

Lesson-1: Being Helpful

Theme 1: How Do We Live?

12 Periods (40 minutes each)



Learn Better (main coursebook), CRM signs, Stay Ahead (workbook), Book of Holistic Teaching, Book of Project Ideas, Posters, My Scribbles and Secrets



Animation, Animated Activities, Chapter Summary, Concept Map, Dictionary, Pronunciation, Slideshow, Spelling Activity

Attaining better

I am thoughtful.

Curricular Goals and Objectives (NCF)

To enable the students:

- to read the lesson with correct pronunciation, pauses and proper intonation.
- to relate to the theme of the lesson, that is, acknowledging differences and reaching out to those in need.
- to introduce themselves, their hobbies, likes and dislikes in age-appropriate language.
- to enrich their vocabulary related to school with words and phrases introduced in the lesson.
- to practise the correct usage of words with silent t, dialogue tags, ie and ei words.
- to arrange words in proper sequence to form meaningful sentences.
- to verbalise their opinion about cars.
- to enhance their listening skills by listening attentively and sequencing pictures.
- to gain confidence in speaking by observing and describing the picture.
- to write a piece of conversation and improve their writing skills.
- to plan activities and share their thoughts and feelings for the year in My Scribbles and Secrets booklet
- to research on charitable organisations and make a project.
- to integrate the concepts studied in Maths, Science and Social Studies with those in English and find solutions for the given word problems.
- to make their own Little Book of Confusing Words using an A4-sized sheet, ribbons, glitter, stars, etc.

Methodology

Period 1

Teacher: Good morning, everyone. I am so excited to meet all of you today. Let me introduce myself first.

SHOULD DO

05 MIN.



My name is [Your Name] and I will be your teacher this year. A few things about me—I love reading books, watching movies and exploring new places.

Teacher: Now, it is your turn to introduce yourselves. When you introduce yourself, please share your name, one thing you love doing and one thing you are excited about this year. For example: 'My name is [Your Name], I love drawing and I am excited to make new friends this year.'

Teacher: As you introduce yourself, I will give you a small car with your name on it as a gift. Once everyone has introduced themselves, we will use these cars for a fun activity.

(The teacher listens to each student introduce themselves and gifts them a car with their name written on it.)

Teacher: Now that we all know each other a little better, let us do something fun. Turn to your partner and talk about your car. Share why you think it is special and what you love about it. You can also talk about something new you learnt about your partner during their introduction.

(Allow students to discuss their cars and introductions with their partners for a few minutes.)

Teacher: Let us have a quick whole-class feedback session. Who would like to share something interesting they learnt about their partner?

(Encourage a few students to share their thoughts with the class.)

Teacher: That was wonderful. You all did such a great job introducing yourselves and learning about each other. Let us have a huge round of applause for everyone. This is going to be an amazing year and I am so proud to be your teacher.

Teacher (with a smile): We are going to begin today's lesson with a special activity called the 'KWL Chart'. Has anyone heard of it before?

MUST DO

10 MIN.



Teacher: KWL stands for Know, Want to Know and Learnt. It helps us organise our thoughts and set goals for our learning.

K	W	L

Teacher: Let us begin with the K section—What I Know. Think about what you already know about this lesson concepts, such as sentence structure.

Teacher: Now, let us move to the W section—What You Want to Know. For example, you could say, 'I want to know how to use exclamation marks properly.' What are your questions?

(Encourage students to share their ideas. Record responses on the chart.)

Teacher: We will complete the 'Learnt' section after end of lesson. Who is ready to dive in?

Teacher: Great. Let us move on to our Re-KAP activities. Please open page 5 in your book.

A note to the teacher: Display the family poster on the classroom wall and introduce the five children and their families to the students.

Re-KAP

Teacher: Every lesson begins with a Re-KAP activity. These activities help us understand concepts in different ways. KAP stands for Kinaesthetic, Auditory and Pictorial. Let us start with the Kinaesthetic activity.

MUST DO

10 MIN.



Re-KAP

SPD

Kinaesthetic

Work with your partner. Write five sentences that do not make complete sense, in your partner's notebook. Ask them to correct the sentences. Clap for your partner if they are correct. Your partner will do the same for you. Follow the given example.

I girl am good a.

5

Kinaesthetic

Teacher: Now, let us all follow the instructions. Exchange notebooks with your partner. (Wait for students to do as told.) Write five sentences that do not make complete sense in your partner's notebook and ask them to correct the sentences. Once corrected, clap for your partner if they got the sentences right.

Teacher: Wonderful. You all did an excellent job in this activity. Give yourselves a big round of applause. Let us now move on to the Auditory activity.

Auditory

Teacher: Let us move on to the Auditory activity now. Listen carefully and repeat after me as I read each sentence aloud. Your task is to identify whether the sentence ends with a full stop, a question mark or an exclamation mark. Write the sentence with correct punctuation symbol in your notebook.

MUST DO

05 MIN.



Auditory*

Listen to your teacher carefully. Your teacher will read a few sentences. Repeat the sentences after your teacher. Say if the sentences will end with a full stop, question mark or an exclamation mark. Write them in your notebook with the correct symbol.

5

Here are the sentences:

1. mala reads a story
2. yay sudhir won the match
3. how old are you
4. may I borrow a pencil from you
5. ms madhu is a nice teacher

Teacher: Let us discuss the answers together. All the sentences should begin with capital letter.

1. Capital letter and Full stop: Mala reads a story.
2. Capital letter and Exclamation mark: Yay, Sudhir won the match.
3. Question mark: How old are you?
4. Question mark: May I borrow a pencil from you?
5. Capital letter and Full stop: Ms Madhu is a nice teacher.

Teacher: Fantastic work, everyone. You listened attentively and identified the correct punctuation. Well done. Let us move on to the next activity.

Teacher: Let us now move to the Pictorial activity. Look at the two pictures carefully. Can you find five differences between them?

MUST DO

10 MIN.



Teacher: Take a few minutes to observe the pictures and note down the differences you see. Once you have identified all five, describe each difference in a single sentence to your partner. For example: 'The duck is missing in the second picture.'

Pictorial PS

Look at the pictures. Find five differences. Describe the differences in one sentence each to your partner.



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Teacher: Let us share some of the differences together. What did you notice?

(Allow students to share their observations and guide them to form correct sentences if needed.)

Teacher: Excellent observations, everyone. You did a great job describing the differences clearly. Give yourselves a big round of applause.

Teacher: Let us now check your answers with your partner and review them together on the screen. Great teamwork, everyone. Let us move on to the next activity.

Teacher: Let us have a huge round of applause for all of you. Well done, everyone. Keep up the fantastic work.

Differentiated Activity

110km/hr



Rewrite these sentences correctly in your notebook.

- | | |
|--------------------------|-----------------------------|
| 1. sarah is new to India | 2. what a beautiful weather |
| 3. do you want a mango | 4. i Love my country |

80km/hr



Complete these sentences in your own words.

- | | |
|--------------------------|---------------------|
| 1. My best friend _____. | 2. I like to _____. |
| 3. On my birthday _____ | |

40 km/hr



Make sentence from the given words.

help - book - bottle -

Home Task

Create your own 'Spot the Differences' activity with two drawings. Share your drawings with a partner and let them describe the differences in sentences in the next class.

Period 2

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

SHOULD DO

05 MIN.



Teacher: Wonderful to hear. Are you ready for a quick and fun storytelling challenge?

Teacher: Wonderful. We are playing Whisper-a-Story. I will whisper the first sentence of a story to [student name]. They will add another sentence and whisper both sentences to the next person. The story will grow as it moves around the class. When it reaches the last person, they will say the whole story aloud. Are you ready?

Student: Can the story be silly?

Teacher: Yes, absolutely. The sillier it is, the better. Let us see where your imagination takes us. Remember, keep

your sentences short and clear when whispering. Let us start with this sentence: 'One day, a purple cat found a pair of magical shoes.'

(Whisper the starting sentence to the first student and the game begins. Each student adds one sentence and whispers the previous sentence(s) and the next to the next student.)

Teacher: Time is up. [Student name], you are the last one. Tell us the story.

Students: (Laughing) That is so funny.

Teacher: Amazing. Great job, everyone. You created a whole story in just a few minutes. Let us have a huge round of applause.

(Show the eBook on screen.)


Interacting better

Teacher: Look at the words given on page 6. These are some items of clothing. Think about each item. If it is something you wear to school, circle it. If it is something you do not wear to school, underline it. Let us try this together with the first word.

SHOULD DO

05 MIN.





Interacting better

Which of these do you wear to school? Discuss with your partner why the other ones are not worn to school.

scarf	shoes	uniform	shirt	hat
pyjamas	tie	coat	slippers	socks

6

Teacher: Do we wear a scarf to school?

Student: Sometimes, if it is cold.

Teacher: That is correct. So, you can circle it if you wear it to school or underline it if you do not.

(Similarly do for other words.)

Teacher: Fantastic job, everyone. You all participated so well. Let us give ourselves a huge round of applause for this activity. Well done.

Word practice

Teacher: Let us play a fun game called 'Guess the Word'. I will show you a letter and give you a clue about a word. You have to guess the word. Are you ready?

MUST DO

10 MIN.




(Show the word on board.)

Teacher: Here is the first clue: This word means showing a lot of interest or excitement. The word starts with the letter E.

Student: Is it eagerly?

Teacher: Yes, correct. The word is eagerly. Well done. (Continue for other words with clues and letters):



Discovering better

eagerly: showing a lot of interest

LAD

6

- F: 'Something used to provide energy or power, like petrol.' (Answer: Fuel)
- B: 'A cart pulled by oxen.' (Answer: Bullock-cart)
- B: 'Someone who is very kind and generous.' (Answer: Big-hearted)
- G: 'Willing to share or give freely.' (Answer: Generous)
- A: 'A protective covering used in battles.' (Answer: Armour)
- S: 'Messy writing or doodles.' (Answer: Scribbles)
- E: 'Something that brings happiness or fun.' (Answer: Enjoyable)

(Show the pronunciation activity to revisit pronunciation of these words.)

Teacher: Excellent work, everyone. Let us have a huge round of applause for your fantastic guesses.

Teacher: Let us now look at the illustrations in the book. What do you see in the pictures? Who are the characters and what are they doing?


MUST DO

15 MIN.

(Student responses may include: 'It is a classroom scene.' 'There are students in the classroom.' 'They are wearing school uniforms,' 'They are talking to each other.' 'A girl is thinking about a car.' 'There are two people sitting inside the car.')

It is the first day of Class 4. The students are eagerly waiting for their new class teacher. They are excited about their new books and notebooks. It is going to be another year of new lessons and fun activities. There are a few new students who have joined the school. Deepu and Rhea are among them.


However, the children are even more excited about something else. There is a big, fancy car standing outside their school.



It is a smart car! Did you see all those buttons? I have seen such cars only in movies. This is the first time I am seeing one in real life!

Yes! But, it is not a race car! I like those. They are so fast!

Rhea starts to think about the car owned by someone she knows.



Discovering better
eagerly: showing a lot of interest

Understanding better
What is special about the car that Rhea's father drives?

Khanna uncle's car is my favourite. Papa drives Khanna uncle to office every day. He says it is a modern car. It drives on its own! Papa also says that its wheels are like butter! I wonder what's that like.

6

Teacher: Great observations. Let me read the first paragraph aloud to you. Listen carefully to my pronunciation, pauses and intonation. After I read, you will repeat after me.

(Read the first paragraph with correct intonation and explain its meaning.)

Teacher: Your turn now. Repeat after me, one sentence at a time.

(Continue this process for the first two pages of the chapter.)

Teacher: Let us discuss the story. What do we learn about the characters and how they get to school?

(Student responses: 'Some use cars, some use buses and one rides a bullock cart.')

Teacher: This story also shows us that we are all different and that is okay. We all have unique things to share with others. For example, Maria decides to share her old toys and books with Noori Didi's children. She also plans to teach them for an hour in the evening.

Teacher: Can anyone think of something they could share with someone in need?

(Student responses: 'I can share my pencils,' 'I can donate my old clothes.')

Teacher: Wonderful ideas. Sharing makes us kind and big-hearted, just like Maria.

Discovering better

Teacher: Let us discuss the word eagerly. Who will tell me it's meaning?

(Encourage students to participate in discussion. accept all all the relevant responses.)

Understanding better

Teacher: Let us discuss the question: What is special about the car that Rhea's father drives?

SHOULD DO

05 MIN.

Teacher: Who would like to share their thoughts? Take a moment to think about what makes the car special and unique based on what we read.

Student: Rhea's father drives a modern car that can drive on its own.

Teacher: Excellent answer. That is absolutely right. The car is special because it is modern and can drive itself, which is not something we see every day.

Teacher: Can anyone tell me what Rhea's father says about the wheels of Khanna uncle's car?

Student: He says the wheels are like butter.

Teacher: Great observation. Yes, he describes the wheels as being so smooth that they feel like butter.

Teacher: Now, let us think about this: Would you like to have a car like Khanna uncle's car? Why or why not?

(Encourage a brief discussion and allow students to share their thoughts.)

Teacher: Wonderful responses. You all are doing an amazing job thinking about the story and sharing your ideas.

Teacher: Alright, everyone, we have had a wonderful class today. You all did an amazing job participating in the activities, sharing your thoughts and learning new things.

Teacher: Let us take a moment to reflect on one thing you enjoyed the most about today's lesson. Who would like to share?

(Allow a few students to share their favorite parts of the class.)

Teacher: Thank you for sharing. Now, as we end our class, let us give ourselves a huge round of applause for all the hard work and enthusiasm.

Teacher: Remember, learning is like a journey and we are just getting started. I cannot wait to see you all in our next class. Have a wonderful day. Take care and see you soon.

Differentiated Activity

110km/hr



Create your own short story about a unique vehicle. Include at least three descriptive details about what makes the vehicle special and one way it helps people. Share your story with the class.

80km/hr



Write three sentences describing a vehicle you have seen before. Include details about its colour, shape and something special about it. Share your sentences with a partner.

40 km/hr



Draw a picture of a vehicle you like. Write one sentence about what makes it special. Show and explain your picture to your teacher or partner.

Home Task

Learn new words and phrases introduced in the lesson. Frame sentences with any three words in the notebook.

Period 3

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

Teacher: Let us start today with an exciting game called 'Who Am I?'

Teacher: I will describe a character or object from a story or everyday. You have to guess who or what I am. You can also ask me yes or no questions to figure it out. Are you ready?

SHOULD DO

05 MIN.



After the introduction, Ms Madhu begins the class. She tells the children a story about Daanveer Karna. Karna was the son of Princess Kunti and Surya, the Sun god. Karna was known for being a kind and **big-hearted** king. He never refused anyone who asked for his help. One day, a man came to Karna and asked for alms. But that day, Karna did not have anything to give. So, the **generous** king gave away his **armour** and earrings. They were special gifts from Lord Surya. Karna believed in good karma. He gave away his precious gifts without a **frown**.

The students spend the rest of the day meeting new teachers. They make new friends. They have an **enjoyable** time.

At night, Maria dreams of her classmates. She sees Sarah riding her bicycle and Deepu sitting on a bullock cart. The big, fancy car that she saw outside her school also appears in her dream.

Maria, what can we learn from this story?

We should be kind and helpful to others.

Yes, Maria! An act of kindness makes the world a better place.

Discovering better LAD

big-hearted: helpful and generous
generous: kind; happy to use one's time and money to help other people
armour: heavy metal suits that soldiers wore in battles
frown: to bring one's eyebrows close together to show anger or displeasure, making standing lines appear on one's forehead
enjoyable: something that gives joy

Exploring better KOL

karma: deed, work or action; the word is from the Sanskrit word karmān, meaning action or effect.

Understanding better ICL

Who was Karna known for?

8

Teacher: I am a vehicle pulled by oxen. I am often used in villages for transportation. Who am I?

Teacher: Yes, you are right. The answer is bullock cart. Deepu's family uses a bullock cart. Great answer.

Teacher: I am something that you use to write. I come in different colours and I run out of ink. Who am I?

Teacher: You are right. The answer is pen.

(Show e-book on screen.)

Teacher: Let us move on to reading and understanding the story about Karna. We will go roll number-wise.

MUST DO

10 MIN.



When it is your turn, read a paragraph

aloud from the story. After reading, explain what you understood from that paragraph in your own words.

Teacher: Roll number 1, please begin with the first paragraph.

(Student reads aloud and explains, e.g., 'This paragraph talks about how Karna was a kind and generous person who always helped others.')

Teacher: Excellent. Roll number 2, please continue with the next paragraph.

(Continue until all students have read and explained a portion of the story. Guide students in reading and explaining as required.)

Teacher: Great reading, everyone. You all did an amazing job in reading and explaining

Understanding better

Teacher : Who will tell me what is Karma known for?
(Accept all the relevant responses.)

Discovering better

Teacher : Let us revisit the words, which we read in the story.

(Discuss the words with the students.)

SHOULD DO

05 MIN.

Exploring better

Teacher: Now, let us learn about an interesting word. I am writing the word 'karma' on the board.

SHOULD DO

05 MIN.

Next morning, her mind is full of thoughts about her friends.

Maria's thoughts drift away to Noori Didi and her children. They too are different from her. When Noori Didi comes to make food, she brings her children in a rickshaw.

She remembers Ms Madhu's words. She decides to give her bicycle to Noori Didi's children. She does not ride that bicycle anymore. She looks through her old books. The pages have turned a little yellow. They also have scribbles on them. However, they are in good condition. Maria takes good care of her belongings. Maria goes to her mother.

Mumma, "I want to give away my bicycle and old books to Noori Didi's children. I also want to spend an hour teaching them every day."

Maria does as she promised. She teaches Noori Didi's children the first lesson. They are very happy.

Please revise the lesson.

Thank you, Maria Didi! We will.

That's great, Maria! I am proud of you!

How different my friends are from each other! Some like big cars while some like to ride their bicycles. Some ride bullock carts.

What does Maria decide to do?

Understanding better

Discovering better
scribbles: writing or drawings made carelessly
LAD

Giving better
Take the help from an adult. Collect your old toys, books, clothes or stationery that you no longer use. Put them in a bag and donate them to a charity. Make sure everything is in good condition.
Seva

Matching better
wonder: to imagine
belongings: things
previous: last, earlier, before
LTL

Connecting better
At home, Maria discusses with Ammachi** how humans are different from each other. Ammachi tells her how humans have changed over the years. She says, "Early civilizations flourished near rivers. Together, people built towns and cities. They had well-planned houses and a proper drainage system." "Like the Indus Valley Civilization and the Mesopotamian Civilization," says Maria. "You are a smart girl, Maria." Ammachi says happily.
MDA HoLL

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Exploring better
karma: deed, work or action. The word is from the Sanskrit word karman, meaning action or effect.
KoI

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Teacher: Can anyone guess where this word comes from or what it means?

(Encourage students to share their guesses. If no one knows, explain.)

Teacher: The word karma comes from the Sanskrit word *karman*, which means 'deed,' 'work,' or 'action.' It also refers to the idea that our actions, whether good or bad, have consequences.

Teacher: Now, open your notebooks and write this down:

'Karma means 'deed, work or action.' It originates from the Sanskrit word *karman* meaning 'action or effect.'

Teacher: Once you are done, turn to the person sitting next to you and discuss one good action you could do today that might have a positive effect.

(Allow a few minutes for discussion.)

Teacher: Who would like to share what you have discussed?

(Encourage a few students to share their ideas, such as helping a friend, sharing a book, or being kind to someone.)

Teacher: Those are wonderful ideas. Remember, small acts of kindness can make a big difference.

Understanding better

SHOULD DO

05 MIN.

Teacher: Let us discuss this question: 'What does Maria decide to do?'

Teacher: You are correct. Maria decides to give her bicycle and old books to Noori Didi's children. She also promises to spend an hour every day teaching them. This shows her kindness and willingness to help others.

Teacher: What can we learn from Maria's decision?

(Encourage discussion and responses like helping others, sharing what we have and making a positive impact.)

Teacher: Wonderful reflections. Maria teaches us that small acts of kindness can bring joy to others and make the world a better place. Great job, everyone. Let us give ourselves a big round of applause.

Teacher: What can we learn from the story of Karma?

Teacher: That is correct. Karma's story shows us the importance of helping others and sharing what we have.

Teacher: Wonderful. You all have such kind hearts. Keep thinking of ways to make the world a better place, just like Karma and Maria did.

Recalling better

Teacher: Let us quickly recall the story together. I will read each point and you can share your thoughts briefly.

SHOULD DO

05 MIN.

Recalling better

CING


- It was the first day of Class 4.
- The students were excited.
- They talked about a fancy car they had seen outside school.
- Maria, Jas, Deepu, Rhea and Sarah talked about the different means of transport that they liked.
- Ms Madhu, their new class teacher, asked everyone to introduce themselves. Ms Madhu told the class about Karma, the kind and big-hearted king who helped everyone.
- Later that night, Maria dreamt of her friends.
- Maria realised how different her friends are from each other. Even Noori Didi's children came to her mind.
- Maria decided to help Noori Didi's children.
- Maria gave away her bicycle and old books to Noori Didi's children.
- Maria taught Noori Didi's children every day.

10

1. It was the first day of Class 4.

How do you feel on the first day of school?

(Similarly do for other points.)

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

COULD DO

05 MIN.



Giving better

Teacher: Take the help of an adult at home to collect old toys, books, clothes or stationery that you no longer use. Make sure all items are in good condition and can be used by someone else. Put the items in a bag and bring them to school tomorrow.

Teacher: That wraps up today's lesson. Let us end with a big round of applause for your participation and effort. See you all in the next class.

Teacher: Tomorrow, we will plan a visit to donate them to a local charity or someone in need. This is our chance to spread kindness and help make the world a better place. Let us work together to make this special.

Giving better

Take the help from of an adult. Collect your old toys, books, clothes or stationery that you no longer use. Put them in a bag and donate them to a charity. Make sure everything is in good condition.

Se

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Home Task

Write a short paragraph about one act of kindness you can do for someone at home, in school or in your community. Explain why this act of kindness is important.

Differentiated Activity

110 km/hr



Write a diary entry imagining yourself as Maria after she helps Noori Didi's children. Describe how you felt.

80 km/hr



Write five sentences about how Maria's story inspires you to help others.

40 km/hr



Write two sentences about how Maria's story inspires you to help others.

Period 4

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

SHOULD DO

05 MIN.



Teacher: Let us start today by learning something interesting about Maria. Did you know that Maria calls her grandfather 'Appachan,' her grandmother 'Ammachi,' and her mother 'Mumma'?

Teacher: What do you call your grandparents and parents at home? Turn to your partner and share the special names you use.

(Allow students to discuss and share their responses briefly with the class.)

Teacher: It is wonderful to hear the different names you use to show love and respect for your family members. Let us now move on to an exciting topic about human evolution and early civilizations.

Connecting better

MUST DO

10 MIN.



Teacher: Maria learns from her grandmother about how humans have changed over time. Let us read the passage together about the evolution of human beings.

Connecting better

To or charity, make sure everything is in good condition.

Seva

previous: last, earlier, before

At home, Maria discusses with Ammachi** how humans are different from each other. Ammachi tells her how humans have changed over the years. She says, "Early civilizations flourished near rivers. Together, people built towns and cities. They had well-planned houses and a proper drainage system." "Like the Indus Valley Civilization and the Mesopotamian Civilization," says Maria. "You are a smart girl, Maria." Ammachi says happily.

MDA Ho

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Discussion: How have humans evolved over time? Why do you think early civilizations were built near rivers? What do you know about the Indus Valley and Mesopotamian Civilizations?

Teacher: To make this more interesting, I will show you pictures of the Indus Valley and Mesopotamian Civilizations. Look at these pictures and share what you notice.

(Show pictures and facilitate a discussion. Encourage students to share their observations and connect them to the passage they read.)

Teacher: Great observations, everyone. Early civilizations teach us so much about teamwork, planning and how humans have progressed over time.

Matching better

MUST DO

05 MIN.



Teacher: Let us now do a quick vocabulary activity. Look at the words on the screen/board:

- Wonder
- Belongings
- Previous

Matching better
wonder: to imagine
belongings: things
previous: last, earlier, before

9

Teacher: Match each word with its correct meaning:

1. Wonder: To imagine.
2. Belongings: Things.
3. Previous: Last, earlier, before.

Teacher: Now, tell one sentence using each of these words with your partner.

Teacher: Fantastic. Let us discuss some examples. Who would like to share their sentences?



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

COULD DO

05 MIN.

☐

Giving better

Teacher: It is now time for the most special part of the day. Let us gather all the items you brought from home—books, clothes, toys and stationery—and organize them neatly.

MUST DO

20 MIN.

☐

Teacher: We are going to visit [Charity/Community Center Name] to give these items to those in need. During our visit, let us observe how our small act of kindness can make a big difference in someone's life.

(While at the charity, encourage students to hand over the items themselves and interact respectfully with the staff or recipients.)

Teacher: I am so proud of all of you for your generosity and thoughtfulness. You have made a positive impact today. Let us end this special day with a round of applause for your effort and kindness.

Home Task

Write one sentence for each of the following words we learned in class:

1. Wonder
2. Belongings
3. Previous

Differentiated Activity

110 km/hr



Write a paragraph (4 to 5 sentences) about how donating felt, what you observed and what you learned.

80 km/hr



Write 3 to 4 short sentences about the visit.

40 km/hr



Draw a picture of the visit and write 1 to 2 simple sentences.

Period 5

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

SHOULD DO

05 MIN.

☐

Teacher: I hope you are ready for an exciting day of learning. Let us begin with a quick recap of what we learned in the story.

(Use CRM signs to settle down the class.)

Teacher: Take two minutes to write about the main situation in the story and your favourite character in 2 to 3 sentences.

SHOULD DO

10 MIN.

☐

Teacher: Let us quickly recap the lesson.

Quick Recap Questions:

- Why were the students excited?
- What did they see outside the school?
- Who asked them to introduce themselves?
- What did Ms Madhu tell them about?
- Who did Maria decide to help?
- What did Maria give Noori Didi's children?

Learning better

Teacher: Let us test your comprehension with a quick exercise. Everyone please open page 10 in your book.

MUST DO

25 MIN.

☐

Learning better

Comprehension

A Tick (✓) the correct answers.

1. Which class were Maria and her friends in?

a. 5 ☐ b. 4 ☐ c. 3 ☐

2. What did the children see outside their school?

a. a bicycle ☐ b. a fancy car ☐ c. a bullock cart ☐

3. Why did Ms Madhu tell Karna's story in class?

a. to play a game ☐ b. to teach the children about kindness ☐

c. to explain environmental issues ☐

4. Who liked taking rides in a bullock cart?

a. Rhea ☐ b. Deepu ☐ c. Jas ☐

5. What makes the world a better place?

a. expensive things ☐ b. fancy cars ☐ c. kindness ☐

B Who said these words from the story?

1. "I have seen such cars only in movies." _____

2. "The wheels are like butter!" _____

3. "I love to ride my bicycle." _____

10

Teacher: Read the statements and choose the correct option given in Exercise A.

(Complete Exercise A in similar way.)

Teacher: Read Exercise B. We have to tell, who said these words?

Teacher: 1. 'I have seen such cars only in movies.' Raise your hands who knows the speaker of this sentence.

(Complete Exercise B in similar way.)

Teacher: Let us divide into teams. I will ask questions and you will write short answers in your notebooks. For every correct answer shared by your team, you will earn a smiley.

(Complete Exercise C in similar way.)

Teacher: Discuss the first question in Exercise D with your partner and frame long answers together. Make sure all points are included. Volunteers will read their answers

aloud and the class will confirm if they covered all the details.

Homework

Complete question 2 of Exercise D in your notebook.

Differentiated Activities

110 km/hr



Write a paragraph answering this question:

Why do you think Ms Madhu shared Karna's story with the class? How can it inspire you to be a better person?

80 km/hr



Write three sentences answering this question:

How did Maria show kindness to Noori Didi's children and why is it important to help others?

40 km/hr



Draw a picture of Maria helping Noori Didi's children and answer this question in one sentence:
What did Maria give to Noori Didi's children?

Note to the teacher: Assign the My Scribbles and Secrets on Friday so that the students get to sit with their parents, discuss the questions and frame meaningful answers. This will help them strengthen their filial bonds.

Period 6

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

SHOULD DO

05 MIN.

Teacher: I hope you are ready for another exciting day of learning. Let us start with a vocabulary exercise to warm up our minds.

(Use CRM signs to settle down the class.)

Excelling Vocabulary






Vocabulary

1 Read these words aloud. Notice that the letter **t** is silent in every word.

often fasten whistle Christmas soften

Fill in the blanks with silent t to complete the words. Match the words with their pictures.

1. cas__le 2. balle__ 3. bouque__ 4. wres__le 5. lis__en

a.  b.  c.  d.  e. 

2 Dialogue tags are phrases that tell us who the speaker is and how they are delivering a dialogue. Underline the dialogue tag in the given sentences, as shown.

1. Maria said, "That is a smart car."

2. "Piyush is studying," said his mother.

3. "I was selected in the school hockey team!" said Bilal excitedly.

4. "Please complete your homework," said the teacher.

5. Gurpreet asked me, "Did you understand the question?"

11

Teacher: Everyone please open page 11 in your book, Let us read the words in the box together, given in Exercise E. Repeat after me.

MUST DO

10 MIN.

(Pronounce each word clearly, emphasising the silent 't'.)

Teacher: Fill in the blanks in the given words with 't' and match each word to its picture.

- Example: cas__le → castle (matched to the picture of a castle).

(Whole-class feedback: Discuss the correct answers and ensure everyone matches the words with the correct pictures.)

(You may show the spelling activity from LMS, to revisit the vocabulary used in lesson.)

Teacher: Let us explore dialogue tags, which tell us who is speaking and how they are delivering their dialogue. Let us start with a fun team activity. Please look at Exercise F on page 11.

MUST DO

10 MIN.

Teacher: I am dividing the class into five teams. Each team will get one sentence from the exercise and your task is to identify the dialogue tag and the action word in it. Is everyone ready?

Teacher: Team 1, here is your sentence: 'Maria said, 'That is a smart car.''' What is the dialogue tag in this sentence?

Team 1 (after discussion): The dialogue tag is 'Maria said.'

Teacher: Excellent. Now, what is the action word in the dialogue tag?

Team 1: The action word is 'said'.

Teacher: That is correct. Great work, Team 1.

(Similarly for other teams.)

Teacher: Wonderful teamwork, everyone. Dialogue tags are important because they show us who is speaking and how the dialogue is delivered. Great job.

Worksheet 1

Teacher: Now, let us move on to our comprehension activity. Open your workbook on page 3.

MUST DO

15 MIN.

Teacher: We will read the poem 'At Seven, When I Go to Bed' together. I will read it aloud first and you can follow along. Listen carefully to the rhythm and pronunciation.

(Reads the poem aloud, modeling correct pronunciation and rhythm.)

Teacher: Now, it is your turn. Let us take turns reading a few lines each. Who would like to start?

Student: (Reads aloud) 'At seven, when I go to bed, I find such pictures in my head...'

Teacher: Excellent reading. Let us continue with the next student.

(Students take turns reading the poem aloud.)

Theme 1: How Do We Live?

1. Being Helpful

Worksheet 1

Comprehension

Read the poem carefully.

At seven, when I go to bed,
I find such pictures in my head;
Castles and dragons prowling round,
Gardens where magic fruits are found;
Fair ladies prisoned in a tower,
Or lost in an enchanted bower;
While gallant horsemen ride by streams,
That border all this land of dreams;
I find, so clearly in my head,
At seven, when I go to bed.

Robert Louis Stevenson

A. Write true or false.

1. The poet sees castles and dragons in his head. _____
2. There are gardens where magic flowers grow. _____
3. Fair ladies were captured in a tower. _____
4. Brave horsemen ride along the streams. _____
5. The border of the dream land is surrounded by a forest. _____

B. Answer these questions.

1. When does the poet go to bed?

2. What kind of pictures does the poet find in his head? Mention any two.

3. What has happened to the fair ladies?

4. Find the words in the poem that mean a beautiful magical place in a wood or forest.

5. What borders the land of dreams?

C. Find a rhyming word for each of the given words, from the poem.

1. bed _____
2. round _____
3. tower _____
4. streams _____

3

Teacher: Great job, everyone. Now, let us answer some questions from the worksheet.

Teacher: Look at Exercise A. These are true or false questions. Let us answer the first one together.

- 'The poet sees castles and dragons in his head.' Is this true or false?

Student: It is true.

Teacher: Correct. Now, complete the rest on your own.

Teacher: In Exercise B, write short answers to the questions. For example:

- When does the poet go to bed?

Student: The poet goes to bed at seven.

Teacher: That is right. Write your answers neatly in your notebook.

Teacher: Finally, look at Exercise C. Find rhyming words for the given words. For example:

- Bed →
Said.

Teacher: Complete the rest and let me know if you need any help.

Teacher: Once everyone has finished, we will discuss the answers together. Fantastic work, everyone. Keep it up.

Teacher: Alright, my brilliant students, we are at the end of today's class. Let us give ourselves a big round of applause.

Home Task

Write a short dialogue using at least two dialogue tags (e.g., Maria said, 'That is a smart car.').

Bring A4 size sheet, decoration material and other useful thing to make My Little Book of Confusing Words, given in Revising better.

Differentiated Activities

110 km/hr



Write four sentences using silent t words.

80 km/hr



List down 5 silent t words.

40 km/hr



Identify silent t words from the following;

- castle
- fasten
- basket
- bouquet
- ballet
- soft
- soften
- whistle

Period 7

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

Teacher: I hope you are excited because we have some fun activities planned for today. Let us start with a spelling activity.

(Use CRM signs to settle down the class.)

Teacher: Let us learn a helpful rule for spelling: 'I before E, except after C.'

(Write this mnemonic on the board.)

SHOULD DO

20 MIN.

Teacher: Repeat it after me. This rule will help us decide when to use 'ie' or 'ei' in words.

Look at the sentences on the screen or in Exercise G on page 11 of your book.

Teacher: Read them aloud. Complete the blanks with ie or ei to form meaningful words.

Example: 'The v__w from our window is beautiful.'
Answer: view.

(Similarly do the other parts. Confirm answers using flashcards with ie or ei.)

Teacher: Once you are done, exchange notebooks with your partner for peer correction. I will read the correct answers aloud for confirmation.

Teacher: Great job, everyone.

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

MUST DO

10 MIN.

Teacher: Let us do meditation comfortably, close your eyes and

COULD DO

15 MIN.

take a few deep breaths. Relax your body step by step—your head, shoulders, arms, chest and legs. Focus on your breathing and let your mind feel calm. Imagine a peaceful place, like a beach or garden. After a few moments, gently bring your attention back, wiggle your fingers and open your eyes. Great job.

Teacher: Now, we will create something fun. Let us make 'My Little Book of Confusing Words.'

(Guide the students as per instructions given on page 14 in course book.)

Teacher: On each page, write one confusing word from today's lesson, like field, reign, or relief, along with their meanings. You can keep adding more words as we learn.

Teacher: What did you enjoy most about today's activities? Was it learning spellings, matching words?

COULD DO

05 MIN.

Teacher: I am so proud of your effort today. Let us give ourselves a big round of applause.

Home Task

Solve worksheet 2 (Vocabulary) on page 4 given in workbook.

Differentiated Activities

110 km/hr



Create a mini-story using at least three words with 'ei' and three words with 'ie.'. Share your story with the class.

80 km/hr



Create four sentences with 'ei' words and two sentences with 'ie' words. Share your sentences with a partner for peer correction.

40 km/hr



Create one sentence with 'ei' words and two sentences with 'ie' words. Share your sentences with a partner for peer correction.

Period 8

Teacher: Good morning, everyone. Let us play a quick Word Chain game to start the day. I will say a word and the next person says a word starting with the last letter of my word. No repeats. Ready?

SHOULD DO

05 MIN.

Teacher: Excellent. Well done, everyone. Let us give a round of applause and start today's lesson.

(Use CRM signs to settle down the class.)

Teacher: Let us start the day with a fun and exciting game. I will write groups of words on the board. You will say 'Pass' if they make sense as a

SHOULD DO

10 MIN.

sentence or 'Go' if they do not.

Words on the board:

1. On the shelf
2. Above the clouds
3. In room the
4. I have two storybooks.

4. "Did you rec_____ve a letter from your friend?" asked Mumma.

5. The doctor measured my h_____ght and w_____ght.

Grammar

A sentence is a group of words that makes complete sense when read together.

- The teacher a story tells about Daanveer Karna. (Incorrect order of words)
- The teacher tells a story about Daanveer Karna. (Correct order of words)

A sentence starts with a capital letter and generally ends with a full stop (.). If the sentence is a question, it must end with a question mark (?). Some sentences express strong feelings of excitement, anger or surprise. Such sentences end with an exclamation mark (!).

- I like travelling by bus.
- What can we learn from this story?
- That's great, Marial I am proud of you!

A sentence usually consists of a noun and a verb. A noun is a word that names a person, place, animal or a thing. A verb tells what the noun is doing.

H Rearrange these words. Make meaningful sentences in your notebook. Punctuate the sentences correctly.

1. fancy / that / car / is / a
2. room / now / right / go / your / to
3. likes / read / to / maria / write / and
4. we / will / the / hurry / miss / bus / or
5. far / school / from / is / how / your / here

T Tick (✓) the meaningful sentence from the given options.

1. a. Santosh likes to play football.
- b. Santosh liking to play football.
2. a. Which way is the City Library?
- b. The City Library which way?
3. a. Jaspreet at art and craft is very good.
- b. Jaspreet is very good at art and craft.
4. a. Could you please give me the pen?
- b. Please you give the pen?
5. a. My cousins coming over the weekend.
- b. My cousins are coming over the weekend.

12

Teacher: Let us begin.

- On the shelf: Pass or Go?
- Above the clouds: Pass or Go?
- In room the: Pass or Go?
- I have two storybooks: Pass or Go?

MUST DO

10 MIN.

Teacher: Great answers. Now, let me explain. The groups of words that are in proper order and make sense are called sentences. The ones that do not are phrases. Remember, a sentence must have an action word or verb in it.

(Explain the Grammar topic: Sentences. Take reference from page 12 in course book. You may use I explain video.) (Show poster and discuss it.)

Teacher: Everyone please open page 12 in your course book. We will do Exercise H. You will see some jumbled words written there. Your task is to rearrange the words to form meaningful sentences and punctuate them correctly.

MUST DO

10 MIN.

Teacher: Let me give you an example. If the words are: 'fancy / that / car / is / a,' the correct sentence is: 'That is a fancy car.' Do you see how the words were rearranged to make sense?

Teacher: I will divide you into groups of five. Each group will work together to solve the jumbled sentences in your books. The group that finishes first will call out, 'Hi Five.' Are you ready? Let us start.

(The students work together in their groups to complete the task.)

Teacher: Time is up. Let us check your answers. Group 1, what is your first sentence?

(Group shares their sentence.)

Teacher: Correct. 'That is a fancy car.' Good job.

Teacher: Group 2, your turn. What is your first sentence?

(Group shares their sentence.)

Teacher: Excellent. That is also correct.

Teacher: Let us confirm the correct sentences together. I will write the answers on the board. Everyone, check your work as we go.

Teacher: Fantastic teamwork, everyone. You did a wonderful job rearranging the sentences. Give yourselves a big round of applause.

(Show animated activities to reinforce the concepts.)

Teacher: Now, let us move on to the next activity in your books. Open to Exercise I, where you will see pairs of sentences. Your task is to read each pair carefully and tick the one that makes sense as a meaningful sentence.

Teacher: For example, look at the first one:

- a. Santosh likes to play football.
- b. Santosh liking to play football.


Teacher: Which one do you think is correct? (Pause for a moment to let students think.)

Teacher: The correct answer is a. Santosh likes to play football. It makes complete sense and is grammatically correct.

Teacher: Now, read the rest of the pairs on your own and tick the meaningful sentences in your books. Take your time and once everyone is done, we will discuss the answers together.

(After students complete the activity.)

Teacher: Let us check the answers together.

 You may show the **eBook**, **Concept Map** and **Quiz** given on the digital platform.

Teacher: Excellent work, everyone. Let us give ourselves a big round of applause for completing this activity so well. Great job. Let us meet in the next class.





Home Task

Solve remaining part of worksheet 2 (Grammar), page 4 in workbook.

Worksheet 2

Vocabulary

A. Match the following.

- | | | | |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 1. listen | 2. kitchen | 3. whistle | 4. Christmas |
| a.  | b.  | c.  | d.  |

B. Instead of using the word shield, we can also use these words:

defence guard cover screen safety

Now, complete the words given below with ei or ie. Find their synonyms and write them in your notebook.

- | | |
|----------------|---------------|
| 1. f ____ ld | 2. rel ____ f |
| 3. fr ____ ght | 4. r ____ gn |

Grammar

A. Rearrange the words to make complete sentences. Write them in your notebook and punctuate them correctly.

- she / late / early / she / however / came / left
- samuel / to / paint / agreed / fence / the
- pushkar / time / completed / on / his homework
- the / train / delayed / two hours / by / got / oh no

B. Look at the pictures and write what is happening in them, in your notebook.

- | | |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 1.  | 2.  |
| 3.  | 4.  |

4

Differentiated Activities

110 km/hr



Write five meaningful sentences of your own, ensuring proper punctuation and grammar.

80 km/hr



Write three meaningful sentences using the words provided in today's class.

40 km/hr



Write one meaningful sentence using the words provided in today's class.

Period 9

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

SHOULD DO

05 MIN.

Teacher: Today, let us start with a quick activity called 'Guess the Sentence.'

Teacher: I will say a sentence, but I will stop halfway and you have to complete it. For example: 'The boy is running to the...' You complete it with 'park' or any other idea.

Teacher: Let us begin.

- 'Maria is carrying a bag full of...'
- 'In the market, the vendor is selling fresh...'
- 'The little boy is going to school with his...'

Teacher: Wonderful creativity, everyone.

(Use CRM signs to settle down the class.)

Teacher: Everybody please open your books. Let us move on to Exercise J in your book given on page 13. I will read a passage twice.

MUST DO

10 MIN.



(Read the Excelling Concentration listening text from page 118 of the book.)

Teacher: Listen carefully to the sentences and then number the pictures in the correct sequence.

(The teacher reads the passage twice.)

Teacher: Now, look at the pictures and write the correct numbers in the boxes. Take your time.

(After students complete the task.)

Teacher: Let us check the answers together. Picture 1 is...?

Teacher: Excellent work, everyone. You have such sharp listening skills.

Teacher: Open your books to Exercise K. Look at the picture of the market scene. You will work with a partner to describe the scene using the words from the box.

MUST DO

10 MIN.



Teacher: For example, you can say, 'The market is crowded and the vendor is selling fresh vegetables.'

Teacher: Take 5 minutes to discuss with your partner. Then I will call on pairs to present their descriptions to the class.

(After discussion.)

Teacher: Pair 1, please share your description.

Teacher: Fantastic. You included 'market,' 'vendor' and 'fruits'. Well done.

Teacher: Let us hear from the next pair.

Teacher: Excellent job, everyone. You all did wonderfully in describing the picture.

Teacher: Now, let us work on Exercise L. Maria is telling her friends, Jas and Lina, that she wants to donate her old books and toys. She hopes her friends will join her.

MUST DO

10 MIN.



Teacher: Form groups of three and draft a short conversation between Maria, Jas and Lina. Include logical reasons for donating books and toys.

Teacher: Practise your conversation and then each group will present it to the class. The group that includes all the value points will earn the title of 'GOOD SAMARITAN.'

(Guide the groups as they draft and practise their conversations.)

Teacher: Group 1, please present your conversation.

Teacher: Wonderful. You mentioned helping others and reusing items. Great effort.

Teacher: Group 2, your turn.

Teacher: Amazing work by all groups. You are all GOOD SAMARITANS today.

Teacher: Today, we practised listening, describing and creating meaningful conversations. You all did a fantastic job.

COULD DO

05 MIN.



Teacher: Alright, everyone, we had an amazing session today. We practised listening carefully, describing pictures and creating thoughtful conversations.

Teacher: Let us take a moment to reflect. What is one thing you learned or enjoyed the most in today's class?

(Pause for a few students to share their thoughts.)

Teacher: Thank you for sharing. Let us give ourselves a big round of applause for all the hard work today. Have a wonderful day and I will see you all tomorrow. Keep smiling.

Differentiated Activities

110 km/hr



Write a paragraph imagining you are Maria. Explain how you felt after convincing Jas and Lina to join you in donating toys and books.

80 km/hr



Write three sentences explaining why donating books and toys is a good idea and how it helps others.

40 km/hr



Draw a picture of Maria and her friends' donating books and toys. Write one sentence describing what is happening in the picture.

Home Task

My Book of Project Ideas

Make a presentation on a charitable organisation that works for the well-being of people in India. Use the Internet* to find out what it does. Organise the information and use it to create a poster about the organisation. Take help from an adult. You may follow these steps:

- Visit one of the .edu or .org websites.
- Type the name of an Indian charitable organisation in the search bar.
- Click on the Search button.
- Read the information available on the website.
- Note down the necessary information to prepare your presentation poster.

Period 10

SHOULD DO

05 MIN.



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

Teacher: Let us begin with a fun creative activity called Two Truths and a Lie.

- Each group will come up with two true facts about Maria from the story and one lie. The rest of the class will guess which statement is the lie.

Teacher: Group 1, please share your statements.

Teacher: Fantastic. That was a fun way to review the story and think creatively.

Thinking better

Teacher: Everyone please open page 14 in your books. Now, let us work in groups to discuss how people can be different from each other. Think about the story we read. Can you share examples from it?

SHOULD DO

10 MIN.



Thinking better
 Think and answer in your notebook.

1. In what ways can people be different from each other? Give two examples from the story.
 2. How was your first day of Class 4?

COD HOTS 2LCS

14

Teacher: After your discussion, choose one representative from your group to present your ideas to the class.

(Students present their group discussions.)

Teacher: Wonderful. You all have highlighted great examples. For instance, some people commute using cars, bullock carts, or buses. Now, let us discuss your experiences from your first day in Class 4.

Teacher: Who would like to share their thoughts?
(Students share their experiences.)

Teacher: Great reflections, everyone. Now, write your answers in your notebooks.

Choosing better

Teacher: Look at the situation in the book under Choosing better. Your classmate forgot to bring lunch. What will you do? Will you share your lunch?

MUST DO

10 MIN.



Choosing better
 It is lunch time. Your classmate forgot to bring their lunch. What will you do? Will you eat your lunch? Will you share your lunch with your classmate? Give reasons for your answer.

EXL LSV 2LCS

14

Teacher: Think carefully and give reasons for your decision. Write your response in your notebooks.

Teacher: Let us discuss some of your answers. Sharing is a great way to show kindness and be helpful. Excellent work.

(Show the content on screen.)

Teacher: Everyone please My Book of Holistic Teaching section. Let us work on the Math, Science and Social Studies questions.

MUST DO

10 MIN.



Teacher: For Math, solve the expanded forms and place value questions individually. Once you are done, check your answers with your partner.

Teacher: For Science, complete the fill-in-the-blank sentences about proteins and digestion. Take your time to recall what you have learned.

Teacher: For Social Studies, tick the correct answers based on what you know about civilizations.

Teacher: Once everyone is done, let us check the answers as a class.

Teacher: Great job today. See you all in the next class.
(You may show the quiz to revisit the concepts.)

Home Task

Read the lesson and learn the difficult words with correct pronunciation.

Revise the learn difficult words from the chapter.

Differentiated Activities

110 km/hr



Write a detailed character sketch of Maria, including her qualities, actions and how she inspires others to help.

80 km/hr



Write five sentences describing Maria's kindness and how she helps others in the story.

40 km/hr



Draw a picture of Maria helping Noori Didi's children and write two sentences about her kindness.

A Note to the Teacher: Assign the My Scribbles and Secrets on Friday so that the students get to sit with their parents, discuss the questions and frame meaningful answers. This will help them strengthen their filial bonds.

Period 11

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

SHOULD DO

05 MIN.



Teacher: Let us start our day with a short meditation to feel calm and focused. Close your eyes, take deep breaths and imagine a beautiful garden where you feel happy and relaxed. Breathe in calmness and breathe out any worries.

Teacher: That was wonderful. Now, let us begin our exciting lesson for the day.

(Use CRM signs to settle down the class.)

Worksheet 3

Teacher: Today, we will complete a worksheet to review what we have learned.

MUST DO

20 MIN.



Exercise A: Listen carefully as I read out the sentences. Number the pictures in the order you hear them.

Listening / Speaking / Writing

A. Listen to your teacher read out a few sentences about the pictures given below. Now, number the pictures in the order that you hear them.*



B. It is Rongali Bihu. Observe the given picture and describe it in your own words.



C. Imagine you are Janvi. You went to the nearby supermarket. There, you met your old friend, Pallavi. Write the dialogues of your conversation with her, in your notebook. Follow the dialogue given below.

You: Hi, Pallavi! How are you? We are meeting after such a long time!

Partner: Hi, Janvi! I am fine. How are you?

Teacher's Note: *Read the listening text on page 31.

5

Exercise B: Look at the Rongali Bihu picture and describe it in your own words. Use as many details as possible.

Exercise C: Imagine you are Janvi and write a short dialogue with your friend Pallavi based on the prompts given.

Teacher: Once you are done, exchange your worksheets with your partner for peer correction. Let us discuss the answers as a class.

Teacher: Let us complete the last part of our KWL chart, which we drew in our notebooks—What I Learnt section. Think about all the exciting things we have explored in the lesson so far.

Teacher: What new things did you learn about kindness, being helpful or the characters in the story?

Teacher: Write your thoughts in the Learned column. Who would like to share what they have written?

MUST DO

10 MIN.

(Encourage a few students to share and discuss their answers.)

Teacher: Great work today, everyone. You were all focused, creative and enthusiastic. Let us give ourselves a huge round of applause for all the effort.

COULD DO

05 MIN.

Differentiated Activities

110 km/hr



Write a paragraph about why friends are important in life. Include examples from your own experiences.

80 km/hr



Write three sentences about each of your best friends, highlighting their unique qualities.

40 km/hr



Draw pictures of your best friends and write their names below. Add one special thing about each friend.

Home Task

Create a chart on your best friends as described in the 'Creating better' activity. Include their names, pictures, special qualities and funny captions. Decorate it as you like. Present the chart in the class.

(Paste student's creations in classroom.)

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> develop fine motor skills by creating a Little Book of Confusing Words using craft materials like ribbons, glitter and stars.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> relate to the theme of the lesson by acknowledging differences and reaching out to those in need. research charitable organisations and create a project promoting empathy and social responsibility.
Cognitive Development	<ul style="list-style-type: none"> arrange words in proper sequence to form meaningful sentences. integrate concepts from Maths, Science and Social Studies with English to solve contextual word problems.
Language and Literacy Development	<ul style="list-style-type: none"> read lessons with correct pronunciation, pauses and intonation. enrich vocabulary with school-related words and phrases introduced in the lesson. practise correct usage of silent t words, dialogue tags and ie/ei words. write and improve conversations as part of creative writing activities. verbalise opinions about cars and other topics. enhance listening skills by sequencing pictures after attentive listening.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> observe and describe pictures to gain confidence in speaking while appreciating the visual aspects of communication. create aesthetically appealing projects like the Little Book of Confusing Words.
Positive Learning Habits	<ul style="list-style-type: none"> plan activities and organise a year-long timetable in My Scribbles and Secrets booklet. introduce themselves, their hobbies, likes and dislikes in age-appropriate language to foster self-awareness and effective communication.

Starry Knights

How did the first introductory class go? Is your class expressive and participates actively or you need to work on them? Share your observation here.

Give yourself a STAR for being an efficient teacher.



Poem: Bird Talk

Theme 1: How
Do We live?

7 Periods (40 minutes each)



Learn Better (Main Coursebook), blackboard, Scribbles and Secrets



Animation, eBook, Slideshow

Attaining better

I am
thoughtful

Curricular Goals and Objectives (NCF)

To enable the students:

- to follow the model reading and recite the poem with correct pronunciation, rhythm, stress and proper intonation.
- to relate to the idea in the poem that humans are different from birds.
- to list the rhyming words in the poem.
- to identify the words and use them to complete the sentences.
- to infer from the text and answer the questions independently.
- to enhance their listening skills by listening to the story and sequencing the pictures.
- to enhance their speaking skills by observing the given picture and describing it to their partner.
- to improve their writing skills by writing a movie script for birds.
- to learn to make an origami bird.
- to journal their thoughts and feelings in My Book of Scribbles and Secrets
- to think of the ways to bring sparrows back to our surroundings.

Methodology

Period 1

Teacher: Good morning, my wonderful students. Today, we are going to start with a fun activity. Have you ever been to a bird sanctuary?

COULD DO

10 MIN.

Students: Yes, some of us have.

Teacher: Fantastic. I want you to listen carefully to some bird sounds. I will play an audio for you and you need to guess which birds are making the sounds.

(If audio is unavailable, show pictures of birds.)

Teacher: Can anyone name the bird in this picture?

Student : That is a parrot.

Teacher: Great guess. Parrots are indeed wonderful. Now, let us move to something exciting.

(Use CRM signs to settle down the class.)

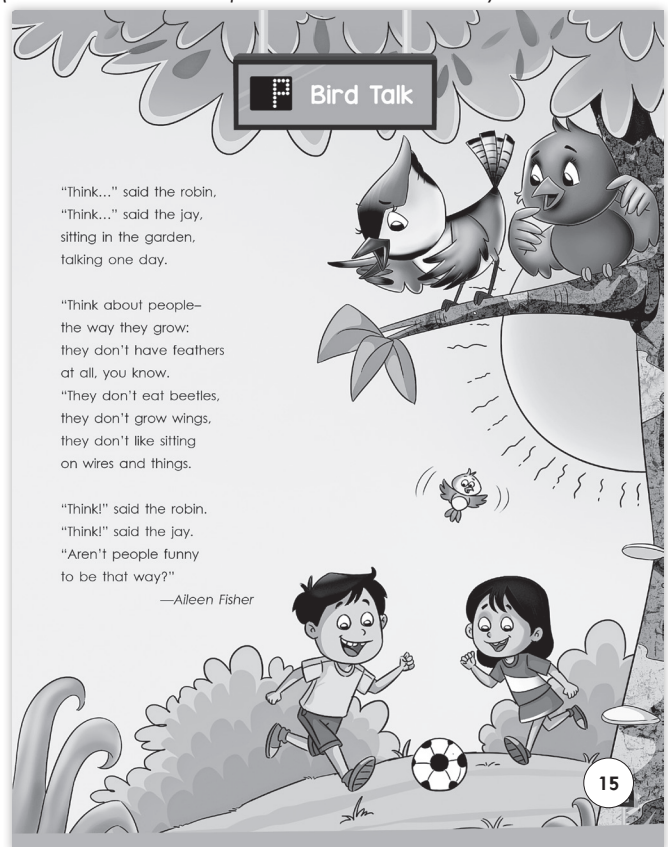
(Show eBook on screen.)

Teacher: Let us read the poem Bird Talk. I will read it first with rhythm and proper stress and then you can follow along. Listen carefully.

MUST DO

20 MIN.

(Teacher reads the poem with intonation.)



Teacher: Now, let us recite together. Ready?

(Students recite in chorus.)

Teacher: Great job. Can anyone tell me what the poem is about?

Student: The birds are talking about people and how they are different.

Teacher: That is correct. The poet imagines birds observing us. What do you think the birds find funny about humans?

(Take all relevant responses and encourage student's participation.)

Teacher: Now, let us find some rhyming words from the poem. Can you spot any?

SHOULD DO

05 MIN.

☐

Student 3: Grow and know.

Teacher: Excellent. What about another pair?

Student 4: Wings and things.

Teacher: Amazing. Keep these rhymes in mind because we will use them in an activity later.

Teacher: Let us discuss 'If you were a bird, what would you say about humans?'

SHOULD DO

05 MIN.

☐

Teacher: Great job today, everyone. Let us end the class with a big round of applause for your amazing efforts. See you tomorrow.

Differentiated Activities

110 km/hr



Write a short poem using rhyming words. For example, 'I saw a tree, full of glee.'

80 km/hr



Use the rhyming words from the poem to write two sentences about birds.

40 km/hr



Write down the rhyming words from the poem and draw a picture of the robin and jay.

Home Task

Write the poem Bird Talk in your notebook and draw a picture of two birds talking.

Period 2

Teacher: Good morning, everyone. Today, we are going to start with a fun and energetic activity. Who is ready to use their imagination and move around a bit?

SHOULD DO

10 MIN.

☐

Teacher: Excellent. We are going to pretend to be different birds. Let us start by becoming parrots. Parrots love to mimic, so I want you to repeat after me: 'Squawk. Hello. Squawk.'

Students: (mimicking) Squawk. Hello. Squawk.

Teacher: Great. Now, let us flap our wings like parrots. Spread your arms wide and flap, flap, flap. Let us see those wings.

Students: (flapping arms) Flap, flap, flap.

Teacher: Fantastic. Now, let us switch and become eagles. Eagles soar high in the sky. Stretch your arms out wide and glide smoothly through the air.

Students: (stretching arms and gliding) Woosh... woosh...

Teacher: You are doing amazing. Lastly, let us transform into hummingbirds. Hummingbirds flap their wings really fast. Let us flutter those wings as fast as you can.

Students: (fluttering arms quickly) Bzzz... bzzz...

Teacher: Wonderful. You all make incredible birds. Now that we have warmed up, let us sit down and get ready for the next activity.

Teacher: Now that we are all warmed up, let us recite the poem Bird Talk together. Who remembers the poem from yesterday?

MUST DO

15 MIN.

☐

Students: We do.

Teacher: That is great. I will read the first line and you can follow. Let us make sure to keep the rhythm and intonation just right. Ready?

(Teacher recites one line at a time and the students repeat.)

Teacher: Amazing work. This time, let us try reciting the whole poem together in one go. Ready?

(Students recite the poem in chorus.)

Teacher: Excellent. You all did a fantastic job. Can anyone share what the poem is about in your own words?



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

COULD DO

05 MIN.

☐

Teacher: Alright, class. Let us do a fun activity called *Bird Talk Drama*. I will divide you in groups. In each group

COULD DO

15 MIN.

☐

two of you will act as Robin and Jay, the birds from the poem and the rest will help create their dialogue.

Teacher: Imagine what funny things birds might say about humans—such as 'Why do they wear hats instead of feathers?' You will have 5 minutes to plan.

(After 5 minutes.)

Teacher: Group 1, your turn. Show us your bird talk.

(After the performance.)

Teacher: That was fantastic. Let us clap for them. Who is next?

(After all groups perform.)

Teacher: You all were amazing. Did you enjoy this? What else do you think birds might say about humans?

(Short discussion.)

Teacher: Great ideas. You brought the poem to life. Well done, everyone.

Differentiated Activities

110 km/hr



Write a short paragraph imagining a conversation between Robin and Jay about something else funny they notice about humans. Use at least two rhyming words from the poem.

80 km/hr



Write two sentences imagining what Robin and Jay might say about humans. Illustrate your sentences with a small drawing of the birds.

40 km/hr



Draw a picture of Robin and Jay sitting on a tree and talking. Write one sentence about what they might say.

Home Task

Draw or paste picture of your favourite bird and write 5 sentences about it.

Period 3

Teacher: Good morning, everyone. How are you?

SHOULD DO

05 MIN.



Teacher: Wonderful. Today, we will dive deeper into the poem Bird Talk

Learning better

Teacher: Everyone please open page 16 in your book. We will do Exercise A, tick the correct answers in different way.

MUST DO

05 MIN.



Teacher: Let us start with a fun quiz. I will form two teams. Each team will take turns to answer one question. For every correct answer, your team gets a smiley. Let us see which team earns the most smileys.

(Teacher reads each question aloud and gives time for the teams to answer. Teams discuss and give their responses. Teacher provides feedback.)

Teacher: Excellent work, teams. Everyone did so well. Now, let us check your understanding of the poem further.

Teacher: Let us move to next Exercise B. Recite the poem together first.

MUST DO

05 MIN.



(Students recite the poem in chorus.)

Teacher: Now, look at these lines from the poem. Think about when these were said and why. Answer the questions in your notebook.

Learning better

Comprehension

A Tick (✓) the correct answers.

1. Who are the speakers in the poem?
a. a robin and a jay ☐ b. a sparrow and a jay ☐ c. robin and a parrot ☐

2. What are the birds talking about?
a. people ☐ b. animals ☐ c. other birds ☐

3. Who does not have wings?
a. birds ☐ b. beetles ☐ c. people ☐

4. What do the birds think about people?
a. they are funny ☐ b. they are serious ☐ c. they are nice ☐

5. Who is the poet of the poem, 'Bird Talk'?
a. Ruskin Bond ☐ b. Christina Rossetti ☐ c. Aileen Fisher ☐

B Read these lines from the poem and answer the following questions in your notebook.

'They don't eat beetles,
they don't grow wings,
they don't like sitting
on wires and things.'

1. Who says these lines?
2. Who does 'they' refer to in the lines?
3. Why don't 'they' sit on wires?

C Write short answers in your notebook.

1. What did the robin and the jay say to each other?
2. Why do people seem funny to birds?
3. How are birds and humans different?

D Write long answers in your notebook.

1. Describe the conversation between the robin and the jay in your own words.
2. The birds are comparing themselves to humans. Why?

Vocabulary

E Read the 16 words aloud. Fill in the blanks with the correct words.

things think through throw theme

1. The birds _____ humans are funny.
2. Megha is going to _____ the ball.
3. The _____ of our Annual Day celebration is Nature.
4. The car pass _____ the tunnel.
5. Monty packed many _____ in his bag.

16

(Teacher writes the lines and questions on the board, giving students time to answer.)

Teacher: Once you are done, exchange your notebooks with a partner for peer correction. Let us discuss the answers together as a class.

Teacher: Next Exercise C, I will divide you into groups of three. Each group will work on answering the three questions in the worksheet. You can discuss with your group and frame the answers together.

(Move around, monitor and provide support.)

Teacher: Alright, let us share the answers. Each group will read out one question and its answer.

Teacher: Now, let us move to Exercise D. I will form groups of four. Two of you will work on question 1 and the other two will work on question 2. After writing your answers, exchange them within your group and check each other's work.

(Students write, exchange and check their answers. Teacher provides support as needed.)

Teacher: Let us end today's session with some calming meditation. Close your eyes, sit comfortably and take a deep breath in... and out... Imagine yourself as a bird flying freely in the sky. Feel the wind on your wings and the joy of soaring above the world.

(Guide students through 2 to 3 minutes of slow, calming breathing and visualisation.)

Teacher: Open your eyes slowly. How do you feel?

Students: Relaxed.

Teacher: That is wonderful. You have all done a fantastic job today. Let us give ourselves a huge round of applause for all the effort and creativity we showed in class.

Differentiated Activities

110 km/hr



Write a paragraph on national bird of India.

80 km/hr



Write 5 lines on Parrot

40 km/hr



Writ 3 lines on sparrow.

Home task

Revisit the question answers done in the classroom

Period 4

Teacher: Good morning, class. Let us start the day with a fun word game. It is called *Word Relay*.

SHOULD DO

10 MIN.



Teacher: I will say a word and you have to say another word that rhymes with it. For example, if I say 'cat,' you can say 'bat.' Let us form two teams and take turns. Each correct rhyme earns your team a point.

(Example Words to Start: Sun, Ball, Fly, Tree)

Teacher: Great work. Now that we are warmed up, let us move to our next activity.

Teacher: Let us learn some words that begin with th. I will write some words on the board. Read them aloud. Identify the words that begin with 'th'.

MUST DO

15 MIN.



(write different words on the blackboard including words beginning with 'th'.)

Teacher: What words can you think of that start with 'th'?

Students: Think, throw, thing, through, theme.

(Write the words on the board as students say them.)

Teacher: Now, let us practise these words. Repeat after me: Think... throw... through... theme... thing. Great job.

Teacher: Look at the sentences in your book on page 16. Use the 'th' words we just learned to fill in the blanks.

(Monitor and assist as students complete the sentences in their books.)

Teacher: You all did an amazing job today. Let us give ourselves a huge round of applause.

MUST DO

15 MIN.



Teacher: Let us find rhyming words for these words. Say them out loud:

- Know
- Wings
- Things

Teacher: What rhymes with 'know'?

- **Students:** Grow, show.

(Write it on the board.).

(Continue for all the words.)

Step 2: Write Rhymes

Teacher: Now, complete the rhyming pairs in your books. Use the words we discussed.

(Guide and check as students complete the task.)

Differentiated Activities

110 km/hr



Write a short paragraph using at least three 'th' words from the lesson (e.g., think, throw, through, theme). The topic can be about your favourite game or activity.

80 km/hr



Write three sentences using 'th' words. The topic can be about school or something they enjoy.

40 km/hr



Fill-in-the-Blanks:

I _____ the ball to my friend. (Ans: throw)

'We walk _____ the tunnel. (Ans: through)

Home task

Write five more 'th' words and use them in sentences.

Period 5

Teacher: Good morning, everyone. How are you?

SHOULD DO

05 MIN.



Teacher: Let us start the day with a fun and energetic activity called *Action Words Statue*.

Teacher: I will call out an action word (e.g., clap, jump, run, sit). You must perform the action quickly. When I say 'Statue.' everyone must stop immediately and stay still like a statue.

Teacher: Are you ready? Let us begin.

Example Actions:

- 'Clap your hands.'
- 'Wave your arms.'
- 'Spin around.'
- 'Jump in place.'
- 'Pretend to run.'
- 'Sit down.'

(Continue the game for 5 to 7 minutes.)

Teacher: That was so much fun. You all did a fantastic job following the actions. Now that we are energized, let us move on to today's activities.

(Show the eBook on screen.)

Teacher: Everyone please open your book. We will do Exercise G, given on page 17.

MUST DO

10 MIN.



Teacher: Look at the pictures on the board. I will read a text and you need to number the pictures in the correct order based on what you hear.

Teacher: Once you are done, check your answers with your partner. Let us discuss the correct sequence as a class.

Teacher: Let us move to next Exercise H, given on page 17. Look at this colourful picture of a stage performance. What do you see? Let us describe it together using the words from the box.

MUST DO

10 MIN.



Teacher: First, let me read the words aloud for you: props, characters, acting, speech, chairs, stage, curtains. Repeat after me.

Students: (Repeat the words: props, characters, acting, speech, chairs, stage, curtains.)

Teacher: Great. Now, turn to your partner and describe the picture using these words. For example, you can say, 'The stage has pink curtains,' or 'The characters are performing in front of an audience.'

Teacher: I will give you few minutes to discuss with your partner. Start now.

Teacher: Time's up. Who would like to share what they discussed with the class?

(Call on a few pairs to present their descriptions. Provide encouragement and feedback after each pair speaks.)

Teacher: Wonderful. You all did a great job describing the scene. Let us move on to our next activity, Exercise I.

Teacher: Now, let us pretend to be scriptwriters for a movie. Your task is to write a dialogue for two characters in the scene. Imagine what they might say to each other.

MUST DO

15 MIN.



Teacher: Let me give you an example to start:

- Character 1: 'This is my first time performing on stage. I am so nervous.'
- Character 2: 'Do not worry. Just smile and say your lines clearly. You will do great.'

Teacher: Can you think of something similar? Work with your partner to brainstorm ideas for your dialogue.

(Give students a few moments to brainstorm.)

Teacher: Once you have your ideas, use these colored sheets to write your dialogue. You can make it as fun or exciting as you like.

(Students start writing their dialogues.)

Teacher: Great job, everyone. Now, practise reading your dialogue with your partner. Be expressive and confident. *(Give students time to rehearse.)*

Teacher: Who would like to present their script first? Raise your hand.

Teacher: You all did an amazing job today. Let us give ourselves a big round of applause.

Differentiated Activities

110 km/hr



Write a 5-line dialogue between two characters about the market situation.

80 km/hr



Write a 3 to 4 line dialogue about the first day in class.

40 km/hr



Write 2 sentences about the stage using the word box.

Home Task

Draw a picture of the scene from your dialogue and write dialogue in your notebook. Practise reading it at home so you can share it with the class tomorrow.

Period 6

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

SHOULD DO

05 MIN.



Students: We are good.

Teacher: Wonderful. Let us begin by discussing your homework. Did you draw the scene and write the dialogue in your notebooks? Who would like to share what they practised?

(Take responses from students and provide encouraging feedback.)

Creating better

Teacher: Now it is time to do something exciting—making an origami bird right here in class. Look at the diagram on page 18.


MUST DO


15 MIN.



(Guide the students as instructions given on page 17 in course book.)


Teacher: Excellent work, everyone. Let us display our birds on the classroom board.


Creating better




Origami Bird


Materials needed:
one square origami or art paper




Fold the origami paper in half diagonally.




Fold it again from the opposite direction. You will get a triangle.




Fold the triangle in half.




Fold the top free side outwards in half.




Now, fold the paper in half from centre to join the top to the bottom.




Fold the bottom side upwards. Repeat on the other side as well. You will have the body and wings of the bird.




Fold to make a crease and fold back.




Fold the top corner downwards to make the bird's head.





Move the wings backwards to make them appear open.


Thinking better




Sparrows are an example of the global extinction pattern. If sparrows start to go away from different places, what do you think that might mean for nature? Why is it important to notice if sparrows are missing?


Choosing better



You see a bird in your balcony. It is searching for water. As you go near it, it flies away. Will you leave a bowl of water for the creatures that visit your balcony? Or you wouldn't? Give reasons for your answer.



18

Thinking better

Teacher: Now, let us discuss about sparrows. They are an example of a species becoming endangered. I will divide you into groups of four.

Teacher: Your group's task is to think of different ways to save sparrows from extinction. Discuss your ideas and write them in your notebook.

Teacher: Here is a question to guide you: If sparrows start disappearing, what might that mean for nature? Why is it important to protect them?

Teacher: Once your group is ready, present your best ideas to the class.

(After each group presents, provide whole-class feedback, praising creative and practical suggestions.)

Choosing better

Teacher: Let us imagine a situation together. You see a bird in your balcony and it looks thirsty. It is searching for water. As you go near it, it flies away. What would you do next?

SHOULD DO

10 MIN.

☐

Teacher: Think about this question quietly for a moment. Will you leave a bowl of water for the bird, or will you try something else? Write your answer in your notebook. Be sure to explain why you made your choice.

Teacher: Now, form pairs and share your answer with your partner. Listen carefully to your partner's thoughts and discuss whether you would do something different after hearing their idea.

Teacher: Let us hear a few of your answers. Who would like to share what they would do and why?

(Allow 2 to 3 students to share their responses and provide positive feedback.)

Teacher: Wonderful. You all have thoughtful and kind ideas. Remember, small actions, such as leaving water for birds can make a big difference. Let us give ourselves a huge round of applause. See you in the next class.

Differentiated Activities

110 km/hr



Write a paragraph about why it is important to help birds by providing water. Include ideas about how it helps the environment and what might happen if birds do not get enough water.

80 km/hr



Write 3 to 4 sentences about your feelings when you put water out for birds. What did you notice? What would you do differently next time?

40 km/hr



Draw a picture of a bird drinking water from the bowl you placed. Write one sentence about what you saw or imagined.

Home task

Put a bowl of water on your roof, balcony, or in your garden for birds. Write a few sentences in your notebook about what you observed. Did any birds come to drink water? How did it make you feel to help them?

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• enhance fine motor skills through origami bird-making activities.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• foster collaboration and communication skills by describing pictures with partners and discussing ways to bring sparrows back to our surroundings.
Cognitive Development	<ul style="list-style-type: none">• foster collaboration and communication skills by describing pictures with partners and discussing ways to bring sparrows back to our surroundings.
Language and Literacy Development	<ul style="list-style-type: none">• improve pronunciation, rhythm and speaking skills through recitation of the poem and writing skills by creating a movie script for birds.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• appreciate artistic expression and cultural significance through poetry and the craft of origami.
Positive Learning Habits	<ul style="list-style-type: none">• encourage self-reflection and personal growth by journaling thoughts in My Scribbles and Secrets after making the origami bird.

Starry Knights

How was the learners' response to the birds talking in the poem? Do they agree with the birds' opinion about humans?

Give yourself a STAR for being an efficient teacher.

☐