
5. Hyderabad is a city in south of India. _____

11

Teacher: First, in section A, you need to write one-word answers to the questions. I will give you a moment to complete this.

(Allow the students time to complete section A.)

Teacher: Now, let us move on to section B: 'Fill in the blanks. Use the words from the box.'

(Wait for students to fill in the blanks.)

Teacher: Finally, in section C, you need to 'Write true or false.' After you have finished, we'll go through each question together.

(Allow the students time to complete the worksheet. Once completed, review the answers as a class, providing explanations where necessary)

Worksheet 2

Teacher: Now, let us move on to Worksheet 2 on page 12. This worksheet is a bit different and it is going to be fun.

Worksheet 2

A. Fill in the blanks.

- Delhi is officially known as _____.
- The Qutb Minar is located in _____.
- Mumbai is located on the _____ coast of India.
- People in Hyderabad speak _____ and _____.
- _____ is popularly known as the Silicon Valley of India.

B. Read the clues. Write the name of the city they are associated with.

- River Yamuna, Jama Masjid: _____
- Port city, Arabian Sea: _____
- River Hooghly, Belur Math: _____
- Charminar, City of Pearls: _____
- Silicon Valley of India, Tipu Sultan's Palace: _____

C. Anushree is visiting the famous Qutb Minar. Tick (✓) the name of the city that she is visiting.

1. Mumbai	<input type="checkbox"/>	2. Kolkata	<input type="checkbox"/>
3. New Delhi	<input type="checkbox"/>	4. Hyderabad	<input type="checkbox"/>
5. Bengaluru	<input type="checkbox"/>		

12

Teacher: In this worksheet, you will fill in the blanks and read clues to figure out which city they are referring to. Tick (✓) the name of the city she is visiting.'

(Allow the students to read and answer the question.)

Teacher: Go ahead and complete the rest of the worksheet and remember to write the names of the cities that are associated with each clue.

(Discuss the worksheet with the students. Guide them as required.)

Teacher: Well done today, everyone. Let us quickly review what we learnt.

Teacher: Can anyone share something they learnt from Worksheet 1?

(Allow the students to share.)

Teacher: Wonderful. Now, what did you enjoy most about Worksheet 2?

(Allow the students to share.)

Teacher: Fantastic work today. I am proud of all of you. Keep practising what we have learned and I will see you in the next class.

Differentiated Activity

110km/hr



write one famous landmark.

80km/hr



Write a short sentence about why that landmark is important to the city.

40 km/hr



Choose Delhi or Mumbai and write one sentence about a famous landmark.

Home Task

Create Your City Poster: Pick a city (Delhi, Mumbai, Chennai or Kolkata) and create a poster. Include a drawing or picture of a famous landmark and write a few sentences explaining why it's important.

Period 12

SHOULD DO

05 MIN.



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

Students: Good morning, teacher. We are great.

Teacher: Wonderful. Before we start our lesson, let us do a quick eye exercise to refresh our eyes. Ready?

Students: Yes.

Teacher: Great. Let us start with Blinking Exercise: Blink your eyes quickly 10 times.

Teacher: Now, let us do some Eye Rolling. Look up, down, left and right slowly.

Teacher: Lastly, let us do a Focus Shift: Hold your finger in front of your face, focus on it and then shift your focus to something far away.

Teacher: Excellent. Now that we are all relaxed and ready, let us dive into today's activity.

Worksheet 3

MUST DO

20 MIN.



Teacher: Let us move on to Worksheet 3. This worksheet is going to be fun and it will help us review what we have learned in the chapter.

Teacher: Open your books to page 13 and look at the first activity in Worksheet 3: 'Rearrange the letters to complete the sentences.'

Teacher: I will give you a few moments to complete this. Rearrange the letters carefully to form the correct words and complete the sentences.

(Allow the students to work on the task.)

Teacher: Great. Now, let us move to the next part: 'Match the columns.' Match the sentences in column A with their correct answers in column B.

(Allow the students to complete the task.)

Worksheet 3

A. Rearrange the letters to complete the sentences.

- New Delhi is the TALCAPI of India. _____
- HIDEL is very cold in winter. _____
- The Chhatrapati Shivaji Maharaj Terminus is one of the busiest WAYRAIL stations in India. _____
- Kolkata is situated on the banks of the ERRIV Hooghly. _____
- Bangla is the main AGELANGU spoken in Kolkata. _____

B. Match the columns.

Column A	Column B
1. Delhi •	• a. western coast of India
2. Mumbai •	• b. Kannada
3. Kolkata •	• c. Charminar
4. Hyderabad •	• d. Bangla
5. Bengaluru •	• e. India Gate

C. Mia is visiting her grandma. She lives near the Marina Beach. Which city is Mia visiting? Colour your answer with a green crayon.

- Chennai
- Mumbai

12

Teacher: Now, look at the final task in Worksheet 3: 'Mia is visiting her grandma. She lives near the Marina Beach. Which city is Mia visiting?'

Teacher: Colour your answer with a green crayon. I will give you a moment to finish.

(Allow the students to complete the task and colour the answer.)

Teacher: Well done, everyone. You have worked really hard through this chapter. Now, let us take a moment to review and wrap up everything we have learned.

COULD DO

15 MIN.

Teacher: We have explored some amazing cities in India, their landmarks and unique features. We learnt about the importance of monuments, popular cities like Delhi, Mumbai, Chennai and Bengaluru and their famous places.

Teacher: You all did an incredible job this chapter. I am so proud of how much you have learned. Keep practising and remember that there is always something new to discover about the cities around us.

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.

Book of Holistic Teaching

(Refer to the Book of Holistic Teaching, page number 32 under the title 'Cities of India- 1' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic.)

Chapter 4: Cities of India – I



English

Fill in the blanks with oy words.



- Children in Mumbai e _ j _ y Ganesh Chaturthi.
- Ella is carrying her favourite t _ _ while travelling in a metro.



Maths

Jaya goes to a shop to buy some jute items. She spends a total of ₹200. She gives one ₹500 note to the shopkeeper. How much money will the shopkeeper return to her? Write the answer in the space provided.



Science

Name any two herbivorous animals you find in your city. Write the answer in the space provided.

32

Differentiated Activity

110km/hr



Choose one city from the lesson (Delhi, Mumbai, Chennai or Bengaluru) and create a travel brochure.

80km/hr



What cultural experience would you share with your friend?

40 km/hr



What is one thing you learned about the city?

Home Task

Project Idea

Make a poster on Monuments of My City.

Chapter 4: Cities of India – I

Make a poster on Monuments of My City.

PRO 2L CS 20

(For project Ideas, please refer to the book of Project Ideas, page number 20 under the title 'Cities of India-1' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about cities through this engaging project.)

Learning Outcomes

The students will:

Domain	Development Area
Physical Development	<ul style="list-style-type: none">• understand and explore various cities and their historical landmarks.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• foster empathy and understanding through diverse cultures and traditions.
Cognitive Development	<ul style="list-style-type: none">• develop critical thinking by comparing and analysing different cities.
Language and Literacy Development	<ul style="list-style-type: none">• enhance language skills through descriptions, storytelling and debates.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• appreciate the diversity of architecture, art and traditions in Indian cities.
Positive Learning Habits	<ul style="list-style-type: none">• develop curiosity and creativity in learning about historical and cultural landmarks.

Starry Knights

What techniques did you use to manage your time? What challenges did you overcome?

List them here.

Give yourself a STAR.

☐

Lesson-5: Cities of India-2

Theme 3: What Is A Country

12 Periods (40 minutes each)



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



Animation, Animated activities, Dictionary, eBook, Infographic, Quiz, Slideshow, Concept Map

Confirming better

I am thoughtful.

Curricular Goals and Objectives (NCF)

To enable the students:

- to identify and name the capital cities of India, understanding their geographical significance.
- to learn about the climate, geographical location, popular tourist attractions and major rivers flowing through the capital cities of India.
- to understand and specify how geography (such as coastal proximity) influences the climate of coastal cities.
- to develop an understanding of the importance of cleanliness and how it contributes to healthy living in cities. Encourage students to adopt cleanliness practices in their daily lives.
- to explore the cultural diversity of cities through festivals, dances and languages. Encourage respect and understanding of different customs and traditions within Indian cities.

Methodology

Period 1

Teacher: Good morning, class. How is everyone today?

SHOULD DO

10 MIN.



Students: Good morning, teacher. We are doing great.

Teacher: That is wonderful. Before we begin today's lesson, let us play a quick game about cities in India. I will describe a city, and you have to guess its name. Ready?

Teacher: This city is home to the Taj Mahal. (Agra)

Teacher: Well done! Here is another one. This city is known as the IT capital of India. (Bengaluru)

Teacher: Excellent. Try this – This city is famous for its Gateway of India. (Mumbai)

Teacher: Very good. Next one – This city is the capital of India. (New Delhi)

Teacher: Great work. Now, let us begin today's lesson.

Teacher: Today, we will begin a new chapter. It is Chapter 5: Cities of India – II. Please turn to page 28 in your Main Course Book. In this chapter, we will explore various cities of India, their landmarks and the importance of these places. Let us get started.

Confirming better

Teacher: Students, let us start our chapter with a positive thought that is: 'I am thoughtful.' Let us say it together.



Confirming better I am thoughtful.

28

Students: I am thoughtful.

Teacher: Wonderful. Keep this thought in mind throughout the lesson. Now, let us take a moment to think about our current knowledge on Indian cities before we start our activities.

Teacher: Take out your notebooks and draw a KWL chart with three columns:

K: What I Know

W: What I Want to Know

L: What I Learnt

K	W	L

Teacher: Let us start with the 'K' column. What do you already know about cities in India? Raise your hand and share.

(The students share ideas and write them in their notebooks.)

Teacher: Great responses. Now, let us move to the 'W' column. What would you like to know about cities and landmarks in India?

Teacher: Excellent. We will explore these questions during the lesson. We will revisit the 'L' column at the end of the class to fill in what we have learnt. Are you ready to dive in?

Kinaesthetic

Teacher: Now, let us get moving and have some fun. We are going to play

MUST DO

10 MIN.



City Atlas with a twist. I will say a city name and you need to say a city that starts with the last letter of my city. For example, if I say 'Delhi,' you could say 'Indore.' Ready?

Kinaesthetic

Play City Atlas with your partner. For example, if you say 'Delhi,' your partner must say a city name that starts with the letter 'I'.

28

Teacher: First city: Mumbai

(The students respond and the next student continues the game.)

Teacher: Amazing. Keep going and see how many cities you can think of. Let us have some more fun with this game. Who can name a city with the letter 'I'?

Teacher: That was fantastic. Now that we have our bodies moving, let us sharpen our ears for the next activity.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

28

Teacher: Let us now focus on listening. I will read aloud some city names and your work is to write them down in your notebooks. Ready?

MUST DO

10 MIN.

Teacher: Listen closely. Here we go:

Delhi, Maharashtra, Mumbai, Telangana, Hyderabad, Kolkata, Chennai

Teacher: Now, take 5 minutes to write down these cities. Let us check how quickly you can finish.

(The students write the names of cities.)

Teacher: Excellent work, everyone. Let us go over the answers together. Which city came first?

(The students share answers and you may provide feedback.)

Teacher: Great work. Now, let us look at some pictures of famous landmarks in India.

Pictorial

Teacher: Well done, class. Now let us explore some famous landmarks. I will show you some pictures of popular tourist attractions in India. Your work is to write the name of the city where each landmark is located.

(you may display pictures of landmarks like the Gateway of India, Victoria Memorial, etc. given on page number 28)

Teacher: Look carefully at these pictures. Write down the name of the city each landmark belongs to in your notebooks. Ready? Go.

(The students write their answers.)

Pictorial

PS

In which cities are the following tourist attractions located? Write in the space provided.



28

Teacher: Great work. Now, let us share our answers. What city is the first landmark in the picture?

Teacher: Wonderful. Now that we have learned about landmarks, we will continue exploring this topic in our next class.

Differentiated Activity

110 km/hr



Choose one landmark from the pictures shown. Prepare a 2-minute presentation about the city and the importance of that landmark.

80 km/hr



In the Pictorial Activity, write down the names of three cities that the landmarks belong to.

40 km/hr



In the Pictorial Activity, write down the names of two landmarks and their cities.

Home Task

Write down the names of the cities and identify one major landmark from each.

Period 2

SHOULD DO

Teacher: Good morning, class. How is everyone today?

10 MIN.

Students: Good morning, teacher. We are doing great.

Teacher: Wonderful. Before we begin, let us play a quick game called City Scramble. I will jumble the letters of a city's name, and you have to unscramble them to find the correct answer. Ready?

Teacher: Here is the first one – IDLHE (Delhi).

Teacher: Well done! Now, try this – MAIUMB (Mumbai).


Teacher: Excellent. Here is another one – HENCIANN (Chennai).

Teacher: Very good! Now, one last challenge – YKOTALK (Kolkata).

Teacher: Brilliant work, everyone. This game helped us think about Indian cities in a fun way. Now, let us move on to today's lesson.

Teacher: Well done, everyone. You are now ready to focus on today's lesson.

Interacting better



Interacting better
What starts with the letter 'C' and ends with 'Y'? It is bigger than a neighbourhood and smaller than a country. Ask your partner to give some examples.

ICL

29

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

Teacher: Let us challenge our minds with an interesting riddle. Listen closely:

MUST DO

10 MIN.

Teacher: What starts with the letter 'C' and ends with 'Y'? It is bigger than a neighbourhood and smaller than a country. Ask your partner to give some examples.

(The students discuss with their partners.)

Teacher: What did you come up with? Let us hear some answers.

(The students share answers.)

Teacher: Fantastic. The answer is 'City.' A city is larger than a neighbourhood but smaller than a country. Great teamwork, everyone. Now, let us move on to our next activity.



Teacher: Alright, class, let us open to page 29 in your Main Course Book and look at the picture. Take a few seconds to observe it closely.

MUST DO

20 MIN.

Teacher: In this picture, we see Sam and her mother at home after visiting the Rock Garden in Chandigarh. Let us talk about what we can see.

Teacher: Who can describe what Sam is doing in this picture?

(The students raise their hands to answer.)

Teacher: Yes, Sam is reading a book. What do you think the book might be about?

(The students share their ideas.)

Teacher: Very good. Now, let us look at Sam's mother. What is she doing? What is she saying to Sam?

(The students discuss and share their observations.)

Teacher: Right. Sam's mother is asking if Sam remembers visiting the Rock Garden. Can you imagine what it must have been like at the Rock Garden? What do you think

Sam might have seen or done there?

(The students share their thoughts.)

Teacher: Sam remembers feeding it while visiting the Rock Garden. Who has seen a squirrel in real life? What do squirrels like to eat?

(The students share their experiences with squirrels.)

Teacher: Great observations. You are doing an amazing work describing what is in the picture. Now, can anyone explain why Sam might have remembered feeding the squirrel?

(The students reflect and share their answers.)

Teacher: Wonderful. You are all becoming experts at describing pictures. This exercise helps us think creatively, use our observation skills and practice our speaking and listening. Keep it up.

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

Differentiated Activities

110 km/hr



City Adventure Story: Write a short story about Sam visiting a new city and what she saw.

80 km/hr



Write 3-4 sentences about a visit to a famous place.

40 km/hr



Describe picture in your own words given on page 29.

Home Task

Write about a place you have visited with your family. Describe the place and something special that happened there, like how Sam remembered feeding the squirrel at the Rock Garden. Use at least three sentences to describe your visit.

Period 3

SHOULD DO

10 MIN.

Teacher: Alright, class. Let us get our bodies moving and wake up our muscles. Stand up and follow along with me.

Teacher: First, reach up to the sky with both hands, stretch your arms high. Now, bend down and touch your toes.

Teacher: Stand tall and let us do some gentle twists: twist to the left and to the right.

Teacher: Great work. Now, sit back down and get ready to focus on today's lesson.

The Vibrant North

Chandigarh

Teacher: Open your books to page 29 and let us start talking about Chandigarh.

MUST DO

10 MIN.

THE VIBRANT NORTH

Chandigarh

Chandigarh is a Union Territory* located in northern India. Chandigarh is the capital of two states—**Punjab** and **Haryana**. Chandigarh is very hot in summer and cold in winter. Most people speak Punjabi, Hindi and English. The famous Rock Garden, Zakir Hussain Rose Garden and Sukhna Lake are some tourist attractions of Chandigarh.



Rock Garden, Chandigarh

29

Teacher: Can anyone tell me where Chandigarh is located?

Teacher: That's right. Chandigarh is in the northern part of India and is the capital of two states—Punjab and Haryana. Let us talk about the weather there. How do you think the weather is in Chandigarh?

Teacher: It is very hot in summer and cold in winter.

Teacher: Now, let us look at the Rock Garden. What do you think it might be made of?

Teacher: The Rock Garden is made of waste materials. It is a beautiful and unique garden. Would you like to visit a place like that? Why or why not?

Teacher: Great responses. Other attractions in Chandigarh include Zakir Hussain Rose Garden and Sukhna Lake. Can you think of other places that might be special to Chandigarh?

Teacher: Wonderful. You're all becoming experts on Chandigarh. Let us now talk about Lucknow.

Lucknow

Lucknow

Lucknow is the capital of **Uttar Pradesh**. This city is situated on the banks of River Gomti. Lucknow is famous for kebabs, kormas, warqi parathas and Chikan kari embroidery. Bara Imambara, Rumi Darwaza and Chatrar Manzil are some places people like to visit in this city.



Bara Imambara, Lucknow

29

Teacher: Let us move to Lucknow, located in Uttar Pradesh. Please look at the picture of Bara Imambara on page 29. What do you think this place might be used for?

(The students guess, teacher encourages discussion.)

Teacher: The Bara Imambara is a historical building. It is known for its amazing architecture. Now, who loves food? (The students raise their hands.)

Teacher: Lucknow is famous for delicious foods like kebabs, kormas and warqi parathas. Who can tell me what a kebab is?

(The students share ideas and teacher provides details.)

Teacher: Excellent. Lucknow is also known for its beautiful Chikan kari embroidery. Have you seen any clothes with this kind of embroidery?

(The students share their experiences.)

Teacher: Amazing. Let us now look at some other famous places in Lucknow, like Rumi Darwaza and Chatrar Manzil. What makes these places special?

(The students discuss and you may add key points.)

Teacher: Fantastic. Now that we know a lot about Chandigarh and Lucknow, let us do a quick recap through a fun group activity.

Teacher: I will divide you into small groups. Each group will take turns answering a question about Chandigarh or Lucknow. If your answer is correct, your group gets a point. Ready?

COULD DO

5 MIN.

Teacher: The questions could be about landmarks, food or languages spoken in these cities.

(You may ask few questions related to the topic.)

Teacher: Great work, everyone. You have all been amazing today.

Differentiated Activities

110 km/hr



Share one interesting fact you learnt about Chandigarh or Lucknow. The student who gives the most detailed or creative fact wins a point for their group.

80 km/hr



Write one sentence summarizing the importance of either Chandigarh or Lucknow (e.g., a famous landmark or food). The students share their sentences with the class.

40 km/hr



Draw a simple landmark (like the Rock Garden or Bara Imambara) on a piece of paper and label it. Show it to the teacher or a partner after finishing.

Home Task

Write a short paragraph about the city you would like to visit from Chandigarh or Lucknow. Describe what you would do there and the landmarks you would visit.

Period 4

Teacher: Good morning, class. Today, we will begin with a fun riddle challenge. I will give you clues about a city, and you have to guess which city it is. Ready?

SHOULD DO

5 MIN.

Teacher: Here is your first clue—This city is famous for the Rock Garden and is the capital of two Indian states. What city am I talking about?

Students: Chandigarh.

Teacher: Well done! Now, listen to this one—This city is known for its delicious kebabs and beautiful embroidery called Chikan kari. What city is this?

Students: Lucknow.

Teacher: Excellent! Let us try another one—This city has a famous monument called Bara Imambara. What is the city?

Students: Lucknow.

Teacher: Very good! Last one—This city has a lake called Sukhna Lake, where people go for boating and relaxing walks. Which city is this?

Students: Chandigarh.

Teacher: Fantastic! You are all thinking about cities and their landmarks. Now, let us turn to page 30 in your book and begin today's lesson.

Understanding Better

Understanding better

Give one-word answers:

1. Chandigarh is the capital of this state along with Haryana.
2. This city is situated on the banks of River Gomti.

30

Teacher: Now that we are all relaxed, let us test our memory with a quick 'Understanding Better' activity. I will ask you a couple of questions and you will give me one-word answers. Ready?

MUST DO

5 MIN.

Teacher: Chandigarh is the capital of this state along with Haryana.

(The students respond: Punjab)

Teacher: Great work. This city is situated on the banks of River Gomti.

(The students respond: Lucknow)

Teacher: Well done, everyone. Now that we have refreshed our memories, let us dive into learning about Thiruvananthapuram.

The spectacular south:

Thiruvananthapuram

THE SPECTACULAR SOUTH
Thiruvananthapuram

Thiruvananthapuram is the capital of Kerala. The climate is moderate in this city. People mostly speak Malayalam and English. Kovalam Beach, Napier Museum, Sree Padmanabhaswamy Temple and Vallyasala Mahadeva Temple are some places tourists like to visit in this city.

Visakhapatnam

Napier Museum Thiruvananthapuram

30

Teacher: Let us talk about Thiruvananthapuram, the capital of Kerala. What language do you think people speak there?

(The students share their answers and you may confirm it mostly Malayalam and English.)

Teacher: Yes. Now, let us think about the climate in Thiruvananthapuram. What do you think it would be like? (The students guess and you may explain the moderate climate.)

Teacher: Right. The climate is neither too hot nor too cold. Now, who loves going to the beach? Because Kovalam Beach is a popular spot in Thiruvananthapuram.

Teacher: Excellent. Now, let us talk about some famous places you can visit in Thiruvananthapuram, like the

Napier Museum and Sree Padmanabhaswamy Temple. What do you think these places are known for?

(The students share their thoughts.)

Teacher: Wonderful ideas. Now that we have explored Thiruvananthapuram, let us move on to the coastal city of Visakhapatnam.

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

Visakhapatnam

Visakhapatnam

Visakhapatnam is the largest city of **Andhra Pradesh**. It is a coastal city and is popularly known as Vizag. It is a centre for ship-making and repair. Fishing is the main occupation of the people in this city. This city experiences hot and humid summer months. Most people speak Telugu in Vizag. Dolphin's Nose and INS Kursura Submarine Museum are some tourist attractions in Vizag.

30

Teacher: Let us head to Visakhapatnam, also known as Vizag, the largest city in Andhra Pradesh. What do you think Vizag is famous for?

(The students guess and you may confirm the answer that is ship-making and fishing.)

Teacher: Yes, Vizag is known for ship-making and fishing. Now, let us let us talk about the climate. What do you think it is like?

(The students guess, you confirm it is hot and humid in the summer.)

Teacher: Great. Let us look at two famous places: Dolphin's Nose and INS Kursura Submarine Museum. What do you think these places are like? (The students share their ideas.)

Teacher: Awesome answers. Vizag is also known for its beautiful coastline. Now, let us quickly recap what we learned today.

Teacher: To finish off, we are going to do a quick recap. I will divide you into small groups. Each group will take turns answering a question about Thiruvananthapuram or Visakhapatnam. If you answer correctly, your group gets a point. Ready?

(Ask questions to recap-

What language do people speak in Thiruvananthapuram?

What is the famous beach in Thiruvananthapuram?

What is the climate like in Thiruvananthapuram?

What is the capital of Andhra Pradesh?

What is the famous museum in Visakhapatnam?

What is the main occupation of people in Visakhapatnam?

Which river is Lucknow located near?)

Teacher: Excellent teamwork, everyone. Let us give each other a round of applause.

 You may show the **Slideshow** from digital platform.

Differentiated Activities

110 km/hr



Share one fact about Thiruvananthapuram or Visakhapatnam. Take turns and share something unique like a landmark, language or climate.

80 km/hr



Write one sentence about either Thiruvananthapuram or Visakhapatnam based on what you have learnt, such as describing the climate or a famous place.

40 km/hr



Draw a famous landmark from either Thiruvananthapuram or Visakhapatnam and show it to a partner, explaining what it is.

Home Task

Write a short paragraph about Thiruvananthapuram or Visakhapatnam, describing one place you would like to visit and why.

Period 5

Teacher: Alright, class. It is important to stay hydrated. Let us all take a moment to drink some water and refresh ourselves. (The students drink water.)

Teacher: Let us start with a quick game called City Connections. I will say a word, and you have to connect it to a city in India. Let us try!

Teacher: The word is River. Can you think of a city connected to a famous river?

Teacher: Excellent! Now, the word is Festival. Which city is famous for its grand celebrations?

Teacher: Great! Next, the word is Museum. Can you name a city with an important museum?

Teacher: Fantastic! Last one—the word is Tribe. Which city is known for its tribal culture?

Teacher: Well, done. This game helped us connect cities with their unique features. Now, let us begin today's lesson. Open your books to page 30.

The Spirited East:

Patna



THE SPIRITED EAST
Patna

Patna is the capital of Bihar. It is situated along the banks of River Ganga. Summer months in this city are very hot and winter months are very cold. Most people speak Bhojpuri, Maithili, Hindi and Urdu. Golghar, Bihar Museum, Patna Sahib Gurdwara and Buddha Smriti Park are quite popular among tourists.

ICL

30

Teacher: Today, we are going to talk about Patna, the capital of Bihar. Can anyone share what makes Patna an interesting city? What do you think it is famous for?

Teacher: Yes, Patna is a city rich in history. It is located on the banks of the Ganga River. How do you think the river might have impacted the city?

Teacher: Wonderful thoughts. Let us now talk about some of the important places in Patna. Who has heard of the Golghar? What do you think it might be used for?

Teacher: Great guesses. The Golghar is a large grain storage building. Let us imagine we are standing there. How do you think it would feel to be inside this huge structure?

Teacher: Excellent. Now, let us talk about the Patna Museum. What kinds of things do you think you would find there?

Teacher: Right. The Patna Museum showcases many important artifacts, from sculptures to coins. Now, let us move on to another exciting place in India, Kohima.

Kohima

Kohima

Kohima is the capital of Nagaland and a beautiful city. The summer is pleasant and winter is chilly in Kohima. Many people speak Angami. English is also commonly spoken. The War Cemetery, Dzükou Valley, Naga Heritage Village and a picnic spot called Dzulekie are some of the popular spots in Kohima.

Discovering better
moderate: neither too hot nor too cold **LAD**

30

Teacher: Let us head to Kohima, the capital of Nagaland. What do you think Kohima is famous for?

Teacher: Yes. Kohima is known for its stunning landscapes. Can you imagine what it might look like there? What types of plants and animals do you think you would see?

Teacher: Exactly. Now, Kohima is also known for its tribal cultures. Can anyone tell me what a tribal festival might look like?

Teacher: Yes. Festivals in Kohima are colourful, vibrant and full of life. Let us also talk about the Kohima War Cemetery. Why do you think this place is significant? (The students share their guesses.)

Teacher: That is right. The Kohima War Cemetery honours soldiers from World War II. It is a place of remembrance and respect. Let us imagine we are there. How do you think the cemetery makes people feel?

Teacher: Fantastic answers. Now that we know a lot about Patna and Kohima, let us wrap up the lesson with a fun activity.

Teacher: Today we are going to do a role-play activity where one of you will be a travel agent and the other will be a tourist. You will learn about Patna and Kohima and practice speaking English.

Teacher: First, let us talk about Patna. Imagine you are a tourist visiting Patna. I will be the travel agent and I will tell you about the city. Listen carefully.

Project idea

Teacher: For the final part of today's lesson, we are going to discuss a fun project that you will work on at home. This project is all about writing and performing a news report.

Chapter 5: Cities of India – II

Write and perform a news report about an event or a day in the life of a resident of your chosen city.

PRO 2L CS

20

Teacher: You are going to choose a city you like and imagine you are a news reporter. Your task is to write and perform a news report about an event or a day in the life of a resident of that city. Think about the daily activities of someone living there and the events or special things that happen throughout the day.

Teacher: This project will be both fun and educational. You can include things like transportation, festivals, food or anything that makes the city special. You will get to show your creativity, so think about the details that will make your report interesting.

Differentiated Activities

110 km/hr



Create a travel guide for Patna or Kohima, highlighting key landmarks and reasons to visit. Present it to the class.

80 km/hr



Write 3-4 facts about Patna or Kohima (landmarks, food, etc.) and share with a partner.

40 km/hr



Draw a landmark from Patna or Kohima and write one sentence about it.

Home task

Project Idea

Write and perform a news report about an event or a day in the life of a resident of your chosen city. You will present this in our next class.

Period 6

Teacher: Good morning, class. Let us start with a fun movement game. I will say a fact, and you must move to the correct side of the room.

SHOULD DO

10 MIN.



Teacher: If the fact is about Patna, step to the left. If it is about Kohima, step to the right. If you are unsure, stand in the middle and think before deciding. Let us begin.

Teacher: This city is the capital of Bihar and is located along the Ganga River. (Step left.)

Teacher: Correct. It is Patna.

Teacher: This city has a War Cemetery and is surrounded by Dzököü Valley. (Step right.)

Teacher: Well done. That is Kohima.

Teacher: Many people in this city speak Bhojpuri, Maithili, Hindi, and Urdu. (Step left.)

Teacher: Excellent. That is Patna.

Teacher: This city is the capital of Nagaland and has a chilly winter. (Step right.)

Teacher: That is right. It is Kohima.

Teacher: This city has a famous round grain storage structure called Golghar. (Step left.)

Teacher: Fantastic. That is Patna.

Teacher: A picnic spot called Dzölekie is found in this city. (Step right.)

Teacher: Well done. That is Kohima.

Teacher: Great, everyone. Now, open your books to page 30 and let us begin today's lesson on Jaipur.

The Wondrous West

Jaipur

THE WONDROUS WEST

Jaipur

Jaipur is the capital of Rajasthan. Jaipur is also known as the 'Pink City' as most buildings are pink in colour. The city is famous for its handicrafts. The city is hot and dry during summer and cold during winter. Most people speak Hindi and English. Hawa Mahal, City Palace, Amber Fort and the Jantar Mantar are some popular tourist attractions of Jaipur.



Jantar Mantar, Jaipur

30

Teacher: Let us talk about Jaipur, the capital of Rajasthan. Can anyone tell me why Jaipur is called the 'Pink City'?

MUST DO

10 MIN.



Teacher: Yes. It is called the Pink City because many of the buildings in Jaipur are made from pink sandstone. Now, what do you think the climate is like in Jaipur? (the students guess and you may confirm it is hot and dry during summer and cold in winter.)

Teacher: Excellent. Now, let us talk about some famous places in Jaipur. Have you heard of Amber Fort? What do you think you might find there?

Teacher: Yes, Amber Fort is a huge fort with beautiful palaces and gardens. Other places to visit are Hawa Mahal and City Palace. Have you ever seen a palace like this?

Teacher: Great, Jaipur is full of history and beauty. Now that we know about Jaipur, let us move on to an activity.



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

Teacher: Now, we are going to do a fun activity. I will divide you into small groups. Each group will create a mini presentation about one of the cities we learned about so far – Jaipur, Patna, Kohima or Visakhapatnam. You will include three facts about the city and one interesting place to visit. You will have 5 minutes to prepare. Ready? Go.

COULD DO

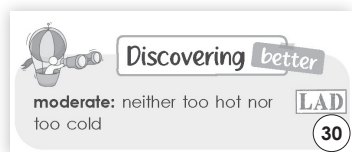
15 MIN.



Teacher: Excellent work, everyone. Let us hear your presentations.

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

Discovering better



Teacher: Now, let us quickly look at the word moderate. It means neither too hot nor too cold. Can anyone give me an example of a place that is moderate in temperature?


(The students share examples.)

Teacher: That is correct. Jaipur has a moderate climate in winter, not too hot or too cold. Excellent work


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

Differentiated Activities


110 km/hr

 Make a detailed travel brochure for Jaipur, including key facts, places to visit, food and culture. Present your brochure to the class.

80 km/hr

 Create a simple fact sheet about Jaipur, highlighting the climate, famous landmarks and food. Share your fact sheet with a partner.

40 km/hr

 Draw one famous landmark from Jaipur (like Hawa Mahal or Amber Fort) and write one sentence describing it.

Home Task

- Write a paragraph about Jaipur. What is the most interesting place you would like to visit and why?
- Search with the help of an adult about any eco-friendly initiatives happening in your city or another city. Write a short paragraph about these initiatives and how they help the environment.

Period 7

Teacher: Good morning, class. How is everyone doing today?

Students: Good morning, teacher. We are doing great.

Teacher: Wonderful. Before we get into the lesson, let us start with a short activity. I will ask you to quickly name one place from Jaipur or Patna that you would like to visit. Ready? (The students respond with excitement.)

Teacher: Great. I love your enthusiasm. Now, let us dive into today's lesson.

Connecting better



Teacher: Now, let us look at Page 31 in your books for the 'Connecting Better' activity. Sam wants to visit Jaipur and says, 'I want to visit the Amber Fort.' Can anyone guess what her mum says next? (the students respond with 'Where did you learn about the fort, Sam?')

Teacher: Yes. Sam replies that she saw the picture in a newspaper. Now, can anyone explain what type of word newspaper is?

Teacher: that is right. Newspaper is a compound word, made from 'news' and 'paper'.

Teacher: Now, here is the interactive part. Can you think of any other compound words? I will call on you to share. (The students share ideas like toothbrush, sunflower, etc.)

Teacher: Amazing. You are doing a fantastic work. Now, let us move on to Helping Better.

Helping better



Teacher: Let us now talk about your home task. Who worked with an adult to learn about eco-friendly initiatives? What did you find?

(The students share what they learnt.)

Teacher: Great. These initiatives are so important for protecting our environment. Let us discuss how each of these activities helps.

Teacher: Well done, everyone. Let us move on to the next part of the lesson.

Grasping better



Teacher: Now that we have discussed eco-friendly initiatives, let us connect this idea to how cities and regions are governed. Some places in India are states, while others are called Union Territories. Do you remember what a Union Territory means?

MUST DO

5 MIN.



Teacher: Let us explore this further in Grasping Better. Open your books to page 31.

Teacher: Who can explain what a Union Territory is?

Students: It is a region in India directly governed by the central government.

Teacher: Great. Now, let us make this more interactive. I will give you a clue, and you will guess which Union Territory I am describing.

Teacher: This Union Territory is located in the north of India and is famous for its beautiful lakes and gardens.

Students: Chandigarh.

Teacher: Well done. You all are sharp learners. Now, let us wrap up with a fun activity.

Caring better

Caring better

There are beautiful monuments in every city. Do not write on the walls of these monuments. Do not throw waste around them. It is our responsibility to take care of these monuments.

Seva

31

Teacher: Now, let us talk about Caring Better. We all know how beautiful monuments are in every city. Jaipur, Patna and Kohima are full of them. What do you think we should do to take care of these monuments?

(Students respond with ideas like not writing on walls, not littering and keeping them clean.)

Teacher: Exactly. It is our responsibility to keep these monuments clean and safe. We should not write on the walls or throw waste around. Let us take a moment to think and share how we can do our part in protecting these beautiful places.

Teacher: Excellent answers, class. You have all done fantastic work today. Let us give ourselves a big round of applause.



(You may show the **Quiz** from digital platform)

Differentiated Activities

110 km/hr



Create a travel guide for Jaipur or Patna with five landmarks and interesting facts. Present it to the class.

80 km/hr



Compare Jaipur and Patna in a simple chart. List three places, one climate fact and one cultural detail.

40 km/hr



Draw a landmark from Jaipur or Patna and write a sentence about it.

Home Task

Think of a monument in your city or a city you know well. Explain in a short paragraph what people should do to take care of it. How can we keep it clean and safe? Share one way you can help protect such monuments.

Period 8

SHOULD DO

5 MIN.



Teacher: Good morning, class. How is everyone today?

Students: Good morning, teacher. We are doing great.

Teacher: Excellent. Let us start with a quick warm-up. I will mention a city and you will name one thing that makes it unique. Ready?

Teacher: Let us start with Chandigarh.

Teacher: Wonderful. Now, what about Kohima?
(The students respond.)

Teacher: Great answers, everyone. Now, let us get into today's lesson.

Recalling better

Recalling better

- Chandigarh is a Union Territory.
- Lucknow and Chandigarh are in northern India.
- Some important cities in southern India are Thiruvananthapuram and Vizag.
- Patna is in eastern India.
- Kohima is located in the north-eastern part of India.
- Jaipur is also known as the 'Pink City'.

CING

31

Teacher: I will ask you some questions and you have to answer them. I will ask you some questions you have to answer the following.

MUST DO

15 MIN.



Teacher: First one: Is Chandigarh a Union Territory?

Teacher: Next: Are Lucknow and Chandigarh in northern India?

Teacher: Let us keep going: Are Thiruvananthapuram and Vizag important cities in southern India?

Teacher: Moving on: Is Patna located in eastern India?

Teacher: Last one: Is Kohima located in the north-eastern part of India?

Teacher: That is correct. Now, can you tell me if Jaipur is also called the 'Pink City'?

Teacher: Excellent work, class. Now let us move on to Learning Better.

Learning better

Exercise A

Teacher: Great work on the recap, everyone. Now, let us dive into Learning Better. Open your books

MUST DO

20 MIN.



to Page 31. We will focus on Part A first. I will ask a few questions and you can raise your hand if you are ready to answer. Let us get started with the first question.

Learning better
CBA

A. Tick (✓) the correct answer.

- What is the capital of Kerala?

a. Lucknow ☐
b. Chandigarh ☐
c. Thiruvananthapuram ☒
- Which city is known for its Chikankari embroidery?

a. Patna ☐
b. Lucknow ☐
c. Visakhapatnam ☐
- What is the capital of Punjab and Haryana?

a. Bhopal ☐
b. Chandigarh ☐
c. Thiruvananthapuram ☐
- What is the capital of Nagaland?

a. Patna ☐
b. Bhopal ☐
c. Kohima ☐
- What is the capital of Rajasthan?

a. Jaipur ☐
b. Chandigarh ☐
c. Visakhapatnam ☐

31

Teacher: First question: What is the capital of Kerala?

- (a) Lucknow
(b) Chandigarh
(c) Thiruvananthapuram

(Allow the students to answer. Discuss why each option is correct or incorrect.)

Teacher: Correct. Thiruvananthapuram is the capital of Kerala.

(Continue discussing answers and provide explanations. Ask the students to tick the correct answer in their notebook.)

Learning better- Exercise B

B. Write true or false.

- Bara Imambara is located in Lucknow. _____
- Patna is famous for its warji parathas. _____
- Kovalam Beach is in Thiruvananthapuram. _____
- Visakhapatnam is not a coastal city. _____
- Jaipur is the capital of Rajasthan. _____

32

Teacher: Now, let us move on to Part B of our 'Learning Better' activity. I will divide you all into groups. Each group will discuss a statement and decide if it is true or false.

Teacher: After I read the statement, each group will discuss and give me a thumbs-up if they think it is true or a thumb-down if they think it is false.

Teacher: Let us begin with the first statement. (Read aloud the first statement)

(Students discuss in groups and give a thumbs-up or thumbs-down)

Teacher: Great work, everyone. You all participated well and we covered important concepts.

Differentiated Activities

110 km/hr

Choose any city we have learnt about in today's lesson (Chandigarh, Patna, Jaipur or Kohima). Create a detailed brochure that includes the city's key landmarks, culture, climate and what makes it unique. Present your brochure to the class, explaining why someone should visit your chosen city.

80 km/hr



Choose a city and create a simple fact sheet. Include three important places to visit, one food item famous in the city and one interesting fact. Share your fact sheet with a partner and explain what makes the city special.

40 km/hr



Draw a famous landmark from any city we have learnt about. Write one sentence describing the landmark and why it is important to the city. Show your drawing to the class and explain it briefly.

Home Task

Choose one city we learnt about today (Chandigarh, Patna, Jaipur or Kohima). Write a short paragraph about why you would like to visit that city. Include one landmark or feature you would like to see there.

Period 9

Teacher: Good morning, class. How is everyone today?

Students: Good morning, teacher. We are doing great.

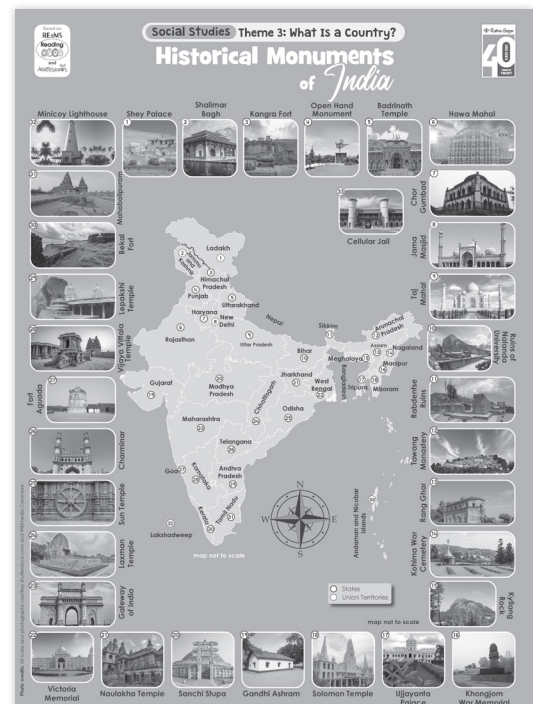
Poster

SHOULD DO

2 MIN.

MUST DO

5 MIN.



Teacher: Fantastic. Let us start with a fun activity. I will show you a picture of a historical monument from this poster and you will try to guess where it is located. Ready? (Students take turns guessing and answering the questions.)

Teacher: Excellent. Now that we are all warmed up, let us move on to today's lesson.

Exercise C- Short questions

C Write short answers in your notebook.

1. Name three places of tourist attractions of Lucknow.
2. Which languages do people speak in Visakhapatnam?
3. Mehr is planning to visit the Pink City with her parents. Which city is this?

32

Teacher: Now that we are all warmed up, let us move on to our main activity. I will ask you some questions. Read each question carefully, think about the answer and discuss it with your partner. Then, we will have a class discussion and I will guide you to write the answers in your notebooks.

MUST DO

13 MIN.

(Read questions aloud and display them on the board)

Teacher: Take 5 minutes to discuss with your partner. After that, we will discuss your answers as a class.

Teacher: (After discussion) Let us go over the answers together. Who would like to share the answer to the first question? (Proceed with each question, giving students time to answer and discuss.)

(Tell the students to open Page 18 and look at exercises C of the section 'Learning better'. Ask them to read the questions carefully and answer. Discuss every question and the correct answer once done).

D Write long answers in your notebook.

1. Name some tourist attractions of a city that is also a Union Territory. It is also the capital of two states. Write in detail about the city.
2. Draw a picture of one landmark from one of the cities and write a few sentences about it.

32

Teacher: Now that we have completed the short answer questions, let us move on to the long answer questions. I will give you two long questions to answer in your notebooks.

MUST DO

15 MIN.

Teacher: (Write the following questions on the board)

1. Name some tourist attractions of a city that is also a Union Territory. It is also the capital of two states. Write in detail about the city.
2. Draw a picture of one landmark from one of the cities and write a few sentences about it.

Teacher: Now, I will divide the class into two teams. Each team will take one of the long-answer questions. Discuss the question within your team and you will have 3 minutes to draft an answer.

Teacher: Once you are done discussing, I want each team to share their answers with the class. Then, I will guide you through any corrections or clarifications that are needed. After the discussion, everyone should write your answers in your notebooks, ensuring that you include the key concepts we discussed.

Teacher: Now, before we finish today's lesson, let us let us discuss the 'Creating Better' activity.

MUST DO

05 MIN.

Teacher: Now, for your home task, I would like you to explore traditional dances from different parts of India.

These include Bhangra from Punjab, Kathak from Uttar Pradesh and Bharatanatyam from Tamil Nadu.

Teacher: Play some music from each region and create your own dance moves inspired by these styles. You can work on this task at home and be ready to share what you create in our next lesson.

Teacher: This is a fun way to connect with Indian culture. Have fun exploring these dance styles and I cannot wait to see what you come up with

Differentiated Activities

110 km/hr



Why do you think this dance is important to the culture of the region?

80 km/hr



What is the dance style from Punjab?

40 km/hr



Which dance comes from Uttar Pradesh?

Home Task

Creating better



Creating better



Art & CS

Explore traditional dances from different Indian states such as Bhangra from Punjab, Kathak from Uttar Pradesh or Bharatanatyam from Tamil Nadu. Play music from each region and create your own dance moves inspired by these styles.

32

Explore traditional dances from different parts of India. These include Bhangra from Punjab, Kathak from Uttar Pradesh and Bharatanatyam from Tamil Nadu.

Period 10

SHOULD DO

5 MIN.

Teacher: Good morning, class. How is everyone today?

Students: Good morning, teacher. We are doing great.

Teacher: Fantastic. Let us begin by reviewing your home task. I hope you had fun exploring traditional dances from different parts of India.

Teacher: Who would like to share what they created for the home task? Did anyone try the Bhangra from Punjab, Kathak from Uttar Pradesh or Bharatanatyam from Tamil Nadu?

(Allow the students to share their experiences and creations.)

Teacher: Great work, everyone. Now let us move on to today's lesson.

Thinking better

MUST DO

10 MIN.

Teacher: In today's 'Thinking Better' activity, we will think about clothing choices in different places.

Thinking better

Think and answer in your notebook.

Navya lives in Kohima. Cherry lives in Mumbai. What type of clothes will they wear in January? Give reasons.

32

Teacher: Here is a question: Navya lives in Kohima. Cherry lives in Mumbai. What type of clothes will they wear in January? Give reasons.

(Allow the students time to think and answer in their notebooks.)

Teacher: Now, let us discuss your answers. Who would like to share their thoughts on what Navya might wear in Kohima? (Discuss answers with the class.)

Teacher: Great. What about Cherry in Mumbai? What type of clothes do you think she will wear? (Discuss with the students.)

Teacher: Well done. You have made great connections with weather and clothing choices.

Choosing better

Choosing better

Naina is attending a beach cleanliness drive with her family. She is done with her part of the work. What should she do now? Tick (✓) your answer.

1. She should help her brother after she is done with her task.

2. She should just wait for others to complete their task.

32

Teacher: Now, let us move on to the 'Choosing Better' activity.

Teacher: Read the question below and choose the correct answer:

Naina is attending a beach cleanliness drive with her family. She is done with her part of the work. What should she do now? Tick (✓) your answer.

1. She should help her brother after she is done with her task.
2. She should just wait for others to complete their task.

Teacher: Take a few minutes to think about it and tick your answer.

(Allow time for the students to respond.)

Teacher: Let us discuss the answers now. Why do you think Naina should help her brother after finishing her task? (Encourage class discussion.)

Teacher: Well done. It is important to help others when working in a team.

Revising better

Revising better

In this chapter, you learnt about different languages. Each Indian state has its own language. This encourages us to learn more new languages. Which new language would you like to learn? Write in your Little Book.

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Teacher: Next, we will focus on the 'Revising Better' activity.

Teacher: In this chapter, you learnt about different languages. Each Indian state has its own language and this encourages us to learn more new languages.

Teacher: Now, think about which new language you would like to learn. Write your answer in your Little Book.

Teacher: Take a few minutes to write down your answer. (Allow time for the students to write their answers.)

Teacher: Let us share some of your answers. Which languages would you like to learn and why?

Teacher: Great ideas, everyone. It is wonderful to see how eager you are to learn new languages.

Teacher: To wrap up today's lesson, let us quickly recap what we have learnt.



Teacher: We discussed clothing choices, teamwork and new languages. You all did a great work today.

Teacher: Is there anything else you would like to add or ask before we finish?

(Allow the students to share any thoughts or questions.)

Teacher: Well done, everyone. Keep up the good work and I will see you in the next lesson.

Differentiated Activities

110 km/hr



Why is it important to consider the climate when choosing clothes for a particular place? Can you explain how weather influences clothing choices in different parts of India, using examples from Kohima and Mumbai?

80 km/hr



How do you think the weather in Kohima and Mumbai is different in January? Can you give reasons for the clothes Navya and Cherry would wear?

40 km/hr



Which clothes do you think would be suitable for someone living in a cold place in January, like Kohima? What about someone living in a warm place like Mumbai?

Home Task

Think about the different languages spoken in India. Choose a state and learn a few words or phrases in its language. You can also find out more about the culture or traditions of that state. Write down what you learn and bring it to class to share in our next lesson.

Period 11

Teacher: Good morning, class. How is everyone today?

Students: Good morning, teacher. We are doing great.

Teacher: That is wonderful. Let us start by reviewing your previous home task.

Teacher: In the last lesson, I asked you to think about the different languages spoken in India, choose a state and learn a few words or phrases in its language. You were also



supposed to find out more about the culture or traditions of that state.

Teacher: Who would like to share what they learnt? Which state did you choose and what new words or phrases did you learn?

(Allow students to share their experiences.)

Teacher: Excellent work, everyone. I am so happy to hear about all the things you have learnt. Let us now move on to today's lesson.

Worksheet 1

Worksheet 1

Theme 3: What Is a Country?

5. Cities of India - II

A. Write the names of the capitals of these states.

- Rajasthan _____
- Nagaland _____
- Uttar Pradesh _____
- Bihar _____
- Kerala _____

B. Which of the following cities is the capital of Punjab and Haryana? Tick (✓) the correct answer.

1. Patna <input type="checkbox"/>	2. Kohima <input type="checkbox"/>
3. Vizag <input type="checkbox"/>	4. Lucknow <input type="checkbox"/>
5. Chandigarh <input type="checkbox"/>	

C. Write one-word answers.

- This city is situated on the banks of River Gomti. _____
- This city is the capital of Kerala. _____
- The Dolphin's Nose is located in this city. _____
- This city is the capital of Bihar. _____
- This city is the capital of Rajasthan. _____

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Teacher: Now, let us move on to Worksheet 1. Open your books to Page 14. We will complete this worksheet together.

Teacher: First, you need to write the names of the capitals of these states. Take your time and write them carefully.

Teacher: After that, we have another question: Which of the following cities is the capital of Punjab and Haryana? Tick (✓) your answer.

(Allow time for the students to answer.)

Teacher: Once you have completed these, we will move on to one-word answers. Think carefully and write your answers neatly.

Teacher: Are you all ready to begin? Let us start with the first question.

(Guide the class through the worksheet and allow time for completion. Discuss answers together.)

Worksheet 2

Teacher: Now, let us move on to Worksheet 2. Open your books to Page 15. This worksheet is full of fun activities.

Worksheet 2

A. Which of these cities is also a Union Territory? Colour your answer with a green crayon.

1. Patna	2. Vizag
3. Kohima	4. Lucknow
5. Chandigarh	

B. Fill in the blanks. Take help from the box.

Rock Garden kebabs Kovalam Beach Vizag Pink City

- Jaipur : _____
- Lucknow : _____
- Chandigarh : _____
- Visakhapatnam : _____
- Thiruvananthapuram : _____

C. Write true or false.

- Chandigarh is also a Union Territory. _____
- The Bara Imambara is in Patna. _____
- Vizag is the capital of Kerala. _____
- Patna is situated along the banks of River Ganga. _____
- Jaipur is also known as the 'Pink City'. _____

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Teacher: First, you need to find out which of these cities is also a Union Territory. Once you have identified it, colour your answer with a green crayon.

Teacher: Next, you will need to fill in the blanks. You can take help from the box provided. Let us do this together.

Teacher: Finally, you will need to write 'True' or 'False' for the statements provided. Think carefully before you write your answers.

(Guide the class through the worksheet, making it interactive ensuring smooth transitions. Encourage discussion and assist students as needed.)

COULD DO

10 MIN.

Holistic teaching

Chapter 5: Cities of India – II

A English Circle the compound words in the following sentences.

- Jaya bought a *chikankari* suit from a shop in her neighbourhood. 32
- Jia read an article on Thiruvananthapuram in the newspaper.

B Maths

Ruby and her parents have ordered three plates of kebabs, each costing ₹150. Their total bill is ₹450. Ruby's father gave ₹2000 note. How much will he get in return? Write your answer in the space provided.

C Science

Rakesh lives in Visakhapatnam. He eats both non-vegetarian and vegetarian food. What can we call him based on his eating habits?

Tick (✓) the correct answer.

- An omnivore ☐
- A herbivore ☐
- A carnivore ☐

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(Refer to the Book of Holistic Teaching, page 32 and 33 under the title 'Chapter 5: Cities of India – II.' Complete the activities mentioned in this section and ensure that the students finish them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully complete the activities.)

Differentiated Activities

110 km/hr



Why is it important to know the capitals of Indian states? Can you also describe how Union Territories are different from states in India?

80 km/hr



Can you name the capitals of all the Indian states and Union Territories?

40 km/hr



Which states are associated with the capital Chandigarh and why do you think it is unique?

Home Task

For your home task, I would like you to make a poster on one Indian state that you have not studied before. Find out the following:

1. What is the capital of the state?
2. What is one interesting fact about the state?
3. How does this state contribute to the culture or economy of India?

Period 12

Teacher: Good morning, class. How is everyone today?

Students: Good morning, teacher. We are doing great.

Teacher: Before we start today's lesson, let us do a quick recap of your home task.

Teacher: For your home task, I asked you to make a poster a state that you had not studied before.

I am so excited to see the posters you all made. Who would like to go first and share something they learnt? (Encourage hands to go up. When a student shares, ask follow-up questions.)

Teacher: Wow, that is such a cool fact. Can anyone guess which state that might be from?

(Encourage guesses and add an element of curiosity, making the sharing more interactive.)

Teacher: Who else has something interesting to share? You can tell me the capital, an interesting fact or even a special tradition from your state.

Teacher: Let us keep this going. What was the most surprising thing you learnt?

(Ask the students to reflect and share any surprises or new

things they learnt about the state they made their poster on.)

Teacher: Fantastic work, everyone. I love how you all worked hard on the poster. It is amazing to see the diversity and contributions of our states. Now that we are all warmed up with some cool facts, let us let us jump into today's lesson.

Worksheet 4

Worksheet 3

A. Fill in the blanks.

1. Chandigarh is a city located in _____ India.
2. Lucknow is the capital of _____.
3. Visakhapatnam is the largest city in _____.
4. Patna is the capital of _____.
5. The capital of Nagaland is _____.

B. Match the columns.

Column A		Column B
1. Chandigarh	•	• a. River Gomti
2. Lucknow	•	• b. Union Territory
3. Thiruvananthapuram	•	• c. Vizag
4. Visakhapatnam	•	• d. Pink City
5. Jaipur	•	• e. Kerala

C. Write true or false.

1. Lucknow is situated on the banks of River Jhelum. _____
2. People speak mostly Malayalam and English in Thiruvananthapuram. _____
3. Lifti-chokha is a popular food item in Lucknow. _____
4. Kohima is the capital of Rajasthan. _____

14

Teacher: Time to grab your pens and open your books to Page 16 for Worksheet 4. We'll make this fun.

Teacher: Let us start with Section A – Fill in the blanks. I'll read out the sentences and I want you to think about what word fits best. Let us work together to fill them in.

Teacher: Ready? Here's the first one: 'Chandigarh is a city located in _____ India.' What do you think goes in the blanks? (Pause for the students to think and answer.)

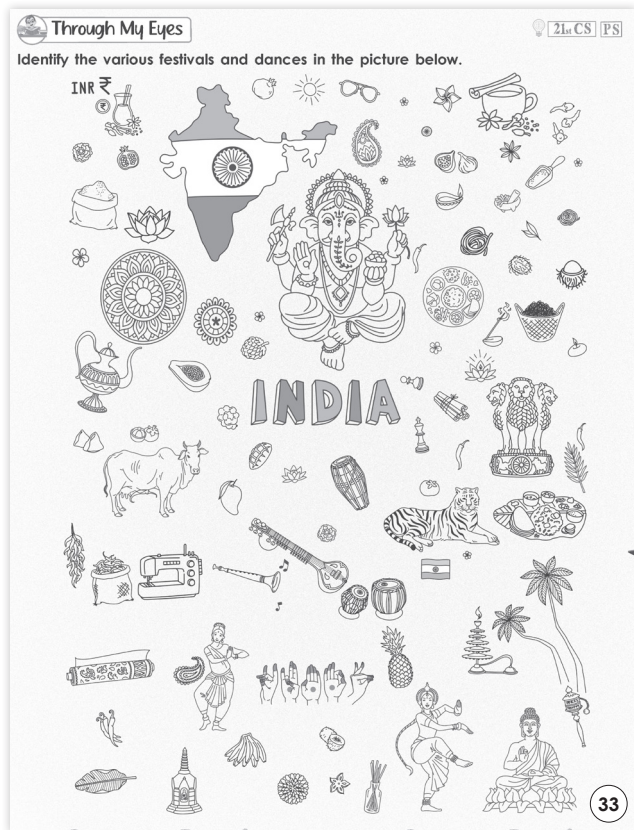
Teacher: Well done, Now, let us move on to Section B. We are going to match the columns. I will read out a few items from Column 1 and you will need to find the matching pair in Column 2. Can you work with a partner to match them quickly?

(Allow the students time to match the columns, then review the answers together. Encourage them to explain how they matched the items.)

Teacher: Excellent. You all did a great work with that. Now, let us tackle Section C. Time to test your knowledge with True or False. Let us go through the statements one by one. Raise your hand if you think the statement is true. If you think it is false, show me a thumbs down.

(As you go through the statements, make it interactive by asking why the answer is true or false. Encourage the students to explain their thinking.)

Through my eyes



Teacher: Now that we have explored so much about Indian states, let us take a fun look at this picture. It shows various festivals, dances and cultural elements from India.

Teacher: I want you to spend some time identifying the different festivals and dances in the image. There are many symbols, objects and people to find.

Teacher: Let us Let us make it a little game. I will show you a few things from the picture and you will guess what they represent. For example:

- What festival do you think is represented by the lamp (diya)?
- Can you spot any traditional dance forms in the picture?
- Which festival might the tiger represent?

Teacher: As you work, try to think of why these symbols are important to India's culture. Can you name the festival or dance they are associated with?

Teacher: Let us share our answers as a class after 10 minutes and discuss the festivals and dances you found.

Gratitude sheet

Teacher: Now, we are going to take a moment to express gratitude to someone who has helped us. Showing appreciation is important, and today, we will do it in a creative way.



Teacher: Look at the gratitude sheet in front of you. Each of you will choose one gratitude card that you like. Carefully cut it out.

Teacher: On the back of the card, there is space for a short note. Think of someone other than a friend who has helped you. It could be a teacher, a school staff member, a librarian, a bus driver, a security guard or even a family member. Write a short message to thank them.

Teacher: Once you are done, find that person and give them the gratitude card. Watch how a small act of kindness can make someone's day brighter.

Teacher: Let us begin. Take your time and think about your message before writing. Once everyone has given their card, we will reflect on how it felt to express gratitude.

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 work, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activities

110 km/hr



Can you explain why Chandigarh is special? Why is it the capital of both Punjab and Haryana?

80 km/hr



Why do you think it is important to know the capitals of states in India?

40 km/hr



What is one famous place or landmark you know from any capital city?

Home Task

Revise the whole chapter we have covered so far. Make sure to go over:

1. The capitals of different states and Union Territories in India.
2. The interesting facts you have learned about the states.
3. The important festivals and landmarks of these states.

Learning Outcomes

The students will:

Domain	Development Area
Physical Development	<ul style="list-style-type: none">• develop the ability to identify and describe landmarks, tourist spots and natural features of cities, improving spatial awareness.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• understand the importance of cleanliness and develop responsibility towards community and environment.
Cognitive Development	<ul style="list-style-type: none">• enhance cognitive abilities by critically comparing cities in terms of climate, geography and lifestyle.
Language and Literacy Development	<ul style="list-style-type: none">• improve vocabulary and language skills by exploring compound words, city names and using descriptive language for cities and features.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• develop an appreciation for diverse cultures through the study of festivals, food, language and traditions.
Positive Learning Habits	<ul style="list-style-type: none">• encourage curiosity and independent research by engaging with resources to gather information about cities.

Starry Knights

What strategies did you use to engage the learners in this unit? Mention here.

Give yourself a STAR.

