

## Lesson-7: The Peacock and the Tortoise

Theme 7: How Do We Work?

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 follow safety rules.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to read aloud the text with appropriate pronunciation, pauses and intonation to develop fluency and expression.
- to understand and use new words and phrases in the appropriate context to enhance vocabulary.
- to strengthen vocabulary with specific focus on words containing the '-dge' letter pattern (e.g., bridge, edge, judge).
- to understand the function of adverbs and apply them in sentences to describe actions effectively.

### Methodology

#### Period 1

#### Confirming better

**Teacher:** Good morning, everyone. I hope you are all feeling great today.

SHOULD DO

10 MIN.



(Use CRM signs to settle the class and get their attention)

**Teacher:** Today, we are going to talk about something very important following safety rules.

**Teacher:** Can anyone share why it is important to follow safety rules. Whether we are in school, at home or outside?

**Student 1:** So that we don't get hurt or hurt others.

**Teacher:** That is absolutely right. When we follow safety rules, we are taking care of ourselves and showing respect for others around us. It helps keep everyone safe, happy and ready to learn.

**Teacher:** Following rules, such as walking in the corridor, using things properly and listening to instructions shows that we are responsible and thoughtful.

**Teacher:** Now, let us say this affirmation together: 'I follow safety rules.'

**Students:** 'I follow safety rules.'

**Teacher:** Great job. Remember, every time you choose to follow safety rules, you are making a smart and kind decision. Let us keep practising this every day.



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

**Teacher:** Now we will begin a new chapter, 'The Peacock and the Tortoise'. 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.

MUST DO

30 MIN.



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 do Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting.

#### Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 77.

#### Kinaesthetic

**Teacher:** Now it is time for a fun kinaesthetic activity — we are going to move, act and learn together.

**Teacher:** You will be working in pairs. Please sit or stand facing your partner and get ready.

## Kinaesthetic

Work in pairs. Think of a situation and act it out. Your partner will guess the action and associate an adverb with it. Reverse the roles and repeat the activity with another word.

quietly excitedly gently carefully loudly quickly

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**Teacher:** In this activity, you will think of a situation such as opening a gift, sneaking into a room or helping a friend — and act it out silently, without using any words.

**Teacher:** Your partner will watch your actions carefully and then guess what the action is and choose an adverb to describe how you did the action.

**Teacher:** For example, if someone acts like they are tiptoeing, the partner might say, 'You are walking quietly.'

**Teacher:** Here are some adverbs you can use to describe actions: quietly, excitedly, gently, carefully, loudly, quickly.

**Teacher:** Once your partner has guessed correctly, switch roles — now it is their turn to act and your turn to guess and choose an adverb.

**Teacher:** Remember to take turns, be respectful and most of all — have fun while learning.

(Move around the class and students work on the activity to support them as required. Later, invite a few pairs to share their experiences.)

## Auditory

**Teacher:** Now we will begin our auditory activity, so I need everyone to listen very carefully. Please keep your notebooks and pencils ready.

## Auditory\*

Listen to your teacher carefully. Choose the correct word for each sentence. Write the correct words in your notebook.

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**Teacher:** In this activity, I will read a sentence aloud with two word choices. Your job is to choose the correct word that best completes the sentence. Then, you will write the complete sentence with the correct word in your notebook.

**Teacher:** Let us try one together. If I say: 'I saw a butterfly (outside / quickly),'

You will think about which word fits best. Yes. The correct answer is outside — So you will write: I saw a butterfly outside.

**Teacher:** Ready? Let us begin. I will read each sentence twice to help you understand better.

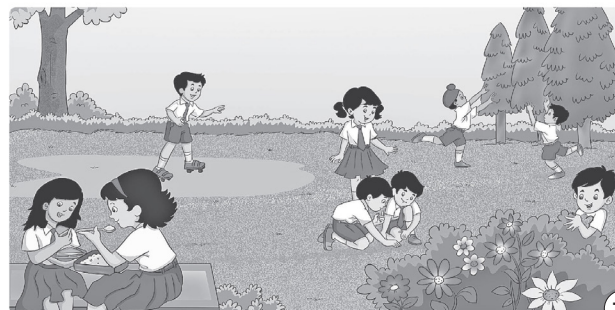
1. Yash and Rita are playing badminton. (yesterday/ outside)
  2. The cat is sitting (today/under) the table.
  3. We will go on a school trip. (quickly/tomorrow)
  4. Nita arranges her clothes. (loudly/neatly)
  5. The artist painted the landscape. (carefully / loudly)
- (Pause after each sentence to give time for students to write the answers in their notebook. Later, discuss the answers with the class)

## Pictorial

**Teacher:** Now we are going to do a fun pictorial activity. Please look carefully at the picture on the page.

## Pictorial PS

Look at the given picture carefully. Create a short story related to the picture. Use adverbs to describe when, where and how. Tell the story to your partner.



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**Teacher:** What do you see in this picture? Take a moment to observe all the children and what they are doing.

**Teacher:** This picture shows many children enjoying their time in the school garden. There are different activities happening all around.

**Teacher:** Your task is to create a short story based on what you see. You can imagine it as a day in the playground or during recess time.

**Teacher:** Work with your partner. Use what you see in the picture — children playing, sitting, talking or picking something — to build your story.

**Teacher:** You can include:

- Who is in the picture
- What they are doing
- Where the actions are happening

**Teacher:** Take a few minutes to write a short story or a few descriptive sentences. Then, share your story with your partner.

(Use CRM signs to guide students during pairing, turn-taking and sharing.)

**Teacher:** Great job, everyone. I loved how you used your -ly words and described the picture so well.

## Differentiated Activities

## 110 km/hr



Write a short story or dialogue using at least 5 different -ly words. Underline the -ly words you use.

## 80 km/hr



Fill in the blanks with the correct -ly word from the box and write your own sentence using that word.

Word Box: happily, loudly, quickly, softly, carefully

1. The baby is sleeping \_\_\_\_\_.
2. The boy ran \_\_\_\_\_ to the gate.
3. She sang \_\_\_\_\_ in the choir.
4. He opened the gift \_\_\_\_\_.
5. The teacher spoke \_\_\_\_\_ during the assembly.

40 km/hr



Add -ly to the given words to make a new word.

1. Soft
2. Quick
3. Loud
4. Careful

## Home Task

Look around your home, neighbourhood or park. Observe what people, animals or objects are doing. Then, write a short story (5–7 sentences) about what you saw. Remember to include:


- Who was there
- What they were doing
- Where the action was happening

You can also draw a picture to go with your story.

## Period 2

### Interacting better

**Teacher:** Good morning, everyone. Let us start our day with 'Interacting better'.



**Interacting better**

Do you follow safety rules when you go outside? Tell any two rules that you follow to your partner.

ICL

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**Teacher:** Today, we are going to talk about something very important — safety rules that we follow when we go outside.

**Teacher:** Do you follow safety rules when you walk on the road, ride a bicycle, go to the market or travel with your family?

**Teacher:** I want each of you to think of two safety rules you follow when you are outside. For example, you might say:

- I always walk on the footpath.
- I look both ways before crossing the road.

**Teacher:** Now, turn to your partner and take turns sharing. Tell your partner:

- What safety rules you follow
- Why you think they are important

**Teacher:** I will give you a minute to think. Then you will have two minutes to talk and listen.

(Pause to let students think. Then ask them to begin.)

**Teacher:** Alright, you may begin now.

(After 2–5 minutes, gently signal for attention using CRM signs.)

**Teacher:** Time is up. Would anyone like to share what their partner told them?

(Let a few students share. Encourage and affirm their responses.)

**Teacher:** Wonderful sharing, everyone. Following safety rules helps us protect ourselves and others. Let us always

remember to be careful and responsible when we go outside.

**Teacher:** So, let us see what we have in the story. Maria's school celebrates Democracy Week. The children participate in various activities. Maria's teacher encourages Maria to participate in the storytelling competition. Maria agrees and tells the story of 'The Peacock and the Tortoise'. Through the story, she wants to say that we can work properly only when we stay safe.


**Teacher:** The story is about a peacock and a tortoise and it teaches us something important about safety and being mindful. Are you ready to find out what happens?

MUST DO

20 MIN.

**STEP 1 TML**

Maria's school celebrates the Democracy Week. The children participate in various activities. Maria's teacher encourages Maria to participate in the storytelling competition. Maria agrees and tells the story of **The Peacock and the Tortoise**. Through the story, she wants to say that we can work properly only when we stay safe.



It was a beautiful day. A peacock was dancing by the side of a lake. There was a tortoise looking wistfully at the peacock from the edge of the lake.

**Tortoise:** Mr Peacock, how I wish I could come and dance with you!

**Peacock:** Mr Tortoise, I do not think it would be safe for you to come out of the lake. You will not be able to move swiftly in case of an emergency.

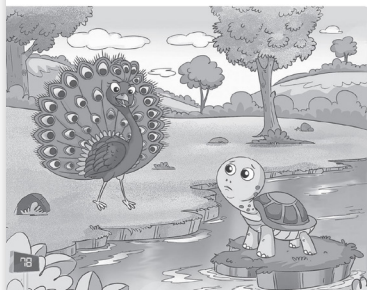
**Tortoise:** I may not be quick and graceful. Instead, I am slow and steady. You don't want to dance with me because we are different.

**Peacock:** I am sorry to have displeased you. I am not judging you, Mr Tortoise.

**Tortoise:** Huh!

**Peacock:** If you wish to come and dance with me, you are welcome. But you are being unmindful of the danger of leaving the lake.

The tortoise did not listen to the peacock's warning. He was excited to dance. He came out of the lake and stood by the side of the peacock. They prepared to dance together.



**Teacher:** I will begin reading the first part of the story. Then, I will invite some of you to take turns reading the rest, one paragraph at a time.

(Read the first paragraph aloud with expression.)

**Teacher:** Now let us have a few volunteers to read the next parts. Remember to read with a clear voice and expression.

(Invite students to read the next few parts given on page 78. After reading the entire story passage, continue with discussion.)

**Teacher:** Great reading, everyone. Now, let us think and talk about what we just read.

**Teacher:**

1. Where was the peacock dancing?
2. Who was watching the peacock dance?
3. What did the peacock tell the tortoise?



(Allow students to share their thoughts)

**Teacher:** Right. The peacock was trying to be careful and give a warning. What do you think should the tortoise have listened to the peacock? Why or why not?

(Encourage thoughtful responses and guide the discussion toward the message of being mindful and safe.)

**Teacher:** We will continue reading the story in the next session to find out what happens next. But before that, let us reflect:

1. Have you ever done something without thinking of the risks? What happened?

(Pause for students to respond)

**Teacher:** Now look at the question given in the 'Understanding better' section.

Why did the peacock think it is not safe for the tortoise to come out of the lake?

(Allow students to share their experiences)

### Discovering better

**Teacher:** Let us go through the words from the story so far and understand its meaning.

**MUST DO**

10 MIN.



#### Discovering better

**LAD**

**wistfully:** here, looking in a sad way at something that you want

**swiftly:** quickly

**emergency:** a sudden, very serious event

**graceful:** someone who can move in a smooth, beautiful way

**instead:** in place of something


**displeased:** here, to make feel upset

**judging:** deciding how right or wrong something is

**unmindful:** not giving attention to something

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(Introduce the words and ask students to come up with some sentences using them)

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

### Differentiated Activities

**110 km/hr**



What do you think will happen next in the story? Write or share your prediction.

**80 km/hr**



1. Why do you think the tortoise wanted to dance with the peacock?
2. What warning did the peacock give to the tortoise?

**40 km/hr**



1. Who was dancing near the lake?
2. Who was watching the peacock?

### Home Task

Read page 78 at home. Practise writing the challenging words in your notebook.

### Period 3

**Teacher:** Good morning, everyone.

**COULD DO**

05 MIN.

Before we move ahead with today's session, let us quickly go back and remember what happened in the story 'The Peacock and the Tortoise.'

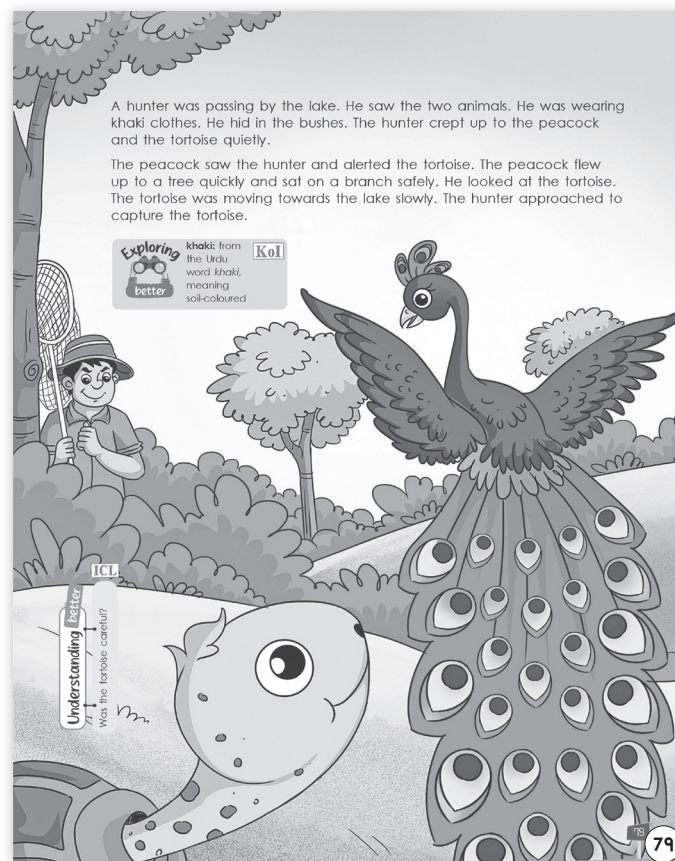
**Teacher:** I want you to help me summarise the first part of the story — that means we will say the main points in a short and simple way.

(Use CRM signs to settle down students and ask them to take turns to summarise the story in their own words).

**Teacher:** Well done. You all remembered the last part so well — the tortoise came out of the lake to dance with the peacock. But something is about to happen. Let us find out what. Open page 79 in your main coursebook.

**MUST DO**

25 MIN.



(Read aloud slowly and clearly. You may also invite students to read the passage)

**Teacher:** A hunter was passing by the lake. He noticed the peacock and the tortoise together.

Now class, guess what the hunter was wearing?

**Teacher:** Yes. He was wearing khaki clothes. Now let us quickly look at the 'Exploring better' section to understand it's meaning. Kakhi is a light brown, soil-coloured outfit.



People who want to blend in with nature, such as soldiers or hunters, often wear khaki.

**Teacher:** The hunter quietly hid behind the bushes. He did not want the animals to notice him.

Teacher (in a dramatic voice): Slowly and quietly, the hunter crept closer... step by step... not making a sound.

**Teacher:** But the peacock was alert. He noticed something moving in the bushes.

**Teacher:** Right away, the peacock called out to the tortoise. He flapped his wings and flew up to a tree nearby. He sat safely on a branch and looked down, worried for his friend.

**Teacher:** But the tortoise — oh dear — he was still on the ground, moving slowly toward the lake. He was trying to get back to safety.

**Teacher:** The hunter started moving closer and closer to catch him.

**Teacher:** Let us pause here to think about what we learnt so far. Look at the understanding better question. Do you think the tortoise was careful?

(Pause for students to think and respond)

**Teacher:** Great. What do you think will happen next? Will the tortoise make it back to the lake in time?

**Teacher:** We will find out soon. But for now, remember this part: the peacock tried to help his friend and the tortoise, though slow, was trying his best to stay safe.



**Peacock:** Oh, no! Mr Tortoise is in trouble. He won't be able to run fast. The peacock came up with an idea to save the tortoise. He took a twig from the tree and threw it at the hunter. This distracted the hunter. The hunter turned around to see who had hit him out of the blue. Meanwhile, the tortoise reached the lake and hid underwater. The hunter could not capture either of them and went away. Both the peacock and the tortoise escaped the hunter successfully.

**Peacock:** Mr Tortoise, while it's good to have fun, we need to always be aware of the dangers around us.

**Tortoise:** Thank you, Mr Peacock. You saved my life. From now on, I will be aware of my surroundings and keep myself safe.

— adapted from an Indian fable

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**Teacher:** Now let us find out what happened to the tortoise. Remember, the hunter was very close and the tortoise was moving slowly toward the lake. Let us see how the story ends.

(Read aloud slowly and clearly. You may also invite students to read the passage)

**Teacher:** The peacock looked down and saw that his friend was in danger. But the peacock did not just sit there. He quickly came up with a clever idea.

**Teacher:** He broke off a twig — a small stick — from the tree and threw it at the hunter.

**Teacher:** The hunter was surprised. Can you imagine that moment?

**Teacher:** He turned around quickly, wondering, 'Who hit me?' It distracted him.

**Teacher:** And during that moment, the tortoise reached the water and safely hid underwater. The hunter could not find him. What a smart move. Both the peacock and the tortoise escaped safely.

**Teacher:** Let us quickly do a recap of the story. But I will be asking you some questions. Are you ready?

COULD DO

10 MIN.

**Students:** Yes.

**Teacher:** Great. Let us begin with the 'Understanding better'. Look at the question given: Why did the tortoise thank the peacock?

(Pause for students to respond. Later, you may also ask the questions given below to initiate a discussion to recap the story).

1. What did the peacock do to distract the hunter?
2. How did the tortoise escape?
3. What lesson did the tortoise learn at the end?
4. Why is it important to be aware of our surroundings? (Use CRM signs to guide students to take turns during discussion).

**Teacher:** This story teaches us a very important lesson: while fun is good, we must also be careful and aware of what is happening around us just like the tortoise learned. See you in the next class.

## Differentiated Activities

110 km/hr



1. How do you think the peacock knew exactly what to do to help the tortoise?
2. What might have happened if the peacock had not distracted the hunter?
3. How do you think the tortoise felt when the peacock saved him? Explain your reasoning.

80 km/hr



1. Why did the peacock alert the tortoise when he saw the hunter?
2. How did the peacock's action distract the hunter?
3. What lesson did the peacock share with the tortoise after escaping from the hunter?

40 km/hr



1. What did the hunter see while passing by the lake?
2. What did the peacock do when he saw the hunter?

3. How did the peacock help the tortoise?

### Home Task

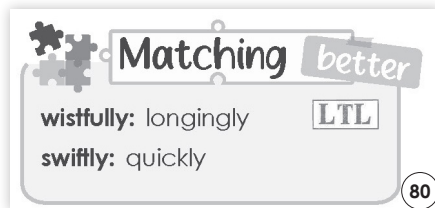
Read page 79 and 80 at home. Practise writing the challenging words in your notebook.

### Period 4

**Teacher:** Hello everyone. Today we are going to begin with the practice exercises of the story.

**MUST DO**

5 MIN.



**Matching better**

wistfully: longingly **LTL**

swiftly: quickly

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**Teacher:** Let us begin with 'Matching better' where we build our vocabulary.

**Teacher:** Let us read the given words and find out another word that means the same :

- 'Wistfully' means the same as 'longingly'
- 'Swiftly' means the same as 'quickly'

**Teacher:** Great job. These words were also used in the story. Who can tell me the definition of the word 'swiftly'? Can you remember who moved swiftly to escape the hunter?

(Pause for students to respond.)

**Teacher:** Yes— 'swiftly' means 'quickly'. The peacock moved swiftly to escape the hunter.

**Teacher:** Now, Why did the tortoise look wistfully at the peacock? What does the word 'wistfully' mean?

(Pause for responses.)

**Teacher:** That is right. The tortoise wanted to dance with the peacock. 'Wistfully' means to look sadly at something that you want.

Now let us look at the 'Discovering better' section.

**Teacher:** Can you read out the words given?

(Invite the students to read the given words and its meaning. Engage them in a quick discuss to think of using the words in a sentence of their own)

**MUST DO**

05 MIN.



**Discovering better**

**distracted:** unable to pay attention to something because you are thinking about something else

**out of the blue:** suddenly

**escaped:** got away from a person or a place

**LAD**

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**Teacher:** Now let us look at the Giving better. This part helps us think about how we can be responsible and helpful.

**MUST DO**

10 MIN.

**Teacher:** At home and in school, we can be thoughtful and kind to others—especially our friends and family.

**Teacher:** One simple way is by noticing when someone needs support. If a friend is feeling sad or left out, you can say something kind or give them a word of encouragement. A small act like this can make a big difference.



**Giving better**

Be thoughtful towards the needs of others, especially your friends and family. Help and support those who need words of encouragement.

**Seva**

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**Teacher:** You can also help at home by asking your parents if they need help or by doing small things—such as cheering up a sibling or saying 'good job' when someone tries something new.

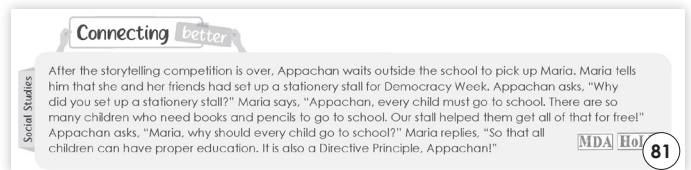
**Teacher:** In school, if you see a classmate struggling or feeling shy, you can support them with kind words or invite them to play with you.

**Teacher:** Remember, being thoughtful means we care about how others feel. When we help and encourage others, we spread happiness and make our community stronger.

**Teacher:** After the storytelling competition is over, Appachan waits outside the school to pick up Maria.

**SHOULD DO**

10 MIN.



**Connecting better**

After the storytelling competition is over, Appachan waits outside the school to pick up Maria. Maria tells him that she and her friends had set up a stationery stall for Democracy Week. Appachan asks, "Why did you set up a stationery stall?" Maria says, "Appachan, every child must go to school. There are so many children who need books and pencils to go to school. Our stall helped them get all of that for free!" Appachan asks, "Maria, why should every child go to school?" Maria replies, "So that all children can have proper education. It is also a Directive Principle, Appachan!"

**MDA Hol**

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**Teacher:** Maria tells him excitedly, 'Appachan, we set up a stationery stall for Democracy Week.'

**Teacher:** Appachan smiles and asks, 'Why did you set up a stationery stall?'

**Teacher:** Maria replies, 'Appachan, every child must go to school. There are many children who do not have books or pencils. Our stall helped give these things to them for free.'

**Teacher:** Appachan nods and says, 'That is a thoughtful idea, Maria. But why should every child go to school?'

**Teacher:** Maria proudly says, 'So that all children can get a proper education. It is also a Directive Principle, Appachan.'

**Teacher:** Isn't that wonderful? Just like Maria, we can all do our part to help others and make sure everyone gets a chance to learn and grow.

**Teacher:** That was such a thoughtful conversation between Maria and Appachan. It reminds us how small actions—such as setting up a stationery stall—can make a big difference in someone's life. Helping others and standing up for what is right is an important part of being a responsible citizen. Why do you think it is important for every child to have access to books and education? (Pause for responses.)

**Teacher:** Great. Now that we have talked about how Maria helped others, let us move to the Recalling better and see how well we remember what happened in the story. Ready? Let us begin.

### Recalling better

**Teacher:** Next, let us recall what we have learnt so far in the story.

**Teacher:** Please open your book to page 81 and look at the Recalling better.

SHOULD DO

10 MIN.

Recalling better

- A peacock was dancing near the lake.
- A tortoise was watching the peacock from the lake.
- The tortoise wanted to come out of the water to join the peacock.
- The peacock warned the tortoise of the dangers of leaving the lake.
- Still, the tortoise came out of the lake.
- A hunter saw the two animals and tried to capture them.
- The peacock flew away quickly, but the tortoise was slow.
- The peacock decided to save the tortoise. He threw a strong twig at the hunter. The hunter became distracted and the two animals escaped to safety.

CING

81

**Teacher:** I will read each point aloud. Follow along and think about what happened at each step of the story.

**Teacher:** Now, let us take a moment to picture the whole scene—from the peacock dancing near the lake to the clever plan that helped them both escape the hunter.

**Teacher:** Excellent. Now that we have refreshed our memory, let us check how well we have understood the story through a short comprehension activity.

**Teacher:** Can you summarise the story in your own words? Or, turn to your partner and discuss: What smart thing did the peacock do to save his friend?



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



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

### Differentiated Activities

110 km/hr



Imagine the tortoise and the peacock are your classmates. What kind of advice would they give

you about staying safe and helping friends? Write a short paragraph describing how you would work together with them in a tricky situation.

80 km/hr



1. Why did the peacock warn the tortoise not to come out of the lake?

2. How did the hunter try to catch the animals?

40 km/hr



1. Where was the peacock dancing?

a. In the forest

b. Near the lake

c. On a mountain

2. What did the peacock do to save the tortoise?

a. Called for help

b. Gave the tortoise a ride

c. Threw a twig at the hunter

### Home Task

Write 5–6 sentences to retell what happened in the story of The Peacock and the Tortoise. Try to include the beginning, middle and end.

### Period 5

### Learning better – Excelling Comprehension

**Teacher:** Open to 'Learning better' on page 81.

MUST DO

20 MIN.

**Teacher:** Take out your pencils. We are going to solve Exercise A in your book.

Learning better

CBA Full

Comprehension

A Tick (✓) the correct answers.

1. Why did the tortoise come out of the lake?

a. to dance ☐ b. to sing ☐ c. to play ☐

2. What was the hunter wearing?

a. cotton clothes ☐ b. green clothes ☐ c. khaki clothes ☐

3. Where did the hunter hide?

a. behind a tree ☐ b. in the bushes ☐ c. near a rock ☐

4. What helped the peacock escape the hunter?

a. his wings ☐ b. his legs ☐ c. his claws ☐

5. What did the peacock throw at the hunter?

a. leaves ☐ b. a fruit ☐ c. a twig ☐

81

**Teacher:** I will read each question and all the options aloud. Listen carefully and tick (✓) the correct answer as we go.

**Teacher:** Question 1 – Why did the tortoise come out of the lake?

Let us read the choices:

a. to dance

b. to sing

c. to play

Hmm... was the tortoise dancing? No. Singing? Not really. (Pause for student responses)



**Teacher:** Yes—it was to play with the peacock. So, tick option c) to play.

**Teacher:** Now it is your turn. Go through each question on your own and tick the correct answers. Take your time and try your best. We will discuss the answers once you complete.

**Teacher:** Well done. Let us now look at Exercise B.

**B** Who said these words and to whom? Why did the speaker say the words? Write the answers in your notebook.

1. "Mr Peacock, how I wish I could come and dance with you!"
2. "You are being unmindful of the danger of leaving the lake."

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**Teacher:** Now let us look at the next activity – 'Read the lines from the story and answer the questions in your notebook.'

**Teacher:** I will help you with the first one and then you will try the next one on your own.

**Teacher:** Let us read the first line together: Mr Peacock, how I wish I could come and dance with you.

**Teacher:** Let us answer the questions:

a. Who said these words and to whom?

These words were said by the tortoise to the peacock.

b. Why did the speaker say the words?

The tortoise saw the peacock dancing near the lake and wanted to join him and have fun.

**Teacher:** Great. Now it is your turn to try the next one on your own.

**Teacher:** You are being unmindful of the danger of leaving the lake.

Write your answers in your notebook:

a. Who said these words and to whom?

b. Why did the speaker say the words?

Take your time and think about what was happening in the story when these words were said.

(Discuss the answers once students finish their work and guide them to write the answers in the notebook)

**Teacher:** Now, open your notebooks.

We are going to answer the questions given in Exercise C.

MUST DO

20 MIN.

**C** Write short answers in your notebook.

1. How were the peacock and the tortoise different from each other?
2. Why was the tortoise displeased?
3. Why could the tortoise not be swift?

82

**Teacher:** I will read the questions aloud and you will write short answers in your notebook. Remember to keep your answers brief and to the point.

**Teacher:** Question 1: How were the peacock and the tortoise different from each other?

Take a moment and write your answer in your notebook.

**Teacher:** Question 2: Why was the tortoise displeased?

Think about the tortoise's feelings in the story and write your answer in your notebook.

**Teacher:** Question 3: Why could the tortoise not be swift?

Remember how the tortoise moved in the story and write your answer in your notebook.

**Teacher:** Now that we have completed Exercise C, let us move on to writing the long answers from Exercise D.

**D** Write long answers in your notebook.

1. Who saved the tortoise's life and how?
2. What lesson do we learn from the story?

82

**Teacher:** Read the questions carefully. Think before you write. If you are unsure, raise your hand for help.

## Differentiated Activities

110 km/hr



If you were the tortoise, would you have listened to the peacock's advice? Why or why not?

80 km/hr



Answer the questions in 1–2 sentences:

1. How did the peacock help the tortoise?
2. What was the tortoise's reaction to the peacock's warning?

40 km/hr



Answer the questions briefly:

1. Who danced near the lake?
2. Why did the tortoise want to leave the lake?

## Home Task

Fill 'My Scribbles and Secrets'.

## Period 6

### Excelling Vocabulary


MUST DO


15 MIN.


**Teacher:** Hello students. Today we will continue with Learning better. Open your book to page 82. Look at Exercise E in Excelling Vocabulary.


**Excelling Vocabulary**

**E** Look at the pictures and complete the dge words. Read the words aloud.

1. \_\_\_\_dge 

2. \_\_\_\_dge 

3. \_\_\_\_dge 

4. \_\_\_\_dge 

Now, use three of these words in sentences in your notebook.

82

**Teacher:** Now, let us practise some words with the 'dge' sound. I will show you some pictures and we will complete the words together.

**Teacher:** Look at the first picture. It shows the boundary or side of something. The word is 'edge'.

**Teacher:** Now, look at the second picture. It shows something that helps you cross over a river. The word is 'bridge'.

**Teacher:** Here is the third picture. It shows something that keeps your food cool. The word is 'fridge'.

**Teacher:** Lastly, look at the fourth picture. It shows a person who makes decisions in a court. The word is 'judge'.

**Teacher:** Now that we have practised the words, let us read them aloud together: edge, bridge, fridge, judge.

**Teacher:** Now, I want you to use any three of these words in sentences. Write the sentences in your notebook. (Give time for students to work on creating sentences. Then use the CRM signs to invite students to share their sentences with the class)

**Teacher:** Next, we are going to practise some idioms. But before we begin, let us quickly review what an idiom is.

**Teacher:** An idiom is a group of words that has a meaning different from the meanings of the individual words. For example, the phrase 'kick the bucket' means 'to die,' not to literally kick a bucket.

**Teacher:** Now, let us look at the idioms we have today. I will read each one and you will match it with its meaning.

**Read these idioms carefully. Match them with their meanings.**

1. out of the blue	<input type="radio"/>	<input type="radio"/>	a. to feel nervous
2. fall short (of)	<input type="radio"/>	<input type="radio"/>	b. to be ignored
3. having second thoughts	<input type="radio"/>	<input type="radio"/>	c. to fail to achieve something
4. to fall on deaf ears	<input type="radio"/>	<input type="radio"/>	d. out of nowhere, suddenly
5. to get cold feet	<input type="radio"/>	<input type="radio"/>	e. to be doubtful about something

**Teacher:** First, let us look at the idiom: 'Out of the blue'. Can anyone guess what it means? Yes, it means something happens suddenly, without any warning. So, let us match it with its meaning given in part d. – out of nowhere, suddenly.

**Teacher:** Try doing the rest with your friend sitting next to you. We will discuss the answers together.

**Teacher:** Great job, everyone. Now that you understand these idioms, you can start using them in your conversations and writing.

## Excelling Spellings

**Teacher:** Next, let us move to Exercise G.

**Spelling**

**G** When full is added to a word, the last l is dropped. For example: colour + full = colourful. Sometimes, the spelling also changes. Add full to the following words and write the new words in the space provided. One has been done for you.


1. beauty	beautiful	2. grace	
3. plenty		4. joy	
5. wonder			

**Teacher:** Today, we are going to practise adding -ful to words. When we add -ful to a word, sometimes we drop the last 'l' and sometimes the spelling changes slightly.

**Teacher:** For example, if we add -ful to the word 'beauty', we drop the last 'y' and change it to 'beautiful'.

**Teacher:** Let us now try this together. I will read each word and you will add -ful to it and write the new word in the space provided.

**Teacher:** Well done so far. We will continue the exercises further in the next class. See you soon.

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

## Differentiated Activities

### 110 km/hr



Use the words in a sentence from the story.

Words: peacock, tortoise, hunter, bushes, twig

### 80 km/hr



Fill in the missing letters to complete the spelling of words from the story.

- t \_ \_ t \_ \_ s \_
- d \_ \_ g \_ \_
- q \_ \_ \_ \_ y
- h \_ \_ \_ e \_
- \_ \_ \_ \_ r \_ \_ d

### 40 km/hr



Circle the correct spelling of the word from the story.

- a) peecock    b) peacock    c) peakock
- a) tortoise    b) tortise    c) tortace
- a) hunter    b) hunterr    c) huntor
- a) bush    b) bushe    c) bosh
- a) lake    b) laike    c) laik

## Home Task

Look at the words below from the story. Unscramble the letters to find the correct word. Write the correct spelling next to each one.

- cekapco → \_\_\_\_\_
- rotstoie → \_\_\_\_\_
- rigdbus → \_\_\_\_\_
- kwtig → \_\_\_\_\_
- ntureh → \_\_\_\_\_

Choose any 3 words from above and use them in your own sentences.

## Period 7

### Poster

**Teacher:** Hi everyone. Shall we do a quick recap of the previous session?

**Students:** Yes.

**Teacher:** Today, we are going to learn some special expressions with idioms.

Idioms are phrases that don't mean exactly what the words say — they have special meanings.

### SHOULD DO

15 MIN.

**Teacher:** Look at the poster. You will see a list of idioms along with their meanings. Let us read them together. (Read out the idioms given and its meaning to students one by one. Explain the meaning with relevant examples)

English Theme 7: How Do We Work?

# IDIOMS

Idioms	Meanings
piece of cake	something easy to do
under the weather	to feel ill
all ears	eager to listen
cross your fingers	hope for positive things to happen
butterflies in your stomach	a feeling of being very nervous
give it a shot	to try something
spill the beans	to reveal a secret
on the top of the world	very happy
in the same boat	in a similar situation
go the extra mile	willing to make a special effort to achieve something

Use these idioms in sentences and tell them in the class.

**Teacher:** These idioms make our speech more colourful and fun. Let us try using them in sentences.

(Read a few example sentences aloud, e.g. 'The test was a piece of cake.' or 'I had butterflies in my stomach before the performance.')

**Teacher:** Can anyone try making a sentence with any of these idioms?

(Encourage a few students to share aloud.)

**Teacher:** Now, work in pairs. Choose 2 or 3 idioms and create your own sentences. You can write them down in your notebook or say them aloud.

**Teacher:** After a few minutes, we will come back and share some of your sentences with the class.

(After the activity, call on a few pairs to share.)

**Teacher:** Well done. Try to use these idioms in your speaking or writing this week. You can even make a mini poster with your favourite one.

## Excelling Grammar

**Teacher:** Next, we are going to learn about a new part of speech — adverbs.

**MUST DO**

15 MIN.

**Teacher:** An adverb is a word that tells us when, where or how an action happens. It gives us more information about a verb.

**Teacher:** Let us read a few examples and see how adverbs work:

- The tortoise came out of the lake yesterday.  
The word yesterday is an adverb. It tells us when the tortoise came out.
- The peacock was near the lake. He was dancing there.  
The word there is an adverb. It tells us where the peacock was dancing.
- The hunter walked quietly.  
The word quietly is an adverb. It tells us how the hunter walked.

**Teacher:** So remember, adverbs answer these questions: When? Where? How?

**Teacher:** Now, let us look at a few more sentences. We will read them together and underline the adverbs.

(Write or display sentences on the board or chart. Read them aloud and guide students in identifying the adverbs.)

**Teacher:** After this, you can write your own short sentence with an adverb — think of when, where or how something happens.

**Teacher:** Let us practise finding adverbs in a given sentence. Turn to page 83. Let us do Exercise H.

**SHOULD DO**

10 MIN.

H Circle the verbs and underline the adverbs in the following sentences. In the space provided, write if it is a how adverb, a where adverb or a when adverb.

1. The tortoise moved slowly.
2. We should walk outside in the fresh air.
3. I love the little puppy dearly.
4. The children are listening to the teacher attentively.
5. We are going to leave for Kochi tomorrow.

83

**Teacher:** I will read each sentence aloud. You have to

1. Circle the verb — the action word.
2. Underline the adverb — the word that tells us more about the action.
3. Then, in the space provided, write if it is a how, where or when adverb.

**Teacher:** Let us try the first one together:

'The tortoise moved slowly.'

What is the verb? Yes — moved (circle it).

What tells us how the tortoise moved? Slowly — that is the adverb. (underline it)

And it tells us how — so we write 'how adverb' in the space.

**Teacher:** Now it is your turn to do the next four sentences on your own. Read each sentence carefully. Circle the verb, underline the adverb and write if it is how, where or when.

**Teacher:** Take your time. Don't worry if you are not sure. Once everyone is done, we will go through the answers together.



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

## Differentiated Activities

**110 km/hr**



Write three sentences using adverbs that tell how, where and when. Underline the adverb in each sentence. Label the type of adverb (how/where/when) next to each sentence.

**80 km/hr**



Read the sentences. Underline the adverb. Circle the verb. Write whether the adverb tells how, where or when.

1. The dog barked loudly.
2. She will go to the library tomorrow.
3. Rahul played outside after lunch.
4. I finished my homework quickly.
5. We will meet at the park later.

**40 km/hr**



Match the adverb to what it tells us and sort them into the correct columns.

Adverb	What it tells us
gently	where
upstairs	when
now	how

## Home Task

Look around your home or think about your day. Write down 5 adverbs you can think of or hear people using. These adverbs should tell how, where or when something is done.

## Period 8

### Excelling Grammar

**Teacher:** Hello everyone. Today we will continue working on the exercises that we started in the previous session.

**Teacher:** Turn to page 83 in your main coursebook. Let us start with Exercise I.

**MUST DO**

10 MIN.



**1** Fill in the blanks using the most suitable adverbs from the brackets.

1. Mohit watched the cricket match \_\_\_\_\_ (excitedly/perfectly).
2. Do your homework \_\_\_\_\_ (carefully/loudly).
3. The man is driving the car \_\_\_\_\_ (now/then).
4. I went to the library \_\_\_\_\_ (yesterday/tomorrow).
5. The cat is hiding \_\_\_\_\_ the rock (around/behind).

83

**Teacher:** In this activity, you will fill in the blanks using the most suitable adverb from the two options given in brackets.

**Teacher:** Each adverb tells us how, when or where something happened.

**Teacher:** Let us try the first one together: 1. Mohit watched the cricket match (excitedly/perfectly).

Which word tells us how Mohit watched the match? Yes, excitedly is the correct adverb.

So we write: Mohit watched the cricket match excitedly.

**Teacher:** Now, it is your turn. Read each of the remaining sentences carefully and choose the adverb that makes the most sense.

**Teacher:** Think about whether the adverb is telling us how, when or where.

**Teacher:** Once everyone is finished, we will check the answers together and talk about why each adverb is the best choice.



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

### Excelling Concentration

**Teacher:** Now we will do 'Excelling concentration'. Look at Exercise J.

**MUST DO**

10 MIN.



**1** Your teacher will read out some words. Listen carefully and spot the objects in the picture given below. Write the names in the given space.




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84

**Teacher:** I will read out six words. Your job is to listen carefully and spot these objects in the picture given on your worksheet.

**Teacher:** Do not write anything until I have finished reading all the words.

**Teacher:** Ready? Sit up straight and keep your eyes on the picture. Listen carefully.

(Slowly and clearly read the words given on the last page of the main coursebook)

**Teacher:** Now, look at the picture and write down the names of the objects you spotted in the space given.

**Teacher:** Once you are done, check with your partner. Did you both find the same objects?

**Teacher:** After that, we will go through the answers together. Let us also talk about where each object is found in the picture.

## Excelling Language

**Teacher:** Now we are going to 'Excelling language' activity. You will work in pairs and act out a story — just like real storytellers.

**MUST DO**


20 MIN.





**Teacher:** Think about this question: Which other story do you know that has a tortoise in it?


(Make eye contact and give a moment for students to recall stories.)

**Teacher:** Yes. Many of you might know the famous story 'The Hare and the Tortoise'

Or maybe you have heard another one — it is your choice.

 Language

  21st CS  LAD  OLD

 Work in pairs. Which other story do you know that involves a tortoise? Enact the story with dialogues.

84

**Teacher:** Here is what you will do:

1. Talk with your partner and decide which tortoise story you want to act out.
2. Think of dialogues for the characters — what would they say?
3. Use clear voices, expressions and actions to make your story interesting.

**Teacher:** I will write some tips on the board to help you.

(Write on the board: Choose a story – Plan the dialogues – Practise acting – Use expressions)

**Teacher:** You will get 5–7 minutes to prepare and practise your short enactment. I will walk around to help if you need ideas or help with lines.

**Teacher:** After that, I will invite a few pairs to perform their tortoise story in front of the class. Don't worry — just have fun and do your best.

## Differentiated Activities

110 km/hr



Write five sentences using different types of adverbs:

- One adverb of manner (how)
- One adverb of time (when)
- One adverb of place (where)

80 km/hr



Fill in the blanks with the correct adverb from the box: [happily, quickly, gently, tomorrow, inside]

1. Ria smiled \_\_\_\_\_ at the puppy.
2. The boys ran \_\_\_\_\_ to catch the bus.
3. We will go to the zoo \_\_\_\_\_.
4. She kept the toys \_\_\_\_\_.
5. The teacher spoke to the child \_\_\_\_\_.

40 km/hr



Circle the adverbs in the following sentences:

1. The baby slept quietly.
2. We played outside.
3. He came home yesterday.

4. She sang sweetly.

5. I finished my homework early.

## Home Task

Think about your day today. Write five sentences in your notebook about what you did.

In each sentence, use at least one adverb to show how, when or where something happened.

## Period 9

### Excelling Expression

**Teacher:** Now let us turn to our Excelling Expression task for today.


We are going to prepare for a Just-a-Minute (JAM) speaking event.

**Teacher:** Your topic is 'Safety First.'

You will write a short paragraph about 150 words and then practise reading it aloud.

**MUST DO**

30 MIN.

 Prepare for a 'Just-a-Minute' event. Write a paragraph in 150 words on the topic 'Safety First'.

You may begin like this:

Good morning, respected principal, teachers and my fellow students. Today, I am going to speak on the topic 'Safety First'...

84

**Teacher:** I will help you get started. You may begin like this: 'Good morning, respected principal, teachers and my fellow students. Today, I am going to speak on the topic 'Safety First'...'

**Teacher:** As you write, think about:

- Why is safety important?
- How can we stay safe at home, in school or outside?
- What rules should we follow to protect ourselves and others?

**Teacher:** I will write these guiding questions on the board to help you plan your paragraph.

(Write on the board: Why is safety important? How can we stay safe? What are safety rules?)

**Teacher:** You will get 15 minutes to write your paragraph. After that, we will have a few volunteers come up and read their speech aloud — just like in a real JAM event.

**Teacher:** Remember to:

- Speak clearly
- Use full sentences
- Stay within one minute

**Teacher:** I will walk around and help if you get stuck with ideas or words.


(Once students finish doing the work. Invite them to take turns to share their work with the class).

## Thinking better

**Teacher:** Now let us move on to some critical thinking. Open your books to page 85 and look at Thinking Better.

**MUST DO**

10 MIN.

**Thinking better**  **COD HOTS 2LCS**

Think and answer in your notebook.

- Why did the peacock help the tortoise?
- Add three more road safety rules to the list given below.
  - Cross the road at the zebra crossing.
  - Stop at the red light.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

**85**

**Question 1:** Why did the peacock help the tortoise?

**Teacher:** Let us read the question together. Why did the peacock help the tortoise?

**Teacher:** Think back to the story we read — The Peacock and the Tortoise.

What kind of friends were they? What did the tortoise do earlier in the story?

**Teacher:** Write your answer in your own words in your notebook. Try to explain your reason clearly in a full sentence.

(Encourage students to 'Start like this – The peacock helped the tortoise because...')

**Teacher:** Now look at the second question. You are given two road safety rules already:

- Cross the road at the zebra crossing.
- Stop at the red light.

**Teacher:** Think of three more safety rules we should follow when walking or crossing the road.

You recall what you have learned before.

**Teacher:** After writing, turn to your partner and read out your answers. Are your rules similar or different?

Then, we will share a few responses with the whole class and make a big list of all the safety rules we came up with.

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

## Differentiated Activities

**110 km/hr**



Answer these questions in 2-3 sentences each.

- If someone is using their phone while crossing the road, what dangers might they face?
- Do you think wearing headphones on the road is safe? Why or why not?

**80 km/hr**



- Why should we cross only at the zebra crossing?
- What should you do before crossing the road?

**40 km/hr**




- What colour is the traffic light when we must stop?
- Where should you walk when you are on a busy road?

## Home Task

### Creating better

Make a peacock using paper quilling method. Refer to the guidelines given on page 84 of the main coursebook.

**Creating better**  **2LCS ArtI**

Let's make a peacock with paper quilling method. You will need multicoloured strips, glue, a drawing sheet and a pencil.

- Take the drawing sheet. Draw a picture of a peacock on the sheet with pencil.
- Take multicoloured paper strips. You can take blue, green, yellow and brown colour strips. Roll the paper strips tightly with the help of the quilling tool.
- Paste the strips on the picture with glue. Allow the glue to dry completely. Your peacock is ready!

**84**


## Period 10

### Choosing better

**Teacher:** Hello everyone. Today we will continue working on the exercises that we did in the previous session. Let us work on the 'Choosing better' activity. Turn to page 85 in your book.

**MUST DO**

**15 MIN.**

**Choosing better**  **EXL LSV 2LCS**

You are going home after school. On the school bus, your friend starts running around and asks you to play with them. Do you think it is safe to run around in a moving bus? How will you handle the situation? Will you ask your friend to be seated or play with him instead? Give reasons.

**85**

**Teacher:** Imagine this situation. You are going home after school and you are sitting on the school bus.

**Teacher:** Your friend starts running around in the moving bus and asks you to join him to play. Let us stop and think — Is it safe to run around inside a moving bus?

**Teacher:** What would you do in this situation? Would you ask your friend to sit down or would you play with him instead?

**Teacher:** I want you to write your answer in your notebook in 2–3 sentences. Explain clearly:


- what you would choose to do
- and why you would make that choice.

**Teacher:** After you are done writing, turn to your partner and share your answer. Let us see how many of you made safe and responsible choices.

**Teacher:** Now that we have come to the end of this lesson, let us take a moment to take the pledge to care for our surroundings.

**MUST DO**

**15 MIN.**

**Pledging better**  **SDGs**

In my own little way, I pledge to:

- help others.

SDG 16: PEACE, JUSTICE AND STRONG INSTITUTION **85**

**Teacher:** In this story 'The Peacock and the Tortoise,' we saw how helping a friend in need makes a big difference. The peacock saw the tortoise was in trouble — and did not just walk away. He chose to help.

**Teacher:** That is what peaceful and fair people do. They help, they care and they stand up for others. This is exactly what SDG 16 teaches us — to build a peaceful and just world.



**Teacher:** So now, we are going to take a pledge — a promise to be helpful and fair in our own little way. (Pause. Ask students to stand and settle.)

**Teacher:** Let us all place our right hand on our heart and repeat after me.

(Ask students to repeat the pledge given in the book with you)

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

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

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

**Teacher:** Great job, everyone. In the next session we will begin with the exercises in Stay Ahead.

## Differentiated Activities

110 km/hr



Write a short paragraph (4–5 sentences) to summarise the story 'The Peacock and the Tortoise.' Include who the main characters are, what problem the tortoise faced and how the peacock helped.

80 km/hr



Take turns to read the lesson with your partner. Take help from the teacher for reading difficult words.

40 km/hr



Pick a passage from the story and try reading it with the help of your teacher.

## Home Task

### Revising better

#### Revising better

DBL

There are some words that confuse us because they sound different. For example, tortoise is pronounced 'taught-us'. Do any other such words confuse you? Write in your Little Book.

85

There are some words that confuse us because they sound different. For example, tortoise is pronounced 'taught-us'. Do any other such words confuse you? Write in your Little Book.

## Period 11

### Worksheet 1

**Teacher:** Please open your workbook to page 23. Let us begin by looking at the passage at the top of the page. It is about earthquakes. A natural disaster that affects many parts of the world.

Read the passage silently and carefully. Try to understand what causes an earthquake and remember any important facts you learn.

SHOULD DO

10 MIN.



## Theme 7: How Do We Work? 7. The Peacock and the Tortoise

Worksheet 1

Comprehension

Read the passage carefully.

An earthquake is a natural disaster. It is the shaking of the Earth's surface. It is caused by movements under the surface of the Earth. People lose lives and property during this disaster. Earthquakes can be of various intensity. The size of an earthquake is measured on the Richter scale. The Richter scale was invented by the physicist, Charles Richter. The largest earthquake ever recorded in the world was in Chile. It occurred on 22<sup>nd</sup> May 1960 and recorded a magnitude of 9.5 on the Richter scale. It lasted for ten minutes. In this earthquake, more than 6000 people died. The earthquake shook many other places, such as Hawaii and Philippines. The strongest earthquake recorded in India was in Assam on 15<sup>th</sup> August 1950. It recorded a magnitude of 8.6 on the Richter scale. In addition to the shaking, there were also floods. The rivers rose high and brought down sand, mud, trees and all kinds of debris.

A. Write true or false.

1. An earthquake is the shaking of the Earth's surface.
2. People lose lives and property during an earthquake.
3. The largest earthquake ever recorded in the world was in Japan.
4. Earthquakes always have the same intensity.
5. The strongest earthquake of India occurred in Assam.

23

(Pause and give students time to read.)

**Teacher:** This passage gives us important information such as what an earthquake is, how strong earthquakes are measured and where some of the biggest ones have happened.

Think about the places, numbers and names mentioned in the passage.

**Teacher:** Now, let us move to Exercise A. You will read each sentence and decide if it is True or False based on what you read in the passage.

**Teacher:** Let us do the first one together:

1. An earthquake is the shaking of the Earth's surface.

Check your passage. Is this sentence correct?

(Pause for response.)

Yes. This one is True.

**Teacher:** Great. Now try the rest on your own. Remember to go back to the passage and check your answers carefully. After you finish, we will discuss the answers together.

**Teacher:** Next, let us move to Exercise B.

B. Fill in the blanks.

1. The Richter scale was invented by \_\_\_\_\_.
2. The Chile earthquake recorded a magnitude of \_\_\_\_\_.
3. The Chile earthquake affected places, such as \_\_\_\_\_ and \_\_\_\_\_.
4. In the Chile earthquake, more than \_\_\_\_\_ people died.
5. The rivers rose high and brought down all kinds of \_\_\_\_\_.

23

**Teacher:** Now, let us look at the next activity. You will see some sentences with missing words. These are called fill-in-the-blanks questions.

**Teacher:** All the answers are in the passage you just read about earthquakes. So keep the passage open — you can go back and look for the correct information.

**Teacher:** Let us try the first one together:

1. The Richter scale was invented by \_\_\_\_\_.

Can anyone find this information in the passage?

(Pause for answers.)

Yes, it was invented by Charles Richter. Great job.

**Teacher:** Now, complete the rest of the sentences on your own. Take your time, read the sentences carefully and check the passage before writing your answer. I will walk around and help if you need support.

**Teacher:** Once everyone finishes, we will read out the answers together.

**Teacher:** Next, let us work on Exercise C.

- C. Answer the following, in your notebook.
1. Who was Charles Richter?
  2. When did the Chile earthquake occur?
  3. For how many minutes did the Chile earthquake last?
  4. When did the Assam earthquake occur?
  5. What happened in the Assam earthquake?

23

**Teacher:** Now, we are going to answer a few questions based on the passage you just read.

**Teacher:** Please read each question carefully. All the answers are in the passage, so make sure to go back and check the details.

**Teacher:** Write your answers in full sentences in your notebook. This will help you get better at writing clear and complete responses.

**Teacher:** You may work quietly on your own or discuss with a partner. Once everyone is done, we'll come together and share the answers.

**Teacher:** Do not rush. Take your time to understand and write your responses neatly.



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

## Differentiated Activities

110 km/hr



Rearrange the words and add one or two of your own to make the sentence more interesting. Don't forget the punctuation.

1. peacock / beautiful / feathers / has / the
2. the / helped / tortoise / peacock / his / friend
3. slowly / moves / tortoise / the / very

80 km/hr



Rearrange the words to make a correct sentence. Add punctuation.

1. is / the / kind / peacock / very
2. slowly / tortoise / the / walks
3. helped / the / tortoise / peacock / him
4. happy / was / peacock / the

40 km/hr



Unscramble the words to form a sentence. The first word is already capitalised.

1. The / peacock / tortoise / the / helped  
→ The peacock helped the tortoise.
2. The / a / shell / has / tortoise / hard  
→ The tortoise has a hard shell.
3. Walks / slowly / it  
→ It walks slowly.

## Home Task

Draw a picture of the peacock and the tortoise together.

## Period 12

### Worksheet 2

#### Worksheet 2

#### Vocabulary

#### A. Match the following idioms with their meanings.

- |                          |   |  |
|--------------------------|---|--|
| 1. be all ears           | • | • a. very easy                             |
| 2. cakewalk              | • | • b. to adjust to a new place or situation |
| 3. cost an arm and a leg | • | • c. to listen very carefully              |
| 4. find your feet        | • | • d. very expensive                        |

#### B. Instead of using the word colourful, we can use the words given below.

bright variant glowing radiant

When full is added to a word, the last l is dropped. Add ful to the following words.

1. hand\_\_\_\_\_ 2. play\_\_\_\_\_ 3. truth\_\_\_\_\_ 4. youth\_\_\_\_\_

24

**Teacher:** Good morning, everyone. Let us get ready for a fun vocabulary revision activity today.

We will be working with idioms and word building. Do you know what an idiom is?

(Pause for responses)

**Teacher:** That is right. An idiom is a special phrase where the words together mean something different from their usual meaning. You will also be learning how adding -ful to words changes them into adjectives that describe someone or something full of a quality.

**Teacher:** Please open your workbook to page 24 and look at the section on idioms. You will see some common idioms on the left and their meanings on the right.

Let us try the first one together: 'Be all ears' — What do you think it means?

(Pause for responses)

**Teacher:** Yes. It means to listen very carefully. That is option C.

Now, try to match the remaining idioms with their correct meanings. Read each idiom aloud and think about what it might mean. Once you are done, we will check your answers together.

**Teacher:** Now let us look at the second part. We are going to add -ful to some words to make new ones.

Let us look at the examples on your page: Instead of just saying 'colourful,' we can also use words like bright, variant, glowing or radiant. And remember—when we add -ful, we drop the last l in the base word.

Let us try the first word together: hand + ful = handful.

**Teacher:** Write the new words neatly in the given blanks and we will discuss them together in a few minutes.

**Teacher:** Very good. Now, let us move on to some grammar revision.

A. Underline the adverbs in the following sentences.

1. Jolly likes to eat frequently.
2. I will take a shower quickly.
3. Karan went to ski yesterday.
4. Do you want to go outside?

B. Read the adverbs given in the box and write them in the correct columns.

quickly today	tomorrow below	slowly never	above bottom	politely
how	when	where		

24

**Teacher:** Today, we are going to practise identifying adverbs in sentences. Adverbs tell us more about how, when or where something happens.

**Teacher:** Look at the sentences in front of you. Your task is to underline the adverbs in each sentence. You will find words that tell you how something is done, when it happens or where it happens.

**Teacher:** Read each sentence carefully and once you've found the adverb, underline it. After that, we will check the answers together.

**Teacher:** Please start working on this now. Let me know if you need any help.

**Teacher:** Next, we are going to work on categorising adverbs based on how, when and where.


**Teacher:** In front of you, you will see a box with different adverbs listed. Your task is to read each adverb carefully and then decide whether it tells us how, when or where something happens.

**Teacher:** You will write each adverb in the correct column: how, when or where. For example, if the adverb tells us how something happens, it goes under the 'how' column.

**Teacher:** Once you are done, we will go over the answers together.


**Teacher:** Let us start. Take your time to think about each word.

(Once students complete the task, discuss the answers).


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

## Differentiated Activities

110 km/hr

 Write 3 to 5 sentences about the story The Peacock and the Tortoise. Try to use describing words (adjectives) and action words (verbs).

80 km/hr

 Use each set of words to make a sentence. You may add small words, such as is, a, the and, etc.

1. tortoise – wings – wanted
2. peacock – sky – flew
3. tortoise – fell – down
4. peacock – helped – friend

40 km/hr

 Complete the sentences using your own ideas.

1. The tortoise wanted to \_\_\_\_\_.
2. The peacock flew in the \_\_\_\_\_.
3. I liked the \_\_\_\_\_ in the story.

## Home Task

### Project ideas

Make a chart on safety rules for the following places: Home, School, Playground.

## Chapter 7: The Peacock and the Tortoise

Theme 7: How Do We Work?

PRO 2LCS

Make a chart on any one of the following topics:

- Staying Safe at Home
- Staying Safe at School
- Staying Safe on the Playground

You may follow these steps:

- Take a chart paper. Draw four different situations related to your topic. The pictures should convey the topic clearly.
- Colour the pictures. Write a brief description with each picture. You can also write the importance of being safe at home, school or playground.
- Decorate your chart paper. Give a proper heading and display it in your classroom.

## Period 13

### Worksheet 3

#### Worksheet 3

#### Listening / Speaking / Writing

A. Look at the pictures. These are the things you find in a first-aid kit. Now, listen to your teacher for hints and label them.\*



25

**Teacher:** Hello students. We have come to the last segment of the lesson. Let us work on worksheet 3. Turn to page 25 in your Stay Ahead.

SHOULD DO

20 MIN.

**Teacher:** Please look at the pictures on your worksheet. There are six different items. You will listen carefully to the clues I give you. Then, write the correct name in the blank space under each picture. Ready? Let us begin.

(Read the clues given on page 31 of Stay Ahead to students slowly and clearly. After each clue, give time for students to complete writing the answer in their book.)

**Teacher:** Now, check your answers. Have you filled in all the blanks? Great job, everyone. You did a wonderful job listening and learning the names of first-aid items today.

**Teacher:** Now let us move to Exercise B.

B. Do a fun role-play activity in groups of five. Take turns enacting the role of your favourite teacher in school. One of you can be the teacher. The other four can be students.

25

**Teacher:** Alright, class. Today we are going to do a fun role-play activity. You will get to pretend to be your favourite teacher in school. Let me explain how we will do this.

**Teacher:** You will work in groups of five. One person in the group will play the teacher. The other four will be students in the class. The teacher can pretend to teach any subject such as English, Maths, Science, Art whatever you like. The students can ask questions or answer, just like you do in class.

**Teacher:** Here is what you will do in your group:

- The 'teacher' will start the class with 'Good morning, class.'
- The students will say, 'Good morning, teacher.'
- Then the teacher can teach for a few minutes—maybe ask a question, play a short word game or give a fun task.
- The students will answer or react like in a real classroom.

You can be creative and make it fun but remember to speak clearly, listen to each other and be kind.

**Teacher:** Now, get into groups of five. Decide who will be the teacher first.

(Tip: If they struggle, you can assign or rotate turns.)

Once you have picked your teacher:

- Talk in your group about which subject the teacher will pretend to teach.
- Think of 2–3 sentences the teacher will say.
- Students, think of what you might say in response.

I will walk around to help you get ready.

(Allow 5–7 minutes for planning.)

**Teacher:** Now let us begin. One group will come up and perform at a time. Remember, have fun and do your best. (Invite each group to act out. Applaud after each turn.)

**Teacher:** You were all amazing actors today. Let us clap for all our wonderful teachers and students. Can anyone share what they liked most about being the teacher?

(Invite a few students to share.)

**Teacher:** Now let us move to Exercise B.

C. You have participated in the School Annual Day function. Write a paragraph about your experience in your notebook in 150 words.

25

**Teacher:** Alright, class next you are going to write about something special and exciting—your experience during our School Annual Day.

I know many of you danced, sang, acted in plays

or helped as volunteers—and today, we will write a paragraph about how it felt.

**Teacher:** Before we start writing, let us think together. You can answer these questions in your mind to help you plan your paragraph:

- What did you do during Annual Day?
- How did you feel before the event?
- What happened on the stage or during the program?
- How did your parents and teachers react?
- What was your favourite moment?
- How did you feel at the end?

You don't have to answer all these—but they will help you remember and write more.

**Teacher:** Now, open your notebooks and write a paragraph with 6 to 8 sentences.

Try to write at least 150 words. Remember:

- Begin with an opening sentence – say what the event was.
- Then write about what you did.
- Add details about how you felt or what you liked most.
- End with a closing sentence—such as how the experience made you feel or what you learned.

You can start like this: 'Our School Annual Day was a very exciting experience for me.'

Use describing words to make your writing interesting.

**Teacher:** Now, you can begin writing. Take your time and think as you write.

If you need help with a word or sentence, raise your hand—I will come and help you.

(Allow students 15–20 minutes to write. Walk around and guide as needed.)

**Teacher:** Wonderful. If you have finished, read your paragraph once again and check:

- Did you use capital letters?
- Did you add full stops and commas?
- Does your paragraph make sense?

Would anyone like to read aloud their paragraph to the class?

(Invite 2–3 volunteers to share.)

## Book of Holistic Teaching

**Teacher:** Moving on, we are going to do a short activity based on three subjects: Maths, Science and Social Studies.

COULD DO

20 MIN.

**Teacher:** I will write all the questions on the board. Please copy them in your notebooks and answer them carefully.

### Maths

**Teacher:** Let us solve a word problem together. I will write the question on the board:

'Yash took a bus to Pune on 20th April. He left Delhi on 17th June. How long did he stay in Pune?'



## Chapter 7: The Peacock and the Tortoise

Theme 7: How Do We Work?

### A Maths

Solve the problem given below.

It was a beautiful day. Yash took a bus to Pune on 20 April. He left Delhi on 17 June. How long did he stay in Pune?

**Teacher:** First, think—what is the time difference between 20th April and 17th June?

**Teacher:** Let us break it down. How many days are there in April and how many days from 20th April to 17th June?

**Teacher:** Write down this step: Count the remaining days in April first.

**Teacher:** Then, let us count the days in May and add the days in June up to the 17th.

**Teacher:** After counting all the days, you will have your answer. Write your final answer like this: Yash stayed in Pune for \_\_\_\_ days.

**Teacher:** Once you are done, double-check your calculations to make sure everything adds up.

### Science

#### B Science

Fill in the blanks.

Burn is a common type of accident that usually happens near the \_\_\_\_\_ or \_\_\_\_\_. We should always work carefully. A burn is a damage to the skin caused by \_\_\_\_\_, fire or steam.

**Teacher:** Now let us move on to a quick Science thinking task.

**Teacher:** I am going to give you a few important sentences about safety and burns. But there are some missing words in each sentence.

**Teacher:** Your job is to read the sentence carefully and fill in the blanks with the correct words.

**Teacher:** I will write the sentences on the board and you will copy them into your notebook with the missing words filled in.

**Teacher:** Think about what you have learned in Science about how burns happen and how we can stay safe.

**Teacher:** Are you ready? Let us begin. Write these in your notebooks.

(Write the given passage on the board and ask students to copy it down in their notebook).

**Teacher:** Take your time and think carefully before you fill in each blank. Once you are done, we will check the answers together.

### Social Studies

#### C Social Studies

Fill in the blanks.

\_\_\_\_\_ protects every citizen of India from being treated unfairly.

**Teacher:** Now, let us do a quick fill-in-the-blank task to help us understand an important idea about fairness and protection.

**Teacher:** I will read the sentence out loud once and you will listen carefully to understand what it is about.

**Teacher:** The sentence is: '\_\_\_\_\_ protects every citizen of India from being treated unfairly.'

**Teacher:** Think about what in our country helps make sure everyone is treated equally and fairly. What gives us rights and protection?

**Teacher:** Now, open your notebooks and write the sentence. Fill in the blank with the correct word.

**Teacher:** Once everyone is done, we will discuss the correct answer together.

### Differentiated Activity

#### 110 km/hr



Write a detailed paragraph (8–10 sentences or more) describing your Annual Day experience.

- Include how you prepared, what happened on the day and how you felt after.
- Use rich vocabulary (e.g., energetic performance, thrilled, proud).
- Try to use one simile (e.g., 'I was as excited as a firecracker.') or dialogue.

#### 80 km/hr



Write a short paragraph (6–8 sentences) describing what happened during the Annual Day.

- Begin with when the event happened.
- Describe what you did or saw.
- Use 2–3 describing words (e.g., colourful, exciting, nervous).
- End with how you felt.

#### 40 km/hr



Complete these sentence starters to make a paragraph.

- Our School Annual Day was \_\_\_\_\_.
- I took part in \_\_\_\_\_.
- I wore \_\_\_\_\_.
- My favourite part was \_\_\_\_\_.
- I felt \_\_\_\_\_.

### Home Task

In your notebook, write about a day when you felt really proud. It could be your Annual Day again or any other day like:

- The day you helped someone
- A day you won a prize or did well
- A day you overcame fear or tried something new

Try to write at least 6 sentences. Use full sentences, describing words and show how you felt.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• use drawing or craft materials to model key scenes from the story (e.g., peacock flying, tortoise sitting quietly).</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• demonstrate confidence and respect while reading aloud the dialogue between the peacock and the tortoise in pairs or small groups.</li> <li>• show empathy and patience by listening to classmates during shared reading or when they express opinions about the characters' actions.</li> <li>• reflect on the moral of the story and discuss the value of kindness and understanding differences among friends.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• understand and use idioms (e.g., be all ears, find your feet) in context to express ideas more creatively and meaningfully.</li> <li>• identify and use adverbs (e.g., quietly, gracefully, proudly) to describe how the characters act or feel in the story.</li> <li>• recognise and spell words ending in -dge (e.g., bridge, edge, fudge) correctly and use them appropriately in sentences.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• read the story aloud with accurate pronunciation, natural pauses and appropriate expression, especially in dialogues.</li> <li>• use new vocabulary from the story (e.g., graceful, clumsy, friendship) in oral and written tasks.</li> <li>• answer comprehension questions that require inference (e.g., 'Why do you think the tortoise felt hurt?') and analysis (e.g., 'How are the peacock and the tortoise different?').</li> <li>• use words and phrases from the story to construct meaningful oral and written sentences.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• appreciate the rhythm, tone and expression in the storytelling process.</li> <li>• participate in expressive reading or role-play to experience the emotions and intentions of each character.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• show curiosity by asking thoughtful questions about the characters and message of the story.</li> <li>• take responsibility for completing reading, vocabulary and grammar tasks independently.</li> </ul>

### Starry Knights


Could you convey the moral of the story to the learners? How did they react to the tortoise's action?

You are a fantastic teacher. Award yourself a STAR.



## Poem: The Lost Dinosaur

Theme 7: How  
Do We Work?

 5 Periods (40 minutes each)



Learn Better (Main Coursebook), CRM signs



Animation, eBook, Slideshow

Confirming better

I follow  
safety rules.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to recite the poem with correct pronunciation, rhythm and intonation by listening to a model reading, enhancing phonological awareness.
- to identify and appreciate sound patterns such as alliteration, helping learners become aware of how language can be playful and musical.
- to identify and use antonyms from the poem in appropriate contexts.
- to recognise and list words with the 'au' sound pattern, reinforcing phonics and spelling awareness.
- to engage with the poem through joyful reading and language play, fostering a love for poetry and creative expression.

### Methodology

#### Period 1

**Teacher:** Good morning, students.

How are you all feeling today?

(Use CRM signs to settle the class and get their attention)

SHOULD DO

05 MIN.



**Teacher:** Today, we are going on a little dino adventure. But first, let us wake up our imaginations with a fun game.

**Teacher:** When I say 'Stomp,' you say 'Roar.' Ready?

**Teacher:** Stomp.

**Students:** Roar.

**Teacher:** Let us try it again – louder this time. Stomp.

**Students:** Roar.

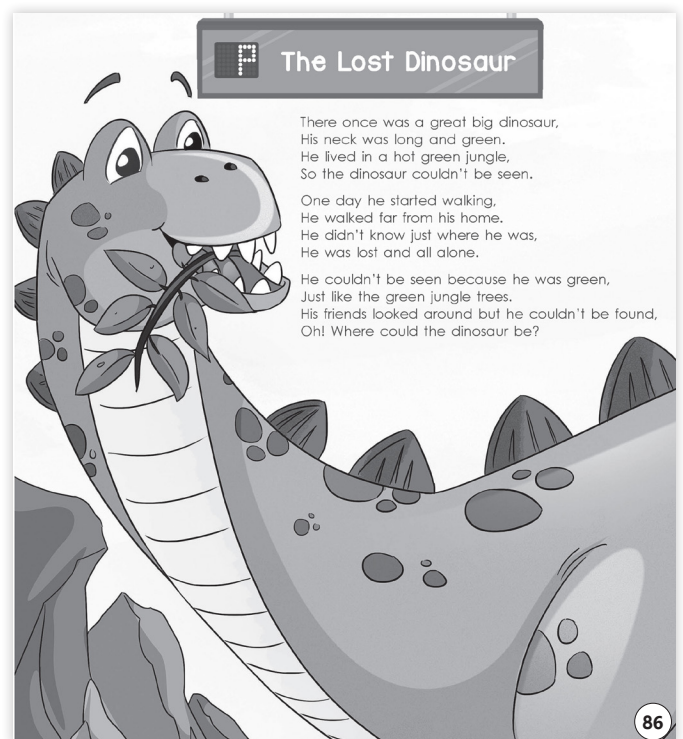
**Teacher:** Great. Now, let us walk like dinosaurs — heavy and strong. Stomp, stomp, stomp. (Demonstrate slow stomping feet)

**Teacher:** Can you show me your best dino walk?  
(Let students try)

**Teacher:** Fantastic. Now imagine you are a dinosaur. But wait. oh no. One dinosaur is lost.

**Teacher:** Let us find out what happens in this fun and mysterious poem called 'The Lost Dinosaur.'

**Teacher:** As you listen, try to hear the sounds, the rhythm and the feelings in the poem. Ready to go back in time?  
(Pause for student responses)



**Teacher:** Please look at the poem 'The Lost Dinosaur' on the screen (or in your book on page 86).

MUST DO

35 MIN.



**Teacher:** Listen carefully while I read it aloud. As I read, try to imagine the dinosaur and the jungle. Notice the rhythm in the lines. It will help us picture the story in our minds.  
(Read the poem aloud with expression, bringing out the rhythm and tone – a bit mysterious, a bit fun.)

**Teacher:** Let us look at the first few lines:

There once was a great big dinosaur,  
His neck was long and green.  
He lived in a hot green jungle,  
So the dinosaur couldn't be seen.

**Teacher:** What do you notice about the dinosaur?

(Expected response: He is big, has a long neck and is green.)

**Teacher:** Yes. And where does he live?

(Expected response: In a hot green jungle.)

**Teacher:** Do you think he can be easily spotted there?

(Expected response: No, because he is green like the jungle.)

**Teacher:** Exactly. He blends in just like a chameleon or a leaf in a tree.

**Teacher:** Let us say these lines together with expression – especially the last one: 'So the dinosaur could not be seen.'

(Read together as a class)

**Teacher:** Now look at what happens next:

One day he started walking,  
He walked far from his home.  
He didn't know just where he was,  
He was lost and all alone.

**Teacher:** Oh no. What happened to the dinosaur?

(Expected response: He got lost.)

**Teacher:** How do you think he felt?

(Expected response: Sad, scared, lonely.)

**Teacher:** Yes, he must have felt really alone. Let us say this line together and think about how he might have felt:  
'He was lost and all alone.'

(Pause and say it with a gentle, slow tone to reflect the mood.)

**Teacher:** Now let us look at these lines:

'He couldn't be seen because he was green,  
Just like the green jungle trees.'

**Teacher:** Why couldn't his friends find him?

(Expected response: Because he was green like the trees.)

**Teacher:** Right. That is a fun way the poet uses rhyme and colour to show us the problem. Let us read those lines together and feel the rhyme:

'He couldn't be seen because he was green,  
Just like the green jungle trees.'

**Teacher:** Lovely. Did you notice how the words 'green' and 'seen' rhyme? And also how the line has a beat, like a song?

**Teacher:** Now look at the last part:

'His friends looked around but he couldn't be found,  
Oh. Where could the dinosaur be?'

**Teacher:** How do his friends feel here?

(Expected response: Worried, confused, looking for him)

**Teacher:** Let us all say the last line together, with a wondering tone:

'Oh. Where could the dinosaur be?'

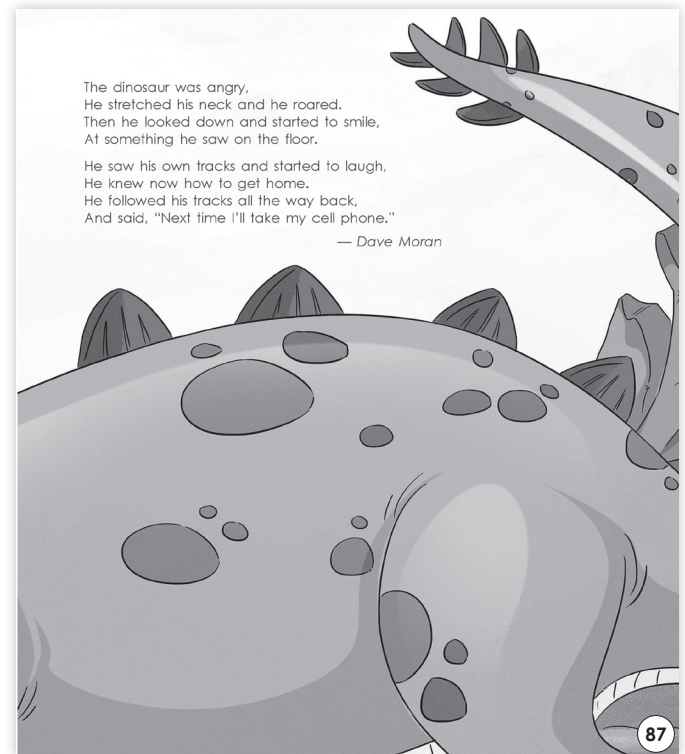
**Teacher:** Now let us read the next part of the poem together. This is where something changes for our dinosaur. (Display or read aloud the second stanza with expression — especially the change in mood from angry to happy.)

'The dinosaur was angry,

He stretched his neck and he roared.

Then he looked down and started to smile,

At something he saw on the floor.'



**Teacher:** Oh. How is the dinosaur feeling now?

(Expected response: Angry)

**Teacher:** Yes, he is angry maybe because he is still lost. What does he do to show he is upset?

(Expected response: He stretches his neck and roars.)

**Teacher:** Now look what happens in the next lines?

(Expected response: He sees something and smiles.)

**Teacher:** That is right. Something on the ground makes him happy. Can you guess what it might be? Let us find out in the next lines:

'He saw his own tracks and started to laugh,  
He knew now how to get home.

He followed his tracks all the way back,  
And said, 'Next time I'll take my cell phone.'

**Teacher:** What did he find on the floor?

(Expected response: His own tracks.)

**Teacher:** That is clever, isn't it? He used his footprints to find his way back — just like clues.

**Teacher:** How does he feel now?

(Expected response: Happy, relieved, maybe even a little silly.)



**Teacher:** And what do you think about that last line — 'Next time I'll take my cell phone'?

(Pause for reactions — students might laugh or say it's funny or silly)

**Teacher:** Yes. That line is funny because dinosaurs didn't really have phones. The poet is using a modern twist to make us smile.

**Teacher:** Let us all say that last line together in a playful tone:

'Next time I'll take my cell phone.'


**Teacher:** So, what did we learn from this poem?

- Dinosaurs can get lost too.
- Thinking and looking around can help us solve problems.
- And a little humour can make a story even more fun.


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

## Differentiated Activities

**110 km/hr**

 What would happen if the dinosaur didn't find his tracks? Write 3-4 lines to imagine a new ending.


**80 km/hr**

 Read each line from the poem. Use the word bank to fill in the missing word. Think about what word fits the rhyme or meaning best.

Word Bank: home green roared tracks trees alone

1. He saw his own \_\_\_\_\_ and started to laugh.
2. He walked far from his \_\_\_\_\_.
3. He didn't know just where he was,  
He was lost and all \_\_\_\_\_.
4. The dinosaur was angry,  
He stretched his neck and he \_\_\_\_\_.
5. He couldn't be seen because he was \_\_\_\_\_,  
Just like the green jungle \_\_\_\_\_.

**40 km/hr**

 Write the words jungle, dinosaur, alone, angry, roared, tracks in your notebook.

## Home Task

What would you do if you were lost like the dinosaur? How would you find your way back? Write your thoughts in your notebook and share it with the class.

## Period 2

**Teacher:** Hello students. I hope you had fun doing the home task we discussed in the previous session. Who would like to share?

(Use the CRM signs to invite students to share their thoughts)

## Learning better – Excelling Comprehension

**Teacher:** Now let us check how well we remember the poem 'The Lost Dinosaur.'

**MUST DO**

10 MIN.

**Teacher:** There are five questions for you. Each question has three choices but only one is correct.

**Teacher:** Let us do the first one together. Read it with me: Where did the dinosaur live?

**Teacher:** Think carefully. Where did he live in the poem? (Let students respond.)

**Teacher:** Yes. The poem says 'He lived in a hot green jungle.' So tick (✓) option c. green jungle.

**Teacher:** Great. Now do the next four on your own.

**Teacher:** I will walk around while you work. Raise your hand if you need help.

**Teacher:** Once everyone is done, we will check the answers together.

**Teacher:** Now, let us move on to our next exercise — it is called 'True or False.'

**B Write true or false.**

1. The dinosaur had a long green neck. \_\_\_\_\_
2. The dinosaur was alone when he got lost. \_\_\_\_\_
3. The dinosaur's friends found him. \_\_\_\_\_
4. The dinosaur saw his footsteps on the floor. \_\_\_\_\_
5. The dinosaur used his cell phone to find his way back home. \_\_\_\_\_

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**Teacher:** I will read each statement to you and you will decide if it is True or False based on what we learned from the poem.

**Teacher:** Let us do the first one together. Read with me: 1. The dinosaur had a long green neck.

**Teacher:** Think about the poem. What does it say about the dinosaur's neck?

(Expected answer: Yes, the poem says his neck was long and green.)

**Teacher:** That is right. This statement is True. Now, you can write True in your book.

**Teacher:** Now, read the remaining statements and decide if they are True or False based on the poem.

**Teacher:** Remember, read each sentence carefully. Think about what the poem says. Write True if the sentence matches the poem or False if it doesn't.

**Teacher:** Take your time. I will come around to help if you need anything.

**Teacher:** Once everyone is finished, we will check the answers together.

**Teacher:** Now we are going to answer questions based on the poem. But this time, we will work in teams.

**SHOULD DO**

20 MIN.

**C Write short answers in your notebook.**

1. Why couldn't the dinosaur's friends find him?
2. List the words from the poem that describe the dinosaur.
3. Why did the dinosaur say, "Next time I'll take my cell phone?"

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**Teacher:** First, let us read the questions together. (Read aloud the questions given to students)

**Teacher:** I want each team to talk quietly and try to frame a short answer for the questions. You can use the lines from the poem to help you. I will give you a few minutes. (Allow discussion time and move around to support teams. Once they finish the discussions ask the teams to share their responses and guide them to write the answers in their notebook)

**Teacher:** Moving on, let us do Exercise D.

**D Write long answers in your notebook.**

1. How did the dinosaur get lost?  
2. What makes the poem humorous? Give examples.

88

**Teacher:** Now we are going to answer questions based on the poem.

(Read aloud the questions given to students)


**Teacher:** You can use the lines from the poem to help you. I will give you a few minutes.

(Allow students to take turns to share their thoughts. Once they finish the discussions ask the teams to share their responses and guide them to write the answers in their notebook)


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

Differentiated Activities


110 km/hr

 If you were the dinosaur in the poem, describe your journey in 3–4 sentences. Where would you go? How would you feel as you walked through the jungle? What might happen if you got lost again?

80 km/hr

 What did the dinosaur do when he realised he was lost? How did he feel? Explain how he found his way back home.

40 km/hr

 What happened to the dinosaur in the jungle? Why couldn't anyone find him?

Home Task

Read the poem at home.

Period 3

Excelling Vocabulary

**Vocabulary**

**E** Fill in the blanks to complete the au words. Take help of the given clues. Read the words aloud.

clues	au words
a very large lizard-like animal that lived on Earth millions of years ago	d i _ _ _ a u r
to make something happen	c a u _ _
to stop for a short time while doing something	_ a u _ _
a thick liquid you have with some food to add flavour to it	s a u _ _
for the reason that	b e _ a u _ _

DING WR P

89

**Teacher:** Now let us move on to a fun word activity. Look at the words on the board. Each one is missing some letters — your job is to fill in the blanks to complete the word.

**SHOULD DO**

15 MIN.

**Teacher:** All of these words have the letters 'a' and 'u' — au — and they match the clues given.

**Teacher:** Let us do the first one together.

Clue: A very large lizard-like animal that lived on Earth millions of years ago.

Word: d \_ \_ \_ \_ r

**Teacher:** Hmm... what word fits here and has 'au' in it? (Wait for responses.)

**Teacher:** Yes. The word is dinosaur. Well done.

**Teacher:** Now you try the next ones on your own. Use the clues to help you. All the words have the 'au' sound.

**Teacher:** Once you have filled in the blanks, read each word softly to yourself. I will come around and help if you need it. Then we will say them aloud together.

**Teacher:** Next, let us move to Exercise F.

**F Write the antonyms for the following words in the given space.**

1. long \_ \_ \_ \_ \_ 2. warm \_ \_ \_ \_ \_ 3. bright \_ \_ \_ \_ \_

4. broad \_ \_ \_ \_ \_ 5. enter \_ \_ \_ \_ \_

89

**Teacher:** Now let us play a word game with opposites.

**Teacher:** Look at the words on the board. You will write the antonym — that means a word that has the opposite meaning — for each one.

**Teacher:** Let us try the first one together:

1. Long — What is the opposite of 'long'? (Pause for student responses.)

**Teacher:** Yes, the opposite of 'long' is 'short'. Well done.

**Teacher:** Now look at the rest of the words and write their opposites in the space given. You can work with a partner if you like.

**Teacher:** Take your time. When you are done, we will check the answers as a class and read them aloud together.

Excelling Concentration




**Teacher:** Moving on, let us do Excelling concentration. Turn to page 89.



**MUST DO**

15 MIN.

**Concentration\***

**E** Your teacher will read out a paragraph. Listen carefully and label the pictures given below.





AB1c

89

**Teacher:** I will read a short paragraph aloud. You must listen carefully to the description of different traffic signs.

**Teacher:** After I read, you will look at the pictures on this page and label each traffic sign correctly. Are you ready?



**Teacher:** Let us begin — listen closely:

(Read the passage given on page 119 and 120 of the coursebook)

**Teacher:** That is it. Now look at the pictures and label them based on what you just heard. We will discuss the answers once you finish.

### Excelling language

 Language

**H** A bike rider was not following safety rules and fell on the road. Have a conversation with the bike rider. Work in pairs and enact the situation. You may take help from the words in the box.

traffic light red light helmet speed limit traffic police cycle lane

89

**Teacher:** Today, we are going to do a role-play about road safety.

**Teacher:** Imagine a bike rider was not following traffic rules and had a small fall on the road. You will now act out a short conversation with that bike rider.

**Teacher:** I will enact a sample conversation first — listen carefully:

**Teacher:** Oh no. Are you okay?

Bike Rider: Yes, I am, but I fell down.

**Teacher:** Were you wearing a helmet?

Bike Rider: No, I forgot it today.

**Teacher:** That is dangerous. You must wear a helmet for safety.

Bike Rider: I know. I also didn't stop at the red light.

**Teacher:** That is not safe. You should follow the traffic light and the speed limit.

Bike Rider: You are right. I will be more careful next time.

**Teacher:** Good. And do not forget to use the cycle lane when there is one.

**Teacher:** Now, it is your turn to create and act out your own conversation in pairs.

**Teacher:** You can use words from this box to help you: traffic light, red light, helmet, speed limit, traffic police, cycle lane

**Teacher:** You may write your conversation first if you want, then practise and act it out. I will come around to listen and help.

**Teacher:** Later, a few pairs will present in front of the class. If we don't have time today, you will take turns during the week.

### Differentiated Activities

110 km/hr



Write three describing words (adjectives) for the dinosaur and the jungle.

80 km/hr



Draw the lost dinosaur in the jungle.

40 km/hr



Narrate the summary of the poem in your own words.


### Home Task


Draw a picture of the dinosaur after he found his way back home.

### Period 4

### Excelling expression

**Teacher:** Hello everyone. Today let us continue working on the exercises that we started in the previous session. Let us begin with Excelling expression. Turn to page 90.

 Expression

**1** How many traffic signals do you come across on your way to school? What do you observe at the signals? Write about it in your notebook in around 100 words. You may take help of the words from the box.

sign boards vendors newspaper food stalls traffic

90

**Teacher:** Imagine you are coming to school in the morning. Close your eyes for a moment and think about what you see on the road.

**Teacher:** Do you pass any traffic signals? How many? What happens when vehicles stop there? (Pause for a short discussion.)

**Teacher:** Now open your eyes. Let us talk about what we see at traffic signals — maybe sign boards, vendors, food stalls, traffic police or even newspaper sellers.

**Teacher:** You are going to write a short paragraph about this — around 100 words — in your notebook.




**Teacher:** You can begin with: 'Every morning, I come across \_\_\_ traffic signals on my way to school...'

**Teacher:** Use the words from the box to help you describe clearly what you observe. Write neatly and check your sentences.

**Teacher:** Once you finish, I will invite a few of you to read your writing aloud. Let us see who paints the clearest picture with their words.

### Thinking better

 Thinking better

What are the safety practices you should follow in different areas of your school? Discuss with your class.

90

**Teacher:** Next, we are going to think about something very important: safety in our school.

**Teacher:** Can you tell me, what should we do to stay safe in different places around the school?

(Wait for responses: 'Walk in a line,' 'Don't run on the stairs,' 'Use the washroom properly,' 'Be careful on the playground')

**Teacher:** Great ideas. Let us talk about different areas like the classroom, playground, staircase and washroom. Think about what we should do to stay safe in each place.

**Teacher:** Let us make a list together. You can write it down in your notebooks.

Example:

- In the classroom – Sit properly on the chair. Keep bags in the right place.
- On the stairs – Don't run. Hold the railing.
- In the washroom – Don't play with water. Keep the floor dry.
- On the playground – Take turns. Don't push others.

**Teacher:** I will give you time to write your own list. Then, I will invite some of you to share your safety tips with the class.

**Teacher:** Well done. Always remember that being safe means caring for yourself and for others.

## Differentiated Task

110 km/hr



Write a short paragraph (4–5 sentences) describing:

- How the dinosaur felt when he got lost.
- What helped him find his way home.

80 km/hr



Complete these sentences in your notebook:

1. The dinosaur felt \_\_\_\_\_ when he was lost.
2. He was alone in the \_\_\_\_\_.
3. He looked down and saw his \_\_\_\_\_.

40 km/hr



Draw a picture of the dinosaur when he saw his footprints and felt happy again.

## Home Task

### Creating better – A Dinosaur Diorama

**Creating better**

**A Dinosaur Diorama**

A diorama is a three-dimensional model that shows a replica of a scene. You will need an empty shoe box, construction paper, glue, clay/playdough and water colours.

1. Take an empty shoe box. The open part should face outward. Then, paint the box's interior to show the sky and ground.
2. Use construction paper to show various landforms, such as volcanoes and mountains.
3. Use clay or playdough to create rocks. You can also place pebbles and small stones in the box to give it a realistic look.
4. Draw a dinosaur on a sheet and colour it. Cut out the dinosaur and stick a toothpick on its back with tape or glue. Then, stick the dinosaur inside the box. You can add more dinosaurs and personalise it as you like.

**90**

## Period 5

### Choosing better

**Choosing better**

**EXL LSV 2LCS**

You are in an amusement park. You want to take a ride on a toy train but there is a long queue. People are waiting for their turn. Will you break the queue or wait for your turn? Give reasons for your answer.

**90**

**Teacher:** Imagine you are in an amusement park and you are so excited to ride the toy train.

**SHOULD DO**

20 MIN.



But oh no... there is a long queue. Many people are already waiting.

**Teacher:** Now, think what would you do? Would you break the line and rush in or would you wait for your turn? (Wait for some responses.)

**Teacher:** That is right. Waiting for your turn is the right thing to do. Breaking the queue is unfair and may upset others. But when we wait, we show respect, patience and kindness.

**Teacher:** Let us think about this:

- Why is it important to wait?
- How would you feel if someone broke the queue in front of you?

**Teacher:** Now, I want you to write or draw your answer in your notebook. Tell me what you would do and why it is the better choice.

**Teacher:** After a few minutes, we will share some of your thoughts with the class.

**Teacher:** Now that we have come to the end of our lesson, let us take a moment to make a promise and pledge to care for the world around us.

**MUST DO**

20 MIN.



**Pledging better**

**SDGs**

In my own little way, I pledge to:

- care for plants and animals.

**SDG 15: LIFE ON LAND****90**

**Teacher:** Today, we learned how every living being — whether it is a plant, an animal or even a tiny insect — plays an important role on Earth. Just like we take care of our homes and families, we must also care for nature.

**Teacher:** This is what SDG 15: Life on Land teaches us — to protect and care for all life on our planet.

**Teacher:** So now, we are going to take a pledge — a promise to show love and care for plants and animals, in our own small ways.

(Pause. Ask students to stand up and settle down.)

**Teacher:** Place your right hand on your heart and repeat after me:

In my own little way, I pledge to:

- care for plants and animals,
- treat all living things with kindness,
- protect nature by not harming it,
- and do my best to make Earth a greener, happier place.

**Teacher:** Well done. Every small step we take helps make a big difference. Let us always remember this promise.

## Differentiated Activities

110 km/hr



Make a mini picture dictionary using 5 words from the poem.

- Write each word.
- Add a drawing or symbol to show its meaning.



80 km/hr



Take turns to read the poem with your partner.

40 km/hr



Take help from the teacher and try to read the poem.

### Home Task

What would you do if you got lost in a park or a mall?

- Who would you ask for help?
- What would help you find your way?

Write your thoughts in your notebook.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>• participate in movement-based activities inspired by the poem (e.g., walk like a dinosaur, follow footprints), showing body awareness and spatial coordination.</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>• express feelings, such as being lost, scared or happy, as shown in the poem; show empathy by discussing how to help someone who is lost or upset.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>• identify rhyming words from the poem and sequence the events of the poem logically (e.g., dinosaur gets lost → sees tracks → finds home).</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>• listen to, recite and comprehend the poem with expression; participate in dialogues or writing activities imagining oneself as the dinosaur.</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>• respond creatively to the story through drawing the jungle, dinosaur or footprints; role-play the dinosaur's journey or create a simple poem about getting lost and found.</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>• show curiosity by asking questions about the dinosaur, the jungle and the idea of getting lost; share personal experiences of losing something and finding it again.</li></ul>

### Starry Knights

How did you engage the learners in the poem? Share it here.

Give yourself a star for being an inspiring teacher..

