

Lesson-9: Robinson Crusoe

Theme 9: How Do We Survive?

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, Test Generator

Affirming better

I never give up in difficult situations.

Curricular Goals and Objectives (NCF)

To enable the students:

- to develop cognitive skills through reading comprehension and critical thinking.
- to enhance language skills by practicing vocabulary, writing and speaking.
- to foster social-emotional development through reflective and discussion-based activities.
- to express creativity through dance and writing tasks.
- to build positive learning habits by encouraging persistence and patience.
- to improve self-awareness and goal-setting through personal reflections.
- to understand diverse perspectives by learning about figures, such as Helen Keller.

Methodology

Period 1

Affirming better I never give up in difficult situations. PL101

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

SHOULD DO

10 MIN.

Teacher: Today, we are going to focus on something important—never giving up, even in difficult situations.
(Use CRM sign wherever required)

Teacher: Can anyone share a time when they faced a challenge and did not give up?
(Wait for student responses.)

Teacher: Thank you for sharing. Those are great examples of courage and determination.

Teacher: That is right. Overcoming difficulties helps us become stronger and more confident.

Teacher: Now, let us all repeat this affirmation together: 'I never give up in difficult situations.'

Class: 'I never give up in difficult situations.'

Teacher: Excellent, everyone. Remember, facing challenges and not giving up helps us grow and become better individuals.



You may show the eBook given on the digital platform.

K (What I Know)* ICL W (What I Want to Know)* 101

Teacher: Now we will begin a new chapter, 'Robinson Crusoe'. I have made a KWL chart on the blackboard. Please take out your notebooks and draw the same chart 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 use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting.

Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 101.

Kinaesthetic

Kinaesthetic

Work in pairs. What did you do yesterday? Draw three things that you did. Tell your partner. Use joining words because, and, so in the sentences.

101

Teacher: Today, you will work in pairs.

Teacher: Can someone tell me what 'kinesthetic' means?

Teacher: Yes, it means learning through movement and doing. Now, I want you to think about what you did yesterday.

Teacher: I would like you to draw three things you did yesterday. You have 15 minutes.

Teacher: Next, tell your partner about each activity. Use the joining words 'because', 'and' and 'so' in your sentences. For example, 'I went to the park because I wanted to play.'

Teacher: After you finish, we will come together and share what we did yesterday.

Teacher: Have fun and remember to use the joining words correctly.

Auditory

Auditory*

Listen to your teacher carefully. Join the pair of sentences using suitable conjunctions. Write the sentences in your notebook.

101

Teacher: Now let us look at Auditory activity. I will read a pair of sentences and you will join them using suitable conjunctions.

(Text given on page 120)

Teacher: We will listen carefully and learn how to join sentences using conjunctions.

Teacher: I will read out pairs of sentences. You will help me join them correctly. Ready?

Teacher: Let us start with the first pair: Jaya packed her bag. Jaya filled her water bottle.

Teacher: How can we join these two sentences using a conjunction?

Teacher: Yes, well tried. You can say: 'Jaya packed her bag and filled her water bottle.'

Teacher: Good listening.

Teacher: Here is the next one: I went to the market. I had to buy shoes.

Teacher: Who can try joining these two?

Teacher: Wonderful. You can say: 'I went to the market because I had to buy shoes.'

Teacher: That makes good sense.

Teacher: Now listen carefully: Neil went to his friend's house. The door was locked.

Teacher: What is the best way to join them?

Teacher: Correct. You can say: 'Neil went to his friend's house, but the door was locked.'

Teacher: Very thoughtful answer.

Teacher: Now try this one: I took the umbrella. I did not get wet.

Teacher: Think and tell me how you can combine them.

Teacher: Yes, you can say: 'I took the umbrella so I did not get wet.'

Teacher: That is clear and correct.

Teacher: Last one: The sun was shining brightly. The children played outside.

Teacher: Can someone try joining these?

Teacher: Nicely done. You can say: 'The sun was shining brightly, so the children played outside.'

Teacher: Well done, everyone. Now, write all the new joined sentences in your notebooks using the correct conjunctions.

Pictorial

Pictorial PS

Look at the pictures carefully. Make sentences related to the pictures using conjunctions but, and, so and because.



101

Teacher: Look at the pictures carefully. We will make sentences related to the pictures using the conjunctions 'but', 'and', 'so' and 'because'.

Teacher: In the first picture, we see some children playing a game. What can we say about this? You might say, 'Raju and Tina are playing carrom.'

Teacher: Now, let us look at the second picture. Here we see a boy packing his school bag. How can we connect this with a conjunction? For example, you could say, 'Aman has school tomorrow so, he is packing his bag.'

Teacher: Moving on to the third picture, we see a girl reading a book. What can we say about her activity? A possible sentence could be, 'Anna is reading a book because she loves to read.'

Teacher: Finally, in the last picture, we see children playing outside. What sentence could we form here? You might say, 'Raman and Raghav are playing but, Rahul is sitting.'

Teacher: Now, I want you to create your own sentences using the conjunctions 'but', 'and', 'so' and 'because' based on the pictures. Take your time and make sure to join your sentences properly.

Differentiated Activities

110 km/hr



Write three sentences using 'but', 'and', 'because' based on a story you read.

80 km/hr



Create a sentence using 'but' to connect two ideas from a picture.

40 km/hr



Draw and write two simple sentences using 'and' and 'so' from your activities.

Home Task

Write a sentence using each of the conjunctions 'but', 'and' and 'because' to describe something you did today.

Period 2

Interacting better

**Interacting better**

Have you ever faced a difficult situation? How did you handle it? Share your experience with the class.

ICL

102

Teacher: Today, we will start with an interactive activity. Let us move to 'Interacting better' on page 102.

SHOULD DO

10 MIN.


Teacher: Have you ever faced a difficult situation? How did you handle it? I want you to share your experience with the class.

(Engage with the students, encouraging them to share personal experiences of overcoming challenges.)

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

STEP 1

On a Saturday morning, Maria and her friends are out for a walk. They notice smog. "Smog is a form of air pollution common in cities," says Sam. "We must save our planet. We can never give up," says Maria. "We must be like Robinson Crusoe!" "Who is Robinson Crusoe?" asks Jas. Maria then tells her friends the story of Robinson Crusoe who survived difficult circumstances.



102

Teacher: Let us begin with the 'Story in the Box'. I will start by reading the first part of the story, where Maria and her friends are out for a walk. They notice smog in the air and discuss how it is a form of pollution that affects our planet. Sam says, 'We must save our planet. We can never give up.' Maria then introduces the idea of being like Robinson Crusoe, who survived difficult circumstances.

MUST DO

25 MIN.

(Teacher continues reading about Robinson Crusoe's journey.)

Robinson Crusoe and his crew set out on a journey by ship. The weather was clear and sunny, but after several days, the weather turned bad. The ship got caught in a very strong storm. The waves rose higher than the ship and the crew faced a tough situation. They even lost two members of the crew that night.

Teacher: What do you think Robinson Crusoe had to do when faced with such challenges? How did he survive this difficult storm?

Robinson Crusoe and his crew set out on a journey by ship. The weather was clear and good. It was a bright and hot day and there was no sign of clouds in the sky. However, twelve days later, the weather turned bad.

The ship got caught in an extremely strong storm at the sea. The sky turned into the blackest black in no time and the wind cried fiercely.

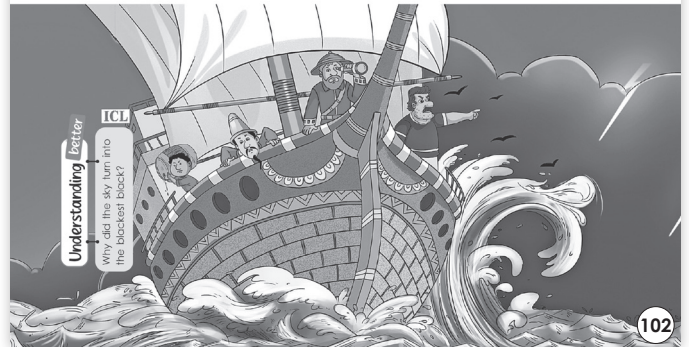
The waves rose higher than the ship and thrashed it like a twig. Crusoe lost two members of his crew that night.

Soon, the crew learnt that their ship had begun to leak.



Discovering better

crew: here, members in a ship **LAD**
fiercely: here, powerfully
thrashed: hit something or someone very hard
twig: a very small, thin branch of tree



Teacher: Let us reflect on the words used to describe the storm. The word 'fiercely' means that the wind was blowing powerfully. It is used to describe how strong and intense the storm was. The word 'thrashed' tells us how violently the waves hit the ship.

Discovering better



Discovering better

102

crew: here, members in a ship **LAD**
fiercely: here, powerfully
thrashed: hit something or someone very hard
twig: a very small, thin branch of tree

Teacher: Let us move on to 'Discovering better'. We have some new words from the story that I want you to understand clearly. These words are important to help us describe the storm and the crew's experience.

COULD DO

5 MIN.

Teacher: The first word is 'crew'. This refers to the members of the ship. In the story, Crusoe's crew are the people who help him on his journey. Can anyone give an example of how we can use the word 'crew' in a sentence?

(Teacher waits for responses and encourages students to share their ideas.)

Teacher: Excellent. Now, the next word is 'fiercely'. This means something is done powerfully, with great force. In the story, the wind blew fiercely, which means it was extremely strong and intense. Can anyone describe a situation where something happened fiercely?

(Teacher facilitates discussion to help students understand the intensity of actions or emotions.)

Teacher: The third word is 'thrashed'. This means hitting something or someone very hard. In the story, the waves thrashed against the ship, pushing it back and forth violently. Can you think of a time when something was thrashed or hit very hard?

Teacher: Finally, the word 'twig' is used to describe a very small, thin branch of a tree. When the waves hit the ship, they were so strong that they tossed the ship around like a twig. Can anyone use this word in a sentence?

Understanding better



Teacher: Now, let us move to 'Understanding better'. I want you to think carefully about why the sky turned into the 'blackest black' in the story.

Teacher: The question is: 'Why did the sky turn into the blackest black?' What do you think happened here? Why do you think the sky turned so dark?

(Encourage the students to think about how storms work and help them make connections to the story's description of the weather.)

Differentiated Activities

110 km/hr



Write a detailed paragraph about Robinson Crusoe's journey and how he faced the challenges during the storm.

80 km/hr



Write three sentences about the storm in the story, using the words 'fiercely', 'thrashed' and 'crew'.

40 km/hr



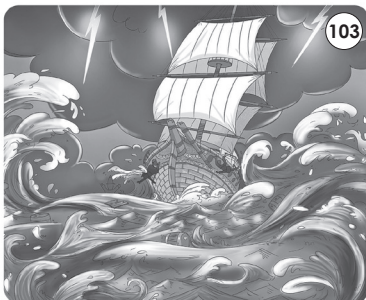
Complete this sentence: 'Robinson Crusoe felt afraid during the storm because _____.' Choose your own reason from the story.

Home Task

Imagine you were with Robinson Crusoe during the storm. What would you do to stay safe? Write two to three sentences describing your plan.

Period 3

They changed their course as they wanted to avoid the storm. However, they did not know that another terrible storm was waiting for them. When the storm hit again, Crusoe and three of his men climbed onto a small boat, also known as a dinghy. They could see the shore, so they rowed towards it. Their struggles meant nothing to the big waves that kept them from reaching the shore. Then came the biggest wave that lifted them to the sky. When the little boat touched the water again, it sank, taking Crusoe's men with itself to the bottom of the sea.



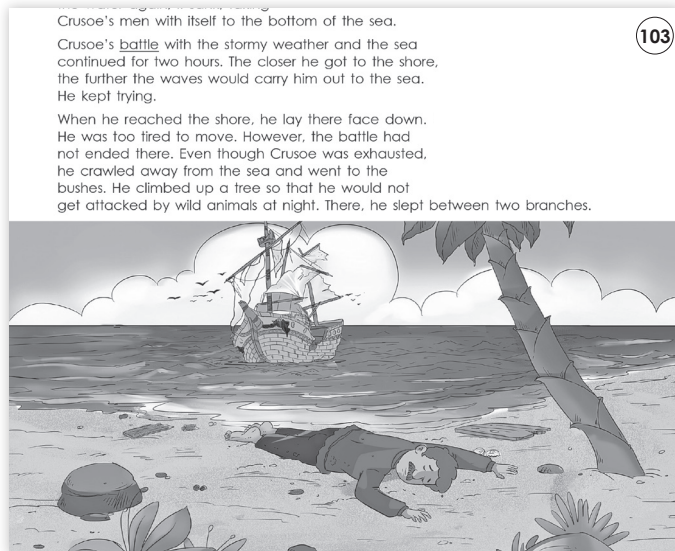
103

Teacher: Good Morning students.

Teacher: Let us continue reading the story about Robinson Crusoe. As we read, we will pay attention to how Crusoe and his crew struggle against the storm.

Teacher: Crusoe and his crew decided to change their course to avoid the storm. They climbed into a small boat, known as a dinghy. The storm was so powerful that their efforts to row towards the shore were useless, as the big waves kept pushing them away.

Teacher: Finally, the waves lifted the boat into the sky and then sank it, taking Crusoe's crew with it. Crusoe was left alone as the waves dragged him towards the sea.

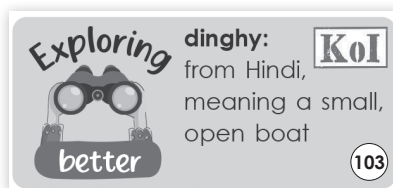


103

(Continue reading) Crusoe's battle with the storm lasted for two hours. Despite being exhausted, he did not give up. When he reached the shore, he lay face down, too tired to move. However, the battle was not over. He crawled away from the sea and climbed a tree to avoid wild animals.

Teacher: Now, let us discuss Crusoe's determination. What made Crusoe keep trying despite all the challenges? How do you think he felt as he struggled against the waves?

Exploring better




103

Teacher: Let us focus on Exploring better.

Teacher: The word that we have here is 'dinghy'. A 'dinghy' is a small boat, often used in rough conditions. In the story, Crusoe and his crew climbed into a 'dinghy' to try to escape the storm. This boat is not very big and it is open, making it very vulnerable to the powerful waves.

Teacher: The word 'dinghy' comes from Hindi, meaning a small, open boat. It is often used in maritime contexts to describe a smaller boat used for emergencies. Can anyone think of a situation where something small and simple, such as a 'dinghy' could help in a bigger situation?

Discovering better



Discovering better

course: here, direction **LAD**

rowed: to make a boat move

battle: here, struggle **103**

Teacher: Now look at Discovering better. Here, 'course' refers to the direction in which the ship or boat is heading. Crusoe and his crew changed their 'course' to avoid the storm, but unfortunately, another storm awaited them. 'Changing the course' meant they had to change direction to try and avoid the worst of the weather.

Teacher: Can anyone use the word 'course' in a sentence, maybe about something you've done where you had to change direction?

Teacher: Now, let us talk about the word 'rowed'. When Crusoe and his crew were in the 'dinghy', they tried to 'row' towards the shore. To 'row' means to use oars to make a boat move. It's hard work, especially when facing a storm. 'Rowing' is a physical effort and in the case of the storm, their 'rowing' didn't help them much because the waves were too strong.

Teacher: Has anyone tried 'rowing' a boat or doing something physical that required a lot of effort? How did it feel?

Teacher: The last word we'll discuss is 'battle'. In this context, 'battle' doesn't mean a fight between two armies, but a 'struggle'. Crusoe faced a 'battle' with the storm, the sea and his own exhaustion. It was a 'battle' for survival. A 'battle' can be anything that requires a lot of effort to overcome, whether it's physical or emotional.

Teacher: How would you define a 'battle' in your own words?

Differentiated Activities

110 km/hr



Write a paragraph describing the struggle between Crusoe and the storm. Use at least three vocabulary words in your paragraph.

80 km/hr



Write three sentences explaining what happened to Crusoe and his crew. Use the words 'rowed' and 'battle' in your sentences.

40 km/hr



Tick (✓) the correct words to complete the sentence:

Robinson Crusoe felt (happy / afraid / sleepy) during the storm.

Home Task

Think about a time when you faced a challenge, similar to Robinson Crusoe's struggle. Write a short paragraph (in 80 -100 words) describing how you dealt with the situation.

Period 4

Teacher: Good morning, everyone.

Let us start today's lesson by briefly reviewing what we learned in the previous class.

Teacher: Can anyone remind me of what Crusoe faced when he was stranded on the island? How did he survive? (Encourage students to recall key points from previous lessons, such as Crusoe's struggle with the storm and his efforts to build a life on the island.)

SHOULD DO

10 MIN.



The next morning, Crusoe decided to go back to his ship. It was not very far away from where he was. He swam back to the ship and brought some useful things to the island. He brought food items, clothes, tools, rope, wood and so on. The first thing he made with these items was a little raft. He built it with the wood from the wrecked ship. He used the raft to go back to the ship to get items of need. One day, Crusoe came across some treasure. But now, it was of no use to him. Crusoe spent weeks on the island. He faced a lot of difficulties, but he refused to give up.

Imagining better

If I were a sailor...

Teacher: Now, let us continue reading the chapter on page 104. Crusoe

decides to go back to his ship to bring some useful things back to the island. He swims to the ship and collects food items, clothes, tools, rope and other supplies.

Teacher: The first thing Crusoe builds with these items is a small raft. He uses wood from the wrecked ship to construct the raft.

Teacher: Crusoe uses this raft to get back to the ship and bring more items. One day, Crusoe finds some treasure, but it's no use to him. He realises there is no way to escape from the island, so he decides to make it his home.

Teacher: Crusoe begins to build a house using sails from

MUST DO

20 MIN.

the ship for the roof and wood for the walls. He also builds a strong fence around his house to protect himself from wild animals.

Teacher: After working for weeks, Crusoe's house is finally ready. He spends time exploring the island and discovers a beautiful valley full of wild grapes and lime trees.

Teacher: What do you think about Crusoe's decision to make the island his home? How did he adapt to his situation?

(Facilitate a discussion about Crusoe's resilience and creativity in overcoming his challenges.)

Crusoe realised that there was no way he could escape. So, he decided to make the island his home. Crusoe steadily began to build himself a house. For the roof, he used one of the sails from the ship and wood for the walls. He also built a strong fence around his house to keep wild animals away. After many weeks of labour, his house was made. Then, Crusoe decided to look around the island. After three days of travelling, he came across a beautiful valley where wild grapes and lime grew. He brought some of that back with him to his house.

Understanding better **ICT** Why did Crusoe swim back to his broken ship?

Discovering better **LAD** raft: a flat wooden structure that floats on water. It is used for moving from one place to another on water. **wrecked:** broken

104

Imagining better

104

Imagining better If I were a sailor...

21st CS

Teacher: Let us move to 'Imagining better'.

Teacher: Imagine you are in Crusoe's shoes. How would you have felt after being stranded on an island with no way to escape?

Teacher: What would you have done to survive? Would you have given up or found ways to adapt to the situation? (Give students a moment to think and encourage them to be creative in imagining their own survival strategies.)

Understanding better

Understanding better **ICT** Why did Crusoe swim back to his broken ship?

104

Teacher: Now, let us move on to 'Understanding better'.

Teacher: Think about the challenges Crusoe faced when building his house and using the raft. How did he show resilience in his struggle to survive?

Teacher: What skills do you think he used to build a house and make a raft from limited resources?

(Encourage students to reflect on the skills and qualities Crusoe needed to adapt to his situation and stay hopeful.)

Discovering better

Discovering better **LAD** raft: a flat wooden structure that floats on water. It is used for moving from one place to another on water. **wrecked:** broken

104

Teacher: Finally, let us look at 'Discovering better'.

Teacher: Let us understand the word 'raft'. A 'raft' is a flat wooden structure that floats on water. It is used to move from one place to another.

Teacher: Can anyone think of a time when they used something simple to help them with a task? How can a 'raft' be helpful in different situations?

(Encourage students to think of everyday examples of how something simple can be used to achieve a goal or overcome a problem.)

Differentiated Activities

110 km/hr



Write a detailed paragraph in 100 words explaining how Crusoe adapted to life on the island and what skills he used to survive.

80 km/hr



Write three sentences about Crusoe's experience building his house and using the raft.

40 km/hr



Draw a picture of Crusoe's raft and house and write one sentence about how he used them to survive.

Home Task

Make a list of three things you would take with you if you were going to live alone on an island. Write one reason for choosing each item.

Period 5

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

Teacher: Can anyone remind me of what we discussed last time about Crusoe's adventures on the island? (Encourage students to recall key points, such as Crusoe building a raft, building a house and making the island his home.)

SHOULD DO

5 MIN.

As he stared in joy and amazement, he saw a baby goat standing at his feet. He picked it up and carried it home. Soon, the baby goat was tamed and always stayed by Crusoe's side.

Crusoe spent many years on the island. He survived alone on the island and had many adventures. He continued to work hard. One day, he built himself a strong boat. On that boat, Crusoe along with his goat, sailed back to civilization.

— adapted extract from *Robinson Crusoe* by Daniel Defoe



105

Teacher: Let us continue with the remaining part of the chapter. Crusoe found a baby goat on the island and this goat became his companion, staying by his side always.

Teacher: Crusoe spent many years on the island. He survived alone, but he continued to work hard and had many adventures.

Teacher: One day, Crusoe built a strong boat. Along with the goat, Crusoe sailed back to civilization.

Teacher: What do you think it was like for Crusoe to live so many years on the island, without anyone else for company? How did the baby goat help him feel less lonely?

Understanding better

Understanding better

What do we learn from Robinson Crusoe's story?

105

ICT

Teacher: Now, let us begin with 'Understanding better'.

Teacher: The question is: What do we learn from Robinson Crusoe's story?

Teacher: Think about how Crusoe spent many years on the island. He did not give up even when things were difficult.

Teacher: He worked hard, built a raft and found ways to survive alone. Later, he returned to civilisation.

Teacher: What does this tell us about him? (Let students respond.)

Teacher: Good. This shows that Crusoe was brave, patient and determined. He kept trying and never gave up.

Teacher: That is what we learn from his story – the importance of perseverance.

Matching better

Matching better

course: path, way

exhausted: tired

grazing: feeding

LTL

105

Teacher: Let us move to 'Matching better'.

Teacher: Here are some words we learned today. Let us match them with their meanings:

Teacher: 'Course' means path. 'Exhausted' means tired. 'Grazing' means feeding.

(Encourage students to repeat the words and their meanings. They can even use the words in their own sentences to reinforce learning.)

Laughing better

Laughing better

Diley: What do you call an ant who likes to work alone?

Roli: Independ-ant

105


Teacher: Let us have a little fun with 'Laughing better'.

Teacher: I have a question for you: What do you call an animal who likes to work alone?

(Teacher waits for student responses and then shares the punchline.)

Teacher: The answer is: 'A 'Lone wolf'.'

(Encourage the students to share their own jokes or riddles with the class, making it a light-hearted, fun moment.)

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

Connecting better

Connecting better

Sam says, "Robinson Crusoe was really brave!" "He was," replies Maria. "Crusoe spent many years on that island. I wonder how he kept a count of the days, months and years," says Jas. "I know," says Ryan, "by using tallying."

MDA HoLL

105

Teacher: Now, we are moving to 'Connecting better'.

Teacher: Sam says, 'Robinson Crusoe was really brave.' Maria replies, 'He was.'

Teacher: Why do you think Crusoe was so brave? What does his bravery teach us?

Teacher: Crusoe faced many challenges—first the storm, then living alone on the island.

Teacher: But he also did something very smart. He kept count of the days, months and years. Why do you think he did that?

Teacher: Yes, keeping track of time helped him stay hopeful and plan his survival.

Teacher: He used tally marks and numbers to record each day. Can anyone tell me how tally marks are useful in Mathematics?

Teacher: Correct. They help us keep count, group numbers and stay organised.

Teacher: Crusoe used Mathematics not just for counting, but to stay calm and make sense of time in a tough situation.

(Guide students to connect the concept of bravery with using logic and Maths for survival. Encourage them to discuss how Maths helps us stay organised and solve problems in real life.)

Recalling better

Recalling better

- Robinson Crusoe and his crew set out on a journey by ship.
- They were faced with a strong storm that almost destroyed their ship.
- Crusoe and three of his men jumped into a small boat and tried to reach the shore.
- A giant wave sank the small boat.
- Crusoe swam to the shore with great difficulty. He reached an island.
- He climbed up a tree and slept between two branches.
- Next morning, Crusoe saw his half-broken ship and decided to swim back to it.
- He built a raft from the wood from his ship. On it, he brought useful things back to the island.
- He built a house for himself, explored the valley and tamed a wild goat.
- Crusoe spent many months on the island alone.
- He continued to work hard and never gave up.
- Finally, Crusoe built a strong boat and sailed back to civilization.

CING

105

Teacher: Let us now move to 'Recalling better'.

Teacher: Please open your Main Coursebook and look at the 'Recalling better' section.

Teacher: Let me read out each point and we will discuss it together.

Teacher: Robinson Crusoe and his crew set out on a journey by ship.

Teacher: They were faced with a strong storm that almost destroyed their ship.

Teacher: Crusoe and three of his men jumped into a small boat and tried to reach the shore.

Teacher: A giant wave sank the small boat.

Teacher: Crusoe swam to the shore with great difficulty. He reached an island.

Teacher: He climbed up a tree and slept between two branches.

Teacher: The next morning, Crusoe saw his half-broken ship and decided to swim back to it.

Teacher: He built a raft from the wood and brought useful things back to the island.

Teacher: He built a house for himself, explored the valley and tamed a wild goat.

Teacher: Crusoe spent many months on the island alone.

Teacher: He continued to work hard and never gave up.

Teacher: Finally, Crusoe built a strong boat and sailed back to civilization.

Teacher: Now that we have recalled all the points, let us think together.


Teacher: What do you think this tells us about Crusoe's quick thinking and his determination to survive?

Teacher: Why do you think Crusoe tamed the goat? How did this help him in his survival?

Teacher: After many months of hard work, Crusoe never gave up. Finally, Crusoe built a strong boat and sailed back to civilization.


Teacher: What do you think it felt like for Crusoe to finally

leave the island? How did he feel after all that time alone? (Guide the students through the events with care, allowing them time to respond and reflect on Crusoe's actions and perseverance.)


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

Differentiated Activities


110 km/hr

 Write a detailed paragraph explaining how Crusoe's bravery and determination helped him survive on the island and ultimately return to civilization.

80 km/hr

 Write three sentences describing how Crusoe adapted to life on the island. Use the words 'brave', 'work' and 'perseverance' in your sentences.

40 km/hr

 Draw a picture of Crusoe with his baby goat and write one sentence about how they survived together.

Home Task

Fill 'My Scribbles and Secrets'.

Period 6

Teacher: Good morning, everyone.

Let us begin today's lesson by quickly reviewing what we learned in the last class.

Teacher: Can anyone recall what happened to Crusoe when he built the raft?

(Encourage students to recall key points, such as Crusoe's survival on the island, building a raft and eventually sailing back to civilization.)

Learning better- Excelling Comprehension

Teacher: Let us focus on 'Learning better', where we will complete some comprehension exercises.

Learning better

Comprehension

CBA Full

A Circle the correct answers.

- Robinson Crusoe and his crew set out on a journey by train / ship.
- It was cloudy / sunny on the day they left.
- They were caught in a very strong storm / whirlpool at the sea.
- Robinson Crusoe tamed a wild goat / horse on the island.
- Crusoe finally left the island on a boat / raft.

106

Teacher: Please open your Main Coursebook and look at Exercise A. We will read each sentence carefully and discuss the options before choosing the correct one.

Teacher: As we read, think about what happened in the story. What journey did Crusoe take? What was the weather like? What natural event happened at sea?

Teacher: We will also recall what animal Crusoe tamed

and how he finally left the island.

Teacher: Use the clues from the story to help you choose the correct answer. I will guide you as we go through each one.

Teacher: Let us begin. Follow along as I read each sentence and then circle the answer that best matches what we have learnt.

Read the passage and answer the following questions.

1. Then came the biggest wave that lifted them to the sky. When the little boat touched the water again, it sank, taking his men with it to the bottom of the sea.
 - a. From which story is the above passage taken?
 - b. Find the word in the passage that means 'the lowest part of something'.
2. Even though Crusoe was exhausted, he crawled away from the sea and went to the bushes. He climbed up a tree so that he would not get attacked by wild animals at night. There, he slept between two branches.
 - a. Why did he sleep between two branches of a tree?
 - b. What does the above passage tell us about Crusoe?

106

Teacher: After you complete Exercise A, we will move on to Exercise B.

Teacher: In this exercise, you will read two short passages and then answer the questions based on them.

Teacher: Read each passage carefully. Think about what happened and try to recall similar events from the story of Robinson Crusoe.

Teacher: The questions will help you understand the events, vocabulary and character traits shown in the story.

Teacher: As you read, focus on the meaning of key words and actions. Think about why Crusoe acted the way he did and what it tells us about his character.

Teacher: I will help guide the discussion as we go through each passage together. Let us begin reading now.

Write short answers in your notebook.

1. How is the storm described in the story?
2. Why did Crusoe swim to the shore?
3. 'On that boat, he sailed back to civilization.' What does this sentence mean?

106

Teacher: Now, let us move to Exercise C.

Teacher: In this exercise, you will write short answers in your notebook based on what you have read in the story.

Teacher: Think carefully about how the storm was described and what happened during it.

Teacher: Also recall why Crusoe had to swim to the shore and what that tells us about his actions.

Teacher: Finally, you will read a sentence and explain what it means in the context of the story.

Teacher: I will guide you through each question and help you reflect before you write your answers.

Write long answers in your notebook.

1. Even after reaching the shore, Crusoe's battle was not over. Why?
2. What did Crusoe do on his second day on the island? Why?

106

Teacher: Finally, let us move to Exercise D.

Teacher: In this exercise, you will write long answers in your notebook. These questions will help you think more deeply

about what Crusoe experienced on the island.

Teacher: Read the questions carefully and reflect on what Crusoe had to face after reaching the shore and what he did in the days that followed.

Teacher: Use the details from the story to explain your answers clearly. Think about his struggles, his efforts and how he showed perseverance.

Teacher: Take your time and plan your answers before you begin writing. I will check in with you as you work.

Differentiated Activities

110 km/hr



Write a detailed response to the question in part D, explaining why Crusoe's battle wasn't over after the storm. Provide evidence from the text to support your answer.

80 km/hr



Write three sentences summarizing Crusoe's actions after the storm. Use the words 'battle', 'island' and 'survive' to describe what happened next.

40 km/hr



Choose the correct word to complete the sentence:

After the storm, Crusoe built a (raft / house / boat) to stay safe.

Home Task

Write a paragraph imagining you are Crusoe—what survival skills did you learn and how did your experiences on the island change you?

Period 7

SHOULD DO

5 MIN.



Teacher: Good morning, everyone. Let us start today with a quick game to warm up our brains.

Teacher: I am going to describe a situation and you need to guess what it is. Are you ready?

Teacher: 'I am on an island, trying to survive. I need to find food, build shelter and protect myself. What am I doing?' (Teacher waits for answers. After the response, the teacher explains that it is similar to Robinson Crusoe's situation on the island.)

Teacher: Great. Now, let us see if you can guess this next one: 'I built something that helped me leave the island safely. It was flat and could float on water. What do you think it was?'

(Teacher encourages students to guess 'raft', which is the word Crusoe used to escape the island.)

Teacher: Excellent. Let us keep that energy going as we dive into today's lesson.

Excelling Vocabulary

Excelling Vocabulary

E The letters ge and s have a similar sound in some words. For example: ge in garage and s in pleasure. Use these letters to make similar ge and s words. Write them in the given space. You may use the letters more than once. Read the words aloud. **106**

s	a	d	e
i	m	n	o
r	t	u	v

s	a	c	g
h	n	o	p
r	s	t	u

107

Teacher: Let us now move on to 'Excelling Vocabulary'.

Teacher: In this exercise, you are given two sets of letters. Your task is to form words that sound like the 'ge' in 'garage' or the 's' in 'pleasure'.

Teacher: These are soft sounds. When you say the word 'garage', focus on the 'ge' sound at the end. It is soft, not like 'get' or 'goat'.

Teacher: Now, look at the letters in the box. Try to form words that have that soft 'ge' or soft 's' sound.

Teacher: You may use the letters more than once. I will help you with the first word.

Teacher: For example, from the second box, we can try making the word 'sure'. Can anyone try to make another word that sounds like 'ge' or 's' in 'pleasure'?

(Teacher listens to answers and encourages responses such as 'treasure', 'measure' or 'leisure'.)

F Some words sound the same but have different meanings. Fill in the blanks using such words from the box.

bright kind fair right bank

1. a. My neighbour is very _____ and helpful.
b. Lotus is a _____ of flower.
2. a. Manisha gave the _____ answer.
b. Go straight and then turn _____.
3. a. My father works at a _____.
b. We rested at the _____ of the river.
4. a. Anju and Anuj are both _____ students.
b. It is a _____ and beautiful day.
5. a. Anwar plays a _____ game.
b. We are going to the book _____ this weekend.

107

Teacher: Now, we will move on to the next Exercise F where we focus on words that sound the same but have different meanings.

Teacher: For example, words like 'bright', 'kind', 'fair', and 'bank' may be spelled the same or sound alike, but they have different meanings depending on how they are used.

Teacher: You will fill in the blanks in sentences using these words. Let us take an example: 'The sky is so _____ today.' Which word fits? Yes, 'bright'.

Teacher: Now, I want you to think about the other words,

like 'bank'. Does anyone know a sentence where we can use the word 'bank'?

(Help students use the vocabulary words correctly in context.)

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

Excelling Spelling

Excelling Spelling

G Rearrange the letters in the words below to form new words. Write them in the given space.

- | | |
|----------------|----------------|
| 1. inch _____ | 2. sore _____ |
| 3. elbow _____ | 4. melon _____ |
| 5. dusty _____ | |


107

Teacher: Next, let us focus on 'Excelling Spelling'.

Teacher: Here, you will be given jumbled letters in Exercise G. Your task is to rearrange them to form a meaningful word. For example, 'inch' can be rearranged to form 'chin'.

Teacher: Let us start with the first set of letters. Try to rearrange them and form a word. Once you have completed it, check if it makes sense in a sentence.

Teacher: After everyone has finished, we will go over the answers together. If anyone is unsure, I will be here to help. (Help students as needed, ensuring they complete the exercise.)


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

Teacher: Now that we have completed the exercises, let us do some practise. Work with your partner to come up with other words that have similar sounds or that can be rearranged to form new words.


Teacher: After that, we'll share our answers and see how many words we can come up with.

Differentiated Activities


110 km/hr

 Write a paragraph of about 60 to 80 words using at least five words from today's vocabulary and spelling exercises. Use them in sentences that show you understand their meanings.

80 km/hr

 Choose three words from the vocabulary exercise and use them in sentences. Make sure your sentences are clear and show the correct meaning.

40 km/hr

 Choose any two words from today's vocabulary box and write one simple sentence for each to show their meaning.

Home Task

Choose any two words from today's vocabulary box. Write what each word means and use it in a question you could ask a friend.

Period 8

Teacher: Good morning, everyone.

Let us begin with a quick warm-up to get our brains ready for today's lesson.

Teacher: I am going to ask you a few questions. Please raise your hand when you have an answer. Ready?

Teacher: 'What is a conjunction? Can anyone give me an example of one?'

(Facilitate a short discussion on conjunctions and encourage students to recall their previous learning about connecting words, such as 'and', 'but', 'or', 'because'.)

EXPLAIN

Grammar

CING

A **conjunction** is a connecting word. It joins two sentences, phrases or words together. Some of the most used conjunctions are **and**, **or**, **but**, **because**, **so**, **though**, **since**, **when**, **unless**, **till**, **although**, **yet**, **until** and **if**.

Read these sentences.

- Crusoe faced a lot of difficulties, **but** he refused to give up.
- You can go **unless** you want to play the board game.
- Although the Sun was shining, I was cold.

108

Teacher: Today, we are focusing on conjunctions, which are words that connect different parts of a sentence, such as two clauses or phrases. Conjunctions help us link ideas together so that our sentences flow better.

Teacher: Let us begin with Exercise H. In this exercise, you will underline the conjunctions in the sentences.

H

Underline the conjunctions in the following sentences.

- Until the storm stops, Robinson is in danger.
- If Sanjay plays in the team, we will surely win.
- It is a small box, yet all my books have fit in it.
- Though he is good at acting, he is not good at dancing.
- They are winning since the best player has joined their team.

108


Teacher: I will show you how we can identify conjunctions. Let us do the first one together:

Teacher: 'Until the storm stops, Robinson is in danger.'

Teacher: Now, we need to find the word that connects two ideas in this sentence. What is the word that links the idea of the storm stopping and Robinson being in danger?

Teacher: Yes, the conjunction is 'Until'. It connects two ideas: the first part says that the storm has not stopped yet and the second part says that Robinson is in danger because of it.

(Explain that the conjunction 'Until' shows a condition or time and helps link the two clauses.)

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

I

Circle the correct answers.

- Though** / **When** he saw me, he waved.
- We will wait outside **till** / **if** Priya finishes her work.
- Mother will give Riya a present **if** / **and** she behaves well.
- Mohit cannot play **unless** / **for** he finishes his homework.
- Although** / **Until** it is early morning, I have finished my chores.

108

Teacher: Now, let us do some more practise. In your exercise, you will have sentences with different conjunctions.

Teacher: Your job is to read each sentence carefully and circle the correct conjunction. These conjunctions will help you understand how one part of the sentence relates to the other.

Teacher: Please look at Exercise I. Let us read the first sentence:

Teacher: Though / When he saw me, he waved.

Teacher: What are we trying to show here? A time when something happened. So which conjunction fits best? Yes, When is correct.

Teacher: Second one: We will wait outside till / if Priya finishes her work.

Teacher: This sentence shows a time limit, so which conjunction should we choose? Yes, till is the correct one.

Teacher: Now sentence three: Mother will give Riya a present if / and she behaves well.

Teacher: Think — is this giving a condition or just listing? Yes, it is a condition. So the right word is if.


Teacher: Number four: Mohit cannot play unless / for he finishes his homework.

Teacher: This sentence shows a condition — so the correct conjunction is unless.

Teacher: Last one: Although / Until it is early morning, I have finished my chores.

Teacher: This sentence shows contrast — something unexpected. So the best choice is Although.

Teacher: Well done. You may now write the correct conjunctions in your notebooks and underline them. We will continue with the next activity.

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

Poster

English

Theme 9: How Do We Survive?

40

MY THESAURUS

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

praise commend
appreciate cherish

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

success triumph
win conquest

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

silent peaceful
calm mute

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

enormous vast
immense large

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

steady unhurried
unrushed gradual




9

Teacher: Now, let us look at this poster 'Thesaurus'. This poster gives us different words we can use instead of the usual ones, helping us sound more interesting and precise in our writing.

Teacher: For example, instead of using the word 'admire', you can use words, such as 'praise', 'appreciate' or 'commend'. These words have the same meaning but make your sentences richer.

Teacher: Similarly, instead of saying 'quiet', you can use words, such as 'silent', 'calm' or 'peaceful'. These are more specific and can be used in different contexts.

Teacher: Let us look at another example: Instead of using the word 'victory', you could use 'success', 'win', 'triumph' or 'conquest'. They all describe a win, but each word adds a different shade of meaning.

Teacher: Also, instead of using the word 'huge', you can say 'enormous', 'vast' or 'immense'. These words describe size, but each one conveys something different.

Teacher: Finally, if you use the word 'slow', you can replace it with words like 'steady', 'unhurried' or 'gradual'. These words describe something moving at a slower pace but in different ways.

Teacher: I will paste this poster in the classroom, so whenever you need to use a different word, you can refer to it and make your writing more interesting.

Differentiated Activities

110 km/hr



Write a paragraph of about 60 to 80 words using at least five words from the poster today. Make sure you use the words correctly in context to make your writing more interesting and descriptive.

80 km/hr



Choose three words from the poster and use them in sentences. Try to explain the meaning of each word in your sentences.

40 km/hr



Choose any two words from the poster and use each in a sentence of your own. Make sure your sentence shows you understand what the word means.

Home Task

Choose one of the words from the poster and write a short story using that word. Be creative and try to use other interesting words from the list as well.

Period 9

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

Teacher: Before we begin our questions, let us quickly go over the story we read in the previous class. It was about a boy named Arun who went for swimming classes during his summer vacation. Let us recall what happened in the story.

COULD DO

10 MIN.



(Teacher briefly retells or reads the story aloud or asks one or two students to summarise it.)

Teacher: Now, I will ask you a few questions based on what we just reviewed.

Teacher: Where was Arun asked to practise swimming? (Wait for responses and provide feedback)

Teacher: Excellent answers, everyone. Let us move on.

Teacher: What were the other children able to do in a week?

(Encourage responses and explain briefly if needed)

Teacher: Wonderful. Lastly,

Teacher: When was Arun able to float?

(Wait for student responses, provide encouragement and transition to the next part)

Excelling Concentration

Concentration*

ABLE

1 Your teacher will read out a paragraph. Listen for specific information and write your answers in the space provided.

- What did Arun do during his summer vacation?
- What scared Arun on the first day of the swimming classes?
- Where was he asked to practise?
- What were the other children able to do in a week?
- When was Arun able to float?

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

108

Teacher: Today, we will focus on three important areas: concentration, language and expression.

Teacher: Let us start with 'Excelling Concentration'. This activity will help us improve our listening and thinking skills.

Teacher: I will read a short paragraph aloud. Listen carefully for specific details and then we will answer a few questions together. Are you ready?

Teacher: During his summer holiday, Arun joined swimming classes. On his first day, he saw the huge swimming pool and was a little scared. He was asked to practise in the children's pool. While other children were able to float without help after a week, Arun could not. He found it difficult to float, but he tried every day. After two weeks, he was finally able to float without anyone's help. His friends and coach cheered him on.

Teacher: Great listening. Now, let us answer the questions together.

Teacher: What did Arun do during his summer vacation?

Teacher: Yes, he joined swimming classes.

Teacher: What scared Arun on his first day of swimming classes?

Teacher: Correct, it was the huge swimming pool.

Teacher: Where was Arun asked to practise?

Teacher: Good, he was asked to practise in the children's pool.

Teacher: What were the other children able to do in a week?

Teacher: Right, they were able to float without help.

MUST DO

30 MIN.




Teacher: When was Arun able to float?

Teacher: Excellent. After two weeks, he was able to float on his own.


Teacher: Well done, everyone. This shows that with daily effort and concentration, we can overcome challenges.

Excelling Language

 **Language**

K Do you struggle with a subject? How do you face this challenge? Discuss in groups of four. You may also help others with a subject you are good at. You may take help from the words in the box.


understand difficult concept reading practice



Teacher: Now, let us move to 'Excelling Language'. We will discuss how we can face challenges in subjects that are difficult for us.


Teacher: Do you struggle with a subject? How do you face this challenge? Let us discuss in groups of four. You may also help others with a subject you are good at. (Wait for discussions and provide guidance as necessary.)

Excelling Expression

 **Expression**

L You love to play badminton and are good at it. Your friend loses a badminton match. She is feeling sad. Answer the following questions in your notebook.

1. What will you do to make her feel better?
2. How will you help her improve her performance?
3. Had you been in your friend's place, what would you have done?




Teacher: Next, let us move to 'Excelling Expression'.

Teacher: Imagine you are good at badminton, but your friend has just lost a match. How would you help her feel better?


(Allow students time to think and write their answers in their notebooks.)

Differentiated Activities


110 km/hr

 Write a short story about a person who kept trying even when things were hard. Describe what motivated them and how they finally succeeded. Use at least one example from real life or imagination.

80 km/hr

 Describe a time when you helped someone overcome a challenge. What did you do to support them?

40 km/hr

 Think of something you found difficult to do. How did you keep trying to improve?

Home Task

Complete the Project from 'Book of Project Idea'.

Period 10

SHOULD DO

10 MIN.

Teacher: Good morning, everyone.

How are you today?

Teacher: I am glad to hear that. Let us start today's class with a fun activity to warm up our minds.


Teacher: I will ask you some questions and I want you to think carefully before you answer. Ready?

Teacher: Who is a person you admire because they never gave up on something they wanted to achieve? (Wait for responses)


Teacher: Great. Can anyone give me an example of a person who worked hard to achieve their dreams, even when things were difficult?

(Encourage a few students to share their thoughts, give praise and transition to the next part)

Creating better

 **Creating better**

Think of a person who never gave up. Paste their picture in your notebook. Write a quotation by that person.



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

MUST DO

15 MIN.

Teacher: I want you to think of a person who never gave up, even when it was tough. It could be someone famous or someone you know.


Teacher: Once you have thought of that person, I want you to paste their picture in your notebook.

Teacher: Then, write a quotation by that person in your notebook. The quotation should be something that inspires you, something that shows their strength and determination.


Teacher: Take your time with this and make sure to pick a quote that you really like.

(Allow time for students to work on this task and walk around to assist where needed)

Thinking better

 **Thinking better**

You can do anything that you set your mind to. Write an affirmation that you would tell yourself every morning.



Teacher: Now, let us move on to 'Thinking Better'.

MUST DO

15 MIN.

Teacher: We all know that we can do anything we set our minds to, right? So, I want you to think about an affirmation you would like to tell yourself every morning.


Teacher: An affirmation is something positive that helps you believe in yourself. For example, 'I am strong and can achieve anything.'

Teacher: I want you to write your own affirmation in your notebook. Make it something that will motivate you each day.

(Allow time for students to write their affirmation and assist if necessary)

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

Choosing better


Choosing better

EXL LSV 21st CS

You are shopping with your family when you realise you cannot find them anywhere. Would you stay where you are or try to find them? Give reasons for your answer. **109**

Teacher: Next, we will move on to 'Choosing Better'.

Teacher: Imagine you are shopping with your family and suddenly you realize you cannot find them anywhere in the store. What would you do?

Teacher: Would you stay in the same spot and wait for them or would you try to find them?


Teacher: Think carefully and write your answer, explaining why you would make that choice.

Teacher: Remember, it is important to think about what would be the best decision in that situation.


(Allow time for students to discuss and write their answers)

Differentiated Activities


110 km/hr

 Write a detailed paragraph of about 80 to 100 words about a time when you made an important decision, explaining the challenge, your choice and the outcome.

80 km/hr

 Write a short paragraph of about 50 to 60 words about a challenge you faced, how you decided what to do and what you learned.

40 km/hr


 Write one or two sentences about a time when you had to make a choice, explaining what you chose and why.

Home Task

Find a quote that motivates you. Write it in your notebook.

Period 11

Revising better


Revising better

DBL

What's your favourite confusing word? Write its meaning. Use it in a sentence in your Little Book. **109**

Teacher: Let us begin today's lesson with a quick revision. We will start with 'Revising Better'.


Teacher: I want you to think about your favourite confusing word. It could be a word that you find difficult to understand or pronounce.

Teacher: Write its meaning in your notebook and then use it in a sentence.

Teacher: Take your time to think carefully about the word and write it clearly in your notebook.

(Allow time for students to complete the task)

Pledging better


Pledging better

SDGs

In my own little way, I pledge to:

- not pollute water or landforms.

109 SDG 14: LIFE BELOW WATER

Teacher: Great work, everyone. Now, let us move on to 'Pledging Better'.

Teacher: In this section, you are going to make a pledge. A pledge is a promise.

Teacher: In your own little way, what can you do to help protect the environment? For example, you can pledge not to pollute water or landforms.

Teacher: Please write your pledge in your notebook. Think about how you can contribute to keeping the environment safe.

(Allow time for students to write their pledges)

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

Book of Holistic Teaching

Math

Teacher: Let us start with the Mathematics question.

COULD DO

20 MIN.

Teacher: The owner of a garage conducted a survey to find the number of cars repaired each day across five days of the week.

Teacher: Here are the numbers for each day:

Chapter 9: Robinson Crusoe

Theme 9: How Do We Survive?

A Maths

HoLL MDA

The owner of a **garage** conducted a survey to find the number of cars they repaired across five days of a week. Given below are the results of the survey. Represent the number using tally marks in your notebook.

	Monday	Tuesday	Wednesday	Thursday	Friday
9	35	17	50	38	14

Teacher: I want you to represent this data using tally marks in your notebooks. Let us do this together.

(Write the numbers on the board and give students time to complete)

Science

Teacher: Now, let us move on to the Science question.

Teacher: Rearrange the letters in the brackets to form new words and fill in the blanks in your notebooks.

Teacher: Here are the questions:

B Science

Rearrange the letters of the words given in brackets to form new words. Fill in the blanks with them.

- Matter has mass **and** occupies _____. (capes)
- Solid, liquid and gas are the three _____ of matter. (tastes)
- Solids have a definite _____ and volume. (phase)

9

Teacher: Work on rearranging the letters and filling in the blanks in your notebooks.

(Wait for students to finish and help as needed)

Social Studies

C Social Studies

Fill in the blanks.

In the olden days, bridges were created from ropes **and** wooden planks. Some special bridges, such as the _____ bridge, were made by guiding the _____ of trees to grow in knitted pattern. One such living tree bridge exists in Riwai village of _____.

9

Teacher: Lastly, let us work on the Social Studies question.

Teacher: In the olden days, bridges were created from ropes and wooden planks. Some special bridges, like the _____ bridge, were made by guiding the _____ of trees to grow in knitted patterns.

Teacher: One such living tree bridge exists in the village of _____.

Teacher: Write the answers in your notebooks.

(Allow students to respond and guide them where necessary)

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

SHOULD DO

5 MIN.

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

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

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

Differentiated Activities

110 km/hr



Write a short paragraph about how you would use your knowledge of math, science and social studies to help solve a real-world problem.

80 km/hr



Write a sentence about how you can use the knowledge from today's lesson to help the environment.

40 km/hr



Draw a picture showing how you can help the environment and write a sentence describing it.

Home Task

Think of a way you can help protect the environment, just like we discussed in the 'Pledging Better' section. Write a short paragraph about how you will do this.

Period 12

Worksheet- 1

Teacher: Let us begin with Worksheet 1.

MUST DO

20 MIN.

Teacher: I will read the passage about Helen Keller and we will answer the questions together in your notebooks.

Theme 9: How Do We Survive?

9. Robinson Crusoe

Worksheet 1

Comprehension

Read the passage carefully.

Helen Keller was an American author and an educator. She is known around the world and is a source of inspiration. She was a healthy baby. However, she lost her sight and hearing at the age of one and a half. Helen's teacher, Anne Sullivan, taught her to read and write. Her teacher and life-long companion, Sullivan, was Helen's greatest source of inspiration. Helen learned to read using the Braille system at the age of ten. The Braille system is a reading system specially created for blind people. While growing up, Helen faced many challenges and wanted to help others like her to read and write. She joined the American Foundation for the Blind (AFB) to raise funds for the foundation. She worked for the organisation for over 40 years. Helen also wrote many books. Her autobiography is called 'The Story of My Life'. It was published when she was 23 years old.

A. Write true or false.

- Helen wrote many books. _____
- Helen's mother was her teacher. _____
- Her teacher, Anne Sullivan, was her greatest source of inspiration. _____
- Helen learned to read using Night Writing. _____
- Helen joined the AFB to raise funds. _____

28

Teacher: Let us go through each statement carefully and think about whether it is true or false.

Teacher: When you look at each statement, remember to think about the details we discussed in the passage. Was it something Helen Keller really did or not?

Teacher: Take your time and think carefully about each statement before marking it as true or false.

B. Fill in the blanks.

- Helen learned to use the _____ system at the age of ten.
- The Braille system is a reading system created for the _____.
- Helen faced many _____ while growing up.
- She wanted to help people like her to _____ and _____.
- 'The Story of My Life' was published when Helen was _____ years old.

28

Teacher: Let us now move to the fill-in-the-blanks section.

Teacher: For each blank, focus on the information we learned from the passage. The answers will be related to key details about Helen's life.

Teacher: Read each sentence carefully and then think about the words that fit in the context of what we

discussed about Helen Keller's experiences.

C. Number the sentences in the sequence that they appear in the passage.

- Helen wanted to help others like her. _____
- Anne Sullivan taught Helen to read and write. _____
- Helen lost her sight and hearing when she was a year and a half old. _____
- Helen Keller was born in perfect health. _____
- Her autobiography, called 'The Story of My Life' was published when she was 23 years old. _____

28

Teacher: Now, we need to order the sentences correctly based on the passage.

Teacher: Remember to look for the sequence of events. Think about how Helen's journey unfolded in the passage—what happened first, second and last.

Teacher: Try to arrange the sentences logically based on the timeline of Helen Keller's life and experiences.

Worksheet 2

Teacher: Let us move on to Worksheet 2.

MUST DO

20 MIN.

Worksheet 2

Vocabulary

A. Find the words with **zh** sound in the word search. Read them aloud.

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

vision
composure
occasion
collision
decision

B. Fill in the blanks to complete the given anagrams.

- lead d _ _ a _ _
- race a _ _ re
- arise ra _ _ _ e
- charm m _ _ r _ h

29

Teacher: In this word search, we are looking for words with the 'zh' sound.

Teacher: As you find the words, try to pronounce them aloud and listen for the 'zh' sound.

Teacher: This sound is present in words like 'decision' and 'vision'. Look carefully and try to spot all the words.

Teacher: Here, you will work with some anagrams.

Teacher: The letters are all mixed up and your job is to rearrange them to form the correct words.

Teacher: Remember to focus on the clues given and think about the words that make sense in the context of the anagrams. You should recognise the word when you have all the letters in the right order.

Grammar

A. Circle the **conjunctions** in the following sentences.

- I was sleeping when you called.
- I love dogs but I like cats more.
- I feel better because I had soup.
- I will come to the park if it does not rain.
- He keeps falling down yet he keeps trying to cycle.

B. Fill in the blanks using **conjunctions** from the box.

unless till but or because

- I want to go for the trip _____ I have an exam.
- Her health will not improve _____ she takes rest.
- I came in late _____ our school bus broke down.
- I could not ride a bicycle _____ the age of eight.
- Please do not disturb baby Myra _____ she will wake up.

29

Teacher: Let us now focus on identifying conjunctions in the sentences.

Teacher: Conjunctions are words that connect ideas, such as 'and', 'but', 'because' or 'if'.

Teacher: As you read the sentences, look for words that join parts of the sentence together. Circle these words and think about how they connect ideas.

Teacher: Next, you will fill in the blanks using conjunctions.

Teacher: Pay attention to the meaning of the sentence and choose the right conjunction that fits the context.

Teacher: Think about which conjunction makes sense in each sentence—some conjunctions show a cause, some show contrast and others show condition.

Differentiated Activities

110 km/hr



Write a paragraph connecting ideas using different conjunctions like 'because', 'if' and 'although'.

80 km/hr



Write a sentence using 'because' to explain why something happened.

40 km/hr



Write a sentence using 'and' to connect two ideas.

Home Task

Find two conjunctions in a storybook and write a sentence for each, showing how they link ideas.

Period 13

SHOULD DO

10 MIN.

Teacher: Good morning, students.

How are you today?

(Wait for responses)

Teacher: I am glad to see you all today. Let us start with a quick warm-up activity.

Teacher: I will ask a few questions and you need to think carefully before you answer. Ready?

Teacher: What animal do you think is the most helpful to humans? Why?

Teacher: Can anyone tell me what we can learn from a spider?

(Allow students to respond and engage in a brief discussion)

Worksheet 3

Worksheet 3

Listening / Speaking / Writing

A. Your teacher will read out a small passage. Listen carefully and answer the questions in your notebook.*

- Who is a teacher according to the passage?
- Whom do we share the planet with?
- Is it true that animals teach us many things?
- What does an ant do when its path is blocked?
- What can we learn from a spider?

30

Teacher: Let us now move to Exercise A: Listening / Speaking / Writing on page 30 in your workbook.

MUST DO

20 MIN.



Teacher: I will read a small passage aloud and you need to listen carefully. After that, we will answer the questions based on what you have heard.

Teacher: Ready? Here we go:

(Read the passage aloud)

Teacher: Now, let us answer the questions in your notebooks.

Teacher: Question 1: Who is a teacher according to the passage?

Teacher: Question 2: Whom do we share the planet with?

Teacher: Question 3: Is it true that animals teach us many things?

Teacher: Question 4: What does an ant do when its path is blocked?

Teacher: Question 5: What can we learn from a spider? (Allow time for students to answer, providing guidance as needed)

B. You just read about Helen Keller. In groups of four, have a discussion about her. Tell each other the things that you found fascinating about her life.

30

Teacher: Now, let us move to Exercise B.

Teacher: You just read about Helen Keller. In groups of four, discuss her life.

Teacher: Tell each other the things you found fascinating about her story.

(Allow students to discuss in their groups and after a few minutes, encourage them to share their findings with the class)

Teacher: Let us now work on Exercise C.

Teacher: Elderly people, such as our grandparents, face health problems as they grow older, especially with vision.

Teacher: Answer the following questions in your notebooks:

C. Elderly people like our grandparents start facing various health problems because of old age. They find it difficult to see properly, and often have bad vision. Answer the following questions in your notebook.

1. Do you help your grandparents when they face problems related to vision?
2. What are the tasks that they find difficult to do?
3. What are the ways in which you help them?
4. Sit and talk to them about their situation. How do they cope when no one is around to help them?
5. Now imagine yourself as one of your grandparents. How do you think you would feel? Describe briefly.

30



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

Teacher: Now we will do a fun reflection activity called My Grandparent's Shoes.

COULD DO

10 MIN.



Teacher: Close your eyes for a moment. Imagine you are one of your grandparents. You have trouble seeing things clearly, you need help sometimes and your family helps you with love.

Teacher: Now, take your notebook and write five sentences starting with 'If I were my grandfather or grandmother, I would...'

(For example: If I were my grandmother, I would be happy when my family visits me.)

Teacher: After writing, if time permits, you may read your thoughts to your partner and listen to theirs.

Teacher: This will help you understand their feelings better and be kinder and more caring at home.

Differentiated Activities

110 km/hr



Write a detailed paragraph of about 80 to 100 words explaining how you help your grandparents with their vision problems. What activities do you do to assist them?

80 km/hr



Write a short paragraph of about 50 to 60 words about the ways you help your grandparents. What do you do to make things easier for them?

40 km/hr



Write one or two sentences about how you can help your grandparents if they have trouble seeing.

Home Task

Think about an elderly person you know. Write one sentence describing how you can help them when they face health problems, especially related to vision.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• develop fine motor skills through writing and drawing activities.• improve coordination through dance and movement activities.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• enhance social skills by engaging in group discussions and reflecting on personal experiences.• develop empathy and understanding through peer interactions.
Cognitive Development	<ul style="list-style-type: none">• build critical thinking and problem-solving skills through comprehension questions and analysis of texts.• enhance phonological awareness through vocabulary tasks.
Language and Literacy Development	<ul style="list-style-type: none">• improve reading, writing and speaking skills through various exercises, such as comprehension, vocabulary building and writing letters or short stories.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• express creativity through dance and self-reflection activities.• appreciate personal growth and creative expression through storytelling and art activities.
Positive Learning Habits	<ul style="list-style-type: none">• foster persistence and patience through tasks that require effort and determination.• encourage goal-setting and self-reflection.

Starry Knights

Could you convey the moral of the story to the learners? Do you think they will always be ready to take on the challenges head-on?

You are a fantastic teacher. Award yourself a STAR.



Poem: Don't Rush Me Please

Theme 9: How Do We Survive?

7 Periods (40 minutes each)



Learn Better (Main Coursebook)



Animation, eBook, Slideshow

Aiming better

I never give up in difficult situations.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand the value of perseverance and self-regulation in learning and personal growth.
- to enhance reading, writing and comprehension skills through various activities.
- to improve language proficiency by practicing vocabulary, homonyms and phonics.
- to express themselves creatively through dance and movement activities.
- to develop cognitive skills through critical thinking and reflection.
- to build socio-emotional skills through teamwork, empathy and reflection.
- to set goals and reflect on future aspirations through personal writing activities.

Methodology

Period 1

Teacher: Good morning, students.
How are you all today?
(Wait for responses)

Teacher: I am so glad to see you. Let us begin with a quick energiser to get us ready for today's lesson.

Teacher: I will say a few actions and you need to follow them with a big smile. Ready?

Teacher: First, touch your toes. Now, reach up high. Stretch like a tall tree.

Teacher: Great job, everyone. Now that we are all energised, let us get started with our new poem on page 110.

SHOULD DO

5 MIN.



Teacher: Today, we are going to read a lovely poem called "Don't Rush Me Please".

MUST DO

25 MIN.



Teacher: Listen carefully as I read it aloud and pay attention to the words and pictures.

Teacher reads the poem aloud

Teacher: Now, let us break it down together.

Teacher: What do you think the snail is asking for in this poem?

(Encourage student responses)

Teacher: That's right. The snail does not want to be rushed. It enjoys moving slowly and taking its time to see the world.

Teacher: The snail likes the pace of life, where it can notice all the flowers and the grass.

Teacher: Let us look at the line "I like being slow; it gives me time to get to know".

Teacher: What does the snail mean by this?

(Guide students to understand that the snail is saying it likes to enjoy the little things in life, like flowers and grass.)



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

Teacher: Now, let us talk about the poem in pairs.

COULD DO

10 MIN.

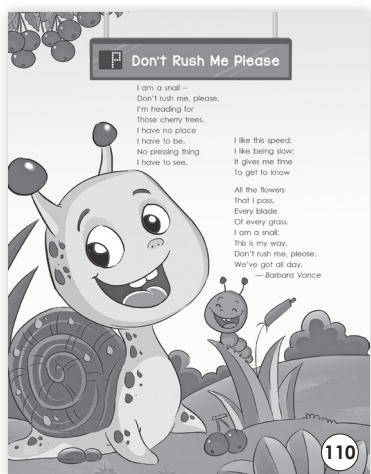


Teacher: In your pairs, discuss the following questions:

1. Why does the snail not want to rush?
2. What can we learn from the snail's way of living?

Teacher: After discussing, we will share some ideas with the class.

(Allow time for students to discuss in pairs, then ask a few pairs to share their thoughts)



Differentiated Activities

110 km/hr



Write a paragraph of about 80 to 100 words explaining what the poem teaches us about patience and enjoying the journey of life. Use at least one example from the poem to support your ideas.

80 km/hr



Write two to three sentences about how the snail in the poem stays safe by moving slowly and carefully. What can we learn from this?

40 km/hr



Choose one word from the poem that you liked the most. Write that word and explain why you liked it in one sentence.

Home Task

Think of a time when you took your time to enjoy something and write about it in your notebook.

Period 2

Learning better- Excelling Comprehension

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

(Wait for responses)

Teacher: Let us begin with a warm greeting and then move on to our Learning better activities for today.

MUST DO

30 MIN.

Learning better		CBA Full	
Comprehension			
A Tick (✓) the correct answers.			
1. The poem is narrated by			
a. a tree	<input type="checkbox"/>	b. a snail	<input type="checkbox"/>
c. the grass	<input type="checkbox"/>		
2. The snail likes being			
a. fast	<input type="checkbox"/>	b. very fast	<input type="checkbox"/>
c. slow	<input type="checkbox"/>		
3. Being slow gives the snail			
a. speed	<input type="checkbox"/>	b. time	<input type="checkbox"/>
c. space	<input type="checkbox"/>		
4. The snail is heading for			
a. the grass	<input type="checkbox"/>	b. the sky	<input type="checkbox"/>
c. the cherry trees	<input type="checkbox"/>		
5. The snail gets to know all the			
a. animals	<input type="checkbox"/>	b. birds	<input type="checkbox"/>
c. flowers	<input type="checkbox"/>		

111

Teacher: Let us start with Exercise A. I will read the question aloud and then you can write your answer in your notebook.

(Teacher reads the first question aloud)

Teacher: Think carefully about the answer. You may use examples from the lesson to help you. Once you are finished, raise your hand and I will check your work.
(Wait for students to finish)

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

- I like this speed;
I like being slow;
It gives me time
To get to know
a. Who is the speaker of these lines?
b. What does the speaker like?
- I am a snail;
This is my way.
Don't rush me, please.
We've got all day.
a. Who is the speaker of these lines?
b. What does the poem tell us about the snail's attitude?

111

Teacher: Now, let us move on to Exercise B.

Teacher: Read the instructions carefully before answering.
I will give you a few minutes to complete it.

(Allow time for students to work on Exercise B)

Teacher: Are you all done? Great. Let us discuss your answers together.

(Guide students to review their answers)

Teacher: Once you're done, we will talk about your responses as a group.

Teacher: Now that we have completed all four exercises, let us take a few minutes for a short discussion.

COULD DO

10 MIN.

Teacher: In your pairs, share one thing you learned from today's exercises. Think about how the exercises helped you understand the lesson better.

Teacher: After a few minutes, we will share your ideas with the class.

Differentiated Activities

110 km/hr



Write a detailed explanation about one of the topics we discussed today. Use examples from the lesson to support your explanation.

80 km/hr



Write a short paragraph summarizing what you learned from today's lesson. Focus on the key points.

40 km/hr



Write one sentence about the part of today's lesson that you found most interesting.

Home Task

Think about one important lesson from today's activities and explain how you can apply it in your daily life. Write a sentence describing this.

Period 3

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

(Wait for responses)

Teacher: Let us begin with a quick warm-up activity. I will ask you some questions related to the poem we read yesterday. Ready?

Teacher: What did the snail in the poem like to do?

Teacher: Can anyone tell me why the snail says, 'This is my way'?

(Encourage students to reflect on the poem's themes)

SHOULD DO

10 MIN.

C Write short answers in your notebook.

- What does the snail not like?
- Why does the snail say, 'This is my way'?
- How much time does the snail have?

111

Teacher: Now, let us move on to Exercise C and Exercise D from your workbook.

MUST DO

20 MIN.

Teacher: For Exercise C, we will answer the following questions in short sentences.

Teacher: Question 1: What does the snail not like?

Teacher: Think about what the snail says in the poem. What is it that the snail does not enjoy?

Teacher: Question 2: Why does the snail say, 'This is my way'?

Teacher: The snail is telling us something important about its life. Why does the snail prefer to go slow?

Teacher: Question 3: How much time does the snail have?

Teacher: The snail talks about how it likes having time to see things slowly. How much time does the snail feel it has? (Allow students to write their answers in their notebooks)

D Write long answers in your notebook.

111

1. Why does the snail like being slow?
2. What do you think about the way in which the snail conveys its thoughts? Do you like the reasons that it states?

Teacher: Now, let us move on to Exercise D. This one requires you to think a little more deeply.

Teacher: Question 1: Why does the snail like being slow?

Teacher: The snail explains that it likes speed because it allows it to enjoy everything around it. Why do you think it enjoys being slow? Write your thoughts in a longer answer.

Teacher: Question 2: What do you think about the way in which the snail conveys its thoughts? Do you like the reasons that it states?

Teacher: The snail explains its reasons for going slow and taking its time. Do you agree with the snail's thoughts? Why or why not?

(Allow time for students to reflect and write detailed answers)

Teacher: Now that we have finished the exercises, let us discuss our answers.

Teacher: In pairs, talk about your answers to Exercise D. Share with each other whether you agree with the snail's thoughts on going slow.

Teacher: After a few minutes, we will share your ideas with the class.

Differentiated Activities

110 km/hr



Write a detailed reflection on the snail's perspective. Do you agree with the snail's view of life? Support your answer with reasons from the poem and your own experience.

80 km/hr



Write a short paragraph explaining why the snail likes being slow. What do you think the snail is trying to tell us?

40 km/hr



Write one sentence explaining why the snail does not want to be rushed. Think about what the snail enjoys.

Home Task

Think about something in your life that you like to take slowly. Write one sentence explaining why you enjoy doing it slowly, just like the snail in the poem.

Period 4

Teacher: Good morning, students.

How are you today?

(Wait for responses)

Teacher: Let us start today's lesson with a quick energizer. Stretch your arms and take a deep breath. Now, let us get ready for our lesson.

Teacher: I will ask a few questions related to the vocabulary we have learned. Ready?

Teacher: What do you think the word 'concentration' means?

Teacher: Can anyone tell me what happens when we concentrate?

(Allow students to respond, then move on to the main lesson)

Excelling Vocabulary

Vocabulary

DING WR

E The words *grade* and *grin* have the *gr* sound. Fill in the blanks with words that have the *gr* sound. Read them aloud.

1. _____ is the colour of leaves.
2. _____ is a kind of fruit.
3. _____ is a synonym of smile.
4. Rice is a type of _____.

112

Teacher: Let us begin with Exercise E from your textbook.

Teacher: The words 'grade' and 'grin' have the 'gr' sound. In this exercise, we will fill in the blanks with words that have the same sound.

Teacher: Read the sentences carefully, then fill in the blanks with the correct words from the list.

Teacher: After you finish, read your answers aloud. We will discuss them together.

F Fill in the blanks with homonyms from the box.

rock ring lie bat match

1. Go _____ in your bed.
He does not _____.
2. _____ the baby slowly.
The _____ is rolling down the hill.
3. It is Mano's turn to _____.
The _____ is hanging upside down.
4. Our team won the _____.
We were asked to _____ the columns in the question paper.
5. My mother bought a new _____ from the jeweller.
She is waiting for the phone to _____.

112


Teacher: Now, let us move to Exercise F. In this exercise, we are working with homonyms.


Teacher: Homonyms are words that are spelled the same but have different meanings.

Teacher: I will read the sentences and you will choose the correct word from the box to fill in the blanks.

Teacher: After you finish, we will go over the answers together.

Excelling Concentration

 Concentration*

 Able

Exercise G Your teacher will read out a paragraph. Listen for specific information and circle the correct answers.

1. Ishan's grandfather had a fever / fractured bone / muscle pull.
2. Ishan's grandfather's leg was plastered for a month / two weeks / three months.
3. Ishan's grandfather started exercise after a year / two weeks / one month.
4. He would experience pain in little movement / too much movement / without any movement.
5. Ishan's grandfather was able to walk with help within a month / a week / three weeks.

112

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

Teacher: Now, we will focus on Exercise G, which is based on a passage about Ishan's grandfather and his recovery process after an accident.

Teacher: First, I will read the passage aloud for you. Listen carefully to the details about Ishan's grandfather's injury and recovery. Pay attention to the information, as it will help you answer the questions correctly.

Teacher reads the passage aloud (On page 120)

Ishan's grandfather met with an accident and fractured his right leg. He was taken to the hospital. His leg was plastered for a month. The doctor asked him to start some light exercises after a month. During this time, he could not walk. After a month, he tried to start with light exercises, but it was very difficult for him. Any movement of the leg would lead to a lot of pain. However, he did not stop trying. After 15 days, he could exercise easily. Within the next month, Ishan's grandfather could walk slowly with help.

Teacher: Now, let us move on to the questions based on this passage. Listen carefully and when I ask the questions, you will need to circle the correct answers.

Teacher: Now, think about the passage and the details we discussed. If you are unsure about any answer, feel free to ask for clarification. After you have finished answering, we will review the questions together.

Differentiated Activities

110 km/hr



Write a detailed paragraph explaining what you learned from the story and how persistence helps in overcoming challenges.

80 km/hr



Write a short paragraph about how Ishan's grandfather did not give up and what we can learn from his determination.

40 km/hr



Write one sentence about why it is important to keep trying, just like Ishan's grandfather.

Home Task

Draw a picture of yourself facing a challenge, just like Ishan's grandfather had to overcome difficulties in his recovery.

Period 5

Excelling Language

 Language

 21st CS

 LAD

 OLD

Exercise H Some people do things quickly. Some people take time and work slowly. Why do you think everyone should learn and do things at their own pace? What would you do if you tried to imitate someone else? Discuss with your partner.

You may begin like this:

Everyone has their own way of doing things.

Yes. They do.

Some finish reading quickly. Some take time.

You are right. We should not try to imitate others.

113

Teacher: Good morning, students.

How are you today?

(Wait for responses)

Teacher: Let us begin with some questions based on Excelling Language.

Teacher: Some people do things quickly and some people take time and work slowly. Why do you think everyone should learn and do things at their own pace?


Teacher: Discuss with your partner and think about how people work differently.


(Allow students to discuss in pairs)


Teacher: After your discussion, let us share some ideas. You can use this sentence starter: 'Everyone has their own way of doing things'.

(Encourage students to share their thoughts)

Excelling Expression

 Expression

 DBL

 21st CS

Exercise I Write a story based on the theme, 'Never Give Up'.
Hint: You can also refer to your personal experiences.

113


Teacher: Now, let us move on to Excelling Expression.


Teacher: In this exercise, you will write a story based on the theme, 'Never Give Up'.


Teacher: You can refer to your own personal experiences. Think about a time when you did not give up on something, even though it was difficult.

Teacher: Write your story in your notebook and make sure to include the lesson you learned from not giving up.

Creating better

 Creating better

 21st CS

 Art

Prepare a short dance performance on a song of your choice. In about 100 words, write your experience in your notebook.

Hints:

- time you took to come up with the dance steps
- any difficulties you faced

113

Teacher: Now, we are going to Create better.

Teacher: I want you to prepare a short dance performance on a song of your choice.

Teacher: Think about how you will come up with the dance moves. It could be something simple or creative, whatever you like.

Teacher: Once you have done that, I want you to write about your experience with the dance performance in about 100 words.

Teacher: Write in your notebooks how you created the dance steps. Did it take you long to figure out the moves or was it easy for you?

Teacher: Also, think about any difficulties you faced while performing the dance. Was it hard to remember the steps? Did you find it tricky to perform?

Teacher: Once you have written about your experience, think about what you could improve next time. Is there something you would change or something that you want to try doing differently?

(Allow time for students to write)

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


Teacher: Now that we have completed all the activities, let us take a moment to reflect.

Teacher: In your notebooks, write one thing you learned today from the discussion and activities. This will help you think about how we can keep improving ourselves, just like the snail in the poem we discussed earlier.


Teacher: Once you finish, I will ask a few students to share their thoughts with the class.

Differentiated Activities


110 km/hr

 Write a detailed reflection on why it is important to take your time when learning something new, just like the snail in the poem. Use an example from today's lesson to explain your thoughts.

80 km/hr

 Write a short paragraph explaining why you think it is important not to rush when doing something. Use your experience from today's activities to support your answer.

40 km/hr

 Write one sentence about why it is important to take things slowly, just like the snail in the poem. How does that help us in learning?

Home Task

Think about a time when you had to keep trying despite difficulties. Write one sentence describing how you overcame the challenge. You can refer to your personal experiences.

MUST DO

15 MIN.

Period 6

SHOULD DO

5 MIN.

Teacher: Good morning, students.
How are you today?
(Wait for responses)

Teacher: Let us begin with a quick warm-up activity. Think about how you feel when you face a difficult situation. Do you feel like giving up or do you keep trying?

Teacher: Think about your response as I will ask you to share in a moment.

Thinking better

Thinking better

 COD HOTS 2Lr CS

Think and answer in your notebook.

1. If you are faced with a difficult situation, will you give up or keep trying?
2. Read the poem 'Don't Rush Me Please' once again. Imagine and write what would happen if the little snail is made to rush.

113

Teacher: Now, let us move to Thinking better.

Teacher: In this exercise, we will think about a difficult situation and how we would react.

Teacher: Imagine you are facing a difficult situation. Will you give up or keep trying? Write your thoughts in your notebook.

Teacher: Take a moment to reflect on this and write down your answer. Think about why you would choose to keep trying or give up.

(Allow time for students to write)

Choosing better

Choosing better

 EXL LSV 2Lr CS

You have an important exam. You feel unprepared and anxious. How will you handle the situation? What will you do to feel better?

1. You will sit in your room and keep thinking about the exam.
2. You will talk to someone (parent, sibling or a friend) to understand your thoughts and feel better.

113

Teacher: Now, let us move to Choosing better.

Teacher: You have an important exam. You feel unprepared and anxious. How would you handle the situation?

Teacher: Write about what you would do to feel better. Would you sit alone and keep thinking about the exam or would you talk to someone to share your thoughts?

Teacher: Think carefully about how talking to someone could help you feel better. Write your response in your notebook.

(Allow time for students to write)

Teacher: Now that we have completed the activities, let us take a moment to discuss your answers.

Teacher: In pairs, share how you would handle the situations mentioned in the exercises.

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

COULD DO

10 MIN.

Differentiated Activities

110 km/hr



Write a detailed paragraph explaining how you would handle a difficult situation and what steps you would take to keep trying. Use examples from your life.

80 km/hr



Write a short paragraph describing how you would handle feeling anxious about something like an exam. Would you keep thinking about it alone or would you talk to someone?

40 km/hr



Write one sentence about what you would do if you felt unprepared for something important. Would you keep thinking or would you talk to someone?

Home Task

Think about a time when you face a challenge. Write one sentence about how you overcame it by continuing to try or talking to someone for help.

Period 7

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

(Wait for responses)

Teacher: Let us begin with a quick warm-up activity.

Teacher: I will ask you a question about your future:

Teacher: If you could write a letter to your future self, what would you want to say? What hopes and dreams would you share? What fun plans or cool things would you want to tell your older self?

Teacher: Take a moment to think about it and we will share your ideas shortly.

Moving on better

Letter to Future Self



Moving on better

If you could write a letter to your future self, what would you want to say? What hopes and dreams, big and small, would you share? What cool things or fun plans would you want to tell your older self? Finally, what advice would you give to yourself?

114

Teacher: Now, let us move on to Moving on better.

Teacher: In this activity, you will write a letter to your future self.

Teacher: Think about the dreams and goals you have for your future and what advice you would give to yourself.

Teacher: In your letter, write about your hopes for the future and any things you would like to accomplish.

SHOULD DO

10 MIN.



MUST DO

20 MIN.



Teacher: You can also mention how you would like to see yourself growing up. Be creative and thoughtful in your response.

(Allow students to write in their notebooks)

Teacher: After you are done writing, I will ask a few of you to share parts of your letter with the class.

Sound Board

Sound Board

ei sound

Look at the picture and read the words aloud.



receipt ceiling
receive being

115

Teacher: Now, let us move to Sound Board.

Teacher: We will focus on the sounds 'ei' and 'ie'.

Teacher: First, look at the picture and the words on the board.

Teacher: The first set of words are 'ei' sounds: being, ceiling, receive, receipt.

Teacher: I will read the words aloud and you should repeat after me.

(Teacher reads the words aloud)

Teacher: Now, let us move to the next set of words with 'ei' sounds: receipt, ceiling, receive, being.

Teacher: Make sure to say these words clearly and listen to the sound they make.

(Allow students to practise)

Teacher: Next, let us look at the 'ei' sound words.

Teacher: The words are: reindeer, neighbours, eight, weight, sleigh.

Teacher: I will read the words and you can repeat after me.

(Teacher reads the words aloud)

Teacher: Notice how some words like 'receipt' and 'receive' sound different from others like 'eight' and 'weight'.

Teacher: Practise these words with a partner, then we will discuss them as a class.

(Allow students time to practise)

ei sound

Look at the picture and read the words aloud.



eight weight sleigh
reindeer neighbours

Notice that words, such as **re**ceipt and **re**ceive sound different from words, such as **e**ight and **w**eight.

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Teacher: Well done, students. We have completed the poem 'Don't Rush Me Please' and all the activities related to it. We also worked on various themes and exercises throughout the chapter.

Teacher: Today, we reflected on how the snail teaches us the importance of going at our own pace, just as we should sometimes in life.

Teacher: You have written thoughtful letters to your future selves and practised some important vocabulary, too. Great job in completing the Sound Board activity.

Teacher: Now that we have done our practise, let us spend a few minutes reflecting.

COULD DO

10 MIN.



Teacher: In your notebooks, write one sentence about why it is important to think about the future.

Teacher: After a few minutes, we will share your ideas as a class.

Differentiated Activities

110 km/hr



Write a detailed letter to your future self, explaining your hopes and dreams. Include the goals you have for your future and any advice you would give to yourself.

80 km/hr



Write a short letter to your future self, mentioning what you hope to achieve in the future. Include some things you would like to remember about yourself now.

40 km/hr



Write one sentence about what you want your future to look like. What is something fun you would like to experience?

Home Task

Write a short letter to your future self. You can include things you want to achieve and things you hope for in your future.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> improve their fine motor skills through writing and drawing activities in exercises such as the 'letter to future self' and 'sound board' tasks. develop body coordination while performing the dance steps for the 'creating better' activity.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> reflect on the theme of perseverance and not giving up, relating it to their own life experiences during the 'moving on better' activity. share ideas and work collaboratively with peers during group discussions on how to manage feelings of anxiety and challenges, especially when preparing for exams.
Cognitive Development	<ul style="list-style-type: none"> enhance their thinking skills through critical thinking tasks, where they analyze scenarios and respond thoughtfully in exercises like 'thinking better' and 'choosing better'. build phonological awareness through 'sound board' activities, improving understanding of sounds such as 'ei' and 'ie' and their different spellings and meanings. practise reading comprehension and attention to detail through the 'comprehension' exercises related to the poem 'do not rush me please'.
Language and Literacy Development	<ul style="list-style-type: none"> strengthen their reading and writing skills by answering comprehension questions and writing reflective stories, letters and explanations related to personal experiences. use newly learned vocabulary in context, such as homonyms, 'ei/ie' sounds and 'synonyms' during vocabulary and sound activities.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> express themselves creatively through the 'creating better' activity, where students prepare a dance performance, encouraging self-expression and confidence. appreciate the value of reflection and goal-setting by writing a 'letter to their future self', exploring personal growth and dreams for the future.
Positive Learning Habits	<ul style="list-style-type: none"> develop self-regulation and persistence through exercises that require patience and critical thinking. foster reflective learning through writing tasks that ask students to think about their personal growth and challenges, promoting positive attitudes towards learning.

Starry Knights

Did the learners enjoy the poem? Mention the incidents that made you also enjoy the class.

Award yourself the STAR for being an adorable teacher.

