

Lesson-6: Rescuing the Princess

Theme 6: How Was Our Country Made?

13 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, Poster



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

Confirming better

I love and respect my country.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand and interpret texts with clarity.
- to apply grammar and vocabulary meaningfully.
- to express ideas confidently through speaking and writing.
- to respect cultural values like 'namaskar'.
- to think critically and solve problems.
- to show empathy and make responsible choices.
- to engage in creative tasks with imagination.
- to collaborate effectively with peers.
- to integrate learning across subjects.
- to develop confidence and independent learning habits.

Methodology

Period 1

Teacher: Good morning, everyone. I hope you all are feeling energetic and ready to begin.

SHOULD DO

10 MIN.



Confirming better I love and respect my country.

PLH

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(Use CRM signs to settle the class)

Teacher: Today, we will begin our lesson by confirming something very special about ourselves.

Teacher: I will say a sentence and I want you to listen carefully.

Teacher: 'I love and respect my country.'

Teacher: This means we care for our land, its people and we follow the rules that help our country stay safe and strong.

Teacher: Let us say it one more time in our minds: 'I love and respect my country.'

Teacher: Well done, everyone! When we respect our country, we become responsible citizens.



You may show the eBook given on the digital platform.

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

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Teacher: Now we will begin a new chapter, 'Rescuing the Princess'.

MUST DO

25 MIN.

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 column in your notebooks.

K	W	L

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

Teacher: You all did an amazing job in this activity. Let us move to Re-KAP activities.

Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 68.

Kinaesthetic

Teacher: Now that we have reminded ourselves how much we love and respect our country, let us do something fun and active to use our English skills.

Kinaesthetic

Work in groups of four. Write adjectives in your notebook and read them aloud. Ask your group to pick and show objects, which suit the adjective.

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Teacher: We will now work in groups of four. Each one of you will write down a few adjectives in your notebook.

Teacher: Do you remember what adjectives are? Yes, they are describing words. Words like 'soft', 'bright', 'round' and 'tall'.

Teacher: After you write them, read them aloud to your group.

Teacher: Then, look around the classroom. Ask your group to find any object that matches the adjective you wrote.

Teacher: For example, if you wrote 'red', someone from your group might show a red pencil box. If you wrote 'soft', they might show a soft eraser.

Teacher: Are you ready to describe and discover?

Teacher: Begin now. Write at least three adjectives. Then take turns reading them aloud and picking objects.

Teacher: I will be moving around to see your teamwork and creativity.

Auditory

Auditory*

Listen to your teacher carefully. Your teacher will read out some sentences. Write the adjectives of superlative degree in your notebook. Make new sentences with them.

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(Listening text on the page 119)

Teacher: That was a wonderful activity. I saw some very creative adjective-object matches. Well done, everyone.

Teacher: Now, let us move to something that needs your listening skills. Keep your ears sharp.

Teacher: I will read some sentences aloud. Your task is to listen carefully and find the adjective in the superlative degree in each sentence.

Teacher: After you find them, write those superlative adjectives in your notebook.

Teacher: Then, use each of them to create a new sentence of your own.

Teacher: Ready? Let us begin.

Teacher: 1. Ayesha is the smartest girl in the class.

Teacher: 2. Alfonso is the sweetest of all mangoes.

Teacher: 3. Our library has some of the oldest books you will find.

Teacher: 4. Antarctica is the coldest place on Earth.

Teacher: 5. Manav is the best chess player of the group.

Teacher: Take a moment now to write down the superlative adjectives from these sentences. What did you find?

Student 1: I wrote 'smartest', 'sweetest' and 'oldest'.

Student 2: I also got 'coldest' and 'best', ma'am.

Teacher: Well done. You have identified them correctly. These are all superlative adjectives. They describe the highest degree of something.

Teacher: Now, take a few minutes to write your own sentence using each of these words. Be creative.

Student 3: Can I share my sentence for 'coldest'?

Teacher: Of course, please go ahead.

Student 3: 'December is the coldest month of the year in our city.'

Teacher: That is a very good sentence. Clear and correct.

Student 4: Ma'am, I have one for 'smartest' – 'Ria is the smartest player in our team.'

Teacher: Well done. You have used the word perfectly.

Teacher: I will now come around to listen to more of your sentences. Keep writing and thinking.

Pictorial

Teacher: That was a lovely listening and writing session. Now, let us move on to something more visual and fun.

Pictorial PS

Look at the pictures. Describe them to your partner using the comparative degree of adjectives. Take hints from the words in the box.

fast wide juicy tall small narrow short big



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Teacher: Everyone, please look at the pictures on this page. You can see five sets of pictures.

Teacher: Your task is to describe each set using the 'comparative degree' of adjectives.

Teacher: You will work with a partner. Use the words in the box to help you.

Teacher: For example, when you look at picture 1, you might say, 'The road on the left is wider than the road on the right.'

Student 1: Ma'am, for picture 2, can I say, 'The motorbike is faster than the bicycle'?

Teacher: Yes, that is correct. Well done.

Teacher: Let us go through each picture together before you try on your own.

Teacher: Picture 3 – What do you see?

Student 2: A football and a cricket ball.

Teacher: Good. Now use the comparative degree.

Student 3: The football is bigger than the cricket ball.

Teacher: Excellent sentence. Let us try picture 4 now.

Student 4: The first tree is taller than the second tree.

Teacher: Well done. And for picture 5?

Student 5: The mango is juicier than the orange.

Teacher: Lovely sentence. Now work with your partner and try to describe all the pictures using the comparative form of the adjectives in the box. Take turns speaking and helping each other.

Teacher: I will be moving around to listen to your comparisons.

COULD DO

05 MIN.

Teacher: You all have done a great job exploring adjectives today. If you finish early, try to challenge yourself with this.

Teacher: Look at any three objects in the classroom and describe each using one adjective in its positive, comparative and superlative forms.

Teacher: For example – 'soft, softer, softest'. Try using different adjectives and write them in your notebook.

Teacher: You may also say them aloud to your partner if you wish.

Teacher: Well done, everyone! You all did a fantastic job today. I am so proud of how well you participated in the activities. Keep practising your words and I will see you in the next class. Give yourselves a big round of applause.

Differentiated Activities

110 km/hr



Write three sentences using the superlative degree of any adjectives. Underline the superlative word.

80 km/hr



Match the adjectives with their correct comparative forms. For example: 'tall – taller', 'big – bigger'.

40 km/hr



Circle the adjective in each sentence. For example: 'The ball is round' – circle 'round'.

Home Task

Write five adjectives you used today. For each one, write its comparative and superlative form in your notebook.

Period 2

Teacher: Good morning, everyone. Let us begin today's class with a quick energiser.

SHOULD DO

10 MIN.

(Use CRM signs to settle the class)

Teacher: I will say a travel-related word. If it is a noun, clap once. If it is a verb, jump once. Ready?

Teacher: 'Train'

(Students Clap)

Teacher: 'Travel'

(Students Jump)

Teacher: 'Passport'

(Students Clap)

Teacher: 'Fly'

(Students Jump)

Teacher: 'Station'

(Students Clap)

Teacher: Well done! That got us moving and thinking at the same time.

Interacting better

Teacher: Now let us imagine something exciting. If you could travel to any place in India, where would you go? Think for a moment.

Interacting better

If you could travel to any place in India, which one would it be? Discuss with your partner.

ICL

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Teacher: Now turn to your partner and share your answer.

Student 1: I would go to Kashmir to see the snow.

Student 2: I want to visit Jaipur because I love palaces.

Teacher: Wonderful choices! India is full of beautiful places. Keep your ideas ready as we read a story that also involves travel across India.



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

Teacher: Everyone please open page 70 of your book. We are starting a new chapter today.

MUST DO

20 MIN.

STEP 1

Maria's father takes Maria and her friends to the Botanical Garden near their city. On the way, he tells them a story from Around the World in Eighty Days. It is a story about an Englishman called Phileas Fogg. Fogg sets out to travel around the world in 80 days. With him is his French valet, Jean Passepartout.* As part of their journey, they pass through India.

The train made its way through India. Phileas Fogg and his French valet, Passepartout, were headed towards Calcutta. They passed marvellous temples and beautiful plantations. Passepartout was amazed at these sights.

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Teacher: This story is about a girl named Maria and a famous traveller called Phileas Fogg.

Teacher: Maria's father tells her this story during a visit to the Botanical Garden.

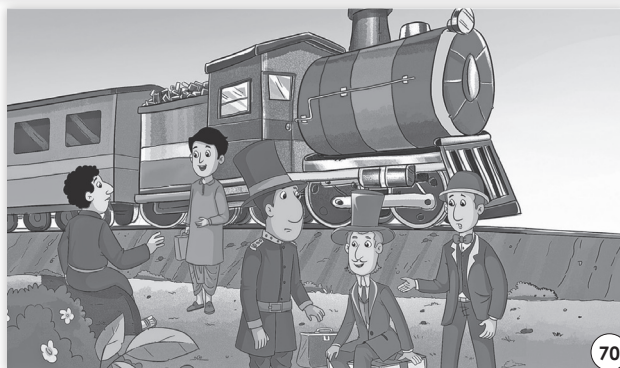
Teacher: Phileas Fogg travels the world in 80 days with his valet, Passepartout.

Teacher: During their journey, they pass through India.

There was a third passenger by the name of Sir Francis. Fogg found a friend in him.

Halfway through the third day, the train stopped at the village of Kholby. "The track ends here," a guard announced. "Passengers will get out here. The train will start again in fifty miles at Allahabad. Passengers must reach there on their own." All the passengers were stranded!

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Teacher: Let us read the next part. The train moves through India, heading towards Calcutta.

Teacher: They see marvellous temples and plantations along the way.

Teacher: A third passenger joins them — Sir Francis.

Teacher: But something unexpected happens. The train stops at the village of Kholby and cannot go further.

Teacher: The passengers are told to travel the next part of the journey on their own.

Teacher: Let us read the next part. The train moves through India, heading towards Calcutta.

Teacher: They see marvellous temples and plantations along the way.

Teacher: A third passenger joins them, Sir Francis.
(Encourages students to take turns reading aloud one line each to build confidence and fluency.)

Teacher: But something unexpected happens. The train stops at the village of Kholby and cannot go further.

Teacher: The passengers are told to travel the next part of the journey on their own.

Discovering better

Teacher: Now, everyone, please look at the 'Discovering better' box on the page. These words will help you understand the story better.

COULD DO

10 MIN.



Discovering better

LAD

valet: someone whose job is to look after another person's clothes and food

marvellous: wonderful

plantations: large areas of land where crops like coffee and rubber are grown

stranded: stuck; without the means to leave the place

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Teacher: The first word is 'valet'. A valet is a helper who takes care of another person's clothes, food and other needs. In this story, Passepartout is Mr Fogg's valet.

Teacher: The next word is 'marvellous'. It means something that is very beautiful or amazing. If you see something and it makes you say 'Wow', it is marvellous.

Teacher: Now look at the word 'plantations'. A plantation is a big farm where people grow crops like coffee, tea or rubber. It usually has lots of the same type of plants.

Teacher: And the last word is 'stranded'. It means someone is stuck in a place and cannot leave. For example, if a train stops in the middle of nowhere and you have no way to go ahead, you are stranded.

Teacher: Now, look at the 'Understanding better' section. It asks, 'What amazed Passepartout?'

Understanding better

What amazed Passepartout?

70

Teacher: Think about what he saw when he travelled through India. You may write a short answer in your notebook.

Differentiated Activities

110 km/hr



Write three adjectives from today's reading and use each in a sentence.

80 km/hr



Match the words with their meanings from the 'Discovering better' box.

40 km/hr



Underline the describing words (adjectives) in this sentence: 'Passepartout saw marvellous temples and plantations.'

Home Task

Write the name of the place in India you want to visit and describe it in four sentences using at least two adjectives.

Period 3

Teacher: Good morning, everyone. Let us begin today with a quick energiser to wake up our minds.

SHOULD DO

05 MIN.



Teacher: I will say a word from the story. If it is a place, stand up. If it is a person, sit down. Ready?

Teacher: Calcutta (Students stand)

Teacher: Passepartout (Students sit)

Teacher: Allahabad (Students stand)

Teacher: Sir Francis (Students sit)

Teacher: Jungle (Students stand)

Teacher: Well done! That was a fun way to remember some key parts of the story.

Teacher: Now, let us continue reading the story on page 71. (Teacher encourages students to take turns reading aloud one line each to build confidence and fluency.)

Teacher: In this part of the story, Sir Francis and Passepartout are worried. They wonder how they will reach Calcutta on time.

MUST DO

25 MIN.



Teacher: But Mr Fogg stays calm. He says he has allowed time for delays and obstacles. That means he already planned for problems like this.

Teacher: Passepartout goes to find a solution. What does he return with? A mahout and an elephant.

Teacher: Now let us understand what a mahout is. It comes from the Hindi word mahavat. A mahout is a person who works with and takes care of elephants.

Teacher: The group begins their journey through the jungle on the elephant.

Teacher: As they travel, Passepartout feeds the elephant a lump of sugar. They cross sandy plains, camp for the night and have supper in an old bungalow.

Teacher: The next morning, they leave at dawn after eating bananas from the trees.

Teacher: As they move deeper into the forest, they hear voices. A procession is passing through.

Teacher: The procession includes people carrying a prince's body and a princess walking at the end.

Teacher: Now, let us look at the 'Exploring better' box.

Teacher: The word is 'mahout'. It comes from the Hindi word 'mahavat'.

A mahout is a person who looks after elephants and rides them too.

Teacher: Passepartout found a mahout with an elephant to help them travel through the jungle.

Exploring better

mahout: from the Hindi word **mahavat**, a person who works with and cares for an elephant

KoI

71

Teacher: Now look at the 'Discovering better' box. These words will help you understand the story more clearly.

Discovering better

LAD

delays: periods of time during which one has to wait

obstacles: here, something that stops your work

lump: a piece of something

sandy plains: an area of land covered with sand

supper: the last meal of the day; usually taken after dinner

dawn: the time of day just before sunrise

procession: a group or line of people that move along slowly

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Teacher: All of these words were used in the story we just read. Try to remember them and use them in your own sentences.

Teacher: Now, look at the 'Understanding better' section. It asks us, 'Where were the voices coming from?'

Understanding better

Where were the voices coming from?

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Teacher: Let us think about the part we just read. As Fogg and his friends were travelling through the forest, they heard some voices.

Teacher: Where were those voices coming from?

Teacher: Yes, they were coming from a procession in the forest. The people in the procession were carrying the body of a prince and the princess was walking at the end.

Teacher: So, the voices were coming from the group of people in the procession.

Differentiated Activities

110 km/hr



Write the meaning of any four new words from the Discovering better box and use them in your own sentences.

80 km/hr



Match the words in the box with their meanings.

40 km/hr



Copy any two new words and draw a small picture to show their meaning.

Home Task

Complete these sentences to describe the elephant's journey. Use describing words (adjectives) from the story.

- The elephant was _____.
- The plains were _____.
- The jungle was _____.
- They travelled through the _____ forest.
- Passepartout gave the elephant a _____ lump of sugar.

Period 4

Teacher: Good morning, everyone. Let us quickly recall what we read yesterday.

SHOULD DO

10 MIN.

Teacher: Passepartout helped Fogg find a new way to travel. What did they ride through the jungle?

Teacher: Yes, an elephant. Now, let us continue reading the last part of the story to find out how they save the princess.

Teacher: (Teacher encourages students to take turns reading one line each.)

Teacher: This is the final part of our story. Something very serious is happening. Passepartout notices that the men are behaving strangely.

MUST DO

20 MIN.

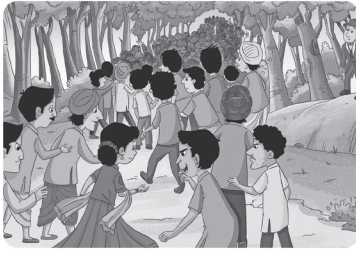
Teacher: He understands that the princess is in danger of being kidnapped.

Teacher: Mr Fogg, who is usually very calm, also seems worried. They only have 12 hours, so they decide to use that time to rescue her.

Teacher: Passepartout comes up with a brave idea. He disguises himself as the dead prince.

Teacher: Early next morning, he dresses up like a ghost and enters the procession. Everyone around him gets scared.

Teacher: There are screams and panic. People fall down and pray. They think the dead prince has come back to life.



The men were acting strange. Passepartout sensed danger. He soon realised that the princess was being **kidnapped**!

Passepartout was shocked. Even Phileas Fogg, who normally let nothing disturb him, seemed upset. "I have 12 hours to spare," he said, "We shall use them to save the princess." By **nightfall**, the procession had reached a small **clearing** in the forest. The princess was locked up in a room nearby.

The situation seemed hopeless until Passepartout had an idea. "I think I have a plan to rescue her. It's a chance I have to take."

Next morning, all was quiet. Suddenly, the air filled with **screams of terror**! There was panic all around. Some people threw themselves on the ground to pray. The dead prince had woken up!

His ghostly figure stood up! He caught the princess by the hand. Then, picking her up, he ran off into the forest.



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Teacher: Passepartout grabs the princess's hand and runs into the forest. Fogg and the others follow.

Teacher: They successfully save the princess and run to safety.

Teacher: (Teacher encourages students to take turns reading aloud to build confidence and fluency.)

Teacher: Let us look at the 'Understanding better' box. It asks, 'Why did the people scream?'

COULD DO

10 MIN.

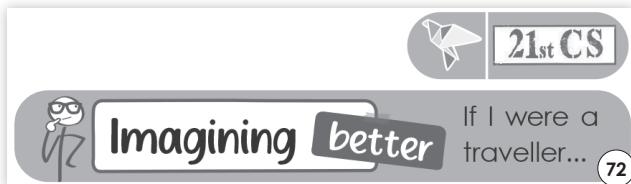
Understanding better

Why did the people scream?

72

Teacher: Yes, they screamed because they were afraid. They thought the ghost of the prince had come alive.

Teacher: Now look at the 'Imagining better' box. It says, 'If I were a traveller...'



Teacher: Imagine you are on a journey like Mr Fogg. Where would you go? What would you explore? Write your thoughts or talk to your partner.

Differentiated Activities

110 km/hr



Write a short paragraph describing how Passepartout saved the princess, using four describing words (adjectives).

80 km/hr



Write any four new words from today's reading and match them with their meanings.

40 km/hr



Copy two sentences from the lesson and underline the adjectives.

Home Task

Write three sentences imagining you were Passepartout. What would you do first to save the princess?

Period 5

Teacher: Good morning, everyone.

SHOULD DO

Today is going to be full of fun as we revise all that we learnt in the story.

05 MIN.

Teacher: Let us begin with a short energiser. I will say a word from the story. If it is a describing word (adjective), clap once. If it is a noun (name of a person/place/thing), jump once. Ready?

Teacher: Marvellous (Clap)

Teacher: Passepartout (Jump)

Teacher: Elephant (Jump)

Teacher: Sandy (Clap)

Teacher: Jungle (Jump)

Teacher: Great job! Let us now go through all the exciting parts of the story.

Teacher: Let us start with the 'Discovering better' box. I will explain each word:

MUST DO

25 MIN.



Discovering better

LAD

kidnapped: took someone away by force

nightfall: the time when it becomes dark

clearing: an open space in a forest where there are no trees

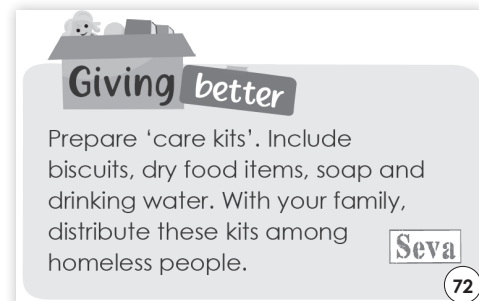
screams of terror: to shout loudly in fear

disguised: changed appearance

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- **kidnapped** – taken away by force
- **nightfall** – time when it becomes dark
- **clearing** – open space in a forest without trees
- **screams of terror** – loud cries because of fear
- **disguised** – changed appearance

Teacher: Now turn to the 'Giving better' box. It suggests we prepare care kits with dry food, soap and clean water. You can do this at home with your family to help people in need.



Seva

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Teacher: Let us check the 'Matching better' box next.

Matching better

grasped: clasped **LTL**

supper: dinner

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- Grasped means held tightly.
- Supper is the evening meal.

Teacher: Now a fun one. The 'Laughing better' box has a riddle:

Laughing better **PLH**

Diley: Why is the elephant fun to travel with?

Roli: Because it packs its own trunk!

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- Diley: Why is the elephant fun to travel with?
- Roli: Because it packs its own trunk.

Teacher: Let us now move to the 'Connecting better' box. Maria's mother asks a riddle:

Connecting better

Back home, Maria narrates the story to Mumma. Mumma smiles at her and says, "Maria, here's a riddle for you! Let us say the group travelled a distance of 5 miles. If the total journey was of 20 miles, what fraction of the journey did they complete?" Maria quickly answers, "One-fourth!" Maria's quick reply makes Mumma happy.

MDA Ho 73

If the group travelled 5 miles out of 20, what fraction is that? The answer is one-fourth. This helps us use both maths and reading together.

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

Recalling better

Teacher: Now let us look at the 'Recalling better' section. This helps us remember the full story step by step.

COULD DO

10 MIN.

Recalling better **CING**

- Phileas Fogg and Passepartout were heading to Calcutta by train.
- A few days later, their train came to a halt. They were stranded.
- Passepartout found a mahout/guide to help them find their way to Allahabad.
- They were crossing the forest when they saw a procession carrying the body of a prince.
- At the very end of the procession was a princess.
- She was being followed by two strange men. The men had kidnapped the princess.
- Fogg and Passepartout decided to save the princess.
- Next morning, there was panic at the funeral ground.
- The people were scared and screamed as the prince woke up.
- Passepartout had disguised himself as the prince, in order to help the princess.
- Passepartout quickly picked up the princess and escaped to the forest along with Fogg and his friend.

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Teacher: I will read each sentence aloud. Please listen carefully and think about that part of the story.

Teacher: From the train journey to the forest, the procession and how Passepartout saved the princess – all key points are listed here.

Teacher: This is a quick and easy way to revise the whole story.

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

Differentiated Activities

110 km/hr



Write 5 sentences describing the story using one new word in each sentence.

80 km/hr



Write the meaning of any 4 words from 'Discovering better' and match them with correct examples.

40 km/hr



Draw and label 2 pictures from the story (e.g., elephant, procession) and write one describing word for each.

Home Task

Choose one:

- Imagine you are Passepartout. Write 4 lines about how you felt when you saved the princess.
- Draw a scene from the story and write 2 sentences to describe it.

Also fill 'My Scribbles and Secrets'.

Period 6

Teacher: Good morning, everyone. Today, we will check how well we remember and understand the story we completed.

SHOULD DO

05 MIN.

Teacher: Let us begin with a quick yes-no game.

Teacher: I will ask a question. If your answer is yes, raise your hand. If no, fold your arms.

Teacher: Did Passepartout find an elephant?

Teacher: Did the princess escape on a train?

Teacher: Did Mr Fogg stay calm during the journey?

Teacher: Did the story end with the prince waking up?

Teacher: Was the forest full of sandy plains?

Teacher: Well done! Now let us begin our comprehension activity.

Learning better – Excelling Comprehension

Teacher: Open your book to the Learning better section. We will start with part A.

Teacher: Let us solve the first five multiple-choice questions together. For each one, I will help you read, understand and choose the correct answer.

MUST DO

25 MIN.

Learning better **CBA Full**

Comprehension

A Choose and write the correct answers.

- Fogg and Passepartout were on their way to _____.
a. Bombay ☐ b. Calcutta ☐ c. Allahabad ☐
- The train passed marvellous temples and beautiful _____.
a. buildings ☐ b. rivers ☐ c. plantations ☐

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3. When the train came to a halt, _____ found another way to travel.
- a. Fogg ☐ b. the local guide ☐ c. Passepartout ☐
4. The group crossed forests and _____.
- a. high hills ☐ b. small rivers ☐ c. sandy plains ☐
5. The voices were coming from a _____.
- a. nearby village ☐ b. procession ☐ c. party ☐

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Teacher: Now let us move to part B. This section is based on important lines from the story. I will not read the lines aloud, but you will read them on your own and think carefully.

B Read the lines from the story and write the answers in your notebook.

- "I think I have a plan to rescue her. It's a chance I have to take."
 - Who is 'I' in the above lines?
 - Who had to be rescued?
- "We simply need to find another way to travel."
 - Who said these lines and to whom?
 - Why did the speaker say these lines?

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Teacher: Ask yourself: Who is speaking? Who are they talking to? What is happening in that moment of the story?

Teacher: Try to answer both the questions under each line in your notebook using complete sentences.

Teacher: Now, let us continue with part C. These are short answer questions about the story.

C Write short answers in your notebook.

- Why were all the passengers stranded?
- How did Fogg and his friends travel through the forest?
- Why did Passepartout disguise himself as the prince?

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Teacher: Read each question carefully. Think about the part of the story where that event happened.

Teacher: Answer using full sentences. Keep your answers short and clear. You may talk quietly with your partner before writing.

Teacher: This will help you remember what happened and also learn how to write your answers neatly.

Teacher: Now that we have answered all the comprehension questions, let us do a fun partner activity.

Teacher: Take turns with your partner to ask and answer any five questions from the story.

Teacher: You can use your book to help, but try to ask the questions in your own words.

Teacher: This will help you practise how to ask and answer questions confidently.

Differentiated Activities

110 km/hr



Write one question of each type from today's lesson – one multiple choice, one context-based and one short answer.

80 km/hr



Match three questions to their correct types: multiple choice, context-based or short answer.

40 km/hr



Choose any one short answer question from part C and write the answer neatly in your notebook.

Home Task

Choose any one event from the story and write four sentences to describe what happened, using at least two describing words (adjectives).

Period 7

Excelling Comprehension

SHOULD DO

10 MIN.

Teacher: Good morning, everyone. Today we will go deeper into the story and think more carefully about what we have read.

D Write long answers in your notebook.

- How did Fogg and his friends survive in the forest?
- State two qualities of Passepartout. Give instances from the story to support your answer.

74

Teacher: Please open your book to Exercise D.

Teacher: The first question asks how Fogg and his friends survived in the forest. Think about what they ate, how they travelled and where they rested.

Teacher: The second question asks you to describe two qualities of Passepartout. Think of things he did in the story that show he was brave, clever or helpful.

Teacher: Write your answers in full sentences in your notebook. Take your time to think and write clearly.

Excelling Vocabulary

Teacher: Now let us turn to the vocabulary section. We will work on Exercises E and F.

Teacher: First, look at Exercise E. These are words with the 'ur' sound. Let us read the words aloud together: turn, purse, churn, curve, nurse.

MUST DO

20 MIN.

EXERCISE Vocabulary

E Read aloud the words with ur given in the box. Use the words to complete the following sentences.

- It is Riya's _____ to cook dinner.
- The _____ gave me some medicine.
- My grandmother has a brown _____.
- Papa showed me how to _____ butter.
- The teacher asked Maria to draw a _____ on the blackboard.

DING WR

P

turn
purse
churn
curve
nurse

74

Teacher: Now, complete the sentences by choosing the correct word from the box. You can work in pairs to read and decide the best word for each blank.

Teacher: After that, move to Exercise F. This is about antonyms – words with opposite meanings.

F Write the antonyms of the given words.

- above _____
- present _____
- accept _____
- forward _____
- capture _____

74

Teacher: Read the given words like above, present, accept, forward, capture – and think of their opposites. Then write the antonyms neatly in your notebook.

Teacher: Now let us play a vocabulary match game. I will say a word and you tell me either its opposite or another word with the same 'ur' sound.

COULD DO

10 MIN.

Teacher: Ready? Nurse – what is the opposite? (No opposite, but identify the sound.)

Teacher: Forward – what is the opposite?

Teacher: Turn – give me another word that rhymes with it.

Teacher: You may now create your own short sentence using any two new words from today's vocabulary.

Differentiated Activities

110 km/hr



Write any four words with the 'ur' sound and use each in a new sentence.

80 km/hr



Complete two sentences from Exercise E and write the antonyms for two words from Exercise F.

40 km/hr



Copy any two sentences from Exercise E and fill in the blanks using the help box.

Home Task

Choose any two vocabulary words from today's lesson and draw a small picture to show their meaning. Write one sentence for each.

Period 8

Excelling Spelling

SHOULD DO

20 MIN.

Spelling

G Rearrange these letters to make words from the story.

1. restfo _____
2. nicpa _____
3. dysan _____
4. capees _____
5. tyfif _____

75

Teacher: Good morning, everyone. Today we will sharpen our spelling and grammar skills.

Teacher: First, let us solve the spelling exercise. You can see some jumbled words. All of these are from our story.

Teacher: Look at the first one – try to rearrange the letters and write the correct word.

Teacher: You may work in pairs. Say the letters aloud and guess the word together.

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

Excelling Grammar

Grammar

CING

– An **adjective** is a word that tells us more about a noun. It describes the noun. In a sentence, an adjective can come before a noun.

- A large procession made its way through the forest.

An adjective can follow helping verbs, such as *is* or *was*.

- The procession was large.

An adjective can follow verbs, such as *tastes* or *smells*.

- The rose smells sweet.

75

Teacher: Well done, everyone. Now let us look at the grammar box.

Teacher: Today, we are going to learn about 'adjectives'.

Teacher: An adjective is a word that tells us more about a noun. It helps us describe a person, a place, an animal or a thing.

Teacher: For example, in the sentence 'a large procession moved through the forest', the word large is an adjective. It tells us more about the procession.

Teacher: Adjectives can come in different parts of a sentence. Sometimes they come 'before' the noun, like 'a brave man'.

Sometimes they come 'after' helping verbs like *is* or *was*, like in 'The forest was dark'.

They can also come after words like *smells* or *feels*, such as 'The rose smells sweet'.

Teacher: Now think about our story. Can you remember a sentence where we could use an adjective like brave, dark, beautiful or sandy?

Teacher: Try to write two simple sentences using adjectives from the story.

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

Poster

Teacher: Now, let me show you a colourful poster on antonyms.

MUST DO

10 MIN.

English Theme 6: How Was Our Country Made?

40

Antonyms

An antonym is a word that means the opposite of another word.

Antonyms made by adding -un		
fasten	→	unfasten
seen	→	unseen
lucky	→	unlucky
safe	→	unsafe
healthy	→	unhealthy

Antonyms made by adding -dis		
continue	→	discontinue
order	→	disorder
advantage	→	disadvantage
taste	→	distaste
respect	→	disrespect

Antonyms made by adding -in		
accurate	→	inaccurate
visible	→	invisible
direct	→	indirect
capable	→	incapable
secure	→	insecure

Antonyms made by adding -im		
proper	→	improper
polite	→	impolite
possible	→	impossible
patient	→	impatient
pure	→	impure

Teacher: An antonym is a word that means the opposite of another word.

Teacher: Look at the sections – we form antonyms by adding un-, dis-, in- or im-.

Teacher: Let us say these examples aloud together.

- fasten – unfasten
- respect – disrespect
- possible – impossible
- secure – insecure

Teacher: After we learn these, I will paste this poster in the classroom so we can keep reading and revising them every day.

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

Teacher: Now we are going to make our own mini antonyms chart. Please open your notebook and draw four neat boxes on one page.

COULD DO

10 MIN.

Teacher: In each box, you will do three things:

1. Choose one word from the poster.
2. Write its antonym (opposite word).
3. Draw a small picture that shows the meaning of either the word or its opposite.

Teacher: For example, you can write the word polite and its opposite impolite. Then you can draw a happy face saying 'Thank you' and another face interrupting rudely.

Teacher: You can also choose words like safe–unsafe, visible–invisible or possible–impossible.

Teacher: Make sure your boxes are neat. Colour the pictures if you have time.

This activity will help you understand opposites in a fun way.

Teacher: When you are done, I will display some of your charts on the class board.

Differentiated Activities

110 km/hr



Write five antonyms using different prefixes (un-, dis-, in-, im-) and use two of them in sentences.

80 km/hr



Write four antonyms from the poster in your notebook.

40 km/hr



Copy any two antonyms from the board and underline the prefix used in each.

Home Task

Find three describing words (adjectives) from the story. Write a sentence for each using those adjectives.

Period 9

SHOULD DO

10 MIN.

Teacher: Good morning, everyone.

Yesterday, we learnt about adjectives and opposites. Today we will revise adjectives and learn something new.

Teacher: Let us play a quick game. I will say a noun and you will tell me a describing word (adjective) for it.

Teacher: Elephant.

Students: Big. Huge. Grey.

Teacher: Forest.

Students: Thick. Dark. Green.

Teacher: Princess.

Students: Beautiful. Kind. Brave.

Teacher: Temple.

Students: Ancient. Peaceful. Marvellous.

Teacher: That was very good. You all remembered many describing words. Now we will begin today's exercises on adjectives and words that tell us quantity.

Teacher: Please open your book to Exercise H.

MUST DO

20 MIN.

Teacher: In each sentence, you have to underline the adjective. An adjective tells us more about a noun. It shows size, colour, shape or how someone or something is.

H Underline the adjectives in these sentences.

1. The king was powerful.
2. The apples are delicious.
3. This is an interesting story.
4. A kind lady helped me cross the road.
5. They got lost in the thick forest.

Words, such as **much** and **many** are used before a noun to express quantity. They are called **determiners**. They determine the quantity of something.

- How many frogs are there in the pond? (Many is used with nouns that we can count.)
- How much sugar do you want? (Much is used with nouns that we cannot count.)

75

Teacher: Let us try the first one together. The sentence says: The king was powerful.

The adjective here is powerful. It describes the king.

Teacher: Now do the rest of the sentences on your own.

Teacher: Below that, there is a box. It explains the use of the words **much** and **many**. These are called **determiners**. They tell us how much or how many of something there is.

Teacher: Use **many** when you can count something. Use **much** when you cannot count it.

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

Teacher: Let us move to Exercise I.

I Fill in the blanks with **much** or **many**.

1. The group passed _____ beautiful temples on the way.
2. There is too _____ salt in the food.
3. There are so _____ peacocks in the park.
4. How _____ milk do you want?
5. How _____ stamps do you have?

75

Teacher: Read each sentence and choose whether to use much or many.

Teacher: Let us do one together. There is too _____ salt in the food.

Since we cannot count salt, we write much.

Teacher: Now complete the rest of the blanks on your own.

Teacher: Open your notebook and make two columns.

In one column, write three things you can count. In the second column, write three things you cannot count.

Teacher: Now, make one sentence for each thing using much or many.

For example:

Many books are on the table.

There is much milk in the glass.

Teacher: You may colour your table if time allows.

Differentiated Activities

110 km/hr



Write five sentences using both adjectives and determiners. Underline the adjective and circle the determiner in each.

80 km/hr



Write four sentences using adjectives and underline them.

40 km/hr



Write two simple sentences using much and many correctly.


Home Task

Choose five nouns from the story. For each noun, write one adjective and one suitable determiner (much or many). Example: many temples, thick forest.

Period 10

Excelling Concentration

Teacher: Good morning, explorers. Today, we are going on a journey – not by train, plane or bus, but by listening carefully and imagining through words.

 **Concentration*** ABLE

1 Your teacher will read out a paragraph. Listen carefully and tick (✓) the correct answers.

- During summer holiday, I went to Himachal / Shimla / Dehradun.
- The station was filled with passengers / doctors / lawyers.
- I could see booksellers / houses / mountains from the window.
- Some passengers were chatting / playing / sleeping.
- I played with my toys / box of puzzles / doll.

75 76

Teacher: I will read out a short travel story. You will listen like detectives and tick the correct words in your book as you hear them. Are you ready?

(Teacher reads the paragraph from 'Excelling Concentration' slowly and clearly, given on page 119.)

Teacher: Now, let us check together.

Question 1: Which place was visited?

Students: Shimla

Question 2: Who filled the station?

Students: Passengers

Question 3: What did we see outside the window?

Students: Houses

Question 4: What were the passengers doing?

Students: Chatting


Question 5: What did I play with?

Students: Box of puzzles

Teacher: Wonderful. You all listened so well. Now, let us take this imagination further.

Excelling Language

Teacher: Let us now travel with our minds. First, talk with your partner about your favourite character from a book or a movie.

 **Language** 21st CS LAD OLD

1 Tell your partner about your favourite character from a storybook or a film that you liked.

Hints:

- Why do you like this character?
- Which of their qualities do you admire?

76

Teacher: Think of a character who inspired you, made you laugh or made you feel brave.

Teacher: Ask your partner these questions:

- Why do you like this character?
- What good quality do you admire in them?

Sample Student Responses:

- I like Harry Potter because he is brave and loyal.
- I like Dora because she always explores and never gives up.
- I like Mowgli because he is close to nature and animals.

Teacher: Lovely answers. Now take your notebook. Imagine you are going on a holiday – maybe to the beach, the forest or snowy mountains.

Excelling Expression

Teacher: You can travel with friends, family or even your favourite character. It can be a real trip or a magical one. You decide.

 **Expression** 21st CS DBL

1 In your notebook, write a travel adventure of your own. Pick any of the given story settings given here. Write a story in about 250 words in your notebook. The characters in the story can be real or imaginary.



76

Teacher: Start writing your travel adventure. Use describing words, feelings and tell us what happened on the journey.

Teacher: You may begin like this:

I packed my bag and boarded the train to the snowy hills. The wind was cold, but my heart was full of excitement...

Teacher: (Encourage students to use adjectives and past tense.)

Teacher: If you have finished writing your travel paragraph, now it is time to become a storyteller.

COULD DO

10 MIN.



Teacher: Turn to your partner and take turns speaking about your travel story. You do not need to read it word by word. Just tell it in your own words.

Teacher: You may begin like this:

- I travelled to the snowy mountains with my cousins.
- We played in the snow and drank hot chocolate.
- I saw a group of yaks passing by and one of them came close.

Teacher: Remember to describe where you went, what you saw, who was with you and one exciting or funny moment.

Teacher: While one partner speaks, the other listens carefully. Then switch.

Teacher: I will invite a few volunteers to share their travel tale with the whole class.

Teacher: Speak with confidence and enjoy being the narrator of your own adventure.

Differentiated Activities

110 km/hr



Write a complete travel story (150–200 words) including the setting, people, events and one surprise.

80 km/hr



Write a short paragraph of 5–6 lines describing one place and what you did there.

40 km/hr



Draw a travel scene and write 2 sentences about what you saw or did.

Home Task

Complete your travel story at home. Add more exciting events and describe how the journey ended. Check for spelling and use at least five describing words in your story.

Period 11

Creating better

SHOULD DO

20 MIN.



Creating better

You are about to go on a long train journey. Make a board game of your own to play on the journey. You can make your own rules. You may follow the given steps:

1. Choose a theme that appeals to you, such as adventure, mystery, fantasy, etc.
2. Determine how players will play the game (e.g., dice or cards).
3. Create simple rules and instructions that are easy for the players to understand.
4. Design and draw a game board with spaces, paths, or areas relevant to your theme. Create tokens or figurines for players to move on the board.
5. Play the game with your friends or siblings.

76

Teacher: Good morning, everyone. Today, we will use our imagination to create something exciting.

Teacher: Imagine you are going on a long train journey. What if you had your own board game to play during the trip?

Teacher: Today's task is to design your very own board game. You can choose your own rules and style. Let me explain the steps:

1. Choose a theme – You can make it about adventure, mystery, nature or anything you enjoy.
2. Decide how to play – Will you use dice, cards or challenges to move ahead?
3. Make the rules – Keep them simple and fun. Everyone playing should easily understand how to win.
4. Draw your board game – Use a page in your notebook. Make spaces, paths and labels to match your theme.
5. Design your game tokens – These can be drawn or made using paper.
6. Play it later with a friend or family member.

Teacher: This game can be about saving animals, collecting treasure or even a jungle rescue. You can also link it to a place from your travel story.

Teacher: (Walk around and encourage students. Compliment creativity and guide those who need ideas.)

Thinking better

MUST DO

10 MIN.



Teacher: Now let us take a moment to think deeply.

Thinking better

How does travelling to a new place help us learn about different cultures and regions?

COD HOTS 21st CS 76

Teacher: Travelling is fun, but it also teaches us many things.

Teacher: Think about this question:

How does travelling to a new place help us learn about different cultures and regions?

Teacher: Turn to your partner and discuss it.

Sample Student Responses:

- We get to eat new food and try new clothes.
- We see different homes and ways people live.
- We learn different languages and customs.

Teacher: Now write two or three lines in your notebook explaining your thoughts.

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

Teacher: If you finish your board game early, colour it neatly.

Give it a name and write a one-line description of what the game is about.

Teacher: You may also show your game to your friend and explain the rules to them.

Differentiated Activities

110 km/hr



Design a full board game with rules, dice actions, game spaces and a short theme story.

80 km/hr



Draw a game board and write three rules.

40 km/hr



Draw a simple game path and colour it.

Home Task

Take your game board home. Play it with a family member or a friend. Then, write two sentences about how they liked it and what they said.

Period 12

Teacher: Good morning, learners. Let us begin today's class by thinking about the choices we make every day.

SHOULD DO

20 MIN.



Choosing better

Choosing better

You are sitting in a bus or a metro. You see an old person standing with a bag. What will you do?

EXL LSV 2LCS

76

Teacher: Imagine you are sitting in a bus or a metro. An old person gets in, holding a heavy bag and there is no seat.

Teacher: What will you do? Why?

Teacher: Turn to your partner and share your answer. Then write it in your notebook using full sentences.

Student responses may include:

- I will stand up and offer my seat.
I will help them hold their bag.
- I will call someone if they need extra help.

Teacher: These small choices show big kindness. Well done.

Revising better

Teacher: Now let us recall the story Rescuing the Princess.

Revising better

Read a story. Did you find any confusing words there? Use them in sentences in your Little Book.

DBL

76

Teacher: Were there any words that were new or confusing?

Teacher: Look back through the chapter. Choose two such words.

Teacher: Now, write your own sentences using those words in your Little Book or notebook.

Sample words students may choose:

- stranded
- obstacles
- marvellous
- clearing

Teacher: Very good. This will help you remember new vocabulary and use it confidently.



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

Book of Holistic Teaching

COULD DO

15 MIN.



Teacher: Now, we are going to do something very interesting. We will use what we have learnt in English and connect it with other subjects like Maths, Science and Social Studies.

Teacher: This is called holistic learning. It means learning one topic in many different ways. I will write three tasks on the board. Each task is from a different subject, but all are linked with the story Rescuing the Princess.

Teacher: Open your notebooks and get ready. I will read each instruction and explain it too.

Maths

Chapter 6: Rescuing the Princess

Theme 6: How Was Our Country Made?

A

Maths

HoLL MDA

Draw 10 strawberries in your notebook. **Colour** one fifth of the strawberries. Now, convert the fraction of the **coloured** strawberries into decimals. Write the answers in your notebook.

6

Teacher: First is from Maths.

Teacher (writes on board):

Draw 10 strawberries. Colour one fifth of them. Then, convert that fraction into decimals.

Teacher: Let us recall – what does one fifth mean?

Student: One part out of five.

Teacher: Very good. Now, if we have 10 strawberries, how many do we colour?

Student: Two strawberries.

Teacher: Correct. After colouring, write it as a decimal. One fifth is the same as 0.2. So 2 out of 10 is 0.2. Write that under your drawing.

Science

B

Science

Circle the correct answers.

1. India has a **wide / limited** variety of climate and habitats. 6
2. Sunflowers and asters are **flowering / non-flowering** plants. 7

Teacher: Next, let us connect to Science.

Teacher (writes on board):

Circle the correct word:

1. India has a wide / limited variety of climate and habitats.
2. Sunflowers and asters are flowering / non-flowering plants.

Teacher: Think back to what we learnt about plants and climates.

Teacher: Do we find many different types of places in India – deserts, mountains, forests?

Student: Yes, we do.

Teacher: So the answer is wide. And do sunflowers have flowers?

Student: Yes.

Teacher: Then circle flowering.

Social Studies

C Social Studies

Write true or false.

1. The Himalayas are classified into three ranges that run parallel to each other. _____
2. The Purvanchal Hill ranges are very high. _____

7

Teacher: Now comes our last part – Social Studies.

Teacher (writes on board):

Write true or false:

1. The Himalayas are classified into three ranges that run parallel to each other.
2. The Purvanchal Hill ranges are very high.

Teacher: Remember what we read about mountain ranges? Are there three ranges?

Student: Yes, Himadri, Himachal and Shiwalik.

Teacher: Very good. So the first one is true. What about the Purvanchal hills?

Student: They are not very high.

Teacher: Correct. So that is false.

Teacher: Now complete all the three tasks neatly in your notebook. Take your time and use a scale if needed for the strawberry drawing.

Teacher: This is how we learn better by connecting subjects and using one theme across different topics.

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

SHOULD DO

05 MIN.

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

Teacher: Think about the topics we have learnt and write them neatly in the 'L' column of the chart. (Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone! See you in the next class. Have a wonderful day ahead.

Differentiated Activities

110 km/hr



Choose one subject from above and write two new questions related to it along with the answers.

80 km/hr



Attempt all the three subject tasks with correct labelling.

40 km/hr



Attempt only the Science task with one Maths drawing.

Home Task

Choose two values you have learnt from this story (kindness, teamwork or courage). Write how you can show them in real life. Use short sentences. And complete the project from 'Book of Project Ideas'.

Period 13

SHOULD DO

20 MIN.

Worksheet- 1

Theme 6: How Was Our Country Made?

6. Rescuing the Princess

Worksheet 1

Comprehension

Read the passage carefully.

Namaskar! This is a beautiful word and gesture, which is unique to Indian tradition. When we meet someone, we join our hands in a prayer position in front of the chest, slightly bow our head and say Namaskar in a respectful manner. We also use this gesture while parting with someone. It is an ancient yogic tradition. The word is derived from the Sanskrit word 'namaha', meaning 'to you'. We convey respect through this gesture. Namaste is sometimes used in place of Namaskar. But the two words have a difference in their meanings. Of the two, the more popular and informal term is Namaste, whereas Namaskar is more formal.

A. Fill in the blanks.

1. The word *namaha* means _____.
2. _____ is sometimes used in place of _____.
3. We join our hands in _____ in front of the chest when we say Namaskar.
4. Namaste is the more _____ and _____ term.
5. It is an _____ tradition.

B. Answer these questions.

1. How do Indians show respect?
2. Where has the word Namaskar come from?
3. What are the two times when we say Namaskar?
4. What is the correct way of doing Namaskar?
5. What is the origin of the Namaskar tradition?

C. Write true or false.

1. We wave hands when we say Namaskar. _____
2. Namaskar is an ancient yogic tradition. _____
3. The word is derived from the Sanskrit word *namaha*. _____
4. Namaskar is the more popular and informal term. _____
5. Namaskar means paying salutations. _____

21

Teacher: Good morning, learners. Today, we are going to revise a passage about a beautiful Indian greeting – Namaskar.

Teacher: Open Worksheet 1 on page 21 in workbook. Let me read the passage aloud first. Please follow along. (Teacher reads the passage slowly and clearly.)

Teacher: Now let us do Activity A – Fill in the blanks.

Teacher: What does the word 'namaha' mean?

Student: It means 'to you'.

Teacher: Very good. Everyone write that.

Teacher: In Activity B, we will write answers in full sentences. Look at question 1 – How do Indians show respect?

Teacher: You can begin your answer like this – ‘Indians show respect by...’

Teacher: Now move to Activity C – True or False. Read each sentence and check the facts in the passage. Then write ‘true’ or ‘false’ accordingly.

Teacher: Well done, everyone. This helped us practise how to find answers from a passage.

Worksheet 2

Teacher: Let us begin with Vocabulary. These are words with the ‘ur’ sound.

MUST DO

20 MIN.

Worksheet 2

Vocabulary

A. Fill in the blank with **ur**.

1. ch ____ ch 2. b ____ st 3. p ____ se 4. t ____ tle

22

Teacher: For example, ch__ch becomes church. Say it aloud.

Teacher: Now try the rest yourself. I will help if you get stuck.

Grammar

A. Fill in the blanks with **much** or **many**.

1. Sunaina has _____ friends.
2. Why did you eat so _____ sweets?
3. How _____ pencils do you want?
4. I have not eaten _____ since morning.
5. She has shifted to another city. She misses her family very _____.

22

Teacher: Now look at the next task. Fill in the blanks with much or many.

Teacher: We use many for countable things like apples or friends.

Teacher: We use much for uncountable things like water or salt.

Teacher: Let us do the first one together – Sunaina has _____ friends.

Student: Many.

Teacher: Excellent. Complete the rest on your own now.

Listening / Speaking / Writing

A. Your teacher will read out a small passage. Listen carefully and choose the correct answers.*

1. The (streets / offices) became busier as it started to rain.
2. Almost (no one / everyone) tried not to get wet in the rain.
3. However, some stayed back (inside the mall / at the corner shop) to sip tea.
4. At home, Gopu waited for the (rain / blizzard) to stop.
5. He and his friends had plans to have a (picnic / tournament) and now all his plans were ruined.

22

Teacher: Now I will read a short story aloud. Listen carefully and tick the correct words in each sentence.

(Teacher reads the paragraph slowly.)

Teacher: Now check your answers quietly with your partner. Well done if you matched all the correct words.

B. Talk about your favourite teacher to the class. Give five reasons.

C. Write a story in about 100 words in your notebook. Begin your story like this.

The children gathered around Grandma in the evening...

22

Teacher: You will speak five lines about why you like this teacher.

Teacher: Who would like to go first?

Student: I like my EVS teacher. She explains everything with drawings. She is kind and makes learning fun.

Teacher: That was wonderful. Thank you for sharing.

Teacher: Now take out your notebooks. Copy this sentence:

‘The children gathered around Grandma in the evening...’

Teacher: This is the beginning of your story. Imagine what happened next.

- Did Grandma tell a funny story?
- Did something magical happen?

Teacher: Try to write at least 100 words. Use describing words like colourful, loud and magical. Take your time and enjoy writing.



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

Differentiated Activities

110 km/hr



Complete both worksheets fully and write a detailed story (minimum 100 words) using at least three describing words and a proper beginning, middle and end.

80 km/hr



Complete all questions in Worksheet 1 and Worksheet 2. Write a short paragraph (5–6 lines) to complete the story using simple and clear sentences.

40 km/hr



Complete only Worksheet 1 (Section A and B). Write two lines to complete the story using one describing word.

Home Task

Choose five new words you have learnt today from the worksheets or the story.

Write one sentence using each word in your notebook.

(Encourage correct spelling, punctuation and creativity)

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• participate in group kinaesthetic activities to show adjectives using real objects, promoting motor coordination.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express empathy and responsibility through discussion-based activities like 'choosing better' and story reflections.
Cognitive Development	<ul style="list-style-type: none">• interpret texts, draw inferences, analyse characters and connect story events to real-life situations.
Language and Literacy Development	<ul style="list-style-type: none">• read with comprehension, identify grammar structures, use vocabulary contextually and write creatively.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• appreciate Indian cultural values like 'namaskar' and explore imaginative scenarios through board game creation.
Positive Learning Habits	<ul style="list-style-type: none">• show active listening, independent reading, teamwork and self-motivated story and project completion.

Starry Knights

How was the learners' response to the project on railway route? Could you ignite the fire in them to explore more places?

Kudos to you for being a fantastic teacher!! Award yourself the STAR.

