

Lesson-4: The Magic in the Boy's Heart

Theme 4: How Do We Evolve?

14 Periods (40 minutes each)



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



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

Attaining better

I am happy with what I have.

Curricular Goals and Objectives (NCF)

To enable the students:

- to follow model reading of the lesson for correct pronunciation, pauses, stress and proper intonation
- to infer from the text and frame meaningful answers to the questions
- to enrich their vocabulary with silent 'wr' words
- to form new words with suffixes -ship and -ness
- to practise correct spellings by unscrambling the letters to get the correct words
- to learn the correct usage of new words introduced in the lesson
- to practise the correct usage of articles a, an and the for the nouns/objects
- to enhance their listening skills/the words as nouns as verbs by listening for specific information and categorising
- to improve their speaking skills through picture description
- to enhance their writing skills by writing a recipe for their favourite sandwich
- to gather information about gardening tools and make a project
- to share their thoughts on a magic stick with their 'My Scribble and Secrets'
- to learn the value of helping people in need
- to apply the concepts studied in Maths, Science and Social Studies to find solutions to the word problems.

Methodology

Period 1

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

SHOULD DO

15 MIN.

Teacher: That is wonderful! Before we begin today's lesson, let us say a positive statement together:

Teacher: 'I am happy with what I have.'
(Students repeat after the teacher.)

Teacher: This means that we are grateful for the things we have and appreciate them. When we focus on what we have, it helps us feel content and motivated. Let us keep this positive attitude in mind throughout our lesson.

Teacher: Now, let us move forward with today's work.

Teacher: Now we will begin a new chapter, 'The Magic in the Boy's Heart'. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

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

43

K	W	L

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

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

Re-KAP

Let us start with the Re-KAP activities to understand the concepts in a better way.

MUST DO

25 MIN.

Kinaesthetic

Teacher: Look around yourself. Choose different objects. Use appropriate articles for the objects and make sentences. Tell them to your partner.

Teacher: Now, let us begin. Can anyone tell me when we use 'a' and 'an'? Yes, 'a' is used before words that begin

with a consonant sound, such as a book and 'an' is used before words that begin with a vowel sound, such as an apple.

Kinaesthetic

Look around yourself. Choose different objects. Use appropriate articles for the objects and make sentences. Tell them to your partner.

43

Teacher: When do we use 'the'? That is right! We use 'the' when talking about something specific or already known, such as the Sun or the teacher's desk.

Teacher: Now, pick an object around you and think of a sentence using the correct article. For example, I see a pencil on the table. I will say, I found a pencil on my desk.

Teacher: Now, turn to your partner and tell them your sentence. Listen to each other carefully and check if the articles are used correctly.

Teacher: Let us hear a few examples. Who would like to share?

Teacher: Wonderful! Now, let us try using the articles in new sentences. Look around again and choose another object. This time, you can also describe it in a sentence.

Teacher: Great job, everyone. You are getting better at using articles correctly! Well done!

Auditory

Teacher: Now, let us focus on listening skills. I will read a few sentences aloud and you will write them in your notebook. Your task is to circle the pronouns in each sentence. Are you ready?

Teacher: Here comes the first sentence 'He rises in the east.' Think about where the pronoun is and circle it.

Teacher: Next 'I saw she at the zoo.' Listen carefully and identify the pronoun.

Auditory*

Listen to your teacher carefully. Your teacher will read out some sentences. Write the sentences in your notebook. Circle the articles.

43

Teacher: And one more 'They found it under the desk.' Take your time and underline the pronouns.

Teacher: Now, let us check together. Look at your sentences. Where did you use 'he', 'she', 'it', 'they', and 'I'? Discuss with your partner before we review as a class.

Teacher: Excellent! You have done a great job identifying the pronouns. Now, let us summarise what we have learnt. When do we use 'we'? When do we use 'you'? And what about 'me'?

Teacher: Well done, everyone! You are now more confident in using pronouns in your sentences. Keep observing and practising in your daily conversations.

Pictorial

Teacher: Let us now observe some pictures and talk about them. Look at the images on the page. What do you see? A house, an umbrella, a table, an envelope, a book and a chair!

Teacher: We will use 'a' and 'an' correctly while describing these pictures. Remember, 'a' is used before words that begin with a consonant sound and 'an' is used before words that begin with a vowel sound.

Pictorial - PS

Look at the pictures. Talk to your partner about them. Use articles a or an.



43

Teacher: Let me give you an example, 'This is a house.' Since 'house' starts with a consonant sound, we use 'a'. But look at the umbrella. 'This is an umbrella.' Why? Because 'umbrella' starts with a vowel sound.

Teacher: Now, turn to your partner. Take turns describing the pictures using 'a' or 'an'. For example, you can say, 'This is a table' or 'This is an envelope.' Listen to each other and check if the articles are used correctly.

Teacher: As you speak, think about why we use 'a' with some words and 'an' with others. I will walk around and listen to your discussions.

Teacher: You all did a wonderful job today, using 'a' and 'an' correctly while describing the pictures. I am proud of your efforts.

Teacher: Tomorrow, we will begin reading the story where we will learn even more exciting things. So, come prepared and ready to explore new ideas.

Teacher: See you all tomorrow. Have a great day!

Differentiated Activities

110 km/h



Find five objects around the classroom and write a sentence for each using 'a' or 'an' correctly.

80 km/h



Draw three objects that require 'a' and three objects that require 'an' and label them correctly.

40 km/h



Look around the classroom and name any two objects. Say a sentence using 'a' or 'an' for each.

Home Task


Look around your home and find five objects. Write a sentence for each using 'a' or 'an' correctly in your notebook.

Period 2

Interacting better

Teacher: Good morning, everyone. Before we begin today's lesson, let us turn to page 44 and look at the section 'Interacting better'.

Teacher: In this section, we will talk about something fun! What is your favourite musical instrument? Is it a guitar, a piano or maybe a drum?



Interacting better

What is your favourite musical instrument? Why do you like it? Tell your partner.

ICL

44

Teacher: Think for a moment why do you like that instrument? Is it because of its sound or is it because you have seen someone play it beautifully?

Teacher: Turn to your partner and share your thoughts about your favourite instrument with them. You can also explain why you like it.

Teacher: Now, let us take a few responses. Raise your hand if you would like to share your answer with the class.


Teacher: Wonderful! Each of you has a different instrument that you love. Some of you like the piano because it sounds peaceful, while others enjoy the drum because of its exciting beats.

Teacher: Now that we have discussed musical instruments, let us begin reading a new story. The title is The Magic in the Boy's Heart.

Teacher: Open your books to page 44 and look at the picture in the blue box. What do you see? Do you recognise anybody in this picture? What is happening in the scene?

STEP 1

Maria is at the mall with her mother. She sees a Children's Corner at the mall. A lady is narrating a story. Maria walks over and joins the other children. The lady tells them the story **The Magic in the Boy's Heart**.



44

Teacher: Let us read what's happening together. I will read aloud and you can follow along in your books.

Teacher: Have you ever listened to a story in a public place like Maria? Maybe at a library, a family gathering or even at a school event?

Teacher: Turn to your partner and discuss where you have heard an interesting story outside of the classroom.

Teacher: Now, let us think about the story so far. The boy in the story wishes for something but cannot have it.

SHOULD DO

10 MIN.



Once upon a time, there lived a young boy with his mother. The boy had a good heart. He loved his mother and always helped her.

The boy did not have any toys. Though he never complained, he wished he had a drum.

One day, the mother was going to the market to sell some vegetables. The mother sold the vegetables and started walking back home. She felt sad that she could not buy a drum for her son. She began to cry.

I am going to the market. Is there anything I can get for you?



Mama, I would love to have a drum. But I know we don't have any money to buy one.

44

Teacher: Have you ever wished for something but did not get it immediately? Maybe a toy, a book or an experience, such as going on a trip?

Teacher: Think about how you felt in that moment. Did you find another way to feel happy?

Teacher: Turn to your partner and discuss one thing you wished for but had to wait for.

Teacher: Let us take a few responses. Who would like to share?

Teacher: That is very interesting! Now, let us predict what will happen next in the story? Will the boy get a drum? Or will something else happen?

Differentiated Activities

110 km/h



Write a short paragraph predicting how the story might end.

80 km/h



Draw a picture of the boy and his mother in the market and write one sentence about them.

40 km/h



Find and underline three describing words (adjectives) from today's reading.

Home Task

Write three sentences about something you once wished for and how you felt when you got it or did not get it.

Period 3

Teacher: Good morning, everyone. How are you all today? I hope you are excited to continue our story. Before we move ahead, let us quickly recall what we read in the last session.

Teacher: Who remembers where the mother was going?

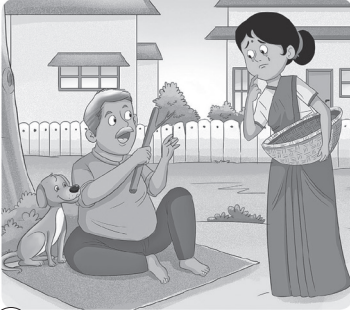
Teacher: That is correct! She was returning home after selling vegetables in the market. Now, can anyone tell me how she was feeling on her way back?

Teacher: Yes, she was sad because she could not buy a drum for her son. Then something unexpected happened. Can anyone share what that was?

SHOULD DO

10 MIN.





Her eyes were full of tears. She couldn't see clearly and almost fell over a stranger sitting by the roadside.

"Why are you crying?" asked the man. The woman told him why.

The man smiled warmly at the woman and gave her a piece of wood. He said, "Maybe this stick will help your boy. It may have magic!"

Discovering better
complained: to say that you are not happy **LAD**

44

Teacher: Absolutely! She met a kind stranger sitting by the roadside. What did the man do when he saw the mother crying?

Teacher: Well done! He gave her a wooden stick and said it might help her son because it had magic. Now, let us see what happens next. Please open page 44 of your book and follow along as we read.

Teacher: I will now read the next part of the story. Listen carefully and follow along in your books.

Teacher starts reading aloud, pausing to ask questions:

Teacher: The mother took the stick home and gave it to her son. How do you think the boy felt when he received a stick instead of a drum?

Teacher: That is right! He was confused and did not know what to do with it. But he still thanked his mother and went outside. Now, let us think about the next part.

What happened when he saw the old woman trying to light a fire?

Teacher: Very good! He noticed that she was struggling because the wood was wet. What do you think the boy did with the stick he had?

MUST DO

20 MIN.



"It doesn't look magical, but maybe my son can use it," she thought. She reached home and gave the stick to her son. She told him what the man had said. The boy did not know what to do with the stick. He thanked his mother and went to play outside.

The boy saw an old woman sitting by the roadside. She was trying to light a stove to cook rotis. However, the wood was wet and could not catch fire.

The boy gave her his stick.

45

Teacher: Exactly! He gave his stick to the old woman. Why do you think he did that?

Teacher: Yes, he wanted to help the woman. Now, discuss with your partner how you think the old woman felt when she received the stick.

Teacher: Now, let us look at the section 'Discovering better' on page 44. Here, we have a new word – complained.

Teacher: Can anyone tell me what it means to complain?

Teacher: Very good! It means to express that you are not happy about something. Can you think of a time when you complained about something? Maybe you did not like your lunch or you had too much homework?

COULD DO

10 MIN.



Teacher: Now, let us try replacing the word complained with another word that means the same thing. Can we use 'grumbled' instead?

Teacher: Great! Let us try using it in a sentence. If I say, The boy complained that he did not have a drum, how can I replace 'complained' with 'grumbled'?

Teacher: That is correct! Now, write your own sentence using the word complained and share it with your partner.

Differentiated Activities

110 km/h



Write a short paragraph about a time when you helped someone in need. Describe what happened, how you felt and how the other person responded.

80 km/h



Write two sentences using the word complained in different contexts. Ensure that the meaning is clear in both sentences.

40 km/h



Find the word complained in the story and use it in a sentence of your own. Try to use a different subject while keeping the meaning the same.

Home Task

Write two sentences using the word complained and one sentence about a time you helped someone.

Period 4

SHOULD DO

10 MIN.



Teacher: Good morning, everyone.

How are you all today? Before we begin, let us recall what we read in the last session.

(Note- Ask relevant question to the students)

The old woman started a fire with the wooden stick and cooked some rotis on the stove. She thanked the boy and gave him some rotis.

The boy took the rotis and kept walking. He met a woman. She had a small child in her arms.

"Why is your child crying?" the boy asked.

"He is hungry. His father is a potter. We could not sell any pots today. There is no food and the baby is hungry," she replied. The boy looked at the rotis in his hand.

He gave them to the woman. She fed her hungry child. The woman thanked the boy and gave him a large pot.

45

Teacher: Now, open your books to page 45. Let us read this part of the story together. Follow along as I read aloud. (Read the paragraph aloud, ensuring students are following along in their books.)

Teacher: Now, let us understand the paragraph better. I will explain it in simple words.

Teacher: Now, let us discuss some important words from this passage.

Teacher: Look at the 'Discovering better' section in your book. It tells us the meaning of the

MUST DO

20 MIN.



word 'potter'. A potter is a person who makes clay pots by hand.



Discovering better

potter: a person who makes clay pots by hand

LAD

45

Teacher: Can you think of any places where you have seen a potter at work? Maybe in a market or near a festival?

(Listen to student responses.)

Teacher: That is right! Potters shape clay into different kinds of pots and utensils. Their work is important because they make useful things for our homes.

Teacher: Now, let us turn to the 'Understanding better' section. The question asks, Why did the potter's family have no food?

Teacher: From our reading, we know that the potter could not sell any pots that day. Because of this, he did not earn any money and his family could not buy food. That is why the child was crying.

Teacher: Can you think of any other workers who might face similar problems when they do not sell their goods? For example, what happens if a vegetable seller does not sell any vegetables in a day?

(Encourage responses and guide the discussion.)

Understanding better

Why was the man shivering?

ICL

46

Teacher: Now, let us imagine we are the boy in the story. What would you do if you saw a hungry child and had food to share?

Teacher: Turn to your partner and discuss what you would do in such a situation. Would you share your food? Why or why not?

Teacher: Let us take a few responses.

(Listen to students and appreciate their answers.)

Differentiated Activities

110 km/h



Write five sentences describing what a potter does. Use the word 'potter' correctly in each sentence.

80 km/h



Draw a picture of a potter making clay pots. Write two sentences about the role of a potter in our daily lives.

40 km/h



Write two sentences using the word 'potter' correctly. One sentence should describe what a potter makes and the other should describe where we can find a potter.

Home Task

Write three sentences explaining why the potter's family had no food. Use words from the lesson to support your answer.

Period 5

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

SHOULD DO

10 MIN.

Teacher: That is great to hear! Before we begin, let us quickly recall what we read in the last session. What did the boy receive after giving the rotis to the woman?

Teacher: Yes, he received a pot. Now, open page 46 and let us continue reading.

The boy then reached a riverbank and saw a man wailing.
"Why are you wailing? What is wrong?" the boy asked the man.
"I am a washerman," the man replied. "My son has broken my only pot. How will I heat water to wash all these clothes?"
The boy gave his pot to the washerman.
The washerman thanked the boy and gave him a coat.
The boy took the coat and kept on walking.



Teacher: The boy kept walking and reached a riverbank. There, he saw a man crying loudly. Can anyone guess what might have happened to him?

Teacher: Let us read and find out.

Teacher: The man was a washerman and he was wailing. Do you know what wailing means?



He then saw a man with a horse. Both of them were wet and shivering.
The boy gave the coat in his hands to the man. The man put on the coat and said, "Thank you. Please take this horse. I found him on my way and wanted to take care of him. But I do not have the money to do that anymore!"
The boy took the horse and walked down the road. He saw a small animal shelter. Everyone was celebrating the birth of a calving. Musicians were playing beautiful melodies.

Teacher: Yes, it means crying loudly because of sadness or pain. Now, why was the washerman so upset?

Teacher: That is right! His son had broken his only pot and without it, he could not heat water to wash clothes. What do you think the boy will do?

Teacher: Let us read the next part.

Teacher: The boy gave his pot to the washerman. Why do you think he did that?

Teacher: Yes, he wanted to help. And what did the washerman give him in return?

Teacher: Correct! He gave him a coat. The boy took the coat and continued walking.

Teacher: The boy then saw another man. Open your books and follow along as we read.

Teacher: This man was wet and shivering. Have you ever felt so cold that your body started shaking?

Understanding better

Why was the man shivering?

ICL 46

Teacher: Yes, that is called shivering. Now, let us read what the boy did when he saw this man.

Teacher: The boy gave the coat to the man. Why do you think he did that?

Teacher: Yes, he wanted to help him stay warm. Now, let us read what the man said after receiving the coat.

Teacher: The man was very grateful and offered the boy a horse. Why do you think he gave the horse away?

Teacher: That is correct! He found the horse but could not take care of it anymore. Now, what do you think the boy will do with the horse?

Teacher: Now, look at the 'Understanding better' section. The question here is 'Why was the man shivering?'

Teacher: Think about what we just read. The man and the horse were both wet. What could be the reason?

Teacher: Yes! He was either caught in the rain or fell into the river. That is why he was cold and shivering.

Teacher: Can you think of a time when you were so cold that you started shivering?

Teacher: Good! Now, how did the boy help the man?

Teacher: Yes! He gave him the coat to keep warm. What does this tell us about the boy?

Teacher: Exactly! He is kind and always willing to help others.

Teacher: The boy started with nothing, but now he has a horse. What do you think he will do next?

Teacher: Discuss with your partner would you keep the horse or give it to someone else? Why?

Teacher: Let us hear some of your thoughts.

Differentiated Activities

110 km/h



Write five sentences about how the boy's kindness has helped different people in the story.

80 km/h



Draw a picture of the boy, the washerman and the man with the horse. Write two sentences describing each.

40 km/h



Use the words wailing and shivering in two different sentences.

Home Task

Write three sentences about how the boy's kindness has led him to new experiences.

Period 6

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

Teacher: That is wonderful! Before we continue, let us quickly recall what we read in the last period.

(Note- Ask students relevant questions)

Exploring better

loot: from the Hindi word lut, meaning to steal

Kol

The boy wanted the horse to be safe. He walked inside the animal shelter and handed the horse over to the men. He explained to them how he found the horse. Everyone was happy. They praised him for taking care of the horse. "You saved a life," one man said gratefully. He whispered something to one of the musicians.

46

Teacher: The boy explained to the people at the shelter how he found the horse. Why do you think he did that?

Teacher: That is correct! He wanted to make sure the horse was taken care of properly. Now, let us read how the people at the shelter responded.

Teacher: They were happy and praised the boy for his kindness. One man even told him, 'You saved a life.' What does this tell us about the boy?


Teacher: Yes! It shows that he always helps others without expecting anything in return.

Teacher: Now, let us look at 'Exploring better'. The word here is 'loot', which comes from the Hindi word 'lut', meaning 'to steal'. Have you heard this word before?

Teacher: Yes! We use the word loot when talking about things being stolen. Can you think of a sentence using this word?

Teacher: Great job! Now, let us continue reading.

Teacher: One of the men whispered something to a musician. What do you think he said?



Discovering better

LAD

riverbank: the land along the edge of a river
wailing: crying loudly
shivering: shaking because one is cold
animal shelter: a place where animals are kept and taken care of
calf: a young cow
melody: a musical tune

46

Teacher: Let us read and find out.

Teacher: The musician stepped forward and gave the boy a drum! How do you think the boy felt?

Teacher: Yes! He was thrilled because this was what he had always wanted. Let us read his reaction.

Teacher: He thanked the musician and ran home to show his mother.

Teacher: Do you think the wood was magical?

Teacher: No! The real magic was in his kindness. Every time he helped someone, something good happened to him in return.

Teacher: Now, look at 'Discovering better'. There are some important words here

- riverbank: the land along the edge of a river
- wailing: crying loudly
- shivering: shaking because of cold
- animal shelter: a place where animals are taken care of
- calf: a young cow
- melody: a musical tune

Teacher: Can you find and read a sentence from the story where one of these words is used?

Teacher: Well done! Now, let us think how does music connect to the story?

Teacher: That is right! The boy's kindness led him to the drum, which made him happy, just like music makes people happy.


Teacher: And with that, we have completed the story! What did you all learn from it?

The musician came forward. He gifted the boy a drum. The boy was thrilled. "This is what I always wanted. Thank you!" exclaimed the boy.

He ran all the way home, eager to show his mother his new drum. 'The man was right,' the boy thought to himself. 'The piece of wood did have magic!'

Little did he know, the real magic was in his own kind heart.

— adapted from a story by Umesh P N




Imagining better

If I were a magician...

46

Teacher: Yes! It teaches us that we should always be helpful and kind to other without expecting anything in return.

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

COULD DO

10 MIN.

Teacher: Now, let us move to 'Imagining better'. The question here is, If I were a magician...

Teacher: Imagine that you had a magic wand. What is the first thing you would do?

Teacher: Would you use it to help others, just like the boy did? Or would you do something else?

Teacher: Turn to your partner and discuss. Share what you would do if you were a magician.

Teacher: Let us hear some of your ideas.

Differentiated Activities

110 km/h



Write five sentences explaining how each kind act led the boy to his drum.

80 km/h



Draw a picture of the boy playing the drum.

Write two sentences about how kindness brings happiness.

40 km/h



Use the word 'melody' in a sentence about music.

Home Task

Read the chapter at home.

Period 7

Teacher: Good morning, everyone.

How are you all today?

SHOULD DO

10 MIN.

Teacher: That is wonderful! Yesterday, we completed the story and saw how kindness led the boy to what he truly wanted. Before we move ahead, let us quickly recall the main events of the story.

Recalling better

CING

- A little boy wanted a drum.
- An old man gave the boy's mother a wooden stick. He said it may have magic.
- The mother gave the stick to the boy.
- The boy gave the stick to a woman. The woman used it to cook rotis. She gave some to the boy.
- The boy gave away the rotis to feed a hungry child. He received a pot in return.
- The boy gave the pot to a washerman and received a coat.
- The boy gave the coat to a man who was drenched and shivering. The boy received a horse.
- The boy took the horse to an animal shelter.
- There, some musicians were celebrating the birth of a calf.
- The musicians at the animal shelter gave the boy a drum.

47

Teacher: Open your books to the section 'Recalling better'. I will read the points aloud and you will follow along.

Teacher: A little boy wanted a drum. Then, an old man gave the boy's mother a wooden stick, saying it had magic. What happened next?

Teacher: Yes! The mother gave the stick to the boy and he passed it on to a woman who used it to cook rotis. What did she give the boy in return?

Teacher: That is right! She gave him some rotis. What did the boy do with the rotis?

Teacher: Correct! He gave them to a hungry family and received a pot. Then, he met a washerman. What happened next?

Teacher: Yes! The boy gave his pot to the washerman, who gave him a coat. Later, he saw a man shivering and gave him the coat. What did he receive in return?

Teacher: Exactly! He received a horse. What did he do with the horse?

Teacher: That is right! He took it to an animal shelter. The people there praised him and a musician gifted him a drum. What does this story teach us?


Recalling better

- A little boy wanted a drum.
- An old man gave the boy's mother a wooden stick. He said it may have magic.
- The mother gave the stick to the boy.
- The boy gave the stick to a woman. The woman used it to cook rotis. She gave some to the boy.
- The boy gave away the rotis to feed a hungry child. He received a pot in return.
- The boy gave the pot to a washerman and received a coat.
- The boy gave the coat to a man who was drenched and shivering. The boy received a horse.
- The boy took the horse to an animal shelter.
- There, some musicians were celebrating the birth of a calf.
- The musicians at the animal shelter gave the boy a drum.

CING

47

Teacher: Yes! When we help others, kindness comes back to us in different ways.

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

MUST DO

20 MIN.

Teacher: Now, let us move to 'Connecting better'. Read the conversation between Maria and her father.

Teacher: Maria wants to visit an animal shelter. How does Baba help her?

Teacher: That is correct! He says he will find a nearby shelter using his phone and a map. What does Maria's mother tell her about maps?

Connecting better

After listening to the story, Maria wants to visit an animal shelter. She asks Baba, "How do we find a nearby animal shelter?" Baba says, "It's easy! I will look for a nearby animal shelter on my phone. Then, I will use a map to get there." Mumma asks, "Maria, do you know there is a book of maps? It has maps of all countries in the world." Maria replies, "Yes, I learnt about it in class. It's called an atlas!"

MDA HoLL

47

Teacher: Yes! She tells Maria that there is a book of maps called an atlas. Have you heard of an atlas before? Where have you seen one?

Matching better

happy: glad

grateful: thankful

LTL

47

Teacher: Very good! Maps help us find places, just like Baba used a phone map. If you had to find an important place, would you use a paper map or a phone? Why?

Teacher: That is an interesting thought! Both can be useful in different situations.

COULD DO

10 MIN.

Teacher: Now, look at 'Matching better'. This is an activity where we find synonyms. There are two words here – 'happy' and 'grateful'. Can you think of a word that means the same as 'happy'?

Teacher: Yes! 'Glad' is a synonym for 'happy'. Now, let us find the synonym for 'grateful'.

Teacher: Correct! 'Thankful' is the synonym for 'grateful'. Finding synonyms helps us express ourselves better. Can you think of other synonyms for 'happy' and 'grateful'?

Teacher: Let us take a few responses.

Teacher: Wonderful! Now, turn to your partner and ask them when they last felt happy or grateful. Listen carefully to their answers.

Differentiated Activities

110 km/h



Write five sentences about how each person in the story showed gratitude.

80 km/h



Draw a picture of the boy receiving the drum. Write two sentences about why he was grateful.

40 km/h



Can you find a synonym for 'happy' and use it in a sentence? Now, do the same for 'grateful'.

Home Task

Complete 'My scribbles and Secrets'.

Period 8

Learning better - Excelling Comprehension

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

SHOULD DO

15 MIN.

Teacher: That is great to hear!

Yesterday, we completed the story and saw how kindness led the boy to his drum. Today, we will check how well we have understood the story. Open your books to 'Learning better' and look at 'Exercise A'.

Learning better

Comprehension

A Circle the correct answers.

1. The young boy lived with his **mother** / grandmother.
2. The mother sold the vegetables at the **market** / mall.
3. The boy gave the wooden stick to a **strange man** / an old woman.
4. The **potter** / washerman needed a pot.
5. Everyone at the animal shelter was celebrating the birth of a **calf** / foal.

CBA FuLL

48

Teacher: Read the first sentence. Did the boy live with his mother or grandmother?

Teacher: Yes! He lived with his mother. Now, the second question: where did the mother sell vegetables, at the market or the mall?

Teacher: That is correct! She sold them at the market. Now, continue circling the correct answers for the remaining questions. Once done, we will discuss them together.

Teacher: Now, let us move to 'Exercise B'. Read the first sentence.

Teacher: Who said these words?

Teacher: Yes! The old man said it to the boy's mother. Now, why do you think he said these words?

Teacher: That is right! He wanted to give her hope and show that kindness creates magic.

MUST DO

10 MIN.



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

- "Maybe this stick will help your boy. It may have magic!"
 - Who said this?
 - Whom did the speaker say this to?
 - Why did the speaker say these words?
- "My son has broken my only pot. How will I heat water to wash all these clothes?"
 - Who said this?
 - Why did the speaker need a pot?
 - Who helped him and how?

48

Teacher: Now, read the second sentence 'My son has broken my only pot. How will I heat water to wash all these clothes?' Who said this?

Teacher: Correct! The washerman said it. Why did he need a pot?

C Write short answers in your notebook.

- How did the boy help the potter's family?
- What did the washerman give to the boy? Why?
- Why did the boy take the horse to the animal shelter?

48

Teacher: Yes, he needed it to heat water for washing clothes. Now, who helped him?

Teacher: Very good! The boy gave him a pot and in return, the washerman gave him a coat.

D Write long answers in your notebook.

- Describe how the boy received the drum.
- Do you think there was magic in the boy's heart? Why?

48

Teacher: Now, take out your notebooks. Write the answers for these questions in full sentences. Make sure to use the correct punctuation and complete sentences while writing.

Teacher: Once you are done, exchange your notebooks with your partner and check each other's answers.

MUST DO

10 MIN.



Teacher: Now, look at 'Exercise C'. The first question is 'how did the boy help the potter's family?'

Teacher: Yes! He gave them rotis when they had no food. That was a kind act. Now, write the answer in your notebook in two complete sentences.

Teacher: The second question asks 'what the washerman gave the boy and why'. Do you remember?

Teacher: That is correct! The washerman gave him a coat because the boy had helped him by giving him a pot. Write the answer in your notebook in one complete sentence.

Teacher: The last question is about the horse. Why did the boy take it to the animal shelter? Think about it, then write the answer in two sentences.

Teacher: Let us hear a few answers. Who would like to share?

COULD DO

10 MIN.



Teacher: Now, move to 'Exercise D'. The first question asks you to describe how the boy received the drum.

Teacher: Think about the different steps. Who gave him the drum? Why did the musician give it to him? What had the boy done to receive it?

Teacher: Now, write your answer in your notebook in at least four sentences.

Teacher: The second question asks 'Do you think there was magic in the boy's heart? Why?'

Teacher: Was the stick truly magical or was it the boy's kindness that made things happen?

Teacher: Write your answer in five sentences, explaining why kindness is magical.

Differentiated Activities

110 km/h



Write a short paragraph in your notebook explaining how the boy's kindness changed his journey.

80 km/h



Create a comic strip showing the moment the boy received the drum. In the last panel, write two sentences explaining how kindness brings joy.

40 km/h



Write two sentences in your notebook using the words 'magic' and 'grateful'.

Home Task

Learn and practise the answers done in the class.

Period 9

Excelling Vocabulary

SHOULD DO

10 MIN.



Vocabulary

Read these words aloud.

wrong wrench wriggle write wry wreck

In the words given above, w and r are written together. When this happens, the w in the word becomes silent. This means that each of these words, when pronounced, gives an r sound.

wrinkle = (w)rinkle wrong = (w)rong
wrestle = (w)restle wry = (w)ry


48

Teacher: That is wonderful! Today, we will explore new words and learn about silent letters and suffixes. Open your books to the 'Vocabulary' section and look at the words given at the top of page 48.

Teacher: Read the words aloud wrong, wrench, wriggle, write, wry, wreck. What do you notice about these words?

Teacher: Yes! They all begin with 'wr'. Do you know what happens when 'w' and 'r' are together at the starting of a word?

Teacher: That is correct! The 'w' is silent and we only pronounce the 'r' sound. Let us say each word again and carefully listen how each of them sound.

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

Teacher: Now, move to 'Exercise E'. Look at the words in the table. Some of these words begin with 'wr', while others do not. Your task is to identify and circle the words where 'wr' is used.

Teacher: Look at the first column. Warp and wrap which one has a silent 'w'?

Identify and circle the silent wr words.			
warp	wrap	ward	wrestle
wrinkle	wire	worm	wrist
ware	writer	worn	wrack

Teacher: Yes! Wrap has a silent 'w'. Circle it. Now, continue searching and circling the remaining silent 'w' words.

Teacher: Once you are done, compare your answers with a partner. Did you both find the same words?

Teacher: Great! Now, let us move to 'Exercise F'. Here, we will add the suffixes 'ship' or 'ness' to words. First, let us recall what does 'ship' mean when added to a word?

Teacher: Yes! It refers to a state or position, like friend becoming friendship. And what about 'ness'?

Teacher: Correct! It shows a quality or state, like kind becoming kindness.

Teacher: Now, look at the words given bright, member, champion, careless, relation. Where should we add 'ship' and where should we add 'ness'?

Add the suffix ship or ness to the following words. Write the new words in the correct columns. Add some words of your own with the given suffixes.				
1. bright	2. member	3. champion	4. careless	5. relation
ship		ness		

Teacher: Yes! Membership and championship go under 'ship', while brightness and carelessness go under 'ness'.

Now, complete the table in your notebooks and think of two more words to add under each category.

Poster

Teacher: Let us take a moment to look at the poster on the wall.

(Please display and discuss the posters prominently in the classroom to reinforce the learning about animal reproduction. Encourage students to observe the posters and discuss the different types of animal reproduction.)

Teacher: Great observation everyone.

Teacher: Now, let us play a quick word game! I will say a word and you must tell me if we can add 'ship' or 'ness' to it.

Teacher: Let us start with leader. What happens when we add 'ship'?

Teacher: Yes! It becomes leadership. What about happy?

Teacher: Right! It becomes 'happiness'. Now, turn to your partner and take turns giving each other words to add suffixes to.

English Theme 4: How Do We Evolve?

SUFFIXES

Adding suffixes to a word makes a new word with a different meaning.

-ship	-ness
friend + ship = friendship	clever + ness = cleverness
leader + ship = leadership	neat + ness = neatness
partner + ship = partnership	smart + ness = smartness
intern + ship = internship	sharp + ness = sharpness

THESAURUS

Instead of using the word **friendship**, you can use these words:

attachment closeness
bond companionship
affection

Instead of using the word **kindness**, you can use these words:

generosity warmth
gentleness tenderness
goodness

Instead of using the word **leadership**, you can use these words:


guidance supervision
rule command
captaincy

Instead of using the word **neatness**, you can use these words:


cleanliness hygiene
tidiness sanitation
spick and span

Differentiated Activities


110 km/h

 Write five sentences using words with the suffixes 'ship' and 'ness'. Underline the suffix in each word.

80 km/h

 Draw a creative word web with at least three words under 'ship' and three under 'ness'.

40 km/h

 Write three new words with the 'ship' suffix and three with the 'ness' suffix in your notebook.

Home Task

Find five new words that contain the 'wr' and write one sentence for each in your notebook.

Period 10

Excelling Spelling

Teacher: Good morning, everyone! How are you all today?
(Use CRM signs to settle the class)

Teacher: That is great to hear! Today, we will focus on spelling and grammar. Open your books to page 49 and look at the 'Spelling' section in 'Exercise G'.

Teacher: You can see five scrambled words. These words are related to things we need in our daily lives. Let us solve the first one together. The letters are 'tershel'. Can anyone guess the correct word?

Unscramble the words and write them correctly. Each word is connected with the things we need.

1. tershel _____	2. milyfa _____
3. turena _____	4. terwa _____
5. thesclo _____	

49

Teacher: Yes! The correct word is 'shelter'. Now, unscramble the remaining words and write them correctly in your notebooks.

Teacher: Once you are done, compare your answers with a partner and check if you got them right.

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

Teacher: Now, let us move to the 'Grammar' section on page 49. We will learn about articles 'a', 'an' and 'the'.

Teacher: Look at the examples given in your book. When do we use 'a'?

Articles are placed before nouns. Articles a or an are used to refer to a single noun.
an apple, a boy, a yacht

The article **a** is used before words that start with a consonant sound. The article **an** is placed before words that begin with a vowel sound.

- Mother bought me a dress and an umbrella.

We use **a** or **an** to talk about something for the first time. We use **the** when we talk about the same thing again or when we talk about something specific.

- I saw a child in the park today. The child had curly hair.

The is also used when we talk about proper nouns.

- The Charminar is in Hyderabad.

We do not use any articles when we talk about uncountable nouns, such as sugar, salt, beauty or wisdom.

49

Teacher: That is correct! We use 'a' before words that start with a consonant sound, such as 'a dress'.

Teacher: And when do we use 'an'?

Teacher: Yes! We use 'an' before words that start with a vowel sound, such as 'an umbrella'.

Teacher: Now, read the example sentences about 'the'. When do we use 'the'?

Read the words in the box. Write them in the correct columns.

apple	uniform
insect	umbrella
jet	drum
girl	hour

a	an

50

Teacher: Right! We use 'the' when talking about something specific or when referring to a proper noun, such as 'The Charminar is in Hyderabad'.

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

Teacher: Let us apply what we have learnt. Look at 'Exercise H' on page 50. There is a box with words. Your task is to place each word in the correct column under 'a' or 'an'.

Teacher: Let us do the first one together. 'Apple'—should it go under 'a' or 'an'?

Teacher: Yes! 'Apple' goes under 'an' because it starts with a vowel sound. Now, complete the table for the remaining words in your notebooks.

Teacher: Once you are done, check with your partner and discuss any differences in your answers.

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

Teacher: Now, look at 'Exercise I' on page 49. Here, you must fill in the blanks with the correct article. Let us try the first one together.

1 Fill in the blanks using the suitable articles.

- I have _____ idea! (a/an)
 - I need _____ pen. (a/an)
 - The train is late by _____ hour. (an/the)
 - Please do not touch _____ monitor. (a/the)
 - Do you have _____ eraser? (an/a)
- 50

Teacher: 'I have _____ idea!' Should we use 'a' or 'an'?

Teacher: Yes! It should be 'an' because 'idea' starts with a vowel sound. Now, complete the rest of the sentences on your own in your notebooks.

Teacher: Once you finish, we will go through the answers together.

Differentiated Activities

110 km/h

Write five sentences using 'a', 'an' and 'the' correctly. Underline the articles in each sentence.

80 km/h

Find and write three new words that start with a vowel sound and three that start with a consonant sound.

40 km/h

Complete three additional fill-in-the-blank sentences using 'a' or 'an' in your notebook.

Home Task

Write five sentences in your notebook using 'a', 'an' and 'the' correctly.

Period 11

Excelling Concentration

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

Teacher: That is great to hear! We will start today's lesson with a listening activity. Open your books to page 50, the 'Excelling Concentration' section. I will read a few lines and your task is to listen carefully and identify the nouns and verbs in the sentences.

Teacher: Let us recall 'what is a noun?'

Teacher: Yes! A noun is the name of a person, place or thing. And what is a verb?

Teacher: Correct! A verb is an action word. Let us try an example together. If I say, 'The cat jumps over the fence,' which words are nouns?

Teacher: Yes! 'Cat' and 'fence' are nouns. And which word is the verb?

Concentration*


ABLE

1 Your teacher will read out a few lines. Listen carefully and identify the nouns and verbs. Write them in the given table.

nouns	verbs

50

Teacher: That is right! 'Jumps' is the verb. Now, listen carefully. After listening, we will discuss the words together and complete the table in your books.

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

Excelling Language

Teacher: Now, look at 'Excelling Language' section. You can see four pictures showing a boy and a dog. Let us observe them carefully.





Teacher: What do you think is happening in these pictures?

Teacher: Yes! It looks like the boy was running, the dog followed, something unexpected happened and now they are sitting together.

Language

21st CS LAD OLD

R Look at the pictures below. Narrate a story to your partner based on the pictures.

You may take the help of the words in the box.

one evening

ran across the park

hid behind

suddenly

fell on his head

50

Teacher: Look at the phrases in the box 'one evening, ran across the park, hid behind, suddenly, fell on his head.' How can we use these phrases to create a short story?

Teacher: Let us do the first part together. 'One evening,

a boy was running across the park.' What do you think happened next?

Teacher: Good! The dog followed him and then suddenly something happened. Now, turn to your partner and take turns completing the story using these words.

Teacher: After discussing, write three sentences in your notebooks to describe the story. I will walk around and help you as needed.

Excelling Expression

Teacher: Now, we will be writing a recipe for our favourite sandwich. Open your books to the 'Expression' section.

Teacher: First, let us list the ingredients. I will start with an example—'Today, I will make a sandwich. Things I will need: 2 slices of bread, vegetables, butter and ketchup.'

Teacher: Now, think about your favourite sandwich. What ingredients do you need? Write them down in your notebook.

Teacher: Great! Now, let us write step-by-step instructions for making the sandwich. Start with simple steps like 'Spread butter on the bread' and continue.

Expression

DBL 21st CS

1 In your notebook, write the recipe for your favourite sandwich. Start by listing all the ingredients. Then, write the steps one by one. You may begin like this:

Today, I will make a sandwich for myself. Things I will need:

- 2 slices of bread
- vegetables
- butter
- ketchup

51

Teacher: Now, let us play a quick game. I will give you some directions and you have to point in the correct direction.

Teacher: If I say, 'Point to the North', which way will you point?


Teacher: That is correct! Now, let us try another one. 'Point to the West'.

Teacher: Very good! Directions help us understand locations better. Now, turn to your partner and ask them a direction-based question.


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

Differentiated Activities


110 km/h

 Write five sentences using words with the suffix 'ness'. Underline the suffix in each word.

80 km/h

 Find and write three new words that begin with 'wr' and use each in a sentence.

40 km/h

 Complete three additional fill-in-the-blank sentences using 'a' or 'an'.

Home Task

Make sandwiches with the help of an adult and share your experience in the class tomorrow.

Period 12

Creating better

SHOULD DO

20 MIN.

Teacher: Good morning, everyone! How are you all today?
Teacher: That is wonderful! Today, we will begin with a fun activity. Open your books to 'Creating better'.

Teacher: Now, let us discuss something fun! On the 'Creating better' section. You will be making 'jhaal muri' (puffed rice chaat) at home, but before that, let us talk about how you are going to do it.

Teacher: Look at the steps given in your book. What is the first thing you need to do?

Teacher: Yes! You will need a bowl of puffed rice and some roasted peanuts. What will you do next?

Teacher: That is correct! You will chop onions, boiled potatoes and coriander. Remember, you must ask an adult to help you with chopping.

Creating better

Make some jhaalmuri (puffed rice chaat) for your family as an evening snack. Follow the steps given below.

1. Add one small cup of puffed rice and some roasted peanuts in a big bowl.
2. Finely chop onions, boiled potatoes and coriander with the help of an adult. Keep them in a separate bowl.
3. Add a few drops of oil to the puffed rice.
4. Add the chopped vegetables to the big bowl.
5. Add salt and some chaat masala.
6. Mix well and your healthy snack is ready!

2LrCS ArtI

51

Teacher: What else do you need to add to make it tasty?

Teacher: Right! A few drops of oil, salt and some chaat masala. Finally, what will you do before eating?

Teacher: Yes! Mix it well and your snack is ready.

Teacher: Now, think about how you will make it at home. Who will help you? When will you prepare it? Share your plan with your partner.

Teacher: Well done, everyone! You now know exactly how to prepare 'jhaal muri' at home. Tomorrow, we will share our experiences and talk about how it turned out!

MUST DO

15 MIN.

Thinking better

Teacher: What are some ways through which you can show kindness towards your classmates every day?

Teacher: Think about small actions that make a big difference—helping a friend with their homework, sharing your things or simply saying kind words. Turn to your partner and share your ideas.

Thinking better

What are some ways through which you can show kindness towards your classmates every day?

COD HOTS 2LrCS

51

Choosing better

Teacher: Now, let us move to the 'Choosing better' on page 51. Suppose you find a lunchbox on the school playground. What would you do?

Choosing better

You find a lunchbox on the school playground. What will you do?

1. You will keep it for yourself because you like it.
2. You will submit it to the Lost and Found department so that the owner may claim it.
3. Leave it at the playground.

EXL LSV 2LrCS

51

Teacher: Think carefully before choosing. Which option shows kindness and responsibility?

Teacher: That is right! The best choice is to submit it to the Lost and Found department. This way, the owner can get their lunchbox back.

Revising better

Teacher: Now think about the story 'The Magic in the Boy's Heart'. What was your favourite word in the story?

Teacher: Now, write your favourite word in your 'Little Book' and write its meaning.

Teacher: Let us share a few words. Who would like to go first?

Revising better

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

DBL

51

Teacher: That is an interesting choice! Why do you like this word?

Teacher: Well done! Everyone has chosen different words, showing how we all connect with stories in unique ways.

(Use CRM signs to settle the class)

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

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

L (What I have Learnt)*

ICL

51

Teacher: Think about the topics we have Learnt and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: And with this, we have completed the chapter 'The Magic in the Boy's Heart'.

Teacher: Well done, everyone! You have all worked very hard and learnt many new things. Let us give ourselves a round of applause. See you in the next class!

Differentiated Activities

110 km/h



Write a short paragraph explaining why directions are important in daily life.

80 km/h



Draw a compass rose in your notebook and label the four main directions.

40 km/h



Write three sentences using North, South, East or West correctly.

Home Task

Make Jhaal muri at home with the help of an adult.

Period 13

Book of Holistic Teaching

SHOULD DO

20 MIN.



Teacher: Good morning students. As we have completed our chapter, we will now do 'Book of Holistic Teaching' and 'workbook' today.

Teacher: Now, let us connect what we learnt in the story to different subjects. Open your notebooks and write today's date. We will complete three short exercises from the 'Book of Holistic Teaching.'

Maths

Teacher: The first question says: 'The line that divides a figure into two equal halves is called the line of _____.'

Teacher: Who can tell me the correct answer?

Teacher: Yes! It is 'symmetry'. Now, write the question and the answer in your notebook.

Chapter 4: The Magic in the Boy's Heart

Theme 4: How Do We Evolve?

A Maths

HoLL MDA

The line that divides a figure into two equal halves is called the line of

4

Science

Teacher: The next question asks, 'What are two examples of animals that produce babies by laying eggs?'

Teacher: That is right! Birds like hens and reptiles like snakes lay eggs. Now, write this question in your notebook and answer it in full sentences.

B Science

What are the two examples of animals that produce babies by laying eggs? **Write** the answer in the space provided.

4

Social Studies

Teacher: Let us fill in the blanks for directions. Copy these sentences into your notebook and complete them with the correct words.

1. North lies at the _____ of the map.
2. South lies at the _____.
3. _____ lies at the right side and _____ at the left side of the map.



Social Studies

Fill in the blanks.

Out of the four directions that exist, North lies at the _____ of the map. South lies at the _____. _____ lies at the right side and _____ at the _____ left side of the map.

4-5

Teacher: What are the missing words?

Teacher: Excellent! North is at the top, South is at the bottom, East is on the right and West is on the left. Write the completed sentences in your notebook.

MUST DO

20 MIN.



Worksheet-1

Teacher: Now, open Worksheet 1, page 11 and look at the poem 'Bad Timing'. I will read the poem aloud while you follow along.

Teacher: What is the poet confused about in the poem?

Teacher: Yes! He does not know what time it is because his watch is broken. How does this affect him?

Theme 4: How Do We Evolve?

4. The Magic in the Boy's Heart

Worksheet 1

Comprehension

Read the poem carefully.

Bad Timing

My watch is broken
so I can't tell the time.
I don't know if it's midnight
or quarter past nine.
I don't know if I'm eating
my dinner or lunch.

I don't know if I should be
in bed or at brunch.
I've broken my watch
and I haven't a clue
what in the world
I'm supposed to do.

What time could it be?
I hope that it's three
because that's when my favourite
cartoon's on TV.

I think I hear school bells
and if that's the case,
I'm in the right time
but in the wrong place!

Arden Davidson

11

Teacher: Correct! He does not know whether it is midnight or morning or whether he should be in bed or eating lunch.

Teacher: Now, look at Exercise A. You need to complete the blanks using words from the poem. Let us do the first one together.

A. Fill in the blanks.

1. I don't know if it's _____ or quarter past nine.
2. I don't know if I'm eating my _____ or lunch.
3. I don't know if I should be in bed or at _____.
4. I think I hear _____.
5. I'm in the right time but in the _____ place!

11

Teacher: 'I don't know if it's _____ or quarter past nine.' What is the correct answer?

Teacher: Yes! The answer is 'midnight'. Now, complete the rest on your own and I will help you if needed.

B. Answer the following in your notebook.

1. Who wrote the poem 'Bad Timing'?
2. Why cannot the poet tell the time?
3. Which line in the poem tells us that the poet did not know what he should do?
4. Why does the poet wish for it to be three o'clock?
5. Why is the poet in the right time but at the wrong place?

11

Teacher: Now, move to Exercise B. Let us look at the first question—'Who wrote the poem 'Bad Timing'?'

Teacher: Yes! The poet is Arden Davidson. Now, try answering the remaining questions in your notebooks using complete sentences.

C. Write true or false.

1. The poet can't tell the time because he has lost his watch. _____
2. The poet doesn't know if he is having dinner or lunch. _____
3. The poet knows that he should be in bed. _____
4. At four o'clock, the poet's favourite cartoon is on T.V. _____
5. The poet thinks he can hear church bells. _____

11

Teacher: Finally, look at Exercise C. Read each statement carefully and decide if it is true or false. Let us do the first one together.

Teacher: 'The poet cannot tell the time because he has lost his watch.' Is this true?

Teacher: No! It is false because his watch is broken, not lost. Now, complete the rest of the exercise and we will check the answers together.

Differentiated Activities

110 km/h



Write a short paragraph explaining the main idea of the poem.

80 km/h



Make a list of three things that the poet was confused about in the poem.

40 km/h



Write two sentences explaining why the poet's broken watch caused a problem.

Home Task

Complete the project from 'Book of Project Ideas'

Period 14

Worksheet-2

Teacher: Good Morning students. How are you?

Teacher: It is great to hear that. Everyone open your workbook to page 12 'Worksheet 2'. Today, we will strengthen our vocabulary and grammar skills. Let us begin with vocabulary.

SHOULD DO

20 MIN.



Vocabulary

A. Instead of using the word sadness, we can use the words given below:

sorrow regret despair misery

Now, add the suffix **ness** to the given words to make a new word. Write the new words in the blanks.

1. bright + ness = _____
2. ill + ness = _____

12

Teacher: Look at Exercise A. You can see four words – 'sorrow', 'regret', 'despair' and 'misery'. These words are different ways to express sadness. Can you think of a sentence using any one of these words?

Teacher: Great! Now, look at the words 'bright' and 'ill'. When we add 'ness' to them, we form new words. What do you think they become?

B. Read the given words aloud. Find the words beginning with wr in the given word search.

wrote

wrong

wretch

wreck

wrench

j	a	w	r	e	c	k	c
h	w	r	n	y	q	g	t
w	r	e	n	c	h	w	h
l	o	t	b	z	u	m	x
z	n	c	b	k	s	p	h
t	g	h	u	o	r	w	n
i	h	w	r	o	t	e	g
j	q	y	d	x	u	f	v

12

Teacher: That is right! 'Bright' becomes 'brightness' and 'ill' becomes 'illness'. Now, complete the blanks with the correct words in your notebook.

Teacher: Now, let us move to Exercise B. Look at the word search puzzle. Can you find all the words that start with 'wr'?

Teacher: Yes! Words like 'wrote', 'wrong', 'wretch', 'wreck' and 'wrench' are hidden in the puzzle. Find and circle them in your books.

Grammar

A. Fill in the blanks with a or an.

1. Mohan is _____ tall boy
2. Rumi is carrying _____ umbrella.
3. _____ apple a day keeps the doctor away.
4. Garima will have _____ orange after lunch.

12

Teacher: Now, let us practise using articles correctly. Turn to the 'Grammar' section. Read the sentences in Exercise A. Which article should we use before 'tall boy'?

Teacher: Correct! We say 'a tall boy' because 'tall' begins with a consonant sound. What about 'umbrella'?

Teacher: Yes! 'An umbrella' because it starts with a vowel sound. Now, complete the rest of the sentences.

Teacher: Lastly, in Exercise B, we will classify nouns. Some nouns are countable (we can count them) and others are uncountable (we cannot count them). Look at the words given – 'cup', 'space', 'music' and 'watch'. Which ones are countable and which ones are uncountable?

B. Read the words given below. Write **C** if it is a countable noun and **U** if it is an uncountable noun.

- | | | | |
|----------|-------|----------|-------|
| 1. cup | _____ | 2. space | _____ |
| 3. music | _____ | 4. watch | _____ |

12

Teacher: Yes! 'Cup' and 'watch' are countable, while 'space' and 'music' are uncountable. Now, write 'C' for countable and 'U' for uncountable in your books.

MUST DO

20 MIN.

Worksheet-3

Teacher: Now, let us practise our listening skills for that you must open the workbook to 'Worksheet 3', 'Section A'.

Worksheet 3

Listening / Speaking / Writing

A. Your teacher will read out a small passage. Listen carefully and note down the present continuous tense in your notebook.*

13

Teacher: I will read a small passage aloud. Your task is to listen carefully and note down the words in the present continuous tense in your notebook.

B. Look at the picture given below. Work in pairs to tell a story based on the picture. Take turns to tell the story.



13

Teacher: (Reads passage with sentences in the present continuous tense.)

Teacher: Now, go through your notes and underline all the present continuous tense verbs.

C. Ramu bought a dozen bananas from the market. He wants to make banana shake. However, he does not have the recipe for it. Write down the recipe for Ramu in your notebook.

13

Teacher: Let us check our answers together. Who can share one sentence they wrote?

Teacher: Well done! This activity helps us focus on how actions are happening at the moment.

Teacher: Now, let us work on speaking and storytelling. Look at 'Worksheet 3', 'Section B'. There is a picture of children playing.

Teacher: Observe the details in the picture. What are the children doing? How do they look? What is happening in the background?

Teacher: Now, work in pairs. Take turns telling a short story based on the picture. One of you will start and the other will continue the story. Try to use the present continuous tense while describing the actions.

Teacher: After your discussion, write a short paragraph about what is happening in the picture. Use at least three sentences in the present continuous tense.

Teacher: Now, let us move to 'Section C' of Worksheet 3. Read the instructions given:

Ramu bought a dozen bananas from the market. He wants to make banana shake. However, he does not have the recipe for it. Write down the recipe for Ramu in your notebook.

Teacher: Let us discuss—what ingredients do we need to make a banana shake?

Teacher: Yes! We need bananas, milk, sugar and maybe some ice cubes. What is the first step in making a banana shake?

Teacher: That is right! First, we peel the bananas and cut them into pieces. What do we do next?

Teacher: Yes! We put them in a blender, add milk and sugar and blend everything well. Finally, we pour it into a glass and enjoy!

Teacher: Now, in your notebooks, write the recipe for Ramu in simple steps. Make sure to list the ingredients first and then the steps clearly.



You may generate addition practice worksheet using the **Test Generator** given on digital platform.

Differentiated Activities

110 km/h



Write a creative recipe for a new fruit shake using at least four ingredients.

80 km/h



Draw a picture of a banana shake.

40 km/h



Write three simple steps for making a banana shake.

Home Task

Write three sentences about a time when you helped someone by giving them instructions on how to do something.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • follow instructions comprising several steps while engaging in hands-on activities. • read simple instructions and play with a group, which involves movement-based activities like role-playing or storytelling games. • engage in interactive learning activities that support motor skills, such as writing dictated words or arranging picture cards.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • engage in conversation, wait for their turn to speak and allow others to speak, fostering patience and respect in discussions. • identify plot and character in the story, which helps them understand emotions, relationships and moral values. • work in groups, promoting collaboration and teamwork while discussing stories or playing learning games.
Cognitive Development	<ul style="list-style-type: none"> • predict the meaning of unknown words in texts using pictures and context cues, enhancing problem-solving and critical thinking skills. • comprehend and infer from the text to frame logical answers in simple language. • learn about tools used by a gardener and make a project on the same, developing real-world connections.
Language and Literacy Development	<ul style="list-style-type: none"> • read short passages accurately with proper intonation and pauses. • recognise and read multi-syllable words (including consonant clusters wr). • write 3 or 4 syllable words when dictated. • form new words by adding the suffixes ship and ness. • identify confusing words and write them in their 'My scribbles and secrets'
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • describe a picture card and write short sentences, enhancing creativity and expression. • read stories with proper expression and intonation, developing an appreciation for storytelling. • engage in role-play and discussions about different characters, encouraging imagination and cultural understanding.
Positive Learning Habits	<ul style="list-style-type: none"> • follow instructions carefully to complete tasks step by step. • practise reading and writing independently, fostering self-discipline. • engage actively in discussions and learning activities with confidence and curiosity.

Starry Knights


How was the learners' response to the speaking exercise? Did you enjoy their response?

Give yourself a STAR for being a courageous teacher!



Poem: All Things Bright and Beautiful

Theme 4: How Do We Evolve?

 6 Periods (40 minutes each)



Main Coursebook, flashcards, birds-of-paradise, story-teller cap, pictures of a rose/a forest with a waterfall/bird of paradise



Animation, eBook, Slideshow

Confirming better

I am happy with what I have.

Curricular Goals and Objectives (NCF)

To enable the students:

- to recite the poem correctly, identifying rhyming words and literary devices and expressing its meaning.
- to frame independent answers, discussing literary features and engaging in picture-based storytelling.
- to thinking critically about the poem, writing a reflective thank-you prayer and using new vocabulary in creative writing.

Note: Arrange pictures of a rose, a forest with a waterfall, birds-of-paradise, etc., for the learners' activity in the first period.

Methodology

Period 1

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

SHOULD DO

10 MIN.



Teacher: Today, we are going to start a beautiful poem called 'All Things Bright and Beautiful'. The title itself tells us that this poem is about the beauty of nature.

Teacher: Now, open your books to page 52. Look at the pictures on this page. What do you see?

Teacher: Yes! There are flowers, birds, rivers, mountains, the sun and a bright sky. What do these images tell us about nature?
Teacher: That is right! Nature is full of beautiful things that bring us joy.

Teacher: Before we begin reading, I want you to think—what is something in nature that you find beautiful? A tree, a rainbow or maybe the sound of birds chirping? Turn to your partner and share your thoughts.



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

MUST DO

30 MIN.



Teacher reads the poem aloud

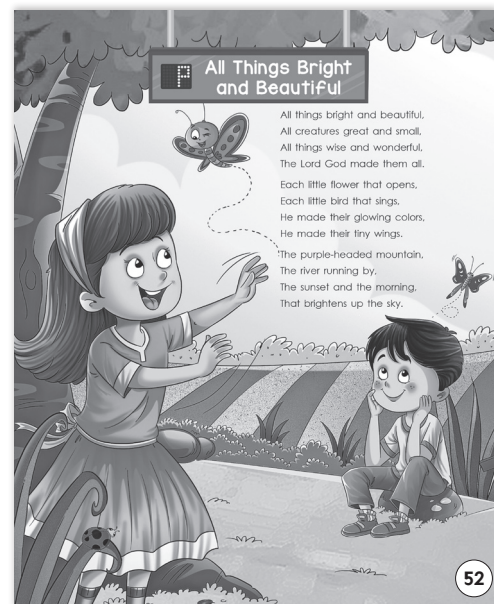
Teacher: I will now read the poem aloud. Listen carefully and follow along in your books on page 52. Notice how I use rhythm, stress and pauses to make the poem sound musical.

(Teacher reads the poem aloud with proper intonation and expression.)

Students read aloud

Teacher: Now, I would like some of you to read a few lines.
Who would like to start?

(Select a few students to read aloud, guiding them on pronunciation and expression.)



Teacher: Well done! Now, let us discuss the meaning of the poem.

Teacher: The poet begins by describing how everything in nature, big or small, is special and created with purpose. What do you think this stanza is telling us?
(Wait for responses.)

Teacher: Yes! It tells us to appreciate all the things around us, whether they are big like mountains or small like birds.

Teacher: Stanza 2 describes little birds and flowers. How does the poet show their beauty?
(Students respond.)

Teacher: That is correct! The poet describes their bright colours and tiny wings, making them unique and special.

Teacher: Here in stanza 3, the poet uses beautiful imagery to describe mountains, rivers and the sky. What do you think 'purple-headed mountain' means?
(Allow students to respond.)

Teacher: Exactly! It describes how mountains change colour during sunrise or sunset. And what about 'the river running by'?
(Students share their thoughts.)

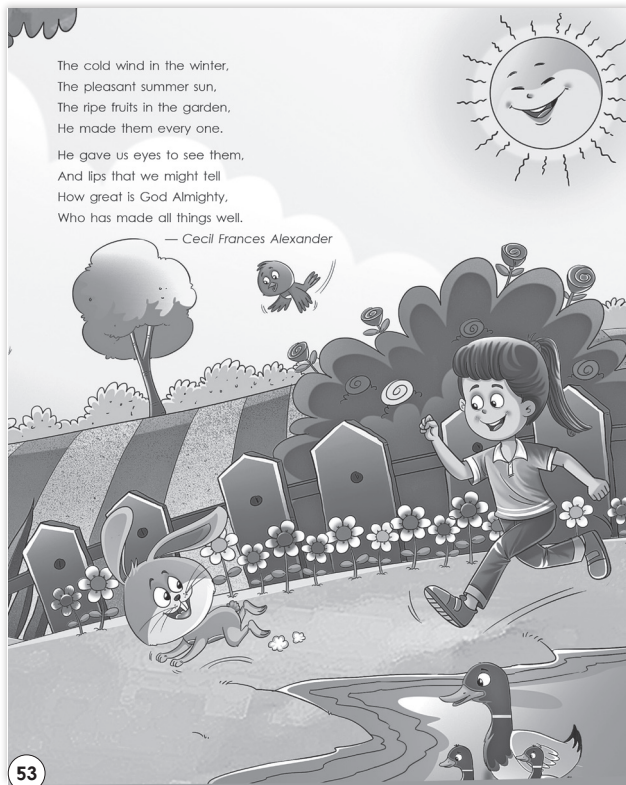
Teacher: That is right! It shows how rivers are always flowing, adding to the beauty of nature.

Teacher: In stanza 4, the poet talks about different seasons. What are some things we enjoy in each season?
(Encourage students to share their experiences.)

Teacher: Yes! Winter is cold, summer is bright and warm and gardens are full of delicious fruits.

Final Stanza

Teacher: The poem ends by reminding us that we have been given eyes to see and lips to speak. What do you think the poet wants us to do?
(Wait for responses.)



Teacher: Exactly! The poet wants us to be grateful for all the beautiful things around us and to talk about how wonderful nature is.

Teacher: Well done, everyone! You all did a wonderful job today. See you in the next class!

Differentiated Activities

110 km/h



Write four lines describing your favourite thing in nature, using words from the poem.

80 km/h



Draw a picture of a bright and beautiful scene from nature and label it with words from the poem.

40 km/h



Write two sentences about something in nature that makes you happy.

Home Task

Write three sentences about a beautiful thing in nature that you have seen and why you liked it.

Period 2

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

SHOULD DO

10 MIN.

Teacher: Yesterday, we read and discussed the poem 'All Things Bright and Beautiful'. Let us quickly recall what we learnt.

Teacher: Who can tell me what this poem is about?

Teacher: Yes. It describes the beauty of nature and how everything is created with care.

Teacher: Now, open your books to 'page 54'. Today, we will answer some questions to check our understanding of the poem.

MUST DO

20 MIN.

Learning better - Excelling Comprehension

Teacher: Let us begin with 'Exercise A – Tick (✓) the correct answers'. You need to choose the correct answer for each question. Let us do the first one together.

Teacher: 'The creatures in the poem are'.
What is the correct answer?

Teacher: Yes. The correct answer is 'great and small'.
Now, complete the rest of the questions in your books.
(Give students time to answer, then discuss the answers as a class.)

Learning better		CBA	FULL
Comprehension			
A Tick (✓) the correct answers.			
1. The creatures in the poem are _____.			
a. great and small	<input type="checkbox"/>	b. great and sweet	<input type="checkbox"/>
c. big and beautiful	<input type="checkbox"/>		
2. The river runs by the _____.			
a. garden	<input type="checkbox"/>	b. birds that sing	<input type="checkbox"/>
c. purple-headed mountain	<input type="checkbox"/>		
3. _____ brightens the sky.			
a. Sunset	<input type="checkbox"/>	b. Evening	<input type="checkbox"/>
		c. Morning	<input type="checkbox"/>
4. Winter season has _____.			
a. cold winds	<input type="checkbox"/>	b. ripe fruits	<input type="checkbox"/>
		c. hot weather	<input type="checkbox"/>
5. _____ gave us eyes to see everything.			
a. Almighty God	<input type="checkbox"/>	b. Little birds	<input type="checkbox"/>
		c. The Sun	<input type="checkbox"/>

Teacher: Now, let us move to 'Exercise B'. Here, you need to find adjectives from the poem that describe different things.

Teacher: What word from the poem describes birds?

Teacher: Yes. The poem describes them as 'little'. Now, complete the other blanks on your own.

(Monitor students and discuss answers together.)

B Use adjectives from the poem to describe the following.

1. birds	_____	2. fruits	_____
3. things	_____	4. creatures	_____
5. wings	_____		

54

Teacher: Well done. Now, let us look at 'Exercise C – Write short answers in your notebook'.

Teacher: Open your notebooks and write the answers to these questions in full sentences.

Teacher: Think carefully and write your answers in your notebook. I will walk around and check your work.

(Give students time to write and discuss their answers.)

Teacher: Let us imagine for a moment if you could add another stanza to the poem, what would you describe?

C Write short answers in your notebook.

1. Name the things mentioned in the poem that we can see in the sky.
2. Which seasons are being talked about in the poem?
3. How does the morning brighten up the sky?

54

Teacher: Would you write about a rainbow, a butterfly or maybe the sound of rain? Discuss your ideas with your partner.

Teacher: Let us hear some of your ideas.

Differentiated Activities

110 km/h



Write a short paragraph about a natural scene you love, using at least three describing words from the poem.

80 km/h



Draw a picture of a beautiful morning scene and write two sentences about it.

40 km/h



Write two sentences about your favourite season and describe why you like it.

Home Task

Students will cut out pictures of nature from magazines or newspapers and paste them creatively on an A4 sheet. After completing the collage, they will write a short description and present it in class.

Period 3

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

Teacher: Yesterday, we completed the comprehension

section of the poem 'All Things Bright and Beautiful'. Today, we will continue with 'Excelling Comprehension' and then move on to 'Excelling Vocabulary'.

Teacher: Before we begin, let us quickly recall—why has God given us eyes and lips?

Teacher: Yes. Eyes help us see the beauty of nature and lips allow us to express our thoughts.

Teacher: Now, open your books to 'page 54'.

(Use CRM signs to settle the class)

MUST DO

25 MIN.

Excelling Comprehension

Teacher: Look at 'Exercise D' and write the answers in your notebook.

(Give students time to write, then discuss answers together.)

D Write long answers in your notebook.

1. In your own words, describe the beauty of nature.
2. Why has God Almighty given us eyes and lips?

54

Excelling Vocabulary

Teacher: Now, move to 'Exercise E'. Let us find these words from the poem.

Teacher: Can anyone find a word that ends with 'er' in the poem?

(Encourage students to look in their books and find words.)

Teacher: Great. Now, complete the rest of the words in your books.

(Monitor and discuss answers.)

Vocabulary

E From the poem, write five words ending with er. Read the words aloud.

1. _____	2. _____	3. _____
4. _____	5. _____	

54

Teacher: Next, look at 'Exercise F – Find words with the same beginning sound'. One has been done for you—'belong' and 'beautiful'. Let us find more words that start with the same letter.

Teacher: Who can find a word that begins with 'W'?

(Allow students to respond and complete the list.)

F Some words begin with the same letter and have the same beginning sound. Find such words from the poem and complete the list. One has been done for you.

1. belong	beautiful	2. wise	_____
3. real	_____	4. wind	_____
5. summer	_____		

55

Teacher: Now, let us play a quick word game. I will say a word from the poem and you must find a rhyming word.

Teacher: For example, if I say 'small', what rhymes with it? (Encourage students to think and share rhyming words.)

Teacher: Well done, everyone. You all did a great job today. See you in the next class.

SHOULD DO

5 MIN.

Differentiated Activities

110 km/h



Write five words from the poem that have similar sounds and use them in sentences.

80 km/h



Draw a picture of something beautiful in nature and label it with words from the poem.

40 km/h



Write three new words ending with 'er' that are not in the poem.

Home Task

Write two sentences using any two words ending with 'er' from the poem.

Period 4

Excelling Concentration

Teacher: Good morning, everyone.

How are you all today?

Teacher: Yesterday, we worked on comprehension and vocabulary from the poem. Today, we will focus on listening and storytelling.

SHOULD DO

10 MIN.



Concentration*

G Your teacher will read out a few sentences. Listen carefully and tick (✓) the correct answers.

- Ila and her mother went to the (mall / market).
- They went to buy (vegetables / groceries).
- Ila loved (summer / autumn).
- She picked fruits, such as (strawberries / plums).
- Ila enjoyed the ripe (mangoes / bananas).

55

Teacher: Open your books to 'page 55' and look at 'Exercise G – Excelling Concentration'. I will read some sentences aloud and you need to listen carefully and tick (✓) the correct answers.

Teacher: Listen carefully as I read the first sentence. Ila and her mother went to the _____ (mall/market). Think and tick the correct answer in your book.

Teacher: Now, I will read the next one. They went to buy _____ (vegetables/groceries). Continue ticking the correct answer as I read each sentence.

Teacher: Let us check your answers. Who would like to share what they ticked for the first sentence?

MUST DO

20 MIN.



Teacher: Well done. Now, let us move to the next exercise.

Excelling Language

Teacher: Now, look at 'Exercise H – Excelling Language'. You can see a series of pictures. What do you think this story is about?

Teacher: Yes, it is about a shoemaker and some elves. Let us discuss the pictures one by one.

Teacher: In the first picture, we see an old shoemaker and his wife. What do you think they are doing?

Teacher: That is right. They are working on shoes. Now, in the second picture, they are sleeping. What do you think happens next?

Teacher: Very good. In the third picture, we see elves working on shoes at night. Why do you think they are helping the shoemaker?

Language

PS 2LCS LAD OLD

H Compose a story from the pictures given below. Tell it to your partner. You may take help from words in the box.

shoemaker elves surprised night magic

55

Teacher: Excellent thinking. Now, let us look at the last picture. The shoemaker finds beautifully made shoes in the morning. How do you think he feels?

Teacher: Now, using the words from the box—'shoemaker, elves, surprised, night, magic'—compose a short story. Turn to your partner and tell them the story in your own words.

Teacher: Well done. Now, write two sentences in your notebook about what happened in the story.

COULD DO

10 MIN.



Teacher: Imagine you are one of the elves. What would you do to help someone in need?

Teacher: Discuss with your partner and share your ideas with the class.

Teacher: Great work today, everyone. See you in the next class.

Differentiated Activities

110 km/h



Write five sentences about the shoemaker's story using words from the box.

80 km/h



Draw a picture of the shoemaker and the elves and write two sentences about them.

40 km/h



Write three words from the story and their meanings in your notebook.

Home Task

Write two sentences about how you would help someone if you had magical powers.

Period 5

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

SHOULD DO

10 MIN.



Teacher: Yesterday, we worked on storytelling and listening exercises. Today, we will focus on writing and creative expression.

Teacher: Before we begin, let us play a quick game called 'Guess the Food'. I will describe a food item and you have to guess what it is.

Teacher: Here is the first one. It is yellow, long and soft when peeled. You can eat it as a snack or add it to a smoothie. What is it?

(Encourage students to guess: Banana!)

Teacher: Excellent. Let us try another one. This food is round, crispy and often eaten with sauce or cheese. What is it?

(Encourage students to guess: Pizza!)

Teacher: Well done. Now, let us move on to today's activity.

MUST DO


15 MIN.



Excelling Expression

Teacher: Open your books to 'page 56' and look at 'Expression'.


Teacher: Read the instructions. You need to choose a food item you ate or will eat today and write a short paragraph about it in your notebook.

 **Expression**

1 Choose a food item that you ate or will eat today. Write about its taste and texture. Also, describe the ingredients that were used in that item. Write a short paragraph about it in your notebook.

You may begin like this:

Today, I ate pav bhaji. It is made of vegetables.

 DBL 2LCS

56

Teacher: Think about the taste and texture of the food. Is it sweet, sour, spicy or crunchy? Also, describe the ingredients used in the dish.

Teacher: Let us look at the example given in the book. 'Today, I ate pav bhaji. It is made of vegetables', what other details can I add?

Teacher: Yes, I can describe its taste as spicy and buttery. Now, start writing your paragraph in your notebook. (Give students time to complete their writing and help as needed.)

Teacher: Now, share your paragraph with your partner and read each other's descriptions.

COULD DO

15 MIN.




Creating better

Teacher: Now, let us move to 'Creating better'.


Teacher: Find a song in any language that fits the theme of 'All Things Bright and Beautiful'.

Teacher: You can sing and dance to the song at home and, if possible, record your performance to share with the class later.

Teacher: If you could create a song about nature, what all things would you mention? Discuss with your partner.

 **Creating better**

Find a song in any language. Let the song be on the theme 'All things bright and beautiful'. Sing and dance to this song. You can ask your parents to record your performance on a device. You can share this recording with your teacher.

 2LCS ArtI

56

Differentiated Activities

110 km/h



Write a paragraph about your favourite meal and how it is prepared.

80 km/h



Draw a picture of your favourite food and write two sentences describing its taste.

40 km/h



List three ingredients used in your favourite food and write one sentence about each.

Home Task

Find a song related to nature, learn a few lines and be ready to sing in the next class.

Period 6

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

SHOULD DO

10 MIN.



Teacher: Yesterday, we explored food and creative expression. Today, we will think about our environment and the role we play in protecting it.

Teacher: Imagine a world without birds and animals. How would life be different? What would you miss the most?

Teacher: That is an interesting thought. Now, let us open our books to 'page 56' and begin today's discussion. (Use CRM signs to settle the class)

MUST DO

20 MIN.



Thinking and Choosing better

Teacher: Look at 'Thinking better'. Open your notebooks and answer the following questions in complete sentences.

Teacher: Think carefully and write your responses. Once you are done, discuss your answers with a partner. (Give students time to write and then discuss as a class.)

Teacher: Now, let us move to 'Choosing better'.

Teacher: Imagine that a park near your house is planning to cut trees, which will destroy the habitat of many birds. What would you do in this situation?

Teacher: Discuss with your partner and come up with two ways you can help protect the trees and birds.

(Encourage students to share their ideas.)

COULD DO

10 MIN.



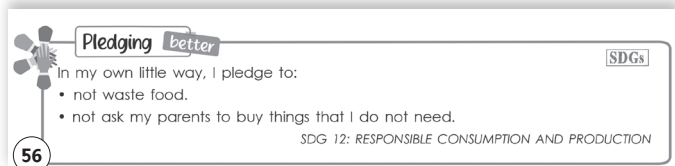


You may show the **Slideshow** given on the digital platform.

Pledging better

Teacher: Now, look at 'Pledging better'.

Teacher: Let us make a small promise to help the environment. Read the pledge in your book:



Teacher: Think of one more pledge that you can make to protect the environment and write it in your notebook. (Allow students to share their pledges with the class.)

Teacher: Well done, everyone. Today, we have completed the poem All Things Bright and Beautiful along with all the exercises.

Teacher: We have learnt about the beauty of nature, how to express our thoughts through writing and ways to protect the environment.

Teacher: I hope you will continue to observe and appreciate nature around you. Remember, small actions can make a big difference.

Teacher: Great job throughout this lesson. Let us have a huge round of applause for our hard work. See you in the next class!

Differentiated Activities

110 km/h



Write a short paragraph on how cutting trees affects animals, birds and humans.

80 km/h



Draw a poster encouraging people to save trees and write a short message on it.

40 km/h



List three things you can do at home to reduce waste.

Home Task

Write one sentence about how you will contribute to protecting nature in your daily life.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• participate in singing and dancing to a song based on the poem's theme.• engage in a word game with peers.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• learn to be responsible citizens by avoiding waste and making mindful choices.• feel gratitude for all that they have.• respect others' turn to speak and listen actively in discussions.
Cognitive Development	<ul style="list-style-type: none">• infer the poet's idea of the poem and express it in their own words.• follow a recipe and make lemonade independently.• listen attentively and choose the correct option in comprehension exercises.
Language and Literacy Development	<ul style="list-style-type: none">• recite the poem with rhythm and intonation.• identify words ending in 'er' from the poem and use them in writing.• narrate a short story with a simple plot and characters.• engage in conversations, wait for their turn to speak and allow others to speak.• speak confidently with peers and the teacher.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• sing and dance to a song related to the poem's theme.• appreciate the beauty of nature through poetic expressions.
Positive Learning Habits	<ul style="list-style-type: none">• participate actively in class activities and discussions.• express thoughts creatively through writing and storytelling.

Starry Knights

Do you think the learners could appreciate poetry with its rhyme scheme, theme and rhythm? Could they compose a thank you prayer?

Give yourself a star for being a fabulous teacher!!

