

Lesson-2: Adventure at the Lake

Theme 2: How Do We Save Nature?

 13 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters, Blackboard, My Book of Scribble and Secrets



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

Confirming better

I take care of my clothes.

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 by 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 with words and phrases related to school 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 create a timetable for the year in their Secret Journal.
- to research charitable organisations and present their findings in a project.
- to integrate concepts from Maths, Science, and Social Studies with English and apply them to word problems.

Note: Kindly arrange small cars made of cardboard or coloured sheets for the learners' activity in the first period.

Methodology

Period 1

Teacher: Good morning, everyone. I hope you are all feeling refreshed and ready for today's English lesson. Let us take a moment to settle in and prepare ourselves.

SHOULD DO

15 MIN.



Teacher: First, sit up straight, place your hands on your desks, and take a deep breath in... and out. Let us do that once more. Breathe in... and out. Well done!

Teacher: Today, we will begin a chapter called 'Adventure at the Lake'. It sounds interesting, does it not? Before we dive into the story, we are going to use a tool called the **KWL Chart** to help us understand the topic better.

[The teacher moves to the board and draws three columns, labelling them 'K,' 'W,' and 'L.']

Teacher: Let us start by brainstorming what we already know about Lakes. I will write down your ideas in the 'K' column.

[The teacher waits for students to respond and writes down relevant points in the 'K' column.]

Teacher: Now, let us think about questions or things we are curious to learn. What do you want to know about the story, 'Adventure at the Lake'.

[The teacher writes down the students' questions under the 'W' column.]

Teacher: Excellent work! As we read the chapter, we will look for answers to these questions. At the end of the lesson, we will fill in the 'L' column with everything we have learned.

Teacher: Now, open your books to the chapter, 'Adventure at the Lake' and let us begin reading together.

MUST DO

25 MIN.



K	W	L

Re-KAP

Teacher: KAP stands for Kinaesthetic, Auditory, and Pictorial. Let us start with a Kinaesthetic activity.

Kinaesthetic

Re-KAP

SPD

Kinaesthetic

Work with your partner. Write down three nouns that end in y. Give your sheet to your partner. Ask them to write the plural forms of those words.

19

Teacher: Today, we are going to do a fun activity with a partner to practise singular and plural nouns. Are you ready?

Teacher: First, each of you will write down three nouns that end in 'y' on a piece of paper. Think carefully and choose words you know.

Teacher: Once you have written your words, exchange your paper with your partner.

Teacher: Now, look at the words your partner wrote. Your task is to write the plural forms of those words by following the rule we learned—changing 'y' to 'ies.'

Teacher: When you finish, check the answers together and discuss if they are correct. If you are unsure, raise your hand, and I will help you.

Teacher: Great work, everyone! Let us review a few examples together. Who would like to share one of their words and its plural form?

Auditory

Auditory*

Listen to your teacher carefully. Your teacher will read a few words. Write them in your notebook. Then, write their plural forms and frame sentences with them.

19

Teacher: Now, we will do a fun listening activity. Open page 19 in your main course book and look at the section titled 'auditory'.

Teacher: listen carefully as I read out a few words.

Your task is to write these words in your notebook. Are you ready?

Teacher: Here are the words: 'scarf', 'knife', 'life', 'wife', 'shelf', 'hoof'. write them down neatly.

Teacher: Now, let us take the next step. look at the words you have written. Can you write their plural forms in your notebook? think about the spelling rules while making them plural.

Teacher: Once you have written the plural forms, it is time to frame sentences using these words. for example, if the word is 'knife', the plural is 'knives', and we can use it in a sentence like this:

'The chef used sharp knives to cut the vegetables.'

Teacher: Now, write sentences using the plural forms of the words. take your time and make sure they are meaningful.

Teacher: Once you are done, we will discuss your sentences together. This activity will help improve both your spelling and sentence formation skills.

Period 2

Teacher: Good morning, everyone. I hope you all are ready for another exciting lesson. Before we continue with our work from the last class, let us do a quick warm-up to get our minds active.

SHOULD DO

10 MIN.

Teacher: I will say a singular noun, and you will say its plural form. Let us begin. 'Fly'—what is the plural? Great, it is 'flies.' Now, 'baby'—yes, 'babies.' Well done!

Teacher: Now that we are warmed up, let us continue with our pictorial activity from the last class. Please take out your notebooks and review the words and sentences you wrote.

Teacher: Look at your work and check if everything is correct. In a few moments, we will move on to the next part, where you will match words to pictures and complete the exercise.

Teacher: Let us get started and make the most of our time today.

MUST DO

20 MIN.

Pictorial PS

Look at the pictures. Write the plural nouns in the blanks.











19

Pictorial

Teacher: Fantastic job with our warm-up earlier. Now that we have refreshed our memory on plural nouns, let us move on to our main activity for today.

Teacher: Look at the pictorial activity on your page 19. You can see different pictures of singular nouns, such as an elf, a baby, and a wolf. Your task is to write the correct plural form for each noun in the blank spaces provided.

Teacher: Remember the rules we discussed—when a word ends in 'y,' we change it to 'ies,' and for words ending in 'f' or 'fe,' we replace them with 'ves.' Keep these rules in mind as you complete the activity.

Teacher: Once you have written all the plural forms, check your answers with your partner. Discuss whether you have spelled them correctly and help each other if needed.

Teacher: After finishing, we will go through the answers together and discuss any tricky words. Take your time and do your best. Let us begin.

Interacting better



Interacting better

How can we save water? Discuss three ways with your partner.

ICL

20

Teacher: Great job on the previous activity. Now, let us shift our focus to an important topic—saving water. We all know how valuable water is in our daily lives, so let us take a moment to think about ways we can help conserve it.

Teacher: I want you to pair up with your partner and discuss three ways we can save water at home or in school. Think about simple actions such as turning off taps, reusing water and fixing leaks.

Teacher: While you are discussing, listen carefully to your partner's ideas and try to build on them. You can also share examples of how you already save water at home.

Teacher: Once you have discussed, write down the three best ideas you both agreed on in your notebook. After that, I will invite a few pairs to share their thoughts with the class.

Teacher: Let us start discussing and come up with some creative and practical ideas to help save water.

COULD DO

10 MIN.

Teacher: Now that we have discussed different ways to save water, let us take it a step further. I would like you to create a short role-play or a mini-presentation with your partner. You can act out a situation where someone is wasting water, and another person gives advice on how to save it.

Teacher: Think creatively and use simple dialogues. You can pretend to be at home, in school, or even in a park where water is being used. Once you finish planning, a few pairs will present their ideas to the class.

Teacher: Take your time and enjoy the activity. Let us see how we can encourage others to save water through our actions.

Differentiated Activities

110 km/hr



Write a short paragraph about why saving water is important and list five ways to do it.

80 km/hr



Draw a picture showing different ways to save water and label each action.

40 km/hr



Match simple pictures related to water conservation with the correct actions, such as turning off taps, using a bucket instead of a hose, etc.

Home Task

Create a small poster using recycled materials to show three ways you can save water at home. Be creative and

use drawings or short messages to convey your ideas. Bring your posters to class for display.

Period 3

Teacher: Good morning, everyone.

SHOULD DO

10 MIN.

Today, we are starting a new chapter called Helping Nature. In this chapter, we will learn how we can take small actions to care for our surroundings and protect the environment.

English Theme 2: How Do We Save Nature?

HELPING NATURE

Write a story using the given prompts about helping nature. Don't forget to use possessive nouns in your story.

Prompt 1

- Rohan is in his room
- picks up toy from the floor
- makes bed
- switches off lights/fans while leaving the room

Prompt 2

- Neha is at the neighbourhood park
- throws chocolate wrapper in the dustbin
- helps pick up dried leaves, puts them in the organic waste bin
- tells her friends they should help keep their park clean

Prompt 3

- clear your desk before sitting
- throw pencil sharpener waste in dustbin
- bring lunch in tiffin box/not paper bags
- throw waste paper in the dustbin

Teacher: To begin, I have a special poster to show you. Look at this colourful poster titled Helping Nature. It gives us some great ideas on how we can help nature in different places like our home, the park and even our classroom.

Teacher: Let us take a closer look at the three prompts on the poster. First, we have Rohan in his room. What are some of the things he does to help nature? Yes, he picks up his toys, makes his bed and switches off the lights and fans when he leaves. Why do you think switching off lights is important? That is right, it saves electricity.



Teacher: Now, let us move to the second prompt about Neha at the park. She throws wrappers in the dustbin and helps pick up dried leaves. How can keeping our parks clean help nature? Excellent, it keeps the environment safe for animals and plants.

Teacher: Finally, let us talk about the third prompt related to our classroom. It reminds us to clear our desks before sitting, throw waste in the dustbin, and bring lunch in tiffin

boxes instead of paper bags. Can anyone tell me why using a tiffin box is better than using paper bags? Yes, because it reduces waste and helps the environment.

Teacher: Now that we have discussed these ideas, I am going to paste this poster in the classroom. This way, we can remind ourselves every day to take small steps to help nature.

Teacher: I would like each of you to think of one way you can help nature today and share it with the class. Let us all work together to make our environment cleaner and greener.

Teacher: Great job, everyone! Now, **MUST DO**   let us move on to our next activity. Please open your books to page 20.

Teacher: Now, let us read the story 'Adventure at the' Lake together. I will read it aloud while you follow along in your books. Pay close attention to the details, as we will discuss the key points as we go.

Teacher: In the beginning, we learn that Maria shares a story with her class. What do you think makes a good story? Think about the characters, the setting, and the events that take place.



Teacher: As we read further, we meet Maria, Leila and Rakesh. They seem to enjoy their daily routine of going to school, cycling, and helping at home. Why do you think it is important to have a routine? Yes, it helps us stay organised and responsible.

Teacher: Let us move to the part where the children explore the park and discover the lake. Imagine you are with them—what do you see, hear and feel? The author describes the lake beautifully, using words like 'calm,' 'beautiful,' and 'clean.'


Teacher: Suddenly, they hear a sobbing sound coming from the lake. How would you feel if you heard someone crying but could not see them? Let us find out who it is.

Teacher: The Spirit of the Lake appears and tells them about the pollution. The words 'rubbish dump' and 'falling ill' show us how badly the lake has been affected. What do you think caused this pollution? Yes, human activities like littering and improper waste disposal.

Teacher: The children decide to take action. Why is it important to act when we see something wrong happening around us? Discuss with the person next to you what small steps we can take to keep our environment clean.

Teacher: Excellent thoughts, everyone. Now that we have gone through the story, take a moment to reflect on what you have learned. Let us keep these lessons in mind as we continue our journey through this chapter. **COULD DO**  

Teacher: Now that we have read the story, let us take some time to understand the special boxes in our lesson that help us learn new things in an interesting way.



Discovering better

explore: to travel around a place to get to know it

LAD

20



Discovering better

cape: a light short sleeveless coat

buzzed: to make a humming sound like a bee

flitted: moved quickly and lightly

dump: to throw something you do not want, especially where it should not be thrown

LAD

21

Teacher: First, let us talk about the Discovering Better box. This box gives us the meaning of new words that help us build our vocabulary. For example, in the story, we have the words 'explore,' which means to travel around and learn about a place, and 'cape,' which means a light short sleeveless coat. How do these words help us better understand the story? That is right, they help us picture the events clearly.


Understanding better

What sound did the children hear?

ICL

21

Teacher: Next, we have the Understanding Better box. This box contains questions that make us think deeply about what we have read. One of the questions asks, 'What sound did the children hear?' Why do you think such questions are important? Yes, they help us focus on key details in the story and improve our comprehension skills.



Exploring better

yoga: from the Sanskrit word yuj, meaning 'to join', a system of exercises for your body

KoI

20

Teacher: Lastly, let us look at the Exploring Better box. This section gives us interesting facts related to the story. For example, did you know that the word 'yoga' comes from the Sanskrit word 'yuj,' which means 'to join'? This


information helps us connect our learning to the real world and discover new things outside the story.

Teacher: These boxes are a great way to improve our vocabulary, comprehension and general knowledge. As we continue reading, let us make sure to pay attention to these helpful sections to learn even more.


 You may show the **Animation**, given on digital platform to practise the concept.

Differentiated Activities


110 km/hr

 Write a short paragraph using the words from the Discovering better box, such as explore, cape, flitted, and dump. Try to use them in a meaningful context related to nature and pollution.

80 km/hr

 Choose any two words from the Discovering better box and draw a picture representing their meaning. Write a sentence for each word to explain how it relates to the story.


40 km/hr

 Match the words from the Discovering better box with their correct meanings by drawing lines between them. Then, say each word aloud with a partner to improve pronunciation.


Home Task

Create a mini-dictionary in your notebook using the words from the Discovering better box. Write each word, its meaning, and a sentence using the word. Decorate it with drawings or stickers to make it visually appealing.

Period 4

Teacher: Good morning, everyone. **SHOULD DO**  Let us start today's class by recalling what we learned in the last lesson. Who can tell me what Maria's plan was to stop pollution in the lake?

Teacher: Great! Now, let us discuss why it is important to take action against pollution. Think about how small actions can make a big difference.

Teacher: Let us open our books to page 22 and prepare to continue reading. **MUST DO** 

**Discovering better**
LAD
campaign: a series of actions to bring about a change
scientist: someone who studies science, especially someone whose work involves science **22**

Teacher: I will now read the next part of the story aloud. Listen carefully and try to imagine the events as they unfold.

Teacher: As we read, think about how the characters are working together to solve the problem. What do you think of Maria's idea to record the polluters? Was it a smart way to take action?

Teacher: After reading, let us discuss what happened when they showed the video to Leila's father and how it helped raise awareness.


Teacher: What do you think we can learn from this story about taking responsibility for our environment?

COULD DO

10 MIN.

**Imagining better**
21st CS
If I were a superhero...

Teacher: Let us take a closer look at the 'Discovering better' section in the book. Here, we find new words like compromise, which means to settle an agreement by mutual consent. Understanding such words helps us expand our vocabulary.


**Discovering better**
LAD
harmful substances: here, things that damage the environment
newflash: important news shown on television in the middle of a programme
nature lovers: people who like to spend time in nature
municipal corporation: a group of people who have permission from the law to act together as one, having its own powers, duties and responsibilities
sparkled: shone brightly **23**

Teacher: Now, let us move on to 'Imagining better'. This section encourages us to think creatively. Imagine if you were Maria, how would you feel seeing the lake being polluted? What other creative ways can you think of to spread awareness about saving nature?

Teacher: Discuss these ideas with your partner and come up with one creative solution that we can share with the class.

Differentiated Activities

110 km/hr

 Write a short paragraph explaining how spreading awareness through videos and articles can help stop pollution.

80 km/hr



Match pictures related to pollution with the correct actions to stop it, such as 'throwing trash' matched with 'use a dustbin.'

40 km/hr



Draw a poster encouraging people to protect lakes and rivers. Use the slogans from the story as inspiration.

Home Task

Create a short speech about pollution and how you can help prevent it in your community. Practise reading it aloud and be ready to share it in the next class.

Period 5

Teacher: Good morning, everyone.

How are you all? (Teacher will manage the class with the help of CRM signs).

Teacher: Let us begin by recalling what happened in the story so far. Who can tell me how the children helped to stop pollution in the lake?

SHOULD DO

10 MIN.



Back home, Leila and Rakesh told their father what they had seen. They showed him the video.

The next day, Leila's mother carried out some tests on the lake water. She found many **harmful substances** in it. These chemicals could harm creatures who drank or lived in that water. Leila's father showed the video on his news channel as a special **newflash**.

Maria wrote an article for her school magazine and the local newspaper with the help of her mother.

Over the next few days, everyone saw the video and read the article. Many students, **nature lovers** and other people came forward in support of the campaign. They wrote letters to Big Builders. They stood near the lake holding banners that read, 'Stop Dumping in the Lake!' and 'Save Our Lovely Lake!'

The **municipal corporation** took note of the campaign. They sent a notice to Big Builders.

Big Builders apologised. They immediately stopped dumping waste in the lake. Everyone cheered! The children got interviewed for a television show.

The best news came two weeks later. The local minister put up a community notice to stop dumping not only in the lake but across the city.

A few weeks later, Leila, Maria and Rakesh went back to the lake. This time they heard a beautiful song. It was the Spirit of the Lake. She came towards them with a big smile. Her silver robe **sparkled** in the sunshine. A breeze made ripples across the surface of the lake while birds chirped in the trees. A butterfly came fluttering and sat on Rakesh's shoulder.

"Thank you, children! My water is clean again," she said.

"We are happy we could help," Leila replied, smiling back at the Spirit of the Lake.



Discovering better

harmful substances: **LAD** here, things that damage the environment

newflash: important news shown on television in the middle of a programme

nature lovers: people who like to spend time in nature

municipal corporation: a group of people who have permission from the law to act together as one, having its own powers, duties and responsibilities

sparkled: shone brightly

23

Teacher: Excellent! Now, think about the changes that happened after the campaign. How did people react, and what steps were taken to prevent further pollution?

Teacher: Now, open your books to page 25, and let us continue exploring the story.

MUST DO

20 MIN.



Teacher: Let us read the next part of the story together. Follow along as I read, and think about the positive changes in the community after the pollution was stopped.

Teacher: As we read, notice how the Spirit of the Lake feels after the cleanup. What signs do we see that show the lake is healthy again?



"We now have new names," Rakesh said, "Rakesh, the Rescuer, Leila, the Little Activist and Maria, the Mini-Champ."

"Wonderful! I hope you three superheroes keep working for the community," the Spirit of the Lake said. She **shimmered** and slowly disappeared into the water.

"Wow, how did she do that? I wish I had that kind of **superpower**," said Rakesh.

"You do have superpowers of your own. You just have to know how to use them," said Leila, laughing. "Come on, let's go home."

— K.E. Phiyavada



Discovering better

shimmered: **LAD** glowed with a soft light

superpower: a unique ability that a person has, especially a superhero



24

Teacher: Let us also pay attention to the new names given to the children. Why do you think they received these titles?

Teacher: After reading, we will discuss how teamwork played an important role in making a difference. Think about ways we can work together to help our community.

COULD DO

10 MIN.



Discovering better

shimmered: glowed with a soft light

superpower: a unique ability that a person has, especially a superhero

LAD

24

Teacher: Let us explore the 'Discovering better' section in our book. Here, we have words like shimmered, which means to glow with a soft light, and teamwork, which is working together to achieve a goal. How do these words connect to the story?

Teacher: Next, let us look at the 'Understanding better' section. It asks us to think about how the community worked together to solve a problem. Why is teamwork important, and how did it help in this story?


Understanding better

What happened after everyone saw the video?

ICL


24

Teacher: Discuss your thoughts with a partner and think of examples where you have worked in a team to solve a problem.


 You may show the **Animated Activities**, given on digital platform to practise the concept

Differentiated Activities


110 km/hr

 Write a short paragraph on how teamwork can solve environmental problems.

80 km/hr

 Draw a comic strip showing a group of friends working together to clean up a park.

40 km/hr

 Identify actions from the story that helped improve the lake and match them with their outcomes.

Home Task

Write a letter to a friend telling them about the importance of keeping the environment clean and sharing what you have learned from the story.

Period 6

Teacher: Good morning, everyone. Let us start today's lesson with a quick recap of the story so far. Who can recall what Maria, Leila and Rakesh did to help the lake?

SHOULD DO

10 MIN.



Recalling better

- o Maria, Leila and Rakesh came across a lake at the edge of their city.
- o They heard someone sobbing. It was the Spirit of the Lake.
- o The Spirit of the Lake told the children that some people were dumping waste in her waters.
- o Leila, Maria and Rakesh promised to help.
- o That evening, the children made a video of some men dumping waste into the lake water.
- o Leila and Rakesh's mother found harmful chemicals in the lake water. Their father put the video in a special newflash. Maria wrote an article about it.
- o The workers stopped dumping waste in the lake.
- o The local minister put up a notice to protect the lake.
- o The children became local superheroes.

CLING

25

Teacher: Great. Let us review the main events using the Recalling better section from our book.

Teacher: Well done! Now, let us move on to the next part of the lesson.

MUST DO

20 MIN.



Teacher: Let us continue reading the next part of the story together. Follow along carefully, and I will explain as we go.

Connecting better

Maria repeats the story to Mumma. "What a lovely story!" praises Mumma. "Leila in her cape-like shirt seems so cool," says Maria. Mumma asks Maria why the children wore such clothes. Maria then explains that it was summer. During summer, cotton clothes are worn as they absorb sweat. They also keep the body cool and comfortable. Maria further says that cotton is obtained from a plant. Therefore, it is a natural fibre.

MDA HoLL

25

Teacher: In the 'Connecting better' section, Maria tells her mother about their adventure. What did Maria say about wearing cotton clothes in the summer? Yes, she explained that cotton absorbs sweat and keeps us cool. Cotton comes from plants and is a natural fibre.

Teacher: Let us discuss why cotton clothes are good for summer and how they help us stay comfortable.

Teacher: Great insights. Now, let us explore the meanings of new words from the Matching Better section:

- Sob means to cry.
- Famous means well-known.
- Dump means to throw away.

COULD DO

10 MIN.



Teacher: Try using these words in a sentence and think about how they were used in the story.

Matching better

sob: cry

famous: well-known

dump: throw away

LTL

Laughing better

Diley: Do you know how superheroes make dinner?

Roli: They save the food first!

PLH

Giving better

Plan a cleanliness drive in your neighbourhood. Take help from the adults around you. Collect the recyclable materials like waste paper and give them up for recycling.

Seva

25

Teacher: Now, let us have some fun with different activities.

Matching better

Match the given words with their correct meanings. Discuss with your partner and find their correct usage in the story.

Laughing better

Read the dialogue between Diley and Roli. Think about why it is funny. Can you create a fun superhero joke of your own? Share it with the class.


Giving better

Plan a cleanliness drive in your neighbourhood. Think about how you can collect recyclable materials and encourage others to participate.


 You may show the '**Chapter Summary**', given on digital platform to practise the concept.

Differentiated Activities


110 km/hr

 Write a short paragraph about how you can help protect the environment in your community, just like Maria and her friends.

80 km/hr

 Create a poster showing simple ways to keep the environment clean, such as recycling and reducing waste.

40 km/hr

 Draw and label pictures of things that can be recycled and things that should not be thrown in water bodies.

Home Task

Write a short conversation between you and a friend about how to convince others to keep the environment clean. Be creative and use what you have learned from the story.

(Note: Remind students to fill their 'My Book of Scribble and Secrets')

Period 7

Teacher: Good morning, everyone.

Let us start our class with some pranayama exercises to help us feel calm and focused. Pranayama helps us breathe better and improves our concentration. Follow my instructions carefully.

SHOULD DO

10 MIN.

1. Deep Breathing (Anulom Vilom):

- Sit up straight, close your eyes, and take a deep breath in through one nostril while closing the other with your finger.
- Exhale slowly through the opposite nostril.
- Repeat this for five rounds.

2. Belly Breathing:

Place one hand on your stomach and take a deep breath in, feeling your stomach rise.

- Slowly exhale and feel your stomach go down.
- Repeat this three times to relax your body.

3. 'Bhramari (Humming Bee Breath):'

- Close your eyes, take a deep breath in, and as you breathe out, make a gentle humming sound like a bee.
- Repeat this for three breaths and feel the vibration in your head.

Teacher: Great job, everyone! Now that we are feeling refreshed, let us do a quick recap of what we learned in our last lesson. Who can tell me how Maria and her friends helped clean the lake?

Teacher: Wonderful! Now, please open your books to page 25 and get ready to continue with our lesson.



MUST DO



20 MIN.

Learning better (Excelling Comprehension)

Teacher: Now, let us focus on the Learning Better – Comprehension section on page 25. We will work through all four sections step by step.

Section A: Circle the correct answers.

**Learning Better**
**Comprehension**

**CBA Full**

A Circle the correct answers.

1. One afternoon, Leila, Maria and Rakesh set out to explore a new park / new building.
2. They came upon a lake / pond.
3. The Spirit of the Lake was happy / sad.
4. The lake had become dirty and spoilt / pure and clean because of the waste materials.
5. Leila / Rakesh made a video of the polluters.

25

Teacher: Look at the sentences given. I will read them aloud, and you need to circle the correct option in your books. Think carefully about what we read in the story.

1. One afternoon, Leila, Maria, and Rakesh set out to

explore a new park or new building.

2. They came upon a lake or a pond.
3. The Spirit of the Lake was happy or sad.
4. The lake had become dirty and spoilt or pure and clean because of the waste materials.
5. Leila or Rakesh made a video of the polluters.

Teacher: Once you have finished circling the answers, let us discuss them together.

Section B: Fill in the blanks

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

channel scientist students television chemicals

1. Leila's mother was a _____.
2. Leila's father showed the video on the news _____ where he worked.
3. The fishes and plants were in danger because of the _____ in the water.
4. _____ and nature lovers supported the campaign.
5. The children were interviewed on a _____ show.

26

Teacher: Look at the words given in the box: channel, scientist, students, television, chemicals. Read the sentences and fill in the blanks with the correct words.

1. Leila's mother was a _____.
2. Leila's father decided to show the video on the news _____ where he worked.
3. The fishes and plants were in danger because of the _____ in the water.
4. _____ and nature lovers supported the campaign.
5. The children were interviewed on a _____ show.

Teacher: Think carefully about the words and write them in the correct spaces. Once you are done, we will review them together.

Section C: Write short answers in your notebook

Teacher: Now, let us answer some short questions based on the story. Think about what happened and write brief answers in your notebook.

1. What plan did Maria make to help the Spirit of the Lake?
2. What did Rakesh, Maria, and Leila come to be known as?
3. How many members were there in Rakesh's family?

Teacher: I will give you a few minutes to write your answers, and then we will discuss them.

C Write short answers in your notebook.

1. What plan did Maria make to help the Spirit of the Lake?
2. What did Rakesh, Maria and Leila come to be known as?
3. How many members were there in Rakesh's family?

D Write long answers in your notebook.

1. Describe the lake after it was cleaned up.
2. What superpowers did the children have? Give reasons for your answer.

26

Section D: Write long answers in your notebook.

Teacher: Lastly, let us try writing longer answers to explain our understanding of the story. Take your time and think carefully while answering.

1. Describe the lake after it was cleaned up.
2. What superpowers did the children have? Give reasons for your answer.

Teacher: Once you are done, we will share our responses with the class. Let us begin.

Teacher: Now, let us try the write short answers in your notebook section on page 26. Think about the events in the story and answer the questions based on Maria's plan and what the children became known as.

COULD DO

10 MIN.

Teacher: For those who would like to challenge themselves, look at the Write long answers in your notebook section. Try to describe how the lake changed after it was cleaned and explain the superpowers the children had in your own words.

Teacher: Once you finish, we will share some of our answers with the class.

 You may show the **Concept Map**, given on digital platform to practise the concept.

Differentiated Activities

110 km/hr



Write a paragraph describing how Maria and her friends' actions helped the community and what lessons we can learn from them.

80 km/hr



Draw a before-and-after picture of the lake, showing its polluted and cleaned-up states, and label them.

40 km/hr



Complete sentences using words from the fill-in-the-blank activity and read them aloud to a partner.

Home Task

Write five sentences about how you can help your community by following the actions of Maria and her friends. Use at least two words from today's lesson.

Period 8

Teacher: Good morning, everyone. Let us start with a quick warm-up.

Think of a word that has the letters 'au' in it. Can anyone share a word they know? Great! Words like 'aunt' and 'launch' have 'au' in them.

Teacher: Now, let us take a look at our vocabulary section on 'page 26.' We will read the words aloud together to practise pronunciation. Pay attention to the 'au' sound in the words.

Teacher: Let us read each word clearly and confidently.

SHOULD DO

10 MIN.

MUST DO

20 MIN.

Excelling Vocabulary

Teacher: Let us begin with Section E: Read these words aloud. I will read the words first, and then you will repeat after me.

Vocabulary

DING WR
P

E Read these words aloud.
Circle the au words. Read the words aloud.

fault	hurt	launch
fast	laugh	past
aunt	dual	dial

Write three more au words in the given space.


26

Teacher: Now, circle all the words that contain the 'au' sound. Take your time and check each word carefully. Once you finish, we will discuss the answers.

Teacher: After that, try to think of three more words that have the 'au' sound and write them in the given spaces. Think about words you may have heard in daily life.

Teacher: Next, let us move to Section F: Fill in the blanks with the correct sound words. Read each sentence carefully and choose the correct sound word from the box to complete the sentences. Think about how each sound matches the action described.

Teacher: Once you are done, we will review your answers and discuss why each word fits in the sentence.

 You may show the **Dictionary**, given on digital platform to practise the concept.

Teacher: Now, let us have some fun with sound words.

- I will say a word, and you will make the sound it represents. For example, when I say 'buzz,' you will make a buzzing sound like a bee.
- Work with a partner and take turns reading the sentences while your partner makes the sound effect.

Teacher: This will help us understand how sound words make reading more interesting and expressive.

Differentiated Activities

110 km/hr



Write a short story using at least three 'au' words and three sound words from the lesson.

80 km/hr



Create a word web by writing 'au' in the centre and adding as many related words as possible around it.

40 km/hr



Match sound words with their pictures (e.g., buzz with a bee, splash with water).

Home Task

Write five sentences using different sound words from today's lesson. Try to use them in creative ways that describe actions happening around you.

Period 9

Teacher: Good morning, everyone. Let us begin with a quick warm-up. I will say a long word, and you will try to form smaller words from it. For example, from the word 'environment,' we can make 'iron.'

SHOULD DO

10 MIN.



Teacher: Now, open your books to page 27, and let us look at the spelling exercise. Read the capital letters in the word 'ENVIRONMENT' and think of at least five new words using these letters. Take your time and think creatively.

MUST DO

20 MIN.



Fill in the blanks with the correct sound words.

buzz rustle splash thud hiss

- The bees _____ around flowers.
- The leaves _____ in the breeze.
- Snakes _____ when they are scared.
- The pebble fell into the water with a _____.
- The wooden chair fell down with a _____.

26

Excelling Spelling and Excelling Punctuation

Spelling

Read the word in capital letters in the box. Make five words from it. You cannot make two-letter words. One has been done for you.

ENVIRONMENT	
1. <u>iron</u>	2. _____
3. _____	4. _____
5. _____	

Punctuation

Rewrite the sentences in your notebook. Use capital letters and punctuation marks.

- please close the windows
- hurrah today is a holiday
- why were you late for school today
- where did you keep the bag
- saba is visiting her uncle and aunt this week

27

Teacher: Let us start with Section G: Spelling. Look at the word given in the box. Your task is to create five meaningful words from it. Remember, the words should not be two-letter words. One example has already been done for you.

Teacher: Once you have completed the list, we will share our words with the class and see if we have found the same or different words.

Teacher: Now, let us move to Section H, Punctuation. Look at the sentences given. Rewrite each one correctly in your notebooks by adding capital letters and punctuation marks. Pay attention to where full stops, commas and capital letters are needed.

Teacher: When you finish, read your corrected sentences aloud to ensure they sound correct.

You may show **Spelling Activity** and **Pronunciation**, given on digital platform to practise the concept.

Teacher: Now, let us have some fun with punctuation and spelling.

COULD DO

10 MIN.



- Work with your partner to take turns reading the unpunctuated sentences and correcting them aloud.
- Try making a spelling race to see who can find the most words from the word 'ENVIRONMENT' in two minutes.
- Write down your favourite sentence from today's exercise and share it with the class.

Teacher: This activity will help us remember the importance of correct spelling and punctuation in writing.

Differentiated Activities

110 km/hr



Write a short paragraph using at least three words you found from 'ENVIRONMENT' and ensure you use correct punctuation.

80 km/hr



Write five sentences using the words formed from 'ENVIRONMENT,' applying correct punctuation.

40 km/hr



Rewrite simple sentences using proper punctuation and capital letters.

Home Task

Write five sentences about your daily routine, ensuring you use capital letters and punctuation marks correctly.

Period 10

SHOULD DO

10 MIN.



Teacher: Good morning, everyone.

Let us start today's lesson with a quick warm-up. Can anyone tell me what a possessive noun is? Excellent! A possessive noun shows ownership or belonging.

Teacher: Let us look at the examples given in your book on possessive nouns. Think about how they are used to show possession, like Leila's mother or Jenny's book.

Teacher: Now that we are familiar with possessive nouns, let us move on to today's exercises.

Please open your books to page 27

MUST DO

20 MIN.



Grammar

We add an s with an apostrophe (') to a noun to show that something belongs to it. Such a noun is called a **possessive noun**.

Look at these examples:

- Leila was able to make a video of the dumping on her mother's phone. (The phone belongs to Leila's mother.)
- Jenny's book is covered with brown paper. (The book, which belongs to Jenny, is covered with brown paper.)

If the plural noun ends in an s, we place the apostrophe after the s.

- The babies' shoes are blue. (The shoes of the babies are blue.)
- The boys' lockers are to the right. (The lockers of the boys are to the right.)

Fill in the blanks with the possessive forms of the words in brackets.

- This yellow mug is _____ (Preeti).
- The _____ bags were kept under the desks. (students)
- My _____ birthday is in July. (friend)
- A _____ young one is called a calf. (cow)
- Raju filled the _____ bowls with water. (cats)

27

Teacher: Now, let us move on to Rewrite the sentences using possessive forms. Read each sentence and rewrite it by using the possessive form of nouns.

with
write
ets.
an
nds
ime
the

Teacher: For example, instead of writing the bicycle of her elder sister, we can write her elder sister's bicycle. This makes sentences shorter and clearer.

Teacher: Take a few minutes to rewrite all the sentences in your notebooks, and then we will check them together.

MUST DO

10 MIN.



Chapter 2: Adventure at the Lake

Theme 2: How Do We Save Nature?

A Maths

1. Ali has 410 beads. Adira took 265 of Ali's beads. How many beads are left with Ali?
2. A school's student count consists of 1,320 boys and 1,460 girls. What is the total number of students in the school?

B Science

Answer the following question.

Find a handkerchief at home. It can be yours or your parents'. Identify the material of the handkerchief. Write down the name of the material in your notebook.

C Social Studies

Circle the correct options.

1. Water constitutes about three-fourths of the Earth's/Venus' surface.
2. River's/Sea's water is salty and cannot be used for drinking and other purposes.
3. Farmers/City people depend on irrigation because rainfall is uncertain.

3

Teacher: Now, let us work on three subject areas: Maths, Science, and Social Studies. We will go step by step and complete the exercises given in your books.

Section A: Maths

Teacher: Let us start with the maths activity. Read the problem carefully about Sam, Riya and Pavel. Calculate the total number of cherries, strawberries and gooseberries Sam has now. Write the correct answers in the provided spaces. Think carefully and do the addition step by step.

Teacher: Once you are done, we will discuss the answers and check if we have counted everything correctly.

Section B: Science

Teacher: Moving on to science, birds use different materials to build their nests. Look at the items listed and tick the ones that birds commonly use to build their nests. Think about natural materials that birds can find in their environment.

Teacher: After completing this, we will have a short discussion about why these materials are useful for birds.

Section C: Social Studies

Teacher: Lastly, for social studies, you will write the names of the seven continents and the five oceans in your notebook in alphabetical order. Take your time and think about their spellings.

Teacher: Once you have completed writing, we will share the answers together and discuss interesting facts about some of the continents and oceans.

Teacher: Let us begin now and complete each section one by one.



You may show **I Explain**, given on digital platform to practise the concept.

Differentiated Activities

110 km/hr



Write five sentences of your own using possessive nouns and illustrate one of them with a drawing.

80 km/hr



Identify possessive nouns in a short paragraph provided by the teacher and underline them.

40 km/hr



Match pictures with the correct possessive noun phrases (e.g., a picture of a dog's bone with dog's bone).

Home Task

Look around your house and write five sentences using possessive nouns. For example, my brother's book or my mother's kitchen. Be ready to share your sentences in the next class.

Period 11

SHOULD DO

10 MIN.



Teacher: Good morning, everyone.

Let us begin today's class with a fun warm-up activity to get our hands and minds ready for learning. Fine motor skills help us with writing, drawing, and daily tasks. Let us try the following exercises:

1. Finger Tracing:

- Take your index finger and trace the letters of your name on your desk.
- Now, try tracing some shapes like circles, squares, and stars.

2. Paper Crumpling:

- Take a small piece of scrap paper and crumple it into a tiny ball using just one hand.
- Now, switch to the other hand and do the same.

3. Pencil Balancing:

- Balance your pencil on your index finger and see how long you can hold it without dropping.
- Try using different fingers to balance it.

J Rewrite the sentences using the possessive form of nouns.

1. Shalini rides the bicycle of her elder sister.
2. Mohit wore the shirt of his brother for the picnic.
3. The barks of the dogs woke me up.
4. Everyone smiled at the laughter of the baby.
5. The nest of the crow is located on the mango tree.

K Concentration*

K Listen to your teacher carefully. Your teacher will read out a passage. Arrange these items under the correct bins.

1. banana peels
2. glass bottles
3. plastic bags
4. potato peels
5. loose papers
6. wrappers



L Language

L Work in pairs. Describe your daily routine to your partner. You may begin like this:

I wake up at six in the morning. First, I brush my teeth. Then, I have breakfast.



What do you do after that?

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

28

Teacher: Great job, everyone! Now that our hands are warmed up, let us move to our lesson. Please open your books to page 28 we begin today's activities.

MUST DO

25 MIN.

Excelling Concentration

Teacher: I will now read aloud a passage about different waste items. Listen carefully and think about which bin each item should go into—blue, green, or yellow.

Teacher: Once I finish reading, arrange the items under the correct bins in your book. Make sure to listen carefully and classify the items correctly. We will check the answers together.

Excelling Language

Teacher: Now, let us practise describing our daily routine with a partner. Start with what you do in the morning and continue throughout the day. Use simple sentences and ask your partner questions to keep the conversation going.

Teacher: Think about how daily routines help you stay organised and prepare for the day.

Expression

M Think of the time you and your friends set out to explore a new place. Write about it in your notebook. The experience can be real or imaginary. You may begin like this:

One day, my friends and I were playing outside. Suddenly...

Creating better

Make stickers for dustbins in your house to help separate food waste and non-food waste.

You may follow the steps given below.

1. Cut out shapes from a piece of paper. You can cut circle or squares.
2. Draw objects and items on the stickers which denote food waste and non-food waste. For example, vegetable and fruits peels can be drawn to show food waste. Waste papers and boxes can be drawn to show non-food waste.
3. Colour your drawings with crayons or pencil colours.
4. Your stickers are ready! Paste the stickers on dustbins using a tape or glue.



Thinking better

Think and answer in your notebook.

1. What qualities did the children show in saving the lake?
2. Think of a real-life example where a campaign could bring about a positive change.

Choosing better

You are at a school picnic. You see that blue and green rubbish bins are everywhere. However, your classmates are not throwing the rubbish in the proper bins. Would you politely explain to them how to dispose off the rubbish properly? Or, would you keep quiet? Give reasons for your answer.

Revising better

What was your most favourite word in the story? Write it in your Little Book. Also, write the meaning.

Pledging better

In my own little way, I pledge to:

- switch off the lights when leaving a room.
- reduce waste.

SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

Teacher's Note: *Guide the students to recall and answer this in their notebooks.

29

Excelling Expression

Teacher: Think of a time when you and your friends explored a new place. Write about your experience in your notebook. It can be real or imaginary. Use the sentence starters given in the book to help you begin your story.

COULD DO

5 MIN.

Teacher: Be creative and add details about what you saw and how you felt. We will share some stories with the class later.

Teacher: Now, let us try a fun role-play activity. One of you will act out a part of your daily routine, and your partner will guess what it is.

Teacher: Let us also brainstorm ideas to make our writing more interesting by adding adjectives and details about our experiences.

Differentiated Activities

110 km/hr



Write a detailed paragraph about your daily routine and draw a small illustration to accompany it.

80 km/hr



Write five sentences about your morning routine and share them with a partner.

40 km/hr



Arrange pictures of different daily activities in the correct order and label them.

Home Task

Create a daily routine chart using paper and colours, draw or paste pictures of your activities, write their timings, and decorate it creatively.

Period 12

Teacher: Good morning, everyone.

Let us start today's class with a fun fine motor activity to get our hands and minds ready for learning. Follow these simple steps:

1. Cut small shapes from a piece of scrap paper using your scissors.
2. Roll small balls of paper between your fingers to strengthen hand muscles.
3. Trace letters of your name on the desk using your fingers.

Teacher: Now that we are warmed up, let us move on to today's lesson. Please open your books to page 29.

SHOULD DO

10 MIN.



MUST DO

20 MIN.



EXERCISE Expression

M Think of the time you and your friends set out to explore a new place. Write about it in your notebook. The experience can be real or imaginary. You may begin like this:
One day, my friends and I were playing outside. Suddenly...

Creating better

Make stickers for dustbins in your house to help separate food waste and non-food waste. You may follow the steps given below.

1. Cut out shapes from a piece of paper. You can cut circle or squares.
2. Draw objects and items on the stickers which denote food waste and non-food waste. For example, vegetable and fruits peels can be drawn to show food waste. Waste papers and boxes can be drawn to show non-food waste.
3. Colour your drawings with crayons or pencil colours.
4. Your stickers are ready! Paste the stickers on dustbins using a tape or glue.


Thinking better

Think and answer in your notebook.

1. What qualities did the children show in saving the lake?
2. Think of a real-life example where a campaign could bring about a positive change.

29

2LCS Artl



Creating better

Teacher: We are going to do a fun and creative activity that will also help keep our surroundings clean. Before we begin, open page 29 in your main course book. Look at the pictures and read the instructions carefully. Now, let me explain how we will do this step by step.

Teacher: First, take a piece of paper and cut it into any shape you like. You can make a circle or a square. Make sure to cut it neatly.

Teacher: Next, on these cutouts, draw objects that represent food waste and non-food waste. For food waste, you can draw things like banana peels,

vegetable scraps, or fruit peels. For non-food waste, you can draw plastic bottles, cans, or boxes.

Teacher: Now, use your crayons or pencil colours to colour your drawings. Make them bright and attractive so that they can be easily identified when pasted on the dustbins.

Teacher: Once your stickers are ready, it is time to paste them on the dustbins using tape or glue. Place the food waste sticker on one bin and the non-food waste sticker on another bin.

Teacher: This simple activity will help us understand how to separate waste properly. By doing this, we can contribute to a cleaner environment. Now, let us start creating our stickers and enjoy the process.

COULD DO

10 MIN.



Worksheet 1

Teacher: Now, let us answer the questions in **Section C**. Think carefully and write your answers in your notebook. Answer in complete sentences.



You may show **Slideshow**, given on digital platform to practise the concept.

Theme 2: How Do We Save Nature?

2. Adventure at the Lake

Worksheet 1

Comprehension

Read the passage carefully.

Stop! Emergency! The environment is in danger today. Activities, such as over-grazing and deforestation, have harmed the environment. We need to shift to methods of development that are better for the environment. We need to help heal the planet. This is called sustainable development. This will help meet the needs of the present without harming the ability of future generations to meet their needs. Strict environmental laws are being implemented across the globe by governments to follow more sustainable ways of living.

A. Write true or false.

1. The environment is in danger today. _____
2. We need to adopt methods of development that will help heal the planet. _____
3. Strict environmental laws are being implemented across the globe. _____
4. Sustainable development will destroy the environment. _____
5. Future generations need to shift to sustainable development. _____

B. Complete the sentences.

1. The environment is in _____.
2. Activities, such as over-grazing and deforestation, _____.
3. We need to shift to methods of development that are _____.
4. Sustainable development will help _____.
5. Strict environmental laws are being implemented _____.

C. Answer these questions in your notebook.

1. Why is the environment in danger?
2. Mention any two activities that are harming the environment.
3. What is sustainable development?
4. What must we do to heal the planet?
5. Who is implementing strict environmental laws across the globe?

6

Differentiated Activities

110 km/hr



Write a short paragraph on how you can help protect the environment in your community and include ideas for sustainable living.

80 km/hr



Draw a poster showing ways to prevent pollution and write two simple slogans.

40 km/hr



Match words related to sustainability with their meanings and draw a small picture for each.

Home Task

Make creative stickers for your home dustbins to separate food and non-food waste using drawings, colours and labels, and paste them on the bins.

Period 13

SHOULD DO

10 MIN.



Teacher: Good morning, everyone. I hope you are all doing well today. Before we begin, let us take a moment to prepare ourselves. Stretch your arms up high, take a deep breath in, and slowly breathe out. Excellent! Now, let us focus on our lesson for today.

Teacher: Today, we are going to discuss making responsible choices. Imagine you are at a school picnic, and you see rubbish bins placed around, but your classmates are not using them properly. What would you do in such a situation? Would you politely explain to them how to use the bins correctly, or would you stay quiet? Think carefully about what the right thing to do is.

Teacher: Why do you think it is important to dispose of rubbish properly? Let us share our thoughts. If rubbish is not thrown in the correct bin, what could happen to our surroundings? Yes, it could make the place dirty and harm the environment. Now, who would like to share their ideas on how they would handle this situation?

(The teacher allows students to share their thoughts and encourages polite explanations.)


Teacher: Those are some thoughtful answers! It is always important to remind others in a kind and respectful way to keep our surroundings clean. When we take responsibility, we set a good example for others to follow. Now, let us move on to the next activity.

MUST DO

20 MIN.



Teacher: Now, let us open our books and look at the section Choosing better. Read the scenario given and take a moment to think about how you would respond.

 **Choosing better**

You are at a school picnic. You see that blue and green rubbish bins are everywhere. However, your classmates are not throwing the rubbish in the proper bins. Would you politely explain to them how to dispose off the rubbish properly? Or, would you keep quiet? Give reasons for your answer.

EXL LSV 2LrCS

29

Teacher: Once you have read the passage, write your answer in your notebook. Think about why it is important to dispose of rubbish properly and how you can encourage your friends to do the same.

Teacher: Remember, when you are writing, use full sentences and explain your ideas clearly. You can start by saying, 'If I saw my classmates not throwing rubbish in the correct bin, I would...' Take your time and think carefully.

COULD DO

5 MIN.



Teacher: Once you have finished, turn to your partner and share your

response. See if your ideas are similar or different, and discuss why you made those choices.

Teacher: Let us think back to the story we read last time. What was your favourite word from the story? Take a moment to choose a word that you found interesting or meaningful.

Teacher: Once you have chosen your word, write it in your Little Book and include its meaning. If you are unsure of the meaning, look it up in the glossary or ask a friend.

SHOULD DO

5 MIN.



Teacher: After writing, turn to your partner and explain why you chose that word. Does it remind you of something special?



You may show **Quiz**, given on digital platform to practise the concept.

L (What I have Learnt)[#]

ICL

29

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 learned 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.

Teacher: Well done, everyone! Today, we have completed Theme 2. In the next period, we will start with the poem. Get ready for more exciting learning!

Differentiated Activities

110 km/hr



Write a short paragraph explaining why proper waste disposal is important for the environment.

80 km/hr



I have cut out different parts of a sentence from the story. You must put them in the correct order. Work with your partner to complete this challenge.

40 km/hr



Match pictures of different types of waste with the correct bins.

Home Task

Observe two ways you can help reduce waste at home and write them down to share with your family.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • develop fine motor skills by making a 'little book of confusing words' using an A4-sized sheet, ribbon, etc.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • engage in meaningful conversation with peers and the teacher. • introduce themselves, their hobbies, likes, and dislikes in simple language. • display their creativity in making a chart on their best friends.
Cognitive Development	<ul style="list-style-type: none"> • think, analyse, and answer based on their interpretation of the story. • comprehend the given picture and describe it. • listen attentively to the text and arrange the pictures in proper sequence. • identify dialogue tags. • learn time management and plan a timetable for the year.
Language and Literacy Development	<ul style="list-style-type: none"> • read the lesson fluently. • use the new vocabulary learnt in their daily conversation. • practise sentence construction independently. • use words with silent 't', dialogue tags, 'ie' and 'ei' words appropriately. • verbalise their opinion about cars and other modes of transport.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • browse the internet effortlessly to gather information about charitable organisations in india. • comfortably organise the information gathered on the charitable organisations in ms excel.
Positive Learning Habits	<ul style="list-style-type: none"> • develop skills in researching and organising information. • demonstrate active listening and comprehension. • cultivate independent thinking and problem-solving skills.

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: Water

Theme 2: How Do We Save Nature?

 7 Periods (40 minutes each)



Learn Better (Main Course Book), CRM signs, Posters, Blackboard



Animation, Slideshow, eBook

Continuing better
I take care of my clothes.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to develop correct pronunciation, rhythm, stress, and intonation while reciting a poem.
- to relate to the differences between humans and birds through the poem.
- to identify and list rhyming words in the poem.
- to recognise and use 'th' words in sentences.
- to infer meaning from the text and answer questions independently.
- to enhance listening skills by listening to a story and sequencing pictures.
- to strengthen speaking skills by observing and describing pictures.
- to improve writing skills by creating a movie script about birds.
- to learn to make an origami bird.
- to journal thoughts about making the origami bird in a secret journal.
- to think of creative ways to bring sparrows back to the surroundings.
- to engage with visual and audio resources such as talking parrots and bird sounds.

Note: arrange pictures of talking parrots/audio of bird sounds for the learners' activity in the first period.

Methodology

Period 1

Teacher: Good morning, everyone. Today, we will begin with an exciting new poem about water. Let us take a moment to think about how important water is in our daily lives. Can you name a few ways we use water every day?

Teacher: Great! Now, listen carefully as I read the poem to you. Pay attention to the words and think about where water comes from and where it goes.

Teacher: After I finish reading, I will ask a few questions to see what you understood. Ready? Let us begin!

Teacher: Student open your book at page no. 30. Now, let us read the poem together from our books. As we read, try to follow along with your finger and pay attention to the rhyming words.

Teacher: Let us discuss the first stanza. What do you think the poet means when they ask, 'Does anyone know where the water goes?' Think about it and share your thoughts with the class.

SHOULD DO

10 MIN.



MUST DO

20 MIN.



Teacher: Let us now move on to the second stanza. What do you notice about how water moves and changes?

Teacher: Write down three important things you learned from the poem in your notebook. Once done, pair up and discuss with your partner.

COULD DO


10 MIN.



Teacher: Let us take our learning a step further by **discovering better** ways to use and conserve water.

Teacher: Think about how water is used at home, at school and in nature. Can we do anything to save it? Let us brainstorm ideas and write them down.

Teacher: Now, in your notebooks, write one **pledge** about how you can help save water and share it with the class.

 You may show the **Animation**, given on Digital platform to practise the concept.

Differentiated Activities

110 km/hr



Write a short paragraph on why conserving water is important and suggest three ways to do it.

80 km/hr



List five everyday activities that require water and suggest ways to reduce wastage.

40 km/hr



Draw and label pictures of different water sources and how we use them.

Home Task

Observe how water is used at home and write two simple ways you can help save water.

Period 2

SHOULD DO

10 MIN.



Teacher: Good morning, everyone. I hope you all had a great day yesterday. Let us start with a quick warm-up to get ready for our lesson. Stand up and stretch your arms up high, now touch your toes and take a deep breath in. Let it out slowly. Great job! Now, let us play a quick game called 'Water Connections'. I will say a word related to water, and you will tell me how it connects to our daily life. For example, if I say 'rain', you might say 'watering plants'. Ready? Let us begin!

Teacher: Fantastic responses, everyone! Now, let us quickly review what we learned in the last lesson. Who can tell me where water comes from and where it goes?

Teacher: Excellent! Today, we will continue exploring our poem about water.

MUST DO

20 MIN.



Teacher: Now, let us look at the 'Learning better' section under 'Comprehension'. Let us read the first part together carefully.

Learning better

CBA Full

Comprehension

A Circle the correct answers.

- Water flows when we turn on the well / tap.
- In the poem, the water lives in rivers / pools.
- In the poem, the water is clean / dirty.
- Water can / cannot disappear.
- Deserts / Wells can dry up.

B Fill in the blanks.

List four places from the poem where we can find water.

Water

32

Teacher: The first task is to circle the correct answers. Read the sentences carefully and choose the correct word from the given options. Let us do the first one together.

Teacher: 'Water flows when we turn on the well or tap?' Which one is correct? Yes, it is 'tap'. Now, continue with the rest of the questions on your own, and we will check the answers later.

Teacher: Once you have finished circling the answers, move to section B and fill in the blanks with the correct answers. Think about what you read in the poem and write down four places where we can find water.

Teacher: Take your time, and if you are unsure, discuss with your partner before writing down your answers.

COULD DO

10 MIN.



Teacher: Now, let us take our learning further with the 'Discovering better' section. Think about how water is essential in our daily lives and how we can protect it. Why do you think it is important to conserve water? What happens when water is wasted? Take a moment to reflect on these questions.

Teacher: Now, I would like you to write a short paragraph in your notebook about why conserving water is important and how small actions can make a big difference. Think about actions like turning off taps, using water wisely and reusing water where possible.

Teacher: Once you have completed your paragraph, turn to your partner and share your thoughts. How are your ideas similar or different? What new ideas did you learn from your partner?

Differentiated Activities

110 km/hr



Write a short paragraph explaining the importance of clean water and suggest three ways to keep it clean.

80 km/hr



List four different ways we use water daily and describe how we can reduce wastage.

40 km/hr



Draw pictures of different water sources and label them correctly.

Home Task

Create a 'Water Saver' chart at home by observing two ways water is being wasted. Write them down and suggest solutions to reduce wastage.

Period 3

SHOULD DO

10 MIN.



Teacher: Good morning, everyone. Let us start today with a quick thought. Imagine a world without water—what would it look like? Think for a moment and share your thoughts.

Teacher: Excellent ideas! Now, let us warm up with an exciting activity. I will say a word related to water, and you will respond with a rhyming word. For example, if I say 'rain', you might say 'drain'. Ready? Let us begin.

Teacher: Great job, everyone! Now, let us get into today's lesson by exploring some interesting questions about water.

MUST DO

20 MIN.



Learning better

Teacher: Open your books to page 32 and turn to **section C**, 'Write short answers in your notebook'. Let us read the first question together. 'What do we know about water?' Think about what we have learned so far and write your answer.

Teacher: Moving on to the next question: 'According to the poet, what might happen to water?' Discuss with your partner and then write it down.

C Write short answers in your notebook.

1. What do you know about water?
2. According to the poet, what might happen to water?
3. Which two words describe water?

D Write long answers in your notebook.

1. What do you learn from the poem?

32 Read the poem carefully. In each line, there are words starting with the same consonant sounds. Look for those words and list them in your notebook.

Teacher: For the final question, 'Which two words describe water?' Carefully re-read the poem and underline any descriptive words you find.

Teacher: Once you have completed all the questions, compare your answers with your partner and discuss any differences.

COULD DO

10 MIN.

Teacher: Now, let us dive a little deeper. Look at **section D**, 'Write long answers in your notebook'. Let us think about what we can learn from the poem as a whole. How does it make you feel? Write a few sentences explaining your thoughts.

Teacher: Next, find words in the poem that start with the same consonant sound.

Differentiated Activities

110 km/hr



Write a short paragraph on the importance of conserving water and suggest three creative ways to do so.

80 km/hr



List five different ways water is used at home and suggest simple ways to reduce water wastage.

40 km/hr



Draw a flowchart showing the journey of water from a river to our taps.

Home Task

Create a small poster showing the importance of saving water with a catchy slogan and colourful illustrations.

Period 4

Teacher: Good morning, everyone. I hope you are all ready for today's lesson. Let us start by revisiting some vocabulary related to water. Can anyone tell me a word that describes how water moves? Fantastic! Some great answers already.

SHOULD DO

10 MIN.

Teacher: Now, let us warm up with a quick activity. I will say a word, and you will complete it with 'ur'. For example, if I say 't _ _ n', you should say 'turn'. Ready? Let us start with the first one: 'b _ _ n'.

Teacher: Excellent effort! Let us try another one: 'b _ _ n'. Well done, everyone!

Teacher: Now, take a look at section E in your books. Let us read the words aloud together and practise their pronunciation. Listen carefully and repeat after me.

MUST DO

20 MIN.

Vocabulary

Teacher: Now, turn to section F in your books. We have some blanks to fill in with words that describe water movements. Take a look at the words in the box: trickled, stirred, spill, flows, dripping.

Teacher: Let us do the first one together. 'The river _____ gently through the village.' Yes, the correct word is 'flows'. Now, complete the rest on your own.

Vocabulary

E Fill in the blanks with **ur** to complete the words. Read them aloud.

1. t _ _ n
2. p _ _ ple
3. t _ _ nip
4. t _ _ tle

Now, write the meanings of the words in your notebook and use them in sentences.

F Fill in the blanks with words that go with water. Take hints from the box.

trickled
stirred
spill
flows
dripping

1. The river _____ gently through the village.
2. He put a spoon of sugar in his coffee and _____ it.
3. Be careful not to _____ the milk.
4. The thin stream _____ down the mountain.
5. Water is _____ down the walls.

32

Teacher: Once you are finished, pair up with a classmate and read your sentences aloud.

Discuss if you have chosen the correct words and help each other if needed.

COULD DO

10 MIN.

Teacher: Let us extend our learning by writing the meanings of the words in section F in your notebook. Once you have written them, try to use each word in a sentence of your own.

Teacher: After finishing, share one sentence with the class. This will help us understand the meaning of the words better.

Differentiated Activities

110 km/hr



Write a short paragraph using all the vocabulary words related to water from today's lesson.

80 km/hr



Write three sentences using different words from the vocabulary list.

Draw a picture that shows different ways water moves and label them correctly.

40 km/hr



Write three sentences using different words from the vocabulary list.

Draw a picture that shows different ways water moves and label them correctly.

Home Task

Find five new words related to water and write their meanings in your notebook.

Period 5

Concentration

SHOULD DO

10 MIN.



Teacher: Good morning, everyone. Today, we are going to practise our listening skills. I will read out a few sentences, and you will listen carefully and write down your answers. Are you ready?

Teacher: First question: Who will start a compost bin? Write your answer on the blank line.

Concentration* ABLE

G Your teacher will read out a few sentences. Listen carefully and answer.

1. Who will start a compost bin? _____
2. Who will use the carpool? _____
3. Who will write a poem? _____
4. Who will gift a sapling? _____

33

Teacher: Next, who will use the carpool? Listen carefully and write your response.

Teacher: Now, think about this one. Who will write a poem? Take your time before writing it down.

Teacher: Finally, who will gift a sapling? Great job! Let us review the answers together.

MUST DO

30 MIN.



Teacher: Now, let us work on a group discussion activity. I will divide the class into two groups.

Teacher: Group 1, your task is to discuss the different uses of water. Think about all the ways we depend on water in our daily lives.

Language 2LrCS LAD OLD

H Make two groups. One group can discuss the uses of water. The other group can discuss the importance of water. The two groups can then share their points with each other. 33

Teacher: Group 2, you will discuss the importance of water conservation. Why do we need to save water, and what can we do to help?

Teacher: After your discussion, each group will share their points with the other. Let us begin!

Expression

Teacher: Now, I want you to think creatively. In your notebooks, write two slogans about 'Conservation of Water'.

Expression

I In your notebook write two slogans on 'Conservation of Water'. 33

Teacher: Think about catchy and meaningful phrases that will encourage others to save water.

Teacher: Once you are done, you can share your slogans with the class.

Differentiated Activities

110 km/hr



Write a short speech on how to conserve water and present it to the class.

80 km/hr



Write three benefits of water conservation and share them with your partner.

40 km/hr



Draw a poster showing ways to save water and label it appropriately.

Home Task

Create a 'Water Watch' journal where you record three instances of water wastage around you. Draw or take pictures if possible and come up with creative solutions to improve them. Share your findings with your family and discuss how everyone can help save water.

Period 6

SHOULD DO

10 MIN.



Teacher: Good morning, everyone. Today, we are going to unleash our creativity and build something exciting. Let us start with a fun game! Imagine you are in a playground right now—close your eyes and picture it. What do you hear? What do you see? Now, quickly share one thing that comes to your mind. Great answers!

Teacher: Have you ever thought about how a playground is made? Let us imagine and discuss. What are some things you find in a playground? Swings, slides, trees—great ideas!

Teacher: Now, let us look at how we can make our very own little playground using simple materials.

MUST DO

20 MIN.



Creating better

Teacher: Open your books to the 'Creating Better' section. You will find a list of materials and steps to create your playground model.

Creating better 2LrCS ArtI

Make a little playground of your own.

Materials:

cardboard (length: 20 cm x breadth: 13 cm), green thick chart paper, a packet of coloured glaze paper, ice-cream sticks, empty matchboxes, straws, black thick string

Steps:

1. Cover the cardboard with the green chart paper to make the ground.
2. Make trees using green glaze paper. Use ice-cream sticks to make the trunks. Stick the trees on the cardboard.
3. Join five straws to form the swing stand, as shown.
4. Cut out a small, rectangular piece of cardboard to form the swing seat.
5. Stick pieces of string on the four corners of the seat. Attach this to the swing stand.
6. Make flowers and leaves using coloured papers. Position them on the cardboard.
7. Make a park bench by joining two matchboxes horizontally, length-wise. Cover it with brown paper. Use ice-cream sticks to form its arms, legs and back.

33

Teacher: Let us start by gathering our materials: cardboard, chart paper, coloured glaze paper, ice-cream sticks, and more. Have you got everything? Great!

Teacher: Follow the steps carefully. Begin by covering your cardboard with green chart paper. Once done, move on to the next step—creating trees using ice-cream sticks and coloured paper.

Teacher: Work step by step and take your time. If you need help, raise your hand and I will assist you.



Teacher: Now, let us add some personal touches to our playgrounds. Think about what makes a playground fun and unique. Would you like to add a small pond or a pathway? Use your creativity to make it special.

Teacher: Once you finish, share your playground with your friends and explain the features you have included.

Differentiated Activities

110 km/hr



Write a short description of your playground, explaining the elements you added and why.

80 km/hr



Label the different parts of your playground model and describe their purpose.

40 km/hr



Draw and colour a simple picture of your playground model and label the parts.

Home Task

Think about your favourite playground. Draw a picture of it and list three things you like most about it.

Period 7

Teacher: Good morning, everyone. Let us begin today with some thoughtful questions. How can you save water while brushing and bathing? Why do you think it is important to save water? Take a moment to reflect and then share your thoughts with the class.

Teacher: Now, let us discuss a scenario. If you see someone playing with water at home or at school, what will you do? Will you ask them to stop, or will you join them? Think about your response carefully.



Worksheet 2

Teacher: Now, open your workbooks to page 7 and look at Worksheet 2. Read the questions carefully and answer them in complete sentences. Think about your daily routines and how you can incorporate water-saving habits into them.

Teacher: Take your time and ensure your answers are clear and meaningful. If you need help, raise your hand, and I will assist you.



Worksheet 2
Vocabulary

A. Complete the au words.

1. f ____ ll 2. c ____ se 3. p ____ se 4. h ____ l

Grammar

A. Read the following sentences. Circle the words that have an apostrophe s.

1. Baljit's toys are on the floor. 2. The cat's tail is long and thick.

3. The school's library is quite big. 4. Mr Chopra's car is in the basement

Listening / Speaking / Writing

A. Listen to your teacher and number these sentences in the correct order. *

1. ☐ He goes out to play with his friends.

2. ☐ He brushes his teeth.

3. ☐ It is Sunday, Dhiman wakes up at 7.

4. ☐ He has his breakfast.

5. ☐ He takes a bath.

B. Take turns to speak about the things you do daily. You can take help from the words given below.

bath sing eat brush exercise run paint read

C. Talk to your partner and learn about their recent reading experience. Now, in your notebook, write down what they said and share it with the class.

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

Teacher's Signature: _____

Remarks: _____ **7**

Teacher: Let us take our learning a step further. Imagine you are a 'Water Saver Champion' and create a short pledge on how you will save water every day. Write it down in your notebooks and decorate it creatively.

Teacher: Once done, you can share your pledges with your classmates and display them in the classroom.



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 learned 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.

You may show **Slideshow**, given on Digital platform to practise the concept

Differentiated Activities

110 km/hr



Write a paragraph on how water conservation helps the environment and our daily lives.

80 km/hr



List five simple ways to save water at home and explain why it is important.

40 km/hr



Draw a picture of yourself saving water and write a short caption explaining what you are doing.

Home Task

Refer to the project ideas on page 2 of 'My book of Project Idea'. Choose one water conservation project, complete it and present your findings to the class.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills by writing an informal letter.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• work in collaboration with peers on common tasks.• engage in thoughtful conversation with peers and teachers.• invent their own sign language and communicate effectively.
Cognitive Development	<ul style="list-style-type: none">• describe the theme of the story.• infer from the text and frame meaningful answers to questions.• research special people for a project using technology.• share similarities between stephen hawking and nick vujicic in their secret journal.• apply concepts learnt in maths, science, and social studies to find solutions to given questions.
Language and Literacy Development	<ul style="list-style-type: none">• follow model reading of the lesson for correct pronunciation, pauses, stress, and proper intonation.• enrich vocabulary with 'gh' words and words with 'y' as the sound of long 'i'.• frame meaningful sentences with new words introduced in the lesson.• use simple present and present continuous tenses appropriately.• listen attentively to the text for specific information and answer questions.• frame meaningful sentences with confusing words from the lesson.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• explore and understand the achievements of renowned personalities such as stephen hawking and nick vujicic.
Positive Learning Habits	<ul style="list-style-type: none">• demonstrate active listening and comprehension.• develop independent thinking and problem-solving skills.

Starry Knights

Could you inspire the learners with the story? as a teacher, are you motivated enough to take up the challenges in the classroom?

Give yourself a star for being an ambitious teacher!

