

Lesson-3: The Loyal Brother and Sister

Theme 3: Why Are We Different?

13 Periods (40 minutes each)



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



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

Affirming better

I am aware of my strengths.

Curricular Goals and Objectives (NCF)

To enable the students:

- to read the lesson with correct pronunciation, pauses and intonation.
- to infer meaning from the text.
- to understand the questions and answer appropriately.
- to enrich their vocabulary with 'ir' words and antonyms.
- to learn the correct usage of simple past tense, past continuous tense and future tense.
- to practise punctuation of sentences.
- to use adjectives by pouring out own emotions in 'My Scribbles and Secrets'.

Methodology

Period 1

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

SHOULD DO

15 MIN.



Teacher: Today, we are starting a new chapter called 'The Loyal Brother and Sister'. That is an interesting title, is it not? Before we open our books, let us take a moment to think about what it could mean.

Teacher: When you hear the words 'The Loyal Brother and Sister', what thoughts come to your mind?

(The teacher listens to a few responses and acknowledges them.)

Teacher: Those were thoughtful answers. This chapter will help us understand what freedom truly means and how a person can feel free even in difficult situations. But before we begin, we are going to use a tool called the KWL Chart to help us organise our thoughts about this topic.

(Move to the board and draw three columns, labelling them 'K', 'W' And 'L'.)

Teacher: In the first column, 'K', we will list what we already know about freedom. Let us start by sharing some ideas.

(The teacher waits for responses and writes down relevant points in the 'K' column.)

Teacher: Now, in the 'W' column, we will write down what we want to learn about this topic. What questions do you have about freedom and what it means to different people?

(The teacher writes down the students' questions under the 'W' column.)

Teacher: Well done! As we read the chapter, we will try to find answers to these questions. At the end of the lesson, we will complete the 'L' column with everything we have learnt.

Teacher: Now, open your books to the chapter, 'The Loyal Brother and Sister' and let us begin reading together.

K	W	L

Re-KAP

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

MUST DO

25 MIN.



Kinaesthetic

Re-KAP

SPD

Kinaesthetic*

Pick a slip of paper from the bowl kept in front of the class. Read the word. Clap thrice if it is simple present tense. Tap your foot twice if it is present continuous tense.

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Teacher: We are going to play a fun game to practise tenses. I have a bowl with slips of paper. Each slip has a word on it.

Teacher: When it is your turn, pick a slip, read the word aloud and decide if it is in the simple present tense or present continuous tense.

Teacher: If it is in simple present tense, clap three times. If it is in present continuous tense, tap your foot twice. Let us do an example together.

(Pick a slip and read it aloud.)

Teacher: The word is 'runs'. What tense is this?

Teacher: Yes, it is simple present tense, so I will clap three times. Clap, clap, clap. Now, let us try another one.

(Picks another slip.)

Teacher: The word is 'is running'. What should I do?

Teacher: Yes, I will tap my foot twice because it is present continuous tense. Tap, tap.

Teacher: Now, it is your turn. One by one, come up, pick a slip, read it and do the action. Let us see who gets them all correct.

(Encourage students as they take turns, giving feedback when necessary.)

Auditory

Auditory**

Listen to your teacher carefully. Your teacher will read out some words. Make sentences with the words using the present continuous tense. Write them in your notebook.

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Teacher: Let us begin with a listening activity today. I will say some words and your task is to use them in sentences with the present continuous tense. Listen carefully and think before answering.

Teacher: Imagine you are watching someone perform the action. For example, if I say 'read', you could say 'I am reading a book' or 'She is reading a newspaper'. Now, let us start.

Teacher: The first word is 'smell'.

Teacher: We could say 'He is smelling the flowers' or 'She is smelling the delicious food'. Now, let us try another word.

Teacher: The next word is 'climb'.

Teacher: We can say 'He is climbing the tree' or 'She is climbing the stairs carefully'.

Teacher: Now, let us continue. I will read more words one by one and you will make sentences using the present continuous tense. Take your time and listen carefully.

Teacher: The next word is 'wash'.

Teacher: We can say 'She is washing her hands' or 'They are washing the car'.

Teacher: Now try 'buy'.

Teacher: We can say 'He is buying vegetables' or 'They are buying a new dress'.

Teacher: Let us move on to 'fly'.

Teacher: We can say 'The bird is flying in the sky' or 'The children are flying kites'.

Teacher: Now, let us try 'talk'.

Teacher: We can say 'She is talking on the phone' or 'They are talking about their holiday'.

Teacher: The next word is 'dance'.

Teacher: We can say 'He is dancing to the music' or 'They are dancing on the stage'.

Teacher: Now, let us use 'stand'.

Teacher: We can say 'The boy is standing near the gate' or 'She is standing in the queue'.

Teacher: Next, we have 'play'.

Teacher: We can say 'The children are playing in the park' or 'She is playing the piano'.

Teacher: Finally, let us use 'read'.

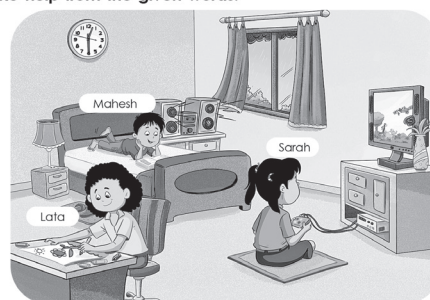
Teacher: We can say 'He is reading a book' or 'She is reading a story aloud'.

Teacher: Great work, everyone. You have understood how to use the present continuous tense correctly. Keep practising!

Pictorial

Pictorial PS

Look at the picture carefully. Lata, Mahesh and Sarah are in Mahesh's room. Using the present continuous tense, describe what is happening here. Take help from the given words.



play read draw listen sit rain

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Teacher: Let us look at this picture carefully. We can see Lata, Mahesh and Sarah in Mahesh's room. What do you think they are doing?

Teacher: Good observations. Now, we will describe what is happening using the present continuous tense. Let me give you an example. If I say, 'Mahesh reads a book', is this sentence correct for what is happening right now?

Teacher: No, it is not, because we are talking about something that is happening at this moment. So, we should say, 'Mahesh is reading a book'.

Teacher: Now, look at Lata. What is she doing? Use the words from the help box.

Teacher: Yes, Lata is drawing. We can say, 'Lata is drawing a picture'.

Teacher: What about Sarah? What is she doing?

Teacher: That is right. She is listening to music. We can say, 'Sarah is listening to music'.

Teacher: Now, take a closer look at the picture. Can you make more sentences using the present continuous tense? Let us try together.

Teacher: Well done, everyone! You all did a great job describing the picture using the present continuous tense.

Teacher: Let us give ourselves a big round of applause. Clap, clap, clap. That was fantastic.

Teacher: We will continue our learning in the next class. Think about what other actions you see around you and try to describe them using the present continuous tense. See you all tomorrow. Have a great day.

Period 2

Interacting better

Interacting better

Look at the pictures carefully. Discuss with your partner and circle the two faces that look the same.

ICL

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Teacher: Now, everyone, open your Main Course Book to page 32 and look at the section titled 'Interacting better'.

SHOULD DO

10 MIN.

Teacher: Observe the pictures carefully. Can you find two faces that look exactly the same? Take a moment and compare them closely.

(Pause for students to observe.)

Teacher: Now, discuss with your partner and circle the two matching faces. Look carefully at their expressions, eyes and mouth.

(Students discuss and complete the task.)

Teacher: Well done! This activity helps us improve our observation skills. Keep noticing small details around you. Now, let us continue with our lesson.

Teacher: Now, we will talk about the places we visited during our summer holidays. Everyone experiences different places in unique ways and I would love to hear your stories.

MUST DO

05 MIN.

STEP 1

The students visited different places during their summer holidays. The class teacher asks the students to share their experiences.

Ryan talks about a beautiful hill station where he enjoyed the snow. Upon talking to some foreign tourists they met there, Ryan and his family came across an old legend. The teacher asks Ryan to share the legend with the class.

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Teacher: In the story Ryan visited a beautiful hill station and enjoyed the snow. Let us read and get to know his experience.

Teacher: Today, we are starting a new story set in a cold, snowy place. Imagine waking up one morning to see everything covered in white snow. How would it feel?

MUST DO

10 MIN.

Teacher: The story begins with a hardworking couple. They were outside, cleaning their yard after a heavy snowfall. What do you think happens to the ground and rooftops after snow falls? Have you ever seen icicles hanging from a roof?

There once was a husband and a wife who worked very hard. One winter morning, they were cleaning out the yard after heavy snowfall. It was bitterly cold. There were huge icicles hanging from the roof. The icicles sparkled in the sunlight.

Wife: I wish I had a child as beautiful as snow.

Husband: I wish for the same, my dear.

They thought no more of it. In the spring of the following year, the wife had a baby boy. The parents lovingly looked at the baby sleeping in the cot.

Wife: Look at our baby boy! His skin is as white as snow and his eyes are like blue chips of ice.

As the little boy grew, the parents noticed that he never felt cold.

Wife: My child! You always run around barefoot, even in winter. You laugh and roll in the snow as soon as it falls. Don't you feel cold?



Teacher: As they worked, the wife made a special wish. Have you ever made a wish while looking at something beautiful? What kind of wishes do people usually make?

Teacher: Something magical happens in this story. A little baby is born and he looks just like the snow. What do you think this means? Let us read further and find out how this child is different from others.

Teacher: As the boy grows, his parents notice something unusual about him. He runs barefoot in the snow without feeling cold. Can you imagine walking on snow without shoes? What would it feel like?

Teacher: His mother becomes concerned and asks him about it. What do you think his answer will be? We will find out in the next class. Think about it and be ready to share your ideas tomorrow.

Discovering better

Teacher: Have you ever noticed long, pointed ice hanging from the edge of a roof or a tree during winter? These are called icicles. They form when water drips and freezes in the cold air. Imagine a tiny drop of water falling and turning solid before it reaches the ground. That is how icicles grow longer and longer. Can you think of a place where you might have seen icicles?

MUST DO

05 MIN.

Discovering better

icicles: long, pointed pieces of ice that hang down from a place where water has been dripping

LAD

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Exploring better

Teacher: Have you ever seen a small, portable bed made of cloth and wood? It is called a cot. The word 'cot' comes from the Hindi word 'khat', which refers to a simple bed often used in villages or by travellers. It is lightweight and easy to move. Have you ever used a cot while visiting your grandparents or on a trip?

Exploring better

cot: from the Hindi word 'khat', meaning a simple, portable bed.

Kol

32

Teacher: Close your eyes and imagine a cold winter morning. What do you see around you? Think about things that appear during winter. Now, open your eyes and share one word that comes to your mind.

COULD DO

10 MIN.

(Students respond with words like snow, frost, cold, blanket, ice etc.)

Teacher: That is right! A cot is often used in villages or even outdoors for resting. Now, can anyone think of another sleeping arrangement used in different places?

(Students respond with words like sleeping bag, hammock, mattress etc.)

Teacher: Wonderful! Let me write all these words on the board. Now, take a minute to think can you use any two of these words to make a small sentence? Let us try together.

(Students attempt sentences and the teacher encourages them to build on their vocabulary.)

Differentiated Activities

110 km/hr



Students will create a short story using both words, 'icicles' and 'cot,' and narrate it to the class.

80 km/hr



Students will describe a situation where they might see icicles and use a cot, forming a complete sentence.

40 km/hr



Students will match pictures of different sleeping arrangements (bed, cot, mattress) and different winter formations (icicles, snow, frost) with their correct names.

Home Task

Find and draw a picture of icicles and a cot from magazines, newspapers or online sources and write one sentence about each.

Period 3

Understanding better

Teacher: Good morning, everyone. I hope you are all ready for another exciting lesson. Let us start with a quick recap of what we learnt yesterday.

Teacher: We read about a couple who lived in a snowy place. They wished for a child as beautiful as snow and soon, they had a baby boy. What was special about him?

(Pause for responses.)

Teacher: Yes, he never felt cold. His parents called him Snow-son. Today, we will continue the story and see what happens as he grows up.

Teacher: Let us continue reading about Snow-son and Fire-daughter. Yesterday, we saw how Snow-son loved the cold, while his sister, Fire-daughter, loved the warmth of the Sun. They were complete opposites.

SHOULD DO

05 MIN.



Understanding better

What did the couple call their baby boy?

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MUST DO

25 MIN.



Can you imagine living with someone who is your exact opposite? How would that feel?

(Pause for responses.)

Teacher: As they grew older, they faced a challenge. Fire-daughter could not bear the cold and Snow-son could not tolerate heat. What do you think happened when they were together?

(Pause for responses.)

Teacher: Yes, they started to feel uncomfortable. Their mother also noticed how different they were. She wondered, how two siblings could be so opposite. Do you know any siblings or friends who are very different from each other?

(Students respond.)

Teacher: Snow-son believed they should stay together, no matter what. He said, 'Winter and Summer we are still family.' What do you think about this? Should differences separate people or should they find a way to live together? (Encourage discussion.)

Teacher: But Fire-daughter was confused. She asked, 'How can we stay together if we make each other uncomfortable?' What do you think? Could they find a way to live together despite their differences?

(Pause for responses.)

Teacher: As they grew older, their parents passed away. Snow-son and Fire-daughter missed each other but did not know how to stay together. One day, they saw two cloaks at their doorstep. Who left them there? What do you think these cloaks were for? We will find out in the next class.

Discovering better

Teacher: Let us play a quick word association game. I will say a word from Discovering Better and you will quickly say a related word or phrase.

COULD DO

10 MIN.



Teacher: Blizzard.

(Students respond: Snowstorm, cold, winter, strong wind.)

Teacher: Flashing.

(Students respond: Light, bright, shining, spark.)

Teacher: Radiating.

(Students respond: Sun, fire, warmth, heat.)

Teacher: Seek their fortunes.

(Students respond: Travel, new life, adventure, opportunity.)

Teacher: Well done! Now, think of a sentence using one of these words and share it with the class.

Differentiated Activities

110 km/hr



Create a short story using all four words (blizzard, flashing, radiating and seek their fortunes) and narrate it to the class.

Discovering Better

blizzard: snowstorm accompanied by high winds
flashing: here, shining
radiating: here, giving off
seek their fortunes: go to a new place to make a better life

LAD

33

80 km/hr



Describe a scene where you might experience a blizzard or see something flashing.

40 km/hr



Match each word with its correct meaning from a given set of choices.

Home Task

Find one real-life example for each word (blizzard, flashing, radiating, seek their fortunes) and share it with the class tomorrow. Also fill 'My Scribbles and Secrets'.

Period 4

Discovering better

Teacher: Good morning, everyone. Let us start with a quick recap. Who were the two siblings in our story?

SHOULD DO

10 MIN.



Teacher: Yes, Snow-son and Fire-daughter! How were they different from each other?

Teacher: Correct! One loved the cold, while the other enjoyed the warmth of the sun. Now, imagine you are travelling through a snowy land. What would you need to stay warm?

Teacher: Good answers! Look at the word snug in the 'Discovering better' section. Can anyone guess what it means?

Teacher: That is right! Snug means warm and comfortable. Now, let us continue the story and find out what happens next.

Teacher: Alright, everyone, open your Main Course Book to page 34. Today, we are going to read and understand the next part of our chapter.

MUST DO

20 MIN.



Teacher: As we read, think about the journey of Snow-son and Fire-daughter. They have travelled far and faced many challenges. What do you think will happen next?

Teacher: Keep this question in mind as we read. Let us begin.

Understanding better

Teacher: Let us think about why the siblings built a hut. Look at the story. What challenges did they face?

Teacher: They travelled far, faced cold and heat and needed shelter. What would you do in their situation?

Teacher: Finding shelter is important for survival. Can you think of other times when people need to build homes for protection?

Imagining better

Teacher: Imagine you are a traveller. Where would you



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go? Would you like to explore snowy mountains or hot deserts?

Teacher: How would you travel? Would you walk, ride an animal or use a vehicle?

Teacher: Think about the people you might meet on your journey. What stories would you bring back?

Teacher: Now, close your eyes and picture yourself on this adventure. When you open them, share one thing you would do as a traveller.

Teacher: Now, let us think beyond the story. Imagine you are one of the siblings, either Snow-son or Fire-daughter. What would you do next after building the hut?

COULD DO

10 MIN.



Teacher: Discuss in your groups and come up with a creative ending to their journey. Would they stay in the hut forever or would they explore new places?

Teacher: After discussion, share your ideas with the class.

Differentiated Activities

110 km/hr



Create a short dialogue between Snow-son and Fire-daughter about their journey and perform it in front of the class.

80 km/hr



Describe in three sentences how the siblings' journey was different from yours when you travel.

40 km/hr



Identify pictures of different types of shelters (huts, tents, buildings) and match them with the places they are commonly found.

Home Task

Think of a place where people live in extreme weather conditions, like very cold or very hot areas. Find out what kind of houses they build and why. Be ready to share your findings in class.

Period 5

Teacher: Good morning, everyone. Let us begin our class with a quick recap of our story. Can someone remind me who the two main characters are?

SHOULD DO

10 MIN.



Teacher: That is right. Snow-son and Fire-daughter are very different from each other, but they still care for one another. Now, open your Main Course Book to page 36. Look at the section 'Matching better.'

Teacher: We have two words here remarkable and exhausted. Can anyone tell me what 'remarkable' might mean?

Teacher: Great! It means something extraordinary, something that stands out. And 'exhausted' means very



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tired. Let us use these words in sentences. Who wants to try?

(These are synonyms)

(Encourage students to form sentences.)

Teacher: Well done! Keep these words in mind as we continue our lesson.

Teacher: Let us read further. The story takes an interesting turn. Snow-son and Fire-daughter are visited by a 'prince'. What do you think happens next?

MUST DO

20 MIN.



Teacher: That is right. The prince is impressed by how different they are, yet how well they care for each other. He asks Fire-daughter for her hand in marriage. How do you think Fire-daughter responds?

Teacher: She happily agrees. They get married and live together peacefully. Later, when the Fire-daughter gives birth to twins, something remarkable happens. The children love both the snow and the fire. What does this tell us?

Teacher: It tells us that differences can be balanced and that unity brings happiness. Now, let us turn to the section 'Giving better' on the page.

Giving better

Like humans, it also becomes difficult for animals to survive in extreme weather conditions. To help street dogs survive the winter, feed them bread slices or warm milk every day in the presence of an adult. **Seva**

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Teacher: It talks about how we can help animals survive extreme weather conditions. What do you think we can do to help street dogs in winter?

(Encourage students to discuss and share their thoughts.)

Teacher: Very thoughtful answers. Feeding them warm food and providing shelter are great ways to help.

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

Teacher: Now, let us move to 'Connecting better'. Ryan, in our book, misses the cold weather of Kashmir and wants to know more about cold places. His parents tell him about Greenland, the world's largest island. Can anyone tell me what kind of climate Greenland has?

COULD DO

10 MIN.



Connecting better

After Ryan returns from school, he tells his parents how he misses the cold weather of Kashmir. He wants to know more about cold regions. His parents tell him about Greenland, the world's largest island. It is located near the North Pole and is covered with ice and snow throughout the year. Greenland is situated in the Frigid Zone. **MDA HoLL**

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Teacher: Yes, Greenland is covered with ice and snow all year round. It is in the Frigid Zone. Let us imagine we are travelling to Greenland. How would we dress? What would we see there?

(Encourage students to imagine and share their thoughts.)

Teacher: Wonderful ideas! This helps us understand how people and animals adapt to extreme weather.

Differentiated Activities

110 km/hr



Write a short paragraph imagining yourself as a traveller in Greenland. Describe what you see, hear and feel.

80 km/hr



Create a list of at least five things you would pack if you were travelling to Greenland.

40 km/hr



Draw a picture of Greenland and label important elements, such as snow, icebergs and warm clothing.

Home Task

Find out about another cold place like Greenland and write two sentences about it. You can also draw a picture to show what it looks like.

Period 6

Recalling better

Recalling better

- A couple had a son who loved the cold of winter. They named him **CING** Snow-son.
- The couple soon had a daughter who loved the warmth of summer. They called her Fire-daughter.
- The siblings' different natures kept them apart for a long time.
- After their parents passed away, Snow-son and Fire-daughter decided to seek their fortunes.
- They wore special cloaks to protect themselves from heat and cold.
- They built a house and sat outside to enjoy some tea together.
- One day, the prince of the land paid them a visit.
- The prince was impressed by their love and togetherness.
- He offered to build a special underground house for Snow-son and a house in an oven for Fire-daughter.
- The prince asked Fire-daughter to marry him.
- They all lived happily ever after.

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Teacher: Let us begin by recalling what we have learnt so far. Who can tell me the name given to the boy who loved winter?

SHOULD DO

10 MIN.



Teacher: That is correct! He was called Snow-son. Now, what was the name given to his sister, who loved the warmth of summer?

Teacher: Well done! She was Fire-daughter. Now, let us recall how their different natures kept them apart for a long time. Can anyone explain why?

Teacher: Excellent! Now, let us go through some key events from the story before we move forward.

Learning better

Comprehension

Teacher: Now, open your Main Course Book to the comprehension section. Read the questions carefully before answering. Let us do the first one together.

MUST DO

10 MIN.



Learning better CBA FULL

Comprehension

A Tick (✓) the correct answer.

- What did the couple wish for?

a. children	<input type="checkbox"/>	b. money	<input type="checkbox"/>	c. a pet	<input type="checkbox"/>
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- What did the baby boy not feel?

a. hot	<input type="checkbox"/>	b. cold	<input type="checkbox"/>	c. happy	<input type="checkbox"/>
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- When was Snow-son born?

a. winter	<input type="checkbox"/>	b. summer	<input type="checkbox"/>	c. spring	<input type="checkbox"/>
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- How did the siblings managed to stay together?

a. by staying apart	<input type="checkbox"/>	b. by building a wall	<input type="checkbox"/>	c. by wearing cloaks	<input type="checkbox"/>
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- After travelling for days, where did the siblings stay?

a. in a bungalow	<input type="checkbox"/>	b. in an oven	<input type="checkbox"/>	c. in a hut	<input type="checkbox"/>
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Teacher: What did the couple wish for? Was it a) children, b) money or c) a pet?

Teacher: Great! Now, continue answering the remaining questions on your own. Take your time and think carefully. (Students work independently and the teacher monitors.)

Teacher: Now, let us discuss the answers together.

Poster

English Theme 3: Why Are We Different?

Past Continuous Tense

subject + was + verb + -ing

Simple Past Tense	Past Continuous Tense
Tara watched a play.	Tara was watching a play.
Maya went to the market.	Maya was going to the market.
Sweetie gave lollies to her friends.	Sweetie was giving lollies to her friends.

Use these verbs to make meaningful sentences in simple past and past continuous tenses.

fly eat play laugh jump go
draw read visit talk

Future Tense

subject + will + verb

Simple Present/Past Tense	Future Tense
Hamid plays the guitar.	Hamid will play the guitar.
Rana participated in the race.	Rana will participate in the race.
We visited the museum yesterday.	We will visit the museum tomorrow.

Use these verbs to make meaningful sentences in simple present/past and future tenses.

swim come sit dance run
buy smell walk begin find

3

Teacher: Today, we will learn how to talk about actions that were happening in the past and actions that will happen in the future. When we use was/were + verb + ing, it means something was happening at a certain time in the past and when we use will + verb, it means the action will happen later.

Teacher: Let us take a moment to imagine. If you were one of the siblings, would you prefer to live in the cold like Snow-son or in the warmth like Fire-daughter?

Teacher: Think about how you would dress, what food you would eat and what activities you would do. Take a minute to form your thoughts.

Teacher: Now, share your thoughts with the class. Let us see who would enjoy the cold and who would prefer the warmth.

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

Differentiated Activities

110 km/hr

Write a short paragraph explaining how Snow-son and Fire-daughter could have solved their differences differently.

80 km/hr

Describe how you would stay comfortable in extremely hot or cold weather.

40 km/hr

Match words like fire, snow, warmth, cold, summer and winter to their correct season.

Home Task

Write two sentences one about 'Snow-son' and one about Fire-daughter, describing their favourite weather and how they felt in it.

Period 7

Excelling Comprehension

B Write true or false.

- The couple called their baby boy, Snow-baby. _____
- The siblings moved to a nearby village to seek their fortunes. _____
- The siblings managed to live together despite being different. _____
- Fire-daughter built herself an igloo. _____
- The prince asked the Fire-daughter to marry him. _____

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Teacher: Good morning, everyone. I hope you all are feeling fresh and ready to learn. Let us begin today's lesson with a quick recap of what we read in the last class.

Teacher: Can anyone remind us who the main characters of our story are?

Teacher: Well done! Now, open your books to page 36 and look at Exercise B 'True or False'. Read each statement carefully and decide whether it is correct or incorrect.

Teacher: Let us begin with the first one. Did the couple call their baby boy Snow-baby? Think about what we read in the story.

Teacher: Good!. Now, let us move to the next statement. Take your time and discuss before writing your answers.

Exercise C

C Write short answers in your notebook.

- Why did Snow-son and Fire-daughter wear cloaks? _____
- What did the prince promise to make for Snow-son and Fire-daughter? _____
- What were the qualities of Snow-son and Fire-daughter? _____

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Teacher: Now, let us move on to Exercise C 'Write short answers'. Look at the first question: Why did Snow-son and

Fire-daughter wear cloaks? Think about the challenges they faced due to their differences.

Teacher: Now, the second question What did the prince promise to make for Snow-son and Fire-daughter? Think back to how he was impressed by their love and togetherness.

Teacher: Great answers! Now, in the last question, you need to describe the qualities of both Snow-son and Fire-daughter. How were they different? What made them special?

(Students write their answers)

Exercise D

D Write long answers in your notebook.

1. What did Snow-son and Fire-daughter find at their doorstep? How was it special?
2. Are all siblings similar to Fire-daughter and Snow-son? Share your thoughts.

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Teacher: Now, let us move to the next section 'Write long answers in your notebook'. Look at the first question. What did Snow-son and Fire-daughter find at their doorstep? Why was it special?

Teacher: Think about the story. What was the surprise that changed their lives? How did it help them? Take a moment to recall the scene and start writing your answer in detail.

(Pause for students to think and write)

Teacher: Great! Now, let us discuss the second question. Are all siblings similar to Snow-son and Fire-daughter? Think about your own siblings or friends. Do you always agree with them? Or do you have differences like Snow-son and Fire-daughter?

Teacher: I want you to reflect on this and write your thoughts. There is no right or wrong answer just express what you feel. Take your time and complete your response. (Students write their responses)

Teacher: Well done, everyone! Keep thinking about different perspectives while answering questions. It helps in expressing your thoughts better.

Teacher: Now, let us take this discussion further. Close your eyes and imagine you are in Snow-son and Fire-daughter's place. How would you feel if you had to live in opposite weather conditions from your sibling?

Teacher: Now, open your eyes and share one sentence about how you would adapt to such a situation. Would you stay together like them or live apart?

(Students share their thoughts)

Teacher: That was an interesting discussion! Now, write two sentences describing how you and your sibling or friend are similar or different. If you do not have a sibling, you can write about a friend.

Differentiated Activities

110 km/hr



Write a short paragraph imagining you are either Snow-son or Fire-daughter. Describe what life

would be like in your climate and how you feel about your sibling.

80 km/hr



Write three sentences comparing Snow-son and Fire-daughter. How are they different? How do they manage to stay together?

40 km/hr



Match the qualities of Snow-son and Fire-daughter with suitable words (e.g., warm, cold, fire, snow, etc.).

Home Task

Write a short story about two friends who have opposite likes and dislikes. How do they manage to stay together despite their differences? Write at least four sentences in your notebook.

Period 8

Excelling Vocabulary

Vocabulary

E Fill in the blanks with the correct words from the box. Read the words aloud.

DING

WR

P

clirt

thirst

first

skirt

bird

36

37

Teacher: Good morning, everyone.

SHOULD DO

Let us begin today's class with a quick vocabulary activity. Open your Main Course Book to page 36 and look at Exercise E under 'Vocabulary'.

Teacher: You will see some sentences with missing words. The words in the box contain 'ir'. Read them aloud with me dirt, thirst, first, skirt, bird. Now, let us fill in the blanks one by one.

(Teacher reads the sentences, allowing students to fill in the blanks.)

Teacher: Great work! These words have the 'ir' sound. Now, let us move to the next section.

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

Excelling Vocabulary

Vocabulary

F Match the words with their antonyms.

1. freeze

2. bright

3. clean

4. dawn

5. humid

a. dusk

b. dirty

c. melt

d. begin

e. dull

37

Teacher: Now, look at Exercise F. We will match words with their opposites.

Let us first read the words aloud freeze, bright, clean, dawn, humid.

MUST DO

15 MIN.

Teacher: Now, look at the options on the right dusk, dirty, melt, arid, dull. Can anyone tell me the opposite of freeze? (Students respond. The teacher guides them through the matching activity.)

Excelling Vocabulary

C Fill in the letters to complete the words from the story.

1. ici _____ e
2. co _____ age
3. ig _____ o
4. pro _____ sal

37

Teacher: Well done! Now, let us move to Exercise G. Look at the words with missing letters. These words are from the story. Try to complete them using the correct letters. (Students attempt to complete the words and the teacher discusses the answers.)

Teacher: Now, let us practise using new words in sentences. I will say a word and you will make a sentence with it. Let us start with 'skirt'.

(Students create sentences with different words from the exercise.)

Teacher: Great! Now, let us play a quick antonym game. I will say a word and you will give me its opposite. Let us begin with 'bright'.

(Students continue playing the word game.)

Differentiated Activities

110 km/hr



Write five sentences using words with 'ir' and their opposites.

80 km/hr



Complete five sentences using words with 'ir' and underline the words in your notebook.

40 km/hr



Match five words with their opposites using flashcards or a worksheet.

Home Task

Find five new words that contain 'ir' and write their meanings. Use them in sentences in your notebook.

Period 9

Excelling Punctuation

Punctuation

H We use commas to list a series of words in a sentence. Read the given sentences carefully. Rewrite them in your notebook. Add commas where needed.

1. Mother bought bread milk and butter.
2. We saw lions zebras deer and monkeys at the nature park.
3. I like bright colours, such as red green orange and yellow.
4. The teacher asked us to carry a pencil ruler notebook and an eraser.
5. Spinach bitter gourd and beans are some examples of green vegetables.

37

Teacher: Good morning, everyone. Let us begin today's lesson with a quick warm-up on punctuation. Open your books to page 40 and look at Exercise H under Punctuation.

SHOULD DO

15 MIN.

Teacher: Can anyone tell me why commas are important in a sentence? (Pause for responses) Yes, commas help us separate words in a list and make sentences clearer. Now, look at the sentences given in the exercise. What do you notice? (Pause) That is right, they are missing commas!

Teacher: Now, rewrite these sentences in your notebooks by adding commas where needed. Read each sentence carefully and decide where a pause is necessary. Once done, we will check them together.

Excelling Grammar

Grammar

CING

The simple past tense is used to talk about something that happened at some point in the past.

It was bitterly cold.

As the little boy grew, the parents noticed that he never felt cold.

The past continuous tense talks about something that was happening at a particular time in the past.

One day, they were sitting outside the hut...

1 Fill in the blanks with the simple past tense of the verb given in the bracket.

1. I _____ fruit salad last week. (eat)
2. Lisa _____ to work yesterday. (go)
3. Sana _____ to Shimla last month. (travel)

37

Teacher: Now, let us move to Exercise I on page 41, where we will practise simple past and past continuous tenses. First, let us recall when do we use the simple past tense? (Pause for responses) Correct, we use it for actions that happened at a specific time in the past.

Teacher: And when do we use the past continuous tense? (Pause) Well done! We use it for actions that were happening at a particular time in the past. Look at the examples given in your book. Can someone read the first example? (A student reads) Great!

Teacher: Now, look at the sentences in the exercise. Your task is to fill in the blanks with the correct past tense form of the verb given in brackets. Take your time and think before writing. Once finished, we will discuss the answers together.

Teacher: If you need help, read the example sentences at the top of the page. They will guide you in choosing the correct form. Let us begin.

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

Teacher: Now, let us challenge ourselves a bit more. I will say a sentence in the simple past tense and you will change it into the past continuous tense. For example, if I say, 'She read a book,' you will say, 'She was reading a book.' Let us begin.

(Teacher gives a few sentences and students respond.)

Teacher: Fantastic. Now, in your notebooks, write three sentences in the simple past tense and rewrite them in the past continuous tense. This will help you understand how actions change between these tenses.

COULD DO

10 MIN.

Differentiated Activities

110 km/hr



Students will create a short paragraph using both the simple past and the past continuous tenses. They will then share it with the class.

80 km/hr



Students will write five sentences in the simple past tense and convert them into the past continuous tense.

40 km/hr



Students will match given sentences with their correct tense (simple past or past continuous) and rewrite them correctly.

Home Task

Write five sentences about your daily routine yesterday using both simple past and past continuous tenses. Example: 'I was playing football when my mother called me.'

Period 10

Excelling Grammar

Underline the words that indicate the future tense in the following sentences.

1. Ruhi will go to the book fair.
2. Sachin will cook dinner tonight.
3. Mira and Ali will paint their room tomorrow.
4. We are going to sing at the party.
5. I will call my father tomorrow.

38

Teacher: Good morning, everyone. Open your Main Course Book to page and look at Exercise J. Today, we will learn how to identify future tense in sentences.

SHOULD DO

15 MIN.



Teacher: Read the first sentence: 'Ruhi will go to the book fair.' What tells us that this sentence talks about the future?

Student: The word 'will go' shows that the action is in the future.

Teacher: That is right! Future tense sentences often use 'will' or 'going to' to show that something has not happened yet. Now, underline the words that indicate future tense in the other sentences.

(Students underline the future tense words.)

Teacher: Excellent! Now, let us read the sentences aloud. As you read, notice how future actions are described. This helps us understand when something will happen later.

Excelling Grammar

Rewrite the sentences in your notebooks after changing the tense as given in brackets.

1. I sang at the concert. (past continuous tense)
2. Gita goes to the market to buy fruits. (future tense)
3. Heena will cook for all of us. (past continuous tense)
4. Sarita rides her bicycle every day. (future tense)
5. Priyanshi is studying in her room. (past continuous tense)

38

Teacher: Now, let us practise changing sentences into different

MUST DO

15 MIN.



tenses. Look at Exercise K. The first sentence says: 'I sang at the concert.' How can we change this to past continuous tense?

Student: We can say, 'I was singing at the concert.'

Teacher: Well done! When we change a sentence to the past continuous tense, we add 'was' or 'were' before the verb and add '-ing'. Now, look at the second sentence: 'Gita goes to the market to buy fruits.' Can someone change this into the future tense?

Student: 'Gita will go to the market to buy fruits.'

Teacher: That is correct! Now, complete the rest of the sentences in your notebooks.

(Students work on their answers while the teacher observes and helps.)

Teacher: Let us check your answers. Who wants to share their sentence for number three?

(Students read out their sentences and the teacher gives feedback.)

Teacher: Fantastic. You are doing great. Changing tenses helps us express time in different ways.

Teacher: Now, let us do something fun! Imagine you are writing a diary entry about tomorrow. Write three sentences using the future tense. For example, 'Tomorrow, I will go to the park.'

COULD DO

10 MIN.



Teacher: Now, think about yesterday. What were you doing at this time? Write three sentences using the past continuous tense. For example, 'Yesterday at 5 PM, I was reading a book.'

(Students write their sentences and share their answers.)

Teacher: Wonderful! Who would like to read their diary entry aloud?

(A few students share their sentences.)

Teacher: Great effort! This helps us understand how to use tenses in real-life situations.



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

Differentiated Activities

110 km/hr



Write a short paragraph (4-5 sentences) about a future event in your life using the future tense.

80 km/hr



Convert five simple past sentences into the past continuous tense.

40 km/hr



Match the given sentences to their correct tenses (future or past continuous).

Home Task


Write three future tense sentences about what you will do next weekend. Write two past continuous tense sentences about what you were doing last evening.

Period 11

Excelling Concentration

Concentration*

1 Your teacher will read out names of objects. Identify the objects in the pictures given below. Then, write a short paragraph in your notebook that includes all the words.



38

Teacher: Good morning, everyone. **SHOULD DO** **10 MIN.**

Please open your Main Course Book to page __ and look at Exercise L. Today, we will identify some objects and then use them to write a short paragraph.

Teacher: Look at the pictures on the page. Can you name the objects? What do you see in the first image?

Student: A castle.

Teacher: That is correct! What about the second image?

Student: A cloak.

Teacher: Well done! Now, let us continue. I will read out the names of these objects. Listen carefully and write their names below the pictures.

(Teacher reads aloud the object names and students write them in the blanks.)

Teacher: Fantastic! Now that we know all the words, we will use them in a short paragraph.

Book of Holistic Teaching

Teacher: Now, we are going to do an activity from the Book of Holistic Teaching. Please open your notebooks.

COULD DO

25 MIN.

Chapter 3: The Loyal Brother and Sister

Theme 3: Why Are We Different?

A Maths **HOLL MDA**

Identify the given pair of fractions as like or unlike.

1. $\frac{5}{6}, \frac{9}{8}$ ☐ 2. $\frac{6}{18}, \frac{1}{3}$ ☐

3. $\frac{7}{8}, \frac{9}{8}$ ☐

B Science

Write true or false.

1. A baby plant develops leaves first. _____

2. Birds act as agents for dispersal of seeds. _____

3

3. A seed grows into a plant without air, water and light. _____

4. Air acts as an important source of energy for the growth of seeds. _____

5. Pests, such as grasshoppers and caterpillars, may destroy crops. _____

C Social Studies

Fill in the blanks.

The Earth has _____ frigid zones. The North Frigid Zone is located between the North Pole and the _____ circle. The South Frigid Zone is located between the South Pole and the _____ circle.

4

Maths

Teacher: Let us start with the Maths section. Look at the fractions given in Exercise A. We need to decide whether each pair is like fractions or unlike fractions.

Teacher: Remember, like fractions have the same denominator, while unlike fractions have different denominators. Let us do the first one together. Look at $\frac{5}{8}$ and $\frac{9}{8}$ do they have the same denominator?

Teacher: That is correct. Since both fractions have 8 in the denominator, they are like fractions. Now, move on to the second pair $\frac{6}{18}$ and $\frac{1}{3}$. Take a moment and check if their denominators are the same.

Teacher: Well done! Now, complete the last question on your own. Raise your hand once you are done.

Science

Teacher: Now, let us move to Science. We have some true or false questions. I will read them aloud and we will answer them together.

Teacher: First question A baby plant develops leaves first. Is this true or false? Think about how a seed grows.

Teacher: Correct. It is false because a baby plant first grows roots before leaves. Now, let us do the second one Birds act as agents for seed dispersal. What do you think?

Teacher: Yes, that is true. Birds help spread seeds by eating fruits and dropping the seeds elsewhere. Now, complete the remaining three questions.

(Students complete the remaining questions and the teacher reviews them.)

Social Studies

Teacher: Finally, let us work on Social Studies. This section is about the Frigid Zones of the Earth. Read the first sentence The Earth has _____ frigid zones. How many are there?

Teacher: That is right! There are two frigid zones. Now, look at the next blank The North Frigid Zone is located between the North Pole and the _____ circle. Which circle fits here?

Teacher: Yes, it is the Arctic Circle. Now, complete the remaining blanks on your own. If you need help, look at the map in your book.

(Students complete the exercise and the teacher discusses the answers.)

Teacher: Well done, everyone! We have successfully completed Maths, Science and Social Studies together. Keep practising and we will continue learning more in the next class.

Teacher: Now, let us do something fun! In groups, create a short spoken story using the same objects. Each person will add one sentence to continue the story.

(One student starts: 'The prince found a magical cloak in his castle.' Another continues: 'He wore it and suddenly disappeared!')

Teacher: Keep adding to the story until all the words are used. Think creatively!

(Groups share their stories with the class.)

Excelling Language

Language

M Conduct an interactive role-play in groups of three. Take up the roles of Fire-daughter, Snow-son and the prince. Discuss the ways in which the characters are similar and yet different from each other.

Hint: First, think about how to begin the conversation. This is the context. Then, decide on what each character is going to say. Talk about how the characters are similar to each other. Then, list the differences.

39

Teacher: Good morning, everyone. Today, we will step into the characters' roles. Open your Main Course Book to page __ and look at Exercise M.

SHOULD DO

10 MIN.

Teacher: Fire-daughter and Snow-son are very different, yet they try to stay together. Can anyone tell me one way they are different?

Teacher: Excellent! Now, we will act out a role-play in small groups. Each of you will play the role of Fire-daughter, Snow-son or the prince. Let us see how their conversation might go.

Excelling Expression

Expression

M Think of a folktale. Write it in your own words in your notebook. Make sure your story has a beginning, a middle and an end.

39

Teacher: Think of a folktale you know or create your own. Every story has a beginning, middle and end.

MUST DO

20 MIN.

Teacher: Take a few minutes to plan your story. Where will it take place? Who are the characters? What happens? (Students begin writing.)

Teacher: Keep it simple but interesting. Be ready to share.

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

Differentiated Activities

110 km/hr



Write a short story using all the given words, adding a twist to make it more exciting.

80 km/hr



Write five meaningful sentences using at least two words in each sentence.

40 km/hr



Match the words with their pictures and write their names below the images.

Home Task

Write three sentences using any four words from the given pictures.

Home Task

Underline two adjectives and two verbs in your story. Write neatly and check for correct punctuation and spelling. Also complete your project from the 'Book of Project Idea'.

Period 12

Creating better

Creating better

Listen to a few English folk songs. Choose one that you like. Compose a dance to go with it. Now, pick a modern song and dance to it. What changes did you make in your steps and the dance routine?

39

Teacher: Good morning, everyone.

SHOULD DO

10 MIN.

Today, we will start with a creative and fun activity. Open your Main Course Book to 'Creating better' Section, Page 39.

Teacher: We will listen to some English folk songs. Have you ever heard folk songs before? These songs tell stories and are passed down through generations.

Teacher: Now, I want you to listen carefully. As you listen, think about the rhythm and movement that match the song. If you were to create a dance for this song, how would you move? Would the steps be slow or fast?

Teacher: Now, let us compare them with a modern song. If you danced to a modern song, how would your steps change? Discuss with a partner how different styles of music influence movement.

(Students listen, observe and discuss different movements for folk and modern songs.)



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

Thinking better

Thinking better

How similar or different are you from your siblings or your friends? Write your answer in your notebook.

39

Teacher: Now, let us take a moment to reflect on ourselves. Open your Main Course Book to the 'Thinking better' section on page 39.

MUST DO

10 MIN.

Teacher: We all have similarities and differences with our siblings or friends. Some of us may look alike but have different interests. Some of us may enjoy the same activities but think in different ways.

Teacher: Take a few moments to think about yourself. How are you similar to your sibling or best friend? How are you different?

Teacher: Now, write your answer in your notebook. Try to include at least three sentences explaining your thoughts. You may begin like this:

My friend and I both like playing football, but he prefers reading while I enjoy painting.

(Students write in their notebooks.)

Teacher: Wonderful. Now, let us hear a few responses. Would anyone like to share what they wrote?

(Selected students share their responses and the teacher encourages discussion.)

Choosing better

Choosing better EXL LSV 2Lr CS

You and your sibling receive a toy each. Both toys are similar, but they are also unique in their appearance. Your sibling likes your toy more. Would you fight with your sibling over the toy or share it with them? Give reasons for your answer.

39

Teacher: Open your Main Course Book to the 'Choosing better' section on page 39. Imagine you and your sibling each receive a toy. Your sibling likes your toy more than their own. What would you do? Let us act out this situation.

MUST DO

15 MIN.

Student 1: Your toy looks more fun than mine.

Student 2: But both are special in their own way.

Student 1: I really like yours. Can I play with it?

Student 2: If we take turns, we can both enjoy them.

Student 1: That is a great idea. Let us share.

Teacher: Now, in pairs, create your own short dialogue for this situation. Once ready, some of you will present. (Students create and present dialogues.)

Revising better

Revising better DBL

Snow-son or Snow-Sun? But the Sun will melt the snow! Write more such homophones in your Little Book.

39

Teacher: Now, let us look at the 'Revising better' section on page 39. Homophones sound the same but have different meanings.


Teacher: Listen to this short exchange:

Student 1: I will meet you by the sea.

Student 2: Do you mean the big blue sea or 'see' as in looking at something?

Student 1: I mean the big blue sea with waves!

Teacher: Now, in pairs, think of two homophones and create a short dialogue using them. Write your dialogues and share them with the class.

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

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

SHOULD DO

05 MIN.


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

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


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

Differentiated Activities


110 km/hr

 Write a short dialogue between two siblings discussing whether to share their toys. Use at least one homophone in your conversation.

80 km/hr

 Make a list of five homophones and use each in a short sentence to show their meaning.

40 km/hr

 Match five homophones with their correct meanings from a given list and write one sentence using any two of them.

Home Task

Write a short paragraph about a time when you had to make a decision with a sibling or friend. Did you choose to share, compromise or keep something for yourself? Underline all the homophones you use in your writing.

Period 13

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

Teacher: Wonderful. Let us begin our lesson by opening your workbooks to page 7. Today, we will work on comprehension and vocabulary exercises from 'The Loyal Brother and Sister'.

SHOULD DO

20 MIN.

Worksheet 1

Teacher: First, let us read the passage carefully. Follow along as I read aloud. Try to understand the main idea of the text and the key details.

Theme 3: Why Are We Different?

3. The Loyal Brother and Sister

Worksheet 1

Comprehension

Read the passage carefully.

Many years ago, millions of bison roamed the plains of America and millions of zebras grazed the African grasslands. Today, the only herds of bison and zebra left, are protected in wildlife parks. Many wild animals are in great danger of becoming extinct. People are trying to conserve the remaining wildlife. National parks have been set up in many parts of the world where animals can live in peace. For a long time, zoos bought animals that had been captured in the wild. When the animals died, the zoos simply bought some more. As zoos became more and more popular, more and more animals were captured. Fewer and fewer were left in their natural homes. The orangutan is a very popular animal in zoos. It is also quite easy to catch. Many orangutans were caught and sold to zoos. As a result, there are not many left in the forests of Borneo, which is their natural home.

A. Choose the correct answer.

1. Grasslands of Africa were once filled with (bison / zebras).
2. (Circus / National parks) protect wild animals.
3. Wild animals are now able to live peacefully in (zoos / national parks).
4. Captured wild animals were (left in the wild / sold to zoos).
5. Orangutans are a native of (Africa / Borneo).

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

wildlife parks zoos conserve great popular

1. You can see herds of bison and zebras only in _____.
2. Many wild animals are in _____ danger.
3. People are trying to _____ the remaining wildlife.
4. More animals were captured as the zoos became _____.
5. Orangutans are kept in _____.

C. Answer the following questions in your notebook.

1. What dangers do wild animals face today?
2. How are national/wildlife parks helping captured animals?
3. Why do we see many wild animals in zoos these days?
4. What happens to wild animals after they are captured?
5. Why aren't there many orangutans left in Borneo?

07

Teacher: Now, move to Exercise A. Read the statements carefully and tick the correct answer. Think about what you just read before making a choice.

Teacher: In Exercise B, you need to fill in the blanks using the words from the box. Let us read the words aloud first. Now, use them to complete the sentences.

Teacher: In Exercise C, answer the questions in your notebook. Write in complete sentences and use details from the passage to support your answers.

Worksheet 2

Teacher: Now, turn to Worksheet 2. We will start with the 'Vocabulary' section. Look at Exercise A and match the given words with their antonyms in the pictures.

MUST DO

20 MIN.

Worksheet 2

Vocabulary

A. Match the given words with their antonyms in images.

1. fast

c.

2. cheap

d.

B. Punctuate the sentences using commas and re-write them in your notebook.

1. Mother father my brother Mehul and I went to watch a movie yesterday.

2. I will bring sandwiches pakodas and chips for the party.

Grammar

A. Choose the simple past tense of the verb from the given option.

1. I (going to score / scored) well in my test.

2. Mala (sang / is singing) a beautiful song that day.

3. Rakesh (going / went) to his aunt's house last week.

B. Complete the sentences using future tense of the verbs given in brackets.

1. The children _____ a magic show. (watch)

2. We _____ our grandparents tomorrow. (visited)

3. The town _____ if it does not stop raining. (flooded)

Listening / Speaking / Writing

A. Your teacher will read out a passage*. Identify whether the given sentences are fact or fiction.

1. The time that Earth takes to revolve around the Sun is called a Solar Year.

2. A year has 365 days.

3. The Romans discovered that the man-made calendar and the solar year did not match.

4. Every four years, an extra day gets added to the calendar.

5. February 29 is considered as the leap day.

B. Imagine that you went to the market with your parents. You saw a vendor selling a fruit that you had never seen before. You were surprised by its unique appearance. With your partner, do an interactive role play of the situation.

C. Think of a story that you know by heart. Write that story in your own words. Your story must have a beginning, a middle and an end.

08

Teacher: Next, move to Exercise B. Rewrite the sentences using commas in the correct places. Read carefully before writing in your notebook.

Teacher: In the 'Grammar' section, Exercise A asks you to choose the correct past tense verb. Look at the given options and pick the right one.

Teacher: In Exercise B, complete the sentences using the future tense. Read the sentences and fill in the blanks with the correct verb forms.

Teacher: In the 'Listening, Speaking, Writing' section, listen carefully as I read a passage aloud. In Exercise A, identify whether the given statements are fact or fiction.

Teacher: In Exercise B, imagine you are at a market and see a new fruit. With your partner, act out a role-play about your experience.

Teacher: In Exercise C, think of a story you know well. Write it in your own words, making sure it has a beginning, middle, and end.

Teacher: Well done, everyone. Before we finish, here is your home task.

Differentiated Activities

110 km/h

Write a short paragraph on why it is important to conserve wildlife.

80 km/h

Find three new words from the passage and write their meanings.

40 km/h

Draw a picture of an animal in its natural habitat and label it.

Home Task

Write three sentences about a wild animal you find interesting.

Learning Outcomes

The **students will**:

Physical Development	<ul style="list-style-type: none">• engage in class activities and take initiative.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• feel proud of their unique qualities and share it with their Secret Journal.
Cognitive Development	<ul style="list-style-type: none">• comprehend and infer meaning from the text to frame meaningful answers.• identify the differences in food and clothing among the people in neighbouring states and make a project.
Language and Literacy Development	<ul style="list-style-type: none">• read the lesson independently.• use newly learnt vocabulary in their own sentences.• communicate effectively on the topics given..
Aesthetic and Cultural Development	<ul style="list-style-type: none">• identify the changes they made in their dance for both an old and a modern English song.• rewrite a folk tale in their own words.
Positive Learning Habits	<ul style="list-style-type: none">• listen and follow simple instructions to carry out given tasks.• speak on the relevance of the theme in daily life.

Starry Knights

How were the learners' response to the theme of the lesson 'different yet alike'? Could you convey the message that it is important to acknowledge the differences while collaborating on a task?

Give yourself a STAR for another accomplishment!

☐

Poem: A Pin Has a Head

Theme 3: Why Are We Different?

5 Periods (40 minutes each)



Learn better (Main Coursebook)



Animation, eBook

Confirming better

I am aware of my strength.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand the theme of the poem.
- to recite the poem with rhythm, stress and proper intonation.
- to identify the poetic devices used by the poet.
- to learn the correct usage of the words and enhance their vocabulary.
- to listen attentively for specific information.
- to practise extempore on the topic given.
- to make finger puppets and create a dialogue for enacting the same.
- to write an autobiography of an alarm clock.
- to draw similarities between humans and inanimate objects.
- to think and analyse the given situation and answer.

Methodology

Period 1

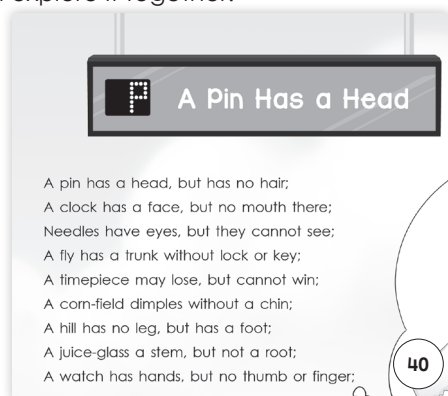
Teacher: Good morning, everyone. Today, we are starting a new poem called 'A Pin Has a Head'. Open your Main Course Book to page 40 and look at the title. What do you think this poem will be about?

SHOULD DO

10 MIN.

(Pause for responses)

Teacher: This poem by Christina Rossetti is filled with riddles and interesting descriptions. It plays with words by using objects that have body parts but in a different way. Let us read and explore it together.



Teacher: I will read the poem aloud. Listen carefully to the words and think about their meaning. (Reads the poem with expression)

MUST DO

20 MIN.

Teacher: Now, let us break it down. A pin has a head but no hair. What does this mean? (Encourage responses)

Teacher: Right! It means the top part of a pin is called a head, but it does not have hair like a human head. Now, look at the next line: 'A clock has a face, but no mouth'. Can you explain this?

(Pause for answers)

Teacher: Well done! The front part of a clock is called a face, but it does not have a mouth like we do. This poem uses figurative language to make ordinary objects sound fun. Let us discuss more examples.

A boot has a tongue, but is no singer;
Rivers run, though they have no feet;
A saw has teeth, but it does not eat;
Ash trees have keys, yet never a lock;
And baby crows, without being a cock.

—Christina Rossetti

40

Teacher: Let us play a quick game. I will say an object and you have to think of a human body part it is connected to. For example, 'table'. Can you think of something? (Students may answer 'table has legs'.)

COULD DO

10 MIN.

Teacher: Excellent! Now try these bottle, chair, river, tree. (Encourage participation)



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

Differentiated Activities

110 km/hr



Write five more examples of objects that have body parts in their names and explain them.

80 km/hr



Match the given objects with their corresponding body part names.

40 km/hr



Identify and circle the objects in the poem that have body part names.

Home Task

Write three sentences using objects that have body parts in their names.

Period 2

Learning better Excelling Comprehension

Exercise A

CBA Full

Comprehension

A Choose the correct answers.

1. Needles have _____, but they cannot see. **eyes / ears**
2. A fly has a trunk without a _____ **lock / slide**.
3. Root and stem are parts of _____ **an animal / a plant**.
4. A timepiece measures a small interval of _____ **space / time**.
5. The _____ **base / length** of a mountain is called its 'foot'.

41

Teacher: Good morning, everyone. **SHOULD DO** Today, we will continue exploring the poem A Pin Has a Head. Open your book to Page 41 and look at the Learning better - Comprehension section.

Teacher: Let us start with Exercise A - Choose the correct answers. Read the first question. What do needles have, but they cannot see? Is it eyes or ears? Think carefully before answering.

Teacher: That is right. Now, let us move to the next question about a fly's trunk. Read the options carefully and underline the correct word.

(The teacher guides students through the rest of the questions.)

Exercise B

B Write true or false.

1. A clock has a mouth. _____
2. Boots cannot sing despite having tongues. _____
3. Ash trees can be unlocked using keys. _____
4. Children can produce the same sounds as crows. _____
5. Many non-living things share characteristics of living beings. _____

41

Teacher: Now, let us check what we remember from the poem. We will do Exercise B - True or False together. **MUST DO**

Teacher: Read the first statement: A clock has a mouth. Do you think this is true? Look at the poem and recall what it says.

(Pause for responses.)

Teacher: Good thinking. The answer is false. A clock has a face, but not a mouth. Let us continue with the next sentence.

(The teacher continues guiding the students through the statements, ensuring they understand the reasoning behind each answer.)

Exercise C

- C Write short answers in your notebook.**
1. What does the poet say about corn fields?
 2. What can a saw not do?
 3. Why can a timepiece lose but not win?

41

Teacher: Now, let us think more deeply about the poem. Look at Exercise C - Write short answers. Let us discuss the first question: What does the poet say about cornfields?

Teacher: Take a moment to recall the lines about the cornfield. What does the poet compare it to?

(Encourage students to share their thoughts before summarizing the correct answer.)

Teacher: Well done! Now, let us try the second question. What can a saw not do? Think about what a saw has but does not use.

(Facilitates discussion and helps students form meaningful answers.)

Exercise D

- D Write long answers in your notebook.**
1. Would you describe the poem as serious or humorous? Give reasons for your answer.
 2. Every object in the poem has been given human qualities. Describe any five.

41

Teacher: Now, let us move to Exercise D - Long Answer Questions. These questions require more detailed answers.

Teacher: The first question asks: Would you describe the poem as serious or humorous? Think about the way the poet describes objects in a fun, imaginative way.

(Pause for students to reflect.)

Teacher: Some of you may think it is humorous because objects are given human-like qualities in a funny way. Others may find it thoughtful because it makes us think differently. Write your reasons clearly in your notebook.

Teacher: Now, the second question: Every object in the poem has been given human qualities. Describe any five.

Teacher: Look at the poem and pick five objects that the poet has described with human-like traits. Think about a clock, a saw, a fly, a boot and a timepiece. What qualities does each have?

(Help students recall lines from the poem and structure their responses.)

Teacher: Let us now create our own lines similar to the poem. Can you think of an object and describe it in a funny way? For example 'A bottle has a neck, but no head.' Think of one and share it with the class. **COULD DO**

Differentiated Activities

110 km/hr



Students will write three new lines using objects with human-like qualities and share with the class.

80 km/hr



Students will write two creative lines following the poem's pattern.

40 km/hr



Students will match pictures of objects to their descriptions, reinforcing the concept of metaphors.

Home Task

Write two lines using objects that have human-like qualities, similar to the poem.

Period 3

Vocabulary

Exercise E

Vocabulary

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

1. wea_____er	2. fea_____er
3. mo_____er	4. fa_____er
5. lea_____er	

Look up these words in your school dictionary. Write their meanings in your notebook. Make a sentence with each word.

41

Teacher: Good morning, everyone. Let us start today's lesson with a vocabulary activity. Open your book to Page 41 and find Exercise E.

SHOULD DO

15 MIN.

Teacher: Look at the first word: w e a _ _ e r. What letters are missing?

(Pause for responses.)

Teacher: That is correct! The missing letters are 'th'. The word is weather. Now, let us try the next one: f e a _ _ e r. What is the missing part?

(Continue guiding students through each word, ensuring pronunciation and meaning are clear.)

Teacher: Now, look up these words in your dictionary and write their meanings in your notebook. After that, make a sentence using each word.

Exercise F

F Write rhyming words from the poem for the given words.

1. hair _____	2. key _____	3. chin _____
4. root _____	5. singer _____	

41

Teacher: Now, let us find rhyming words from the poem. Look at Exercise F. The first word is 'hair '. Can you find a word from the poem that rhymes with it?

(Pause for student responses.)

Teacher: Correct! The word is air. Now, let us try the next word: key. What is the rhyming word?

(Continue prompting students to find rhyming words for chin, root and singer from the poem.)

MUST DO

15 MIN.

Teacher: Now, let us use these words in a fun way. Can you create a short sentence or a phrase using the rhyming pairs? For example, My hair flies in the air. Try making a fun sentence with your partner.

Teacher: Now, let us play a quick word game. I will say a word from the poem and you will give me a rhyming word. For example, if I say boat, you can say coat. Ready? Let us begin!

COULD DO

10 MIN.

Differentiated Activities

110 km/hr



Students will write four new rhyming words that are not in the poem and use them in sentences.

80 km/hr



Students will write two additional rhyming words that match words from the poem.

40 km/hr



Students will match words to their rhyming words from a provided list.

Home Task

Write three new words that have 'th' in them and use them in sentences.

Period 4

Teacher: Good morning, everyone. I hope you all are feeling fresh and excited for today's lesson. Let us start with a quick warm-up.

SHOULD DO

15 MIN.

Teacher: Think about a time when you were curious about something but a little scared too. Maybe you wanted to explore a dark room, try a new adventure or even taste a new dish. What did you do?

Teacher: Now, let us connect this feeling to today's story. We will listen to a story where curiosity plays a big role.

Excelling Concentration

Concentration*

G Your teacher will read a story. Listen carefully and answer the following questions.

1. What is the name of the man in the story?
2. What was the warning that the old man had given to the man?
3. How do we know that the man was nervous after he grabbed the handle of the cupboard?
4. He opened the cupboard door because his curiosity was greater than his fear. Do you agree?

42

Teacher: I will read out a story to you. Listen carefully because you will answer some questions afterward.

(Read the story aloud with proper pauses and emphasis to engage the students.)

Teacher: Now, let us discuss the questions in Exercise G.

1. What is the name of the man in the story?
2. What warning did the old man give him?
3. How do we know that the man was nervous after grabbing the cupboard handle?

4. He opened the cupboard door because his curiosity was greater than his fear. Do you agree?
(Facilitate a discussion, guiding students to think critically about the questions.)

Excelling Language

Language

Have an engaging extempore. Your teacher will give you a topic. You will have to speak on the topic on the spot for one minute.

42

Teacher: Now, let us do an exciting extempore. I will give you a topic and you will have one minute to speak on it.

MUST DO

25 MIN.

Teacher: Let us begin with an easy one. If I were invisible for a day... Who would like to go first?

(The teacher encourages voluntary participation and provides feedback on fluency, confidence and clarity.)

(Topics may include 'My Favourite Season', 'If I Had a Superpower', 'The Importance of Honesty'.)

Excelling Expression

Expression

Write an autobiography of an alarm clock. Imagine how you would feel and what you would do. Write it in 150 words in your notebook.

42

Teacher: Now, imagine you are an alarm clock. How would you feel every morning when you wake up the whole house?

Teacher: Write a short autobiography of an alarm clock in 150 words. Think about what an alarm clock does, how it feels when people snooze it and what it would like to say.

(Provide guiding questions and allow students to share ideas before they start writing.)

Differentiated Activities

110 km/hr



Students will write a humorous dialogue between an alarm clock and a sleepy person.

80 km/hr



Students will write a short paragraph as an alarm clock, using three emotions.

40 km/hr



Students will list five things an alarm clock does and use them in sentences.

Home Task

Write five sentences about a daily object (e.g., a pencil, a school bag) as if it could talk.

Period 5

Teacher: Good morning, everyone. Before we start today's lesson, let us quickly recall what we learnt in our previous class.

SHOULD DO

10 MIN.

Teacher: We read a poem about objects like a clock, a pin and a saw that were described as if they had human

qualities. Can anyone recall an example from the poem? (Students respond with examples like 'a pin has a head but no hair' or 'a clock has a face but no mouth'.)

Teacher: Very good! The poem used personification, which means giving human qualities to objects. Today, we will take this idea further by bringing objects to life through a fun activity.

Creating better

Creating better

Art 21 CS

Do this activity with a group of friends. Make finger puppets of objects, such as a pin, boot, clock and needle. You will need old woollen gloves, scissors, glue and decoration material. Have a conversation between these characters.

1. Cut the fingers off the gloves. Draw a shoe, needle, clock and pin on a paper. Don't forget to draw their eyes, nose and mouth.
2. Colour the objects and cut them out.
3. Paste your drawings on the cut out glove fingers.
4. Wear your finger puppets and have a conversation with your partner.

42

Teacher: We will now create finger puppets of objects like a clock, boot or needle and bring them to life with expressions and voices.

MUST DO

20 MIN.

1. First, think about an object from the poem and how it was described.
2. Draw that object on paper and add features like eyes and a mouth.
3. Colour your drawing and carefully cut it out.
4. Paste your drawing onto the fingers of an old glove.
5. Wear your finger puppet and give it a unique personality.

(The teacher moves around to assist and encourages creativity.)

Teacher: Now that we have our puppets, let us have a short role-play where your objects introduce themselves. Think about how they would speak based on their function.

Thinking better

Thinking better

COD HOTS 21 CS

Think and write the answers in your notebook.

1. Look at the things around you. Give an example of an inanimate object that is similar to human beings. Say in what way it is similar.
2. If you had to give new names to five things at home, which things would you choose and what would you name them? Why?

42

Teacher: Now, let us imagine that objects could talk about their lives. If a clock could speak, what would it say?

(Students respond with ideas like 'I am always ticking' or 'I keep track of time'.)

Teacher: Wonderful! Now, can you think of an object at home that reminds you of a person? What name would you give it and why?

(Encourage students to think creatively and write their ideas.)

Choosing better

Choosing better

EXL LSV 21 CS

You want to camp out in the garden. What all things will you take with you? Give reasons for choosing those things.

42

Teacher: Imagine you are camping in a garden. What objects would you take with you and why?

MUST DO

10 MIN.

(Students respond with items like a tent, torch and blanket.)

Teacher: That is right! Every item we choose has a purpose. Now, write a few lines about your choices and explain why they are important for camping.

Differentiated Activities

110 km/hr



Students will write a short dialogue between two objects talking about their daily lives.

80 km/hr



Students will describe three objects using personification, explaining their human-like qualities.

40 km/hr



Students will match objects with their possible personalities (e.g., a chair as 'supportive').

Home Task

Think of any three objects at home and write one sentence each giving them a human-like quality.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> display flexibility while exercising. enjoy reciting the poem with rhythm, stress and intonation.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> appreciate the theme of the poem. journal their thoughts about the changes that they have observed in themselves. gather value points and speak on the given topic extempore.
Cognitive Development	<ul style="list-style-type: none"> think and answer logically to the questions based on real-life situations. listen attentively for specific information and answer the questions. use their imagination and creativity in writing the autobiography of an alarm clock.
Language and Literacy Development	<ul style="list-style-type: none"> pick the rhyming words from the poem. consult the dictionary for word meanings.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> associate the use of body parts for objects and other living creatures. make finger puppets using craft material and enact a scene.
Positive Learning Habits	<ul style="list-style-type: none"> think and respond logically to the questions. reflect on their learning and journal observations.

Starry Knights

How was the learners' response to the personification of objects in the poem? Did you enjoy teaching the poem?

Reward yourself with a STAR!

