

Lesson-4: Buck's Wonderful Life

Theme 4: Why Do We Need to Think?

13 Periods (40 minutes each)



Learn better, CRM signs, Stay Ahead, Book of Holistic Teaching, My Scribbles and Secrets, Posters, Book of Project Ideas



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

Confirming better
I like adventures.

Curricular Goals and Objectives (NCF)

To enable the students:

- to recall and identify key events, characters, settings and new vocabulary from the story.
- to explain and summarise the central themes of change, survival and adaptation while describing character motivations and emotions.
- to apply knowledge by using new vocabulary in discussions, drawing real-life connections to Buck's experiences and expressing opinions about the story.
- to analyse and compare Buck's past and present living situation, interpret character choices and infer motivations and consequences.
- to evaluate and justify moral dilemmas, ethical decisions and personal reflections using textual evidence in discussions and writing.
- to create and express ideas by retelling the story, imagining alternative endings or engaging in creative writing and role-play.

Methodology

Period 1

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

SHOULD DO

10 MIN.

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

Teacher: 'I like adventures.'

(Students repeat after the teacher.)

Teacher: This means that we enjoy trying new things, exploring and learning in different ways. Adventures help us grow, discover and have fun. Let us remember this mindset as we move forward with today's lesson.

Teacher: Now, let us begin with our first activity.



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

K	W	L

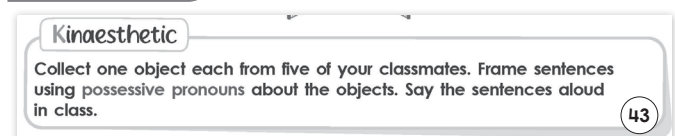
Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

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.

Kinaesthetic



Teacher: I want each of you to collect one object from five different classmates. It could be a pencil, an eraser or any small item they are willing to share for this activity. Once you have your objects, come back to your seats.

MUST DO

20 MIN.

(Note: students collect objects and return to their seats.)

Teacher: Now, look at the objects you have collected. You will frame one sentence for each object using possessive pronouns like mine, yours, his, hers, ours and theirs.

Teacher: Let me give you an example. If I borrowed a pencil from Sam, I would say, 'This pencil is his.' If I borrowed a notebook from Priya, I would say, 'This notebook is hers.'

Teacher: Now, take turns saying your sentences aloud in class. Make sure you use the correct possessive pronouns. students take turns sharing their sentences.

Teacher: Fantastic work, everyone. You have done a great job using possessive pronouns correctly. Now, think about how we use these words in everyday conversations. Keep practising and well done.

Teacher: Let us give ourselves a big round of applause for today's learning.

Auditory

Auditory*

Listen to your teacher carefully. Your teacher will read out some sentences. Say the possessive pronouns at the end of the sentences aloud in class.

43

Teacher: Now that we have practised using possessive pronouns with objects around us, let us test our understanding with a quick auditory activity. I will read some sentences aloud and you will complete them with the correct possessive pronoun. Listen carefully and respond when it is your turn.

Teacher: Meha has a blue dress. It is...

Student: Hers.

Teacher: Well done. Here is the next one. Please take your green mug. It is...

Student: Yours.

Teacher: Excellent. Now try this one. We share our toys. They are...

Student: Ours.

Teacher: Very good. Here is another one. Mummy bought me a watch. It is...

Student: Mine.

Teacher: Great job. Last one. This car belongs to my uncle and aunt. It is...

Student: Theirs.

Teacher: Fantastic effort, everyone. This exercise helped us identify possessive pronouns in daily use. Keep practising and soon, these words will come naturally in your conversations. Well done.

Pictorial

Teacher: Now that we have practised possessive pronouns in spoken sentences, let us apply our learning through pictures. Look at the images carefully and identify which possessive pronoun fits each situation.

MUST DO

10 MIN.



Teacher: Let us start with the first picture. What do you see?

Student: A boy is showing that a girl is holding a book.

Teacher: Great observation. If the object belongs to her, what possessive pronoun should we use?

Student: Hers.




Teacher: Correct. Now, look at the second picture. Two girls are holding a book together. What do you think they will say?




Student: The children will say, 'It is ours.'

Pictorial - PS

Look at the pictures. Write the correct possessive pronoun for each picture.

theirs ours mine yours his hers

1.  2.  3. 

4.  5.  6. 

43

Teacher: Well done. Let us try the third one. What is happening here?

Student: A boy is standing with two children and they have a book.

Teacher: So, if the book belongs to the two children, we say it is...

Student: Theirs.

Teacher: Excellent thinking. Keep going. Now, for the fourth picture, where a boy is holding a book while a girl talks to him. What possessive pronoun fits?

Student: His.

Teacher: Great job. Look at the fifth picture, where a boy is giving a book to a girl. What do we use?

Student: Yours.

Teacher: Well done. Finally, in the sixth picture, the boy is holding a book by himself. How do we show that it belongs to him?


Student: Mine.

Teacher: Fantastic. You have done a great job identifying possessive pronouns in different situations. Keep practising and these will become second nature in your writing and speaking.

Teacher: That is all for today. See you in the next class now!

Period 2

Interacting better



Interacting better

ICL

44

Tell your partner about your daily routine. Tell them about the one thing that you would like to change in your routine.

Teacher: Good morning, everyone. Now, everyone, please open your books to page 44. Today, we will begin with a short speaking activity. Think about your daily routine. What do you do every day from morning to night?

Teacher: Now, turn to your partner and describe your routine in a few sentences. For example, 'I wake up at 6 a.m., get ready for school and have my breakfast.'

Teacher: After sharing, tell your partner one thing you would like to change in your routine. It could be something small, like waking up earlier or spending more time playing outside.

Teacher: Listen carefully to your partner's response. You will be asked to share what they said with the class.

(After the discussion, the teacher asks a few students to share what their partners said.)

Teacher: Well done, everyone. Now, let us move on to our chapter reading.

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


Teacher: Now, I will read a short part of our story. Please follow along in your books as I read.

(The teacher reads aloud the passage about Ryan feeling unhappy about the seating arrangement and Appa explaining that change is a part of life.)

Teacher: Ryan feels upset because the seating arrangement has changed. Why do you think he does not like it?

STEP 1 TML

At school, the teacher shuffles the seating arrangement. Ryan is unhappy about the change. Appa hugs him and says, "Change is a part of life. We must learn to live with it." Appa then tells him about a book, *The Call of the Wild*. He tells Ryan an extract from the story.



44

Teacher: His father tells him, 'Change is a part of life. We must learn to live with it.' What do you think this means? Can you think of a time when something changed for you at school or at home?

Teacher: Appa then tells Ryan about a book called *The Call of the Wild*. What do you think this book might be about?

Teacher: Let us keep these thoughts in mind as we continue reading the story in the next lesson. Well done, everyone.

The big house where Buck lived belonged to Judge Miller. They lived in Santa Clara Valley. The house stood a little away from the road. It was half hidden among the trees. It had cool verandas with wide-spreading gardens and tall trees. At the back of the house were big stables and small cottages. There were outhouses, green pastures, orchards and berry patches.

Then, there was the big cement tank. Judge Miller's boys often swam in it. Buck swam with them too.

The Miller family had other dogs. However, Buck was everyone's favourite.

Buck was four years old. He would jump into the swimming tank or roam about with the Judge's children. He would go on morning and evening walks with Judge Miller's daughters. On wintry nights, he would lay at the Judge's feet before the library fire. Buck ruled like a king over Judge Miller's place.

Buck's father, Elmo, was a huge St Bernard. He had been the Judge's loyal companion.

Teacher: Let us look at the paragraph that describes Buck's home and daily life. Focus on the lines where it talks about the big house, gardens and pastures.

Teacher: This tells us that Buck lived in a large and comfortable place. He had plenty of space to roam and the house was surrounded by nature. The words 'wide-spreading gardens,' 'stables,' and 'orchards' show that the place was rich and well-maintained.

Teacher: Now, look at the part that describes Buck's activities. He played with the Judge's children, swam in the tank and went on walks. This tells us that he was treated very well and had an enjoyable life.

Teacher: The passage also says that Buck 'ruled like a king over Judge Miller's place.' What do you think this means? Does it mean he was a king or is it saying something about how he lived?

(Encourage students to think and respond.)

Teacher: If we have time, let us have a few of you read a sentence each from this part of the passage. Who would like to start?

(If time permits, students read aloud while the teacher supports them with explanations.)

Teacher: Well done. This gives us a clear idea of how Buck lived before his journey changed. We will continue reading more in the next lesson.

Understanding better

Teacher: Now, let us take a closer look at the question, 'Who was Buck? Where did he live?' Think about what we have read so far.

Teacher: Buck was not an ordinary dog. He lived in a big house with Judge Miller and had a comfortable life. Who can describe his home using words from the passage? (Encourages students to recall and describe Buck's home using words, such as 'wide-spreading gardens,' 'stables,' and 'pastures'.)

Teacher: Very good. Now, let us move on to some important words from today's reading.

Understanding better

Who was Buck? Where did he live

44

COULD DO

10 MIN.

Discovering better

Teacher: Look at the 'Discovering better' section in your book. I will read each word and we will discuss what it means.

Teacher: 'Wide-spreading' means covering a large area. Can you think of something else that is wide-spreading?

Teacher: 'Stables' are buildings where horses are kept. Where might we find stables?

Teacher: Now, 'pastures' are vast areas of land full of grass where animals graze. What kind of animals do you think live in pastures?

Teacher: Let us now use some of these words in sentences. Who can make a sentence using 'orchards'?

(Encourages students to form sentences with the words.)

Teacher: Well done, everyone. These words help us understand the setting of the story better. Keep these in mind as we continue reading.

Teacher: Let us meet tomorrow and explore more about Buck's journey.

Discovering better

wide-spreading: covering a large area

stables: buildings where horses are kept

outhouses: small buildings built behind the main house

pastures: vast areas of land full of grass; animals graze here

orchards: pieces of land where fruits are grown

tank: a large container that holds liquid

library fire: here, the fireplace in the library

St Bernard: a large strong dog, originally from Switzerland

LAD

44

Differentiated Activities

110 km/hr



Imagine you are Buck. Describe your favourite place in Judge Miller's house using three words from the 'Discovering Better' section.

80 km/hr



Choose a place from Buck's home and describe it using your senses (sight, sound, feel).

40 km/hr



Draw one place from Buck's home (e.g., stables, orchards, pastures) and write one sentence about it.

Home Task

Draw a picture of a perfect home for a pet. Write two sentences about why it would be a good place to live.

Period 3

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

Teacher: Before we begin, let us quickly recall what we read yesterday. Who was Buck and where did he live?

Teacher: That is right. Buck lived in a comfortable house with Judge Miller. He had a good life.

SHOULD DO

05 MIN.



Buck's mother, Shep, had been a Scotch shepherd dog. Buck took after his mother. He was not large like his father neither did he weigh that much. Buck lived a cushy and comfortable life. Yet, he was not an ordinary pampered house dog. His outdoor activities kept him fit and active. He had strong muscles.

That's how Buck had been during the autumn of 1897. It was the year when some men had discovered gold in parts of Canada. This had brought many people to the North. It also brought trouble for every tamed dog with strong muscles and furry coats in the area.

Buck did not know about any of this. He was satisfied with his life. He also did not know that the gardener's helper, Manuel, was not a good man.

One night, the Miller family was out. No one noticed Manuel sneak out through the orchard with Buck. Buck thought he was going for an evening walk. Buck and Manuel soon arrived at a small flag station known as College Park. Only one man saw them there. He spoke to Manuel and some coins were exchanged between the two. The man took Buck with him.

Buck had learnt to trust the men he knew. However, this new man was not friendly. He made Buck feel very uncomfortable. Then it happened.

The man grabbed Buck, put him inside a cage-like crate and pushed him into a baggage car. Buck struggled to free himself but it only made things worse. Never in his four years had he been treated so

badly. Buck was furious. He could not understand what it all meant. What did the strange man want with him? Where was he taking him? Buck felt like an innocent little child, completely unaware of his surroundings.

Discovering better

took after: looked or behaved like an older member of the family

pampered: taken care of very well

flag station: a station where trains stop only when signalled to stop

crate: here, a big wooden container used to transport goods

baggage car: a coach that carries luggage and things

furious: very angry

MUST DO

25 MIN.



Teacher: Now, let us focus on the part of the story where Buck's life changes. Look at the paragraph where Manuel takes Buck to the flag station.

Teacher: Buck thought he was going for a walk, but something unexpected happened. What do you think it was?

Teacher: I will read this part aloud and I want you to listen carefully. Think about how Buck might be feeling at this moment.

(Teacher reads the passage and pauses for discussion.)

Teacher: Buck was placed in a cage-like crate and pushed into a baggage car. How do you think Buck felt when this happened?

Teacher: Why do you think Manuel did this? Let us discuss. (Encourage student responses and reflections.)

Teacher: This is the turning point in Buck's life. He is no longer in his comfortable home. Let us keep this in mind as we continue reading.

Exploring better

Teacher: Look at the word 'cushy' in the Exploring better section. It comes from the Urdu and Hindi word 'khushi', which means happy and comfortable.

Teacher: Buck had a cushy life before Manuel took him away. Can you think of something in your life that

Exploring better

bandana: from the Urdu and Hindi word, *khushi*, it means to be happy, comfortable and easy

KoI



Understanding better

Who took Buck out that night?

ICL

45

COULD DO

10 MIN.



Exploring better

bandana: from the Urdu and Hindi word, *khushi*, it means to be happy, comfortable and easy

KoI

45

is cushy? Maybe a soft bed, a favourite chair or a cosy corner in your home?

Teacher: Raise your hand if you want to share an example of something cushy.

Understanding better


Teacher: Let us think about the question, 'Who took Buck out that night?'

Teacher: Yes, it was Manuel. Why do you think he took Buck without anyone noticing?

Teacher: Do you think Buck trusted Manuel? How do you know?

Teacher: Let us discuss how this event changed Buck's life.

Discovering better

**Discovering better**
LAD
took after: looked or behaved like an older member of the family
pampered: taken care of very well
flag station: a station where trains stop only when signalled to stop
crate: here, a big wooden container used to transport goods
baggage car: a coach that carries luggage and things
furious: very angry

45

Teacher: Now, let us look at some important words from the story. Look at the Discovering better section.

Teacher: 'Pampered' means being taken care of very well. Was Buck pampered in his old life?


Teacher: 'Furious' means very angry. How do we know Buck was furious? What did he do?

Teacher: Who can make a sentence using 'crate' or 'baggage car'?


Teacher: These words help us understand the story better. We will read the remaining chapter in the next class.

Differentiated Activities


110 km/hr

 Imagine you are Buck, write a letter describing your feelings as you are placed in the crate using words like 'furious', 'pampered' and 'crate'.

80 km/hr

 Write a diary entry about a time when you felt uncomfortable, like Buck felt in the crate.

40 km/hr

 Draw a picture of Buck in the crate and write one sentence about how he might be feeling.

Home Task

Write a short diary entry (3-4 sentences) describing your feelings and thoughts. Use at least one word from the Discovering better section.

Period 4

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

SHOULD DO

05 MIN.

Teacher: Before we move forward, let us quickly recall what we read in the last lesson. What do you think Buck felt at that moment?


Teacher: We also learnt some new words. What about 'furious'? Why was Buck furious?

Teacher: Great responses. Today, we will read the last part of the chapter and see how Buck's life continues to change.

He once roamed freely as the king of a beautiful house. He was now helpless and unhappy. The situation filled Buck with heartfelt sadness. He tried his best to sleep. He woke up whenever the door opened during the night. Buck tried to stand up expecting to see the judge or the boys. His attempts were all in vain.

With the moving train, Buck moved towards his new life. It took him away from the love and comfort of Judge Miller's place. Whether it would be good or bad, Buck did not know.

-adapted extract from *The Call of the Wild* by Jack London

**Discovering better**
LAD
vain: not successful
legend: a well-known person, from a particular field, who is admired by everyone

46

Teacher: Now, let us focus on the last part of the chapter. Buck is no longer in his comfortable home. He is helpless and unsure of what will happen next.

SHOULD DO

10 MIN.

Teacher: Look at the words 'vain' and 'legend' in the Discovering better section. What do you think 'vain' means in this story?

Teacher: Buck hoped to see Judge Miller again, but his attempts were all in vain. What does this tell us about how he was feeling?

Teacher: Now, let us look at Understanding better. Why was Buck sad? Can you find clues in the paragraph that explain his emotions?

Teacher: Think about how Buck's life has changed. What is different now compared to when he lived in Judge Miller's house?

Connecting better

Ryan was wondering about the change that had taken place in Buck's life. He recalled the big house that Buck used to live in. How beautiful it was! He wondered about the architecture of the house and other places in and around it. A rectangular garden, a square-shaped yard and a circular fountain! Appa then told him that any closed shape with more than three sides is called a polygon. Ryan learned that squares, rectangles and pentagons are all polygons.

Connecting better
MDA **HOLI**

46

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

Teacher: That's wonderful! Today, we are going to learn about shapes and we will start by looking at something exciting. Please open your books and look at the section called 'Connecting better'.

MUST DO

20 MIN.

Teacher: In this section, we will read about a boy named Ryan, who is thinking about the changes in Buck's life. He

is remembering the big house that Buck used to live in. Can anyone imagine what the house looked like?

Teacher: Ryan also wondered about the different parts of the house and the places around it, like a rectangular garden, a square-shaped yard and a circular fountain.

Teacher: Now, Ryan's Grandpa, Appa, taught him something very important. He said that any closed shape with more than three sides is called a 'polygon'.

Teacher: Can anyone tell me what shapes you think are polygons? Yes! A square, a rectangle and a pentagon are all polygons.

Teacher: Let us now think about the shapes we see in our classroom and outside. How many polygons can you spot?

Teacher: Wonderful! Great job today, everyone. Let us keep observing the shapes around us and remember the word 'polygon'. Let us give ourselves a round of applause!

Laughing better



Teacher: That's great! Today, we are going to do something fun. We will read a little joke together and see if we can figure it out. Let us look at the 'Laughing better' section in your books.

Teacher: Here's a funny question for you: Why did the man living in Alaska name his dog Frost?

Teacher: Hmm, what do you think? Why would someone name their dog 'Frost'? Think about the word Frost. What comes to your mind when you hear it?

Teacher: I'll give you a small hint. It has something to do with the cold weather in Alaska.

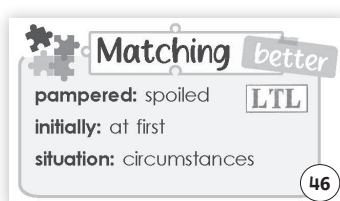
Teacher: Okay, let us reveal the answer: It's because 'Frost bites'! Isn't that funny? The joke plays with the idea of 'frost', which is cold and 'bites', which is something a dog can do.

Teacher: Now that was fun! How many of you enjoy telling jokes? Does anyone want to share a joke with the class?

Teacher: Great! I love hearing all your funny jokes. Keep them coming and let us keep having fun with our learning today!

Matching better

Teacher: Now, we will learn the meaning of some new words. The first word is 'pampered'. Can anyone guess what 'pampered' means? It means 'spoiled', like when someone gets treated very nicely all the time.



Teacher: Now, let us look at the word 'initially'. 'Initially' means 'at first'. For example, 'initially', I did not know how to ride a bicycle, but after practicing, I got better at it.

Teacher: The last word is 'situation'. A 'situation' is just another word for 'circumstances'. For example, if we are talking about a problem, we might say, 'In this 'situation', we need to be careful.'

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

Teacher: Well done, everyone. We have now completed the chapter. Buck's life has completely changed and he is on a new journey.

COULD DO

05 MIN.



Teacher: In our next class, we will summarise the chapter and go through the exercises related to it. This will help us understand the key events and Buck's transformation even better.

Teacher: Make sure to review the chapter at home so you are ready for our discussion. See you all in the next class.

Differentiated Activities

110 km/hr



Summarise the chapter in three sentences, highlighting Buck's journey from Judge Miller's house to his new life.

80 km/hr



Describe one major change in Buck's life and how it affected him. Use two words from Discovering better.

40 km/hr



Write one sentence about how Buck felt when he was taken away from his home.

Home Task

Write a short paragraph (3-4 sentences) summarising the chapter. Use at least one word from Discovering better. Also fill 'My Scribbles and Secrets'.

Period 5

Recalling better

Teacher: Good morning, everyone. Today, before we move forward, let us recall what we have learnt about Buck's journey.

SHOULD DO

10 MIN.



Teacher: Open your books to page 46 and look at the Recalling better section. Let us go through the key events one by one.

Teacher: Buck lived a happy and comfortable life. Who can tell me what kind of a dog Buck was?


Teacher: Yes, he was a strong dog, though not too big in size. He loved spending time with the Miller family.

Teacher: But one night, something unexpected happened. What did Manuel do?

Teacher: That is correct. Manuel took Buck for a walk and secretly handed him over to a stranger in exchange for money.

Teacher: Buck was locked in a crate and carried away in a baggage car. How do you think Buck felt at that moment?

Teacher: Very good. He was sad, confused and wondered what his new life would be like. Keep these points in mind as we move to the next activity.

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

Learning better- Excelling Comprehension


Teacher: Now, let us move to the Learning better exercise and complete some comprehension questions.


MUST DO

20 MIN.



Exercise A

 Learning better

 Comprehension

A Choose the correct answers from the given options.

1. Buck was the beloved pet of Manuel / the Miller family.
2. Buck's father was a St Bernard / Scotch Shepherd.
3. Buck enjoyed / disliked sitting by the fire with Judge Miller on cold nights.
4. Manuel was an honourable / a dishonourable man.
5. Buck was taken away from / brought back to his family.

47

Teacher: Look at Exercise A. We have multiple-choice questions.

Teacher: I will read the first question. 'Buck was the beloved pet of Manuel / the Miller family.' What is the correct answer?

Teacher: Good job. Now, let us go through the next few questions one by one. Think about what we read in the story.

(The teacher guides students through all five multiple-choice questions, encouraging participation.)

Exercise B

Teacher: Now, let us move to Exercise B. We need to complete the lines from the story using the words in the box.

B Complete the lines from the story with words from the box.

Judge displeasure king stranger cage-like Scotch Shepherd Manuel

1. Buck considered himself to be the _____ of Judge Miller's place.
2. Buck's mother was a _____.
3. _____ handed Buck over to a _____.
4. To his _____, Buck was locked up in a crate.
5. Buck's hope of seeing the _____ was fruitless.

47

Teacher: Let us do the first one together. 'Buck considered himself to be the _____ of Judge Miller's place.' Look at the word in the box. What fits best?

Teacher: That is right. The word 'king' fits perfectly. Now, complete the remaining sentences on your own. I will give you a few minutes and then we will check the answers together.

COULD DO

10 MIN.



Teacher: Now that we have completed the exercises, let us think about Buck's story.

Teacher: Imagine you are Buck and you have just been taken away from your home. If you had the chance to speak to Judge Miller, what would you say to him?

Teacher: I will start. 'I miss running in the open pastures.'

Teacher: Now, I want each of you to say one sentence as if you were Buck. Think about his emotions and experiences. (Encourages students to take turns expressing Buck's thoughts.)

Teacher: Excellent responses. This helps us understand Buck's feelings even better.

Differentiated Activities

110 km/hr



Summarise Buck's story in three sentences, focusing on how his life changed.

80 km/hr



Describe one lesson we can learn from Buck's experience. Answer in two sentences.

40 km/hr



Write one sentence about Buck's emotions when he was taken away.

Home Task

Learn and write the words given in the word box in Exercise B and know their meanings.

Period 6

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

SHOULD DO

10 MIN.



Teacher: Before we begin, let us do a quick energiser to wake up our minds. I will say a word from our chapter and you must act it out or show an expression that matches it.

Teacher: Let us start with the word 'pampered.' How would you show being pampered?

(Waits for students to act out or respond.)

Teacher: Great. Now, what about 'furious'? Show me how Buck might have looked when he was trapped in the crate.

Teacher: Wonderful expressions. Now that we are all active and ready, let us move to today's exercises. Please open your books to page 47 and take out your notebooks.

Teacher: We will go through some questions together and then you will write your answers in your notebooks. Think carefully before answering.

Excelling Comprehension

Teacher: Look at Exercise C. These are short answer questions. I will read each question and you will give the answer aloud before writing it in your notebook.

C Write short answers in your notebook.

1. Who were Buck's parents?
2. Whom did Buck long to see?
3. Why did Buck trust everyone?

47

Teacher: Question 1 – 'Who were Buck's parents?' Who can answer?

(Waits for responses, then confirms the correct answer.)

Teacher: Good. Now write the answer in your notebook.

(Repeats the same process for Questions 2 and 3.)

Teacher: Now, look at Exercise D. These are long answer questions. Let us discuss them first before you write.

D Write long answers in your notebook.

1. Describe Judge Miller's house.
2. Buck was not only strong physically but also mentally. How?

47

Teacher: Question 1 – 'Describe Judge Miller's house.' What words from the chapter can help us describe it?

(Encourages students to recall details from the story.)

Teacher: Great. Now, write your answer in complete sentences.

Teacher: Question 2 – 'Buck was not only strong physically but also mentally. How?' Think about what made Buck strong. Can anyone share an idea?

(Waits for responses, then asks students to write their answers.)

Teacher: Now that we have answered the questions, let us think beyond the story.

Teacher: Buck was mentally strong because he never gave up. Can you think of a time when you had to be strong, even when things were difficult?

Teacher: Let us share some examples.

(Encourages students to reflect and share personal experiences.)

Teacher: This helps us connect to Buck's journey and understand why his story is inspiring.

Differentiated Activities

110 km/hr



Write full sentences for all the short and long answer questions in your notebook. Make sure to use details from the story to explain your answers.

80 km/hr



Write the short answers to the questions in simple sentences. Use one or two lines to explain your answers clearly.

40 km/hr



Answer the questions by choosing one key detail for each answer. You can write just a few words or a short sentence.

Home Task

Think about the answer to this question: If Buck could speak, what would he say about his journey so far? Be ready to share in class tomorrow.

Period 7

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

SHOULD DO



Teacher: Before we move ahead, let us quickly recall what we did in our last lesson. Who can tell me one fact about Buck's journey so far?

Teacher: That is correct. Buck was taken away from Judge Miller's home. He was confused and sad.

Teacher: We also learnt about Buck's strengths. Can anyone share one way Buck was strong, either physically or mentally?

Teacher: Excellent. Now that we remember these key points, let us move on to today's lesson, where we will focus on vocabulary and spelling. Please open your books to Exercises E, F and G under Excelling Vocabulary and Excelling Spelling.

Excelling Vocabulary

Teacher: Look at Exercise E. You will see some words from the story. I will read them aloud and you will explain their meanings in your own words.

MUST DO



Vocabulary

Read the following words aloud.

swimming	swallow	swamps	sweater	sweep
swipe	swollen	switch	swirl	swarm
			sweet	

E Fill in the blanks with sw words. Take help from the box above.

1. Buck loved _____ with Judge Miller's young sons.
2. A _____ of flies is buzzing over your food.
3. He has a _____ nose because of the bee sting.
4. We will _____ the school ground during the cleanliness drive.
5. Alligators, frogs and many other animals live in _____.

Teacher: What do you think 'swimming' means? Yes, it's moving through water. And 'swallow' means taking something into your mouth and down your throat.

Teacher: Now, let us fill in the blanks with the words. In the first sentence, 'Buck loved _____ with Judge Miller's young sons.' What word fits? Yes, 'swimming'.

Teacher: Next, 'A _____ of flies is buzzing over your food.' What word fits here? Yes, swarm.

Teacher: Great! Let us finish the rest of the sentences together now.

F Add the correct prefix from the box to the given words. Then, find the words in the word search.

dis	im	in	re
-----	----	----	----

1. appear
2. possible
3. comfort
4. open
5. write
6. correct
7. proper
8. complete

A	I	B	F	D	W	X	I
P	N	D	M	I	R	Z	N
B	C	I	B	S	E	U	C
D	O	M	M	C	O	R	O
I	M	P	R	O	P	E	R
S	P	O	V	M	E	W	R
A	L	S	C	F	N	R	E
P	E	S	D	O	T	I	C
P	T	I	I	R	S	T	T
E	E	B	S	T	R	E	U
A	B	L	T	X	O	T	Q
R	A	E	L	L	G	H	W

Teacher: Let us look at the words in your books. We have some words like 'appear', 'possible' and 'comfort'. We will add prefixes to these words to make new words.

Teacher: The prefixes we have today are 'dis', 'im' and 're'. For example, if we add 'dis' to the word 'appear', we get 'disappear'. What do you think will happen if we add 'im' to 'possible'? Yes, it becomes 'impossible'!

Teacher: Now, let us move on to the next part. I want you to add the correct prefix from the box to the words in your book. Then, you can find the words in the word search. Let us try the first one together. For 'comfort', if we add 'dis', it becomes 'discomfort'.

Teacher: Great job! Now you can complete the rest of the activity on your own. Don't forget to look for the words in the word search!

Teacher: Well done, everyone! You are doing a fantastic job with prefixes today.

Excelling Spelling

Spelling

Look at the pictures. Write the correct word for each. Take help from the box.

shoe canoe doe toe

1. _____

2. _____

3. _____

4. _____

48

Teacher: Let us take a look at the first picture. It shows a boy wearing a hat and sitting near rocks. What word do you think matches this picture from the box? Yes, it is 'shoe'. The boy is putting on a 'shoe'.

Teacher: Now, look at the second picture. It shows a deer standing on grass. Which word fits here? Yes, it is 'doe'. A 'doe' is a female deer.

Teacher: Next, look at the third picture. It shows a red shoe. What word matches this? Yes, it's 'shoe'.

Teacher: Finally, look at the fourth picture. It shows a boat on the water. What word from the box fits this picture? Yes, it's 'canoe'.

Teacher: Excellent job, everyone! You all matched the words perfectly. Keep practising and let us see how many more words you can match next time.

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

Teacher: Now that we have worked on vocabulary and spelling, let us play a quick game. I will give you a definition and you have to guess the word.

Teacher: Here is your first one – 'A small building behind the main house.' What is the word?

Teacher: Very good. It is 'outhouse.' Let us try another one – 'A coach that carries luggage and things.'

COULD DO

10 MIN.



Teacher: Correct. That is 'baggage car.'

Teacher: Now, let us do a quick 'Word Chain.' I will say a word from our chapter and the next person has to say a new word that starts with the last letter of my word. Let us begin with 'furious.'

(Encourages students to participate and keeps the game interactive.)

Teacher: Well done, everyone. You have done a great job with vocabulary and spelling today. Tomorrow, we will continue strengthening our understanding of the chapter. See you then.

Differentiated Activities

110 km/hr



Use three words from the chapter to create a short moral story about Buck's journey in 100 words.

80 km/hr



Describe Buck's emotions using two words from Excelling Vocabulary and explain why they fit.

40 km/hr



Spell out three words from today's lesson and say their meanings aloud.

Home Task

Choose two new words from today's vocabulary lesson. Be ready to say their meanings and use them in a sentence in the next class.

Period 8

Grammar

Grammar

Words, such as **who**, **what**, **whose**, **whom** and **which** are used to ask a question. These words are known as **interrogative pronouns**.

- Who and whom are used to ask questions about a person or people.
 - Who took Buck away from his family?
 - Whom is Natasha speaking to?
- Whose is used to ask whether something or someone belongs to something or someone.
 - Whose is this umbrella lying on the table?
- What is used to ask a question about an object or a general concept.
 - What was Buck's life like before he was taken away?
 - What have you brought for lunch today?
- Which is used to ask questions regarding people or things from a definite set.
 - Which is Buck's breed?
 - Which of the two students is the winner?

48

49

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

Teacher: Today, we will focus on Grammar, specifically interrogative pronouns. Open your books to the Excelling Grammar section.

Teacher: Look at the 'words' 'who', 'what', 'whose', 'whom' and 'which'. These are interrogative pronouns. They help us ask questions.

Teacher: Let us go through their meanings one by one.

Teacher: 'Who' and 'whom' are used to ask questions about a person. For example, Who took Buck away from his family?

Teacher: 'Whose' is used to ask if something belongs to someone. For example, Whose bag is this?

Teacher: 'What' is used to ask about objects or general things. For example, What was Buck's life like before he was taken away?

Teacher: 'Which' is used when we choose between specific options. For example, Which of the two students is the winner?

Teacher: Now, I will say a sentence and you will tell me which interrogative pronoun fits best.

Teacher: _____ is your favourite colour?

Teacher: Correct. The answer is what.

Teacher: Let us try another one. _____ jacket is this?

Teacher: Yes, it is whose.

Teacher: (Repeats a few more examples for better understanding.)

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

Exercise H

Teacher: Now, let us move to Exercise H. In this exercise, we will match the sentences in Column A with the correct interrogative pronouns in Column B.

MUST DO

15 MIN.



H Match the sentences in Column A with the correct interrogative pronouns in Column B.

Column A

- _____ took Buck for an evening walk?
- _____ is this backpack?
- _____ is the world's largest city?
- _____ is the colour of your t-shirt?
- _____ should I write the letter to?

Column B

- What
- Which
- Whom
- Whose
- Who

49

Teacher: Let us look at the first sentence: _____ took Buck for an evening walk? Which interrogative pronoun should we use?

Teacher: That is right. The answer is who.

Teacher: Now, complete the rest of the exercise in your books. I will give you a few minutes and then we will check the answers together.

Teacher: (Waits for students to complete the exercise, then discusses the correct answers.)

Exercise I

I Write questions for the answers given below. Choose the correct interrogative pronouns from the box.

What Whom Who Which Whose

- _____ This is Radha's bag.
- _____ My friend's name is Ashraf.
- _____ That man is my uncle.
- _____ I was speaking to my mother over the phone.
- _____ I would like to read the fairytale first.

49

Teacher: Now, look at Exercise I. Here, we have some answers and you have to form the correct questions using interrogative pronouns.

Teacher: Let us do the first one together. The answer is This is Radha's bag. What would the question be?

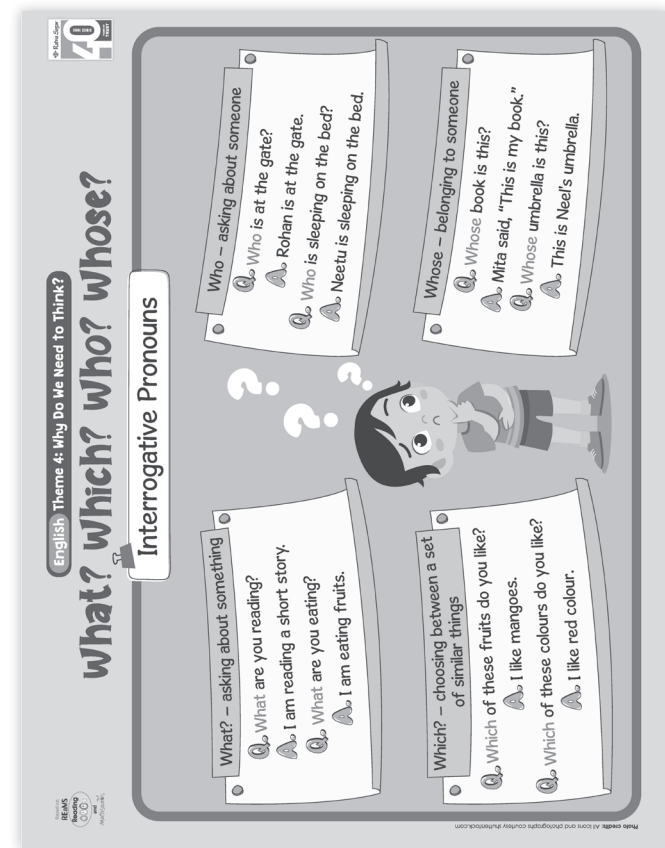
Teacher: Yes, it would be Whose bag is this?

Teacher: Now, complete the rest of the questions on your own. Take five minutes and then we will check them together.

Teacher: (Waits for students to finish, then discusses the answers.)

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

Poster



Teacher: Today, we are going to learn about interrogative pronouns. Let me show you the 'Interrogative Pronouns' poster on the wall. You can look at the poster while I explain. It shows us different pronouns we use to ask questions.

COULD DO

10 MIN.



Teacher: Let us start with the word 'Who'. 'Who' is used when we ask about people. For example, look at the first part of the poster. I might ask, 'Who is at the gate?' and you could answer, 'Rohan is at the gate.'

Teacher: Can anyone think of another question using 'Who'? Yes, you might ask, 'Who is sleeping on the bed?' Great!

Teacher: Now, let us talk about 'Whose'. 'Whose' is used to ask about something that belongs to someone. If you look at the next part of the poster, you'll see an example: 'Whose book is this?' And the answer could be, 'This is my book.'

Teacher: Can anyone ask a question with 'Whose'? Yes, you might ask, 'Whose umbrella is this?' Perfect!

Teacher: Moving on to 'What'. 'What' is used when we ask about things. For example, look at the 'What' section on the poster. I can ask, 'What are you reading?' and you could answer, 'I am reading a short story.'

Teacher: Can anyone else come up with a question using 'What'? Yes, 'What are you eating?' Nice!

Teacher: Now, let us look at 'Which'. We use 'Which' when we ask about choosing between a few things. For example, I might ask, 'Which of these fruits do you like?' And you could answer, 'I like mangoes.'

Teacher: Can someone think of a question using 'Which'? How about, 'Which colour do you like?' Great job!

Teacher: Well done, everyone! You did a fantastic job. Now, keep looking at the poster on the wall to remember how to use these words in your questions. Let us practise more with these words as we continue with our lesson!

Differentiated Activities

110 km/hr



Think of a situation and create three different questions using who, which and what.

80 km/hr



Make two sentences using whose and whom correctly.

40 km/hr



Say a sentence aloud and identify the interrogative pronoun used.

Home Task

Write some interrogative sentences.

Examples:-

1. Who is your best friend in school?
2. Whose book is lying on the table?
3. Which of these two jackets belongs to you?

These examples will help students understand how to correctly use interrogative pronouns in different contexts.

Period 9

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

Teacher: Before we begin our lesson, let us play a quick energiser. I will say a sentence, but I will leave out a word. You must quickly fill in the missing word.

Teacher: It was a _____ and stormy night.

Teacher: Good. The answer could be rainy, windy or cold. Let us try another one. The children were playing in the _____.

Teacher: Great job. This activity will help us prepare for today's concentration exercise. Now, open your books to Excelling Concentration and Excelling Language on page 50.

Excelling Concentration

ABLE

2 Listen to your teacher carefully. Your teacher is going to read a story. Fill in the blanks. What do you think happens next?

1. It was a _____ day.
2. The goatherd drove his goats into a _____ for _____.
3. He saw a herd of _____ goats enter the cave. He _____ them well.
4. The wild goats _____ away as soon as the weather cleared.
5. They realised that the goatherd would not _____ well later on.

50

Teacher: Now we are going to listen carefully to a story. As I read the story 'I will leave some blanks for you to fill in. You need to listen to the story and think about what happens next. Are you ready?

Teacher: Let us begin! I'll read the first sentence. 'It was a _____ day.' What do you think fits here? What kind of day do you think it was? Maybe a sunny day or a rainy day? Let us see what you think!

Teacher: Now 'here's the next part: 'The goatherd drove his goats into a _____ for _____. What do you think should go in the blanks? What might the goatherd use for shelter?

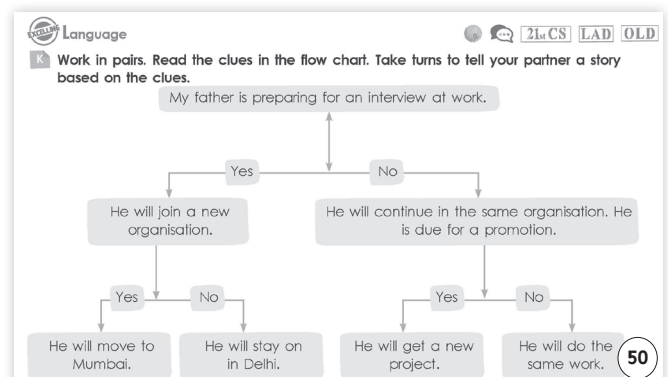
Teacher: Moving on 'He saw a herd of _____ goats enter the cave. He _____ them well.' What kind of goats do you think he saw? How do you think he treated them?

Teacher: Let us continue: 'The wild goats _____ away as soon as the weather cleared.' What do you think the wild goats did after the weather cleared? Why do you think they left?

Teacher: Finally: 'They realised that the goatherd would not _____ them well later on.' What do you think the goatherd did that made them realize this?

Teacher: Excellent job everyone! You all did a fantastic job listening carefully and thinking about what happens next in the story. Great work!

Excelling Language



Teacher: Now, turn to Exercise K under Excelling Language. You will see a flowchart about a father preparing for an interview.

Teacher: This flowchart shows different possibilities based on the interview results. I will explain how to use it to create a story.

Teacher: Suppose my father is preparing for an interview. If he clears it, he will join a new organisation. If not, he will continue in his current job.

Teacher: If he joins a new organisation, he has two choices. He can either move to Mumbai or stay in Delhi. If he stays in his old job, he might get a promotion or continue doing the same work.

Teacher: Now, let us create different stories using this flowchart. I will start with one example.

Teacher: My father prepared for an interview. He got selected and joined a new organisation. Later, he moved to Mumbai for work.

Teacher: Now, each of you will take turns creating your own version of the story using the flowchart.

(Encourages students to narrate their versions using the flowchart.)

Teacher: Well done, everyone. You have done a great job with concentration and storytelling today. Tomorrow, we will continue exploring creative ways to build stories. See you then.

Teacher: Now that we have practised making a story from a flowchart, let us do a fun speaking activity.

Teacher: Imagine you are the father in the story. Tell us how you feel about preparing for an interview and moving to a new job.

Teacher: You can start like this: I was nervous about my interview, but I worked hard to prepare. When I got the job, I had to decide whether to stay or move to Mumbai... (Encourages students to add their thoughts and emotions to their story.)

Differentiated Activities

110 km/hr



Create an extended version of the flowchart story by adding extra details about the father's feelings and experiences.

80 km/hr



Predict what will happen after the father moves to a new city or stays in his old job. Answer in two sentences.

40 km/hr



Retell the flowchart story in your own words.

Home Task

Think about the flowchart story and be ready to share a different ending in class tomorrow.

Period 10

Excelling Expression



Choose any news article from the newspaper. Read it carefully and write a summary of the article in your notebook. (Word limit: 150 words)

Hints:

- Think of a title.
- Think of an introductory sentence.
- List the main ideas. Make sentences.
- Add a concluding sentence.

50

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

SHOULD DO

10 MIN.

Teacher: Today, we will work on expressing our thoughts clearly. Open your books to 'Excelling Expression'.

Teacher: Look at Exercise L. You need to choose any news article from a newspaper, read it carefully and write a summary in your notebook.

Teacher: Let us go through the steps together before you start.

Teacher: First, think of a title that summarises the article well. Then, list the main ideas and turn them into complete sentences.

Teacher: Your summary should begin with an introductory sentence. After explaining the key points, you should end with a concluding sentence.

Teacher: (Waits for students to brainstorm ideas.)

Teacher: Now, take five minutes to discuss your chosen news article with a partner before you begin writing.

Teacher: After discussing, write your summary in 150 words. I will guide you as you write.

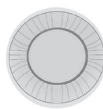
Creating better



Creating better

Make your own dog-face mask! Follow the steps.

1. Use a round disposable plate for the face.



1. You can paste googly eyes and draw a nose and a mouth with a sketch pen.



3. Use paper cutouts to make floppy ears.



4. Use woollen threads for the hair of the dog. Attach a string to make the mask wearable. Be as creative as you like.



51

Teacher: Now, let us move to 'Creating better'. Today, we will make a fun craft with a dog-face mask.

MUST DO

20 MIN.

Teacher: Open your books to the 'Creating better' section on page 51 and follow the steps carefully.

Teacher: Step 1: Use a round disposable plate for the face of the dog.

Teacher: Step 2: You can paste googly eyes and draw a nose and mouth with a sketch pen.

Teacher: Step 3: Use paper cutouts to make floppy ears for your dog.

Teacher: Step 4: Use woollen threads for the hair of the dog. Attach a string to make the mask wearable.

Teacher: Be as creative as you like. You can use different colours to make your mask unique.

Teacher: Once you have finished, we will showcase our masks and describe them to the class.

Teacher: (Encourages students to complete their masks and prepare to share their designs.)

Teacher: Now that you have made your dog-face masks, let us have a small 'Show and Tell' activity.

Teacher: One by one, come to the front and describe your mask. Tell us about the colours you used and what inspired your design.


Teacher: For example, you can say, 'My mask has brown ears and a red nose because I like puppies with floppy ears.'

Teacher: (Encourages students to share their masks with the class.)


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

Differentiated Activities

110 km/hr

 Imagine your dog-mask character comes to life. Describe what it would do for a day.

80 km/hr

 Explain in two sentences why you chose your mask's colours and features.

40 km/hr


 Say aloud the materials you used to create your mask.


Home Task

Create and practise the mask at home also.

Period 11

Thinking better

 **Thinking better**

 **COD** **HOTS** **2LCS**

Imagine that you have to live in a new place for a few days. You will be away from your family and friends. What are the three changes that you will have to deal with? How will you adapt to those changes?

51

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

Teacher: Today, let us begin with a thinking exercise. How will you adapt to these changes?

Teacher: Think about it for a minute. Now, share your thoughts with the class.

Teacher: (Encourages students to share their responses.)


Teacher: That was a great discussion. This activity helps us understand how to adjust to new situations in life.


Choosing better

Teacher: Now, let us move to 'Choosing better'. Open your books to the exercise.

MUST DO

15 MIN.

 **Choosing better**

 **EXL** **LSV** **2LCS**

Your parents' friends are visiting your family. You have to give up your room for the guests. Would you be sad about the sudden change or would you be excited that you will have many interesting conversations? Give reasons for your answer.

51

Teacher: Read the question carefully. Your parents' friends are visiting your family. You must give up your room for the guests.

Teacher: Would you feel sad about this sudden change or would you be excited because you will have many interesting conversations?


Teacher: Take a moment to think about it. There is no right or wrong answer. What matters is how you explain your feelings.


Teacher: Let us hear from some of you. Would you feel happy or sad about this? Why?

Teacher: (Encourages students to express their opinions and give reasons for their answers.)

Teacher: Great job. Now, write a short response in your notebook, explaining how you would feel and why.

Revising better

 **Revising better**

 **DBL**

They rode on the road. What fun! Do you know more such homophones? Write in your Little Book.

51

Teacher: Now, let us move to 'Revising better'. Look at the sentence given in your book: They rode on the road.

Teacher: What do you notice about the words 'rode' and 'road'?

Teacher: That is correct. These words sound the same but have different meanings. They are called homophones.


Teacher: Can anyone think of another pair of homophones?


Teacher: (Encourages students to share words like 'two' and 'too', 'bare' and 'bear', etc.)

Teacher: Now, write two more homophones that you know in your notebook.

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

Pledging better

 **Pledging better**

 **SDGs**

In my own little way, I pledge to:

- learn well.
- participate in group discussion.

SDG 4: QUALITY EDUCATION

51

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

Teacher: Today, we will make a small pledge for self-improvement. In your books, there is a pledge that says:

COULD DO

10 MIN.

- I pledge to learn well.
- I pledge to participate in group discussions.

Teacher: Think about what these pledges mean to you. Why is learning important? Why should we participate in group discussions?

Teacher: Now, stand up and say the pledge together as a class.

Teacher: (Leads the students in reciting the pledge.)

Teacher: Well done. Remember, these small promises help us become better learners.

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

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



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

(Wait for students to fill in the chart.)

Teacher: Well done, everyone. We have now completed this chapter. In our next class, we will start with 'Book of Holistic Teaching' and 'Worksheet-1'. Be prepared for an exciting lesson. See you in the next class.

Differentiated Activities

110 km/hr



Create a short story using at least three homophones in 100 words

80 km/hr



Write two sentences showing the difference between a pair of homophones.

40 km/hr



Say aloud two words that sound the same but have different meanings.

Home Task

Complete the project from the Book of Project Ideas.

Period 12

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

Teacher: Before we begin today's lesson, let us quickly recall what we learnt in our last class.

Teacher: Can anyone tell me one interesting homophone they found as part of their home task?

Teacher: Well done. Now, who can share how they would feel about giving up their room for a guest?

Teacher: Great answers. Now, let us move on to today's activities, where we will focus on the Book of Holistic Teaching and Worksheet-1.

Book of Holistic Teaching

Teacher: Today, we will be working on an activity from the 'Book of Holistic Teaching'. I will guide you through the task and you will complete it in your notebooks.

MUST DO

20 MIN.

Teacher: Open your notebooks and write the title: Buck's Wonderful Life – Integrated Learning.

Maths

A Maths

Fill in the blanks with the correct options.

HoLL MDA

1. A/An _____ (angle/point) is dimensionless and represented by a dot.
2. A fixed point, inside the circle, equidistant from the circumference, is the _____ (chord/centre).
3. The _____ (arrows/dots) on the sides of a line indicate that it can extend indefinitely both ways.
4. When two rays meet at a point, an _____ (polygon/angle) is formed.

4

Teacher: We will begin with Maths. Look at the fill-in-the-blank questions. I will read them aloud and you will complete them in your notebooks.

Teacher: First question: 'A/an _____ (angle/point) is dimensionless and represented by a dot.' What do you think the correct answer is?

Teacher: That is correct. Now, let us move to the next one.

Teacher: (Continues reading and discussing each question while students write answers.)

Science

B Science

Write true or false.

1. If polar ice caps melt, people in low-lying areas will not need to be relocated. _____
2. A greenhouse keeps the sun's energy inside and keeps the plants warm. _____

5

Teacher: Now, let us move on to Science. You will write 'True' or 'False' for the given statements based on your understanding.

Teacher: First statement: 'If polar ice caps melt, people in low-lying areas will not need to be relocated.'

Teacher: Is this true or false?

Teacher: Good thinking. Now, let us move to the next statement.

Teacher: (Reads the statements, allowing students to discuss and write answers.)

Social Studies



Social Studies

Tick (✓) the correct answers.

- Which of these crops were the farmers forced to grow during British rule?
a. indigo ☐ b. rice ☐
- When did the Sepoy Mutiny take place?
a. 1947 ☐ b. 1857 ☐
- Who started the Civil Disobedience Movement in India?
a. Gandhi ji ☐ b. Lord Curzon ☐
- What was the outcome of the Sepoy Mutiny?
a. discontent ☐
b. a sense of nationalism among Indians ☒ 5

Teacher: Now, we will do Social Studies. You will tick the correct answers for the given multiple-choice questions in your notebooks.

Teacher: First question: 'Which of these crops were the farmers forced to grow during British rule? a) Indigo b) Rice'

Teacher: Think carefully before answering.

Teacher: Now, let us move on to the next question: 'When did the Sepoy Mutiny take place?'

Teacher: (Discusses each question and allows students to write their responses.)

Teacher: Excellent. Now, let us move on to the next part of the lesson.

Worksheet-1

Teacher: Now, let us work on Worksheet-1. Open your books to the page with the poem In the Summer by Thomas Hood.

COULD DO

15 MIN.



Theme 4: Why Do We Need to Think?

4. Buck's Wonderful Life

Worksheet 1

Comprehension

Read the poem carefully.

In the Summer

In summer when I go to bed,
The sun still streaming overhead,
My bed becomes so small and hot
With sheets and pillows in a knot,
And then I lie and try to see
The things I'd really like to be.

I think I'd be a glossy cat,
A little plump, but not too fat.
I'd never touch a bird or mouse,
I'm much too busy round the house.

Thomas Hood

A. Find five rhyming words in the poem and write them on the blanks.

- bed _____
- hot _____
- see _____
- cat _____
- mouse _____

B. Write true or false.

- When the poet goes to bed in summer, he sees the sun over his head. _____
- The poet's bed becomes small and hot. _____
- The poet tries to see things he likes. _____
- The poet wants to be a glossy horse. _____
- The poet likes to play with birds and mice. _____

C. Answer the following questions in your notebook.

- Who is the poet of the poem 'In the Summer'?
- What happens to the poet's bed in summer?
- What kind of a cat does the poet want to be?
- Why do you think the poet would never touch a bird or a mouse?
- Write about summer in your own words.

9

Teacher: First, I will read the poem aloud and you will listen carefully.

Teacher: (Reads the poem with proper intonation and pauses.)

Teacher: Now, let us start with the first exercise. Find five rhyming words in the poem and write them in the blanks.

Teacher: (Guides students to find words like bed-red, hot-knot, etc.)

Teacher: Well done. Now, look at the True or False section. Read each statement carefully and mark whether it is true or false.

Teacher: (Encourages students to think before writing their answers.)

Teacher: Finally, move to the notebook questions. Discuss with a partner and write your responses in your notebooks.

Teacher: (Monitors and helps students as they write their answers.)

Teacher: Well done, everyone. You have completed today's lesson successfully. In our next class, we will continue with 'Book of Holistic Teaching' and 'Worksheet-1'. Be ready for more exciting learning activities. See you tomorrow.

Differentiated Activities

110 km/hr



Imagine you are the poet in the poem. Write a short paragraph about how you feel in winter.

80 km/hr



Identify Patterns: Find and list two more pairs of rhyming words from the poem.

40 km/hr



Reading Aloud: Read the poem again and underline all the words that describe summer.

Home Task

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

Period 13

Worksheet 2

Worksheet 2

Vocabulary

A. Instead of using the word **disagree** we can also use these words.

differ dissent resist

Now, write the synonyms of **improve** in your notebook.

B. Fill in the blanks with **oe** words given in the box.

shoemaker tiptoe oboe potatoes

- He had to _____ to reach the top shelf.
- Rivan's father is a _____. He makes excellent shoes.
- I like chips made from _____.
- He can play the _____ quite well.

C. Tick (✓) the most suitable interrogative pronouns.

- _____ is taller, you or Jeena?
a. Which ☐ b. Who ☐ c. Whose ☐
- _____ did you speak to on the phone?
a. Whom ☐ b. Who ☐ c. What ☐
- _____ will you do after you go back home?
a. Whom ☐ b. Which ☐ c. What ☐
- I found this book on the dining table. _____ is it?
a. Who ☐ b. Whom ☐ c. Whose ☐

D. Match the following.

1. Who	a. did you eat?
2. What	b. did this?
3. Whom	c. is your seat?
4. Which	d. did you meet?

10

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

Teacher: Today, we will begin with Worksheet 2, where we will focus on vocabulary and grammar. Open your books to the worksheet on page 10.

Teacher: Look at Exercise A. Instead of using the word 'disagree', we can use different words, such as differ, dissent and resist.

Teacher: Now, think about the word 'improve'. Can you write some synonyms for it in your notebook?

Teacher: (Encourages students to come up with words like enhance, develop, progress, grow.)

Teacher: Good job. Now, move to Exercise B. Look at the words given in the box. You need to fill in the blanks using these words: shoemaker, tiptoe, oboe, potatoes.

Teacher: Let us do the first one together. He had to _____ to reach the top shelf. What is the correct answer?

Teacher: Yes, the answer is tiptoe. Now, complete the remaining blanks in your notebooks.

Teacher: (Waits for students to complete and then discusses the correct answers.)

Worksheet 3

Teacher: Now, let us move to Worksheet 3 on page 11. I will read a short story about two mountain goats. You will listen carefully and fill in the blanks in your books.

(**Note:** Read the story slowly and clearly while students fill in the blanks.)

Teacher: Now, check your answers and see if you got them correct. Let us go over them together.

SHOULD DO

20 MIN.



COULD DO

05 MIN.



MUST DO

15 MIN.



Teacher: Now, look at Exercise B. The flowchart shows different travel possibilities. Imagine you are travelling by train. Follow the flowchart and tell the class about your journey.

Teacher: Let me give you an example. My father and I travelled by train. I sat by the window and enjoyed the view.

Teacher: Now, take turns sharing your journey.

(Encourages students to describe their travel experiences based on the flowchart.)


Teacher: For the last part of today's lesson, look at Exercise C. You need to find a news article based on a recent event and summarise it in your notebook.

Teacher: Think of a news event you have read about or seen on TV recently. What was it about?

(Encourages students to think of events like a festival, a sports match or a new discovery.)

Teacher: Now, in your notebooks, write a short summary of the news event in your own words.

Teacher: Well done, everyone. You have completed today's worksheets successfully. Tomorrow, we will continue with more fun activities. See you in the next class.

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

'Differentiated Activities'

110 km/hr



Write a short paragraph imagining a conversation between the two mountain goats in the story.

80 km/hr



Find two more words that contain 'oe' and write a sentence using each.

40 km/hr



Read out a sentence from the grammar section and identify the interrogative pronoun used.

Home Task

Find a newspaper or online news article and note down three important points. Be ready to discuss them in class tomorrow.

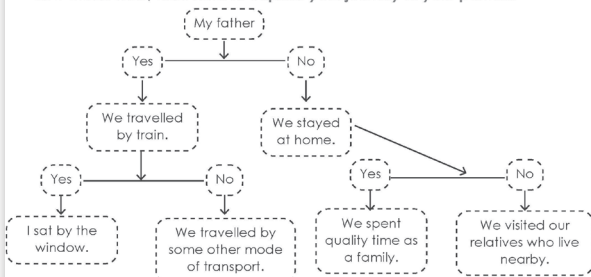
Worksheet 3

Listening / Speaking / Writing

A. Listen to your teacher read a story*. Fill in the blanks.

- The two mountain goats were _____ on the mountain valley.
- They came from _____ directions and stood face to face.
- The narrow _____ could _____ only one of them to pass.
- Neither of the mountain goats would let the other pass _____.
- They both fell in the _____ and were swept away.

B. Work in pairs. Imagine you are travelling by train. Read the phrases in the flow chart. Now, take turns to explain your journey to your partner.



C. Look for a newspaper article based on a local event that took place recently. Now, in your notebook, write down the summary of the newspaper report in your own words.

11

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none"> • listen and follow simple instructions to carry out given tasks. • engage in class activities and take initiative. • make a dog mask using craft material.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • realise the difficulties one faces while moving to a new city and share experiences in their My Scribble and Secrets. • participate in group discussions and communicate effectively on given topics. • take initiative in creative and collaborative tasks.
Cognitive Development	<ul style="list-style-type: none"> • comprehend and infer from the text to frame meaningful answers. • rewrite an article in their own words. • identify and use newly learnt vocabulary in meaningful sentences. • recognise and write homophones in their Little Book.
Language and Literacy Development	<ul style="list-style-type: none"> • read the lesson independently and understand key concepts. • speak on the relevance of the theme in daily life. • improve spelling, sentence formation and vocabulary skills.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • display creativity by designing a logo for the school diary and making a project. • express thoughts and ideas creatively through writing and craft activities.
Positive Learning Habits	<ul style="list-style-type: none"> • develop the habit of reflective thinking through journal writing. • engage actively in learning tasks with curiosity and responsibility. • practise effective communication and self-expression.

Starry Knights

How was teaching this unit to the learners? Did you adopt any new activity? Please share.

Give yourself a STAR.

Poem: My World is Turning Downside-up

Theme 4: Why Do We Need to Think?

7 Periods (40 minutes each)



Learn better



Animation, eBook

Confirming better

I like adventures.

Curricular Goals and Objectives (NCF)

To enable the students:

- to read the poem with correct pronunciation, pauses and intonation.
- to understand and interpret the meaning of rhyming words and playful language.
- to identify and use creative expressions and wordplay in their writing.
- to relate the poem's theme to personal experiences and emotions.
- to develop fluency in speaking through engaging recitation.
- to enhance vocabulary by exploring new and imaginative words.
- to express their thoughts and ideas about the poem creatively.
- to recognise the structure of poetry and the impact of rhythm.
- to participate in discussions and activities related to emotions and perspectives.
- to develop comprehension skills by identifying key ideas in the poem.

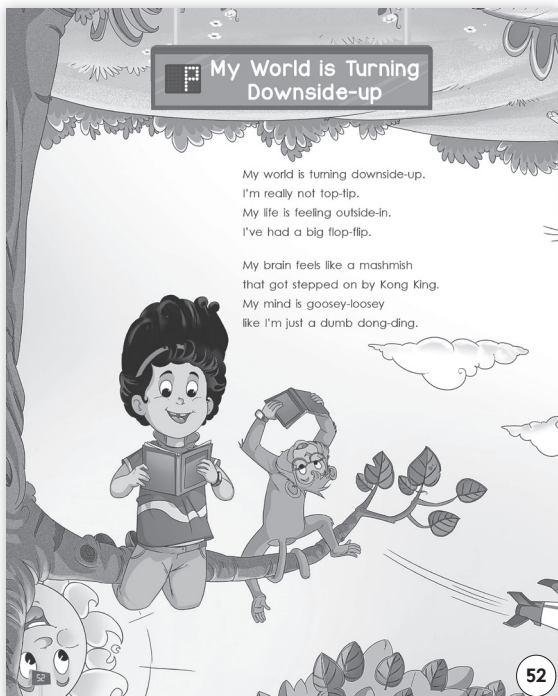
Methodology

Period 1

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

SHOULD DO

05 MIN.

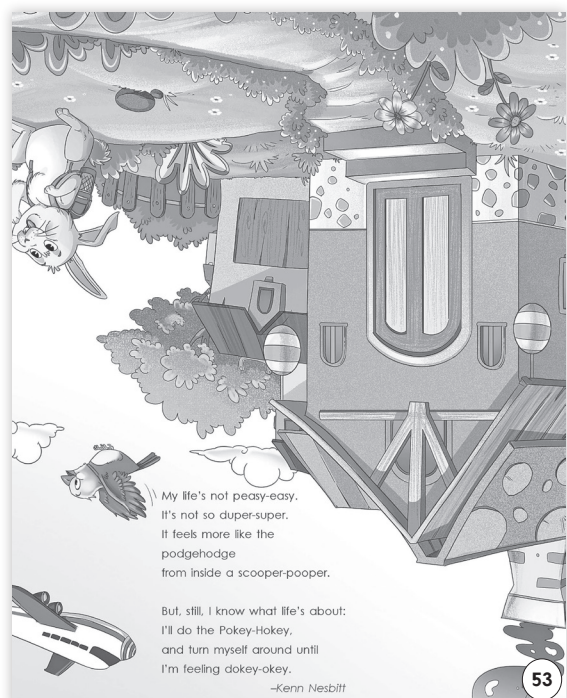


Teacher: Today, we are starting a new poem titled My World is Turning Downside-up by Kenn Nesbitt. Open your books to page [mention page number].

Teacher: Before we begin reading, can you think of a time when you felt confused or when everything seemed upside down?

MUST DO

25 MIN.



Teacher: This poem plays with words and uses fun rhyming patterns to describe such feelings in a humorous way. Let us dive in and explore it together.

Teacher: Now, let us start reading. I will read the first stanza and then each of you will take turns reading.

(reads the first stanza with proper rhythm and expression.)

Teacher: Now, who would like to read the next few lines? (Encourages students to read with correct pronunciation, pauses and intonation.)

Teacher: Well done. Now, let us discuss what the poem means.

Teacher: The poet talks about feeling like everything is upside down. What do you think he means by that?

(Guides students to understand the use of wordplay, rhyming and emotions in the poem.)

Teacher: What do you think the poet means by mashmish and goosey-loosey? Do these words have real meanings or are they just playful sounds?

(Encourages students to share their interpretations and discuss how nonsense words add fun to the poem.)

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

Teacher: Let us quickly recall what we learnt today.

Teacher: What is the main idea of the poem?

COULD DO

☐

Teacher: Can you share any rhyming words from the poem?

10 MIN.

Teacher: How does the poet use flipped words to make the poem more enjoyable?

Teacher: Wonderful responses. Now, let us move on to some fun activities.

Differentiated Activities

110 km/hr

Make up your own fun flipped words and create two rhyming lines using them.

80 km/hr

Find and list five pairs of rhyming words from the poem.

40 km/hr

Choose one stanza from the poem and practise reading it with proper intonation and rhythm.

Home Task

Create three pairs of rhyming words similar to those in the poem and use each pair in a fun sentence.

Period 2

Teacher: Good morning, everyone. Let us quickly recall what we learnt in the last class.

SHOULD DO

☐

Teacher: Who can tell me the name of the poem and its poet?

05 MIN.

Teacher: Great. Now, can you share one fun rhyming word from the poem?

Teacher: Now open book on page 54.

Learning better Excelling Comprehension

Exercise A

A Choose the correct answers.

1. The poet's life seems **duper-super** / **outside-in**.
2. The poet feels **Kong King** / **Dong Ding** has stepped on his brain.
3. The poet's life is not **peasy-easy** / **podgehodge**.
4. He feels that his life is **wonderful** / **confusing**.
5. The **last** / **second stanza** of the poem shows that the poet is going to be all right.

54

Teacher: Now, let us move to Exercise A in your books. Read the multiple-choice questions carefully.

MUST DO

25 MIN.

☐

Teacher: The first question asks about how the poet describes his life. Is it duper-super or outside-in?

(Encourages discussion before confirming the correct answer.)

Teacher: Let us continue with the next questions. Think about what the poet is feeling and how he expresses it using playful words.

(Discusses each question and allows students to justify their answers before revealing the correct options.)

Exercise B

B Read the given lines of the poem. Answer the following questions in your notebook.

"But, still, I know what life's about:
I'll do the Pokey-Hokey,
and turn myself around until
I'm feeling dokey-okey."

1. Name the poem and the poet.
2. What has happened to the poet?
3. What does the poet mean by "I'll do the Pokey-Hokey"?
4. What does "and turn myself around" mean?
5. Find two common phrases that have been turned around in the given stanza.

54

Teacher: Now, let us look at Exercise B. These are detailed questions, so take out your notebooks and write the answers.

Teacher: I will read the stanza aloud once. Listen carefully and think about its meaning.

(Read the stanza with proper expression.)

Teacher: What do you think the poet means by 'I'll do the Pokey-Hokey'? Is it just about dancing or could it mean something more?

(Encourages students to think critically and write their responses in their notebooks.)

Teacher: Now, let us discuss the phrase 'turn myself around'. What could the poet be trying to say?

(Guides students to understand that it could mean adjusting to situations and moving forward.)

Teacher: Can anyone find two common phrases that the poet has turned around in this stanza?

(Leads students to identify Pokey-Hokey and dokey-okey as playful variations of common phrases.)

Teacher: Now, let us have some fun. The poet plays with words by twisting common phrases. Let us try making our own creative phrases.

COULD DO

10 MIN.

☐

Teacher: Take a common phrase like super cool or easy-peasy and turn it around into a fun, silly version.

Teacher: For example, easy-peasy could become peasy-easy or super cool could become cooly-super.

Teacher: Write down two such fun phrases in your notebooks and share them with the class.

Differentiated Activities

110 km/hr



Make up a fun phrase like dokey-okey and explain what it could mean.

80 km/hr



Find three pairs of rhyming words from the poem and use them in sentences.

40 km/hr



Read a stanza from the poem aloud with expression and rhythm.

Home Task

Find a common phrase or saying and turn it into a fun, twisted version, just like in the poem. Write it down and be ready to share it in class.

Period 3

Teacher: Good morning, everyone. Before we continue, let us quickly recall what we learnt in the last class.

SHOULD DO

05 MIN.



Teacher: Who remembers the theme of the poem?

Teacher: Wonderful. Can anyone share one phrase from the poem where the words have been turned around?

Teacher: Great. Today, we will focus on understanding the poet's thoughts even better by answering some questions.

Excelling Comprehension

Exercise C

C Write short answers in your notebook.

1. Why was the poet not top-tip?
2. Why does the poet call himself a 'dong-ding'?
3. Find words from the poem that mean the same as: a. well b. messy

54

Teacher: Now, let us look at Exercise C. You will answer three short questions in your notebooks.

MUST DO

25 MIN.



Teacher: The first question asks, 'Why was the poet not top-tip?' Think about how he describes his feelings.

(Encourages discussion and allows students to write their answers.)

Teacher: Next, 'Why does the poet call himself a dong-ding?' Does this phrase sound normal? What could it mean?

(Guides students to understand the poet's use of playful language.)

Teacher: The third question asks you to find words from the poem that mean the same as 'well' and 'messy'. Can you recall any words the poet used for these ideas?

(Encourages students to go back to the poem and identify the correct words.)

Exercise D

D Write long answers in your notebook.

1. Explain the poem in your own words.
2. List all the words and expressions in the poem where the correct word order has been changed. Now, write the correct expressions.

54

Teacher: Now, let us move to Exercise D. You will write detailed answers for these questions in your notebooks.

Teacher: The first question asks you to explain the poem in your own words. Try to summarise what the poet is saying about his feelings.

(Encourages students to frame their responses based on previous discussions.)

Teacher: The second question asks you to list all the words and expressions in the poem where the correct word order has been changed. Then, rewrite them correctly.

(Guides students to look back at the poem and identify flipped phrases like pokey-hokey and dokey-okey.)

Teacher: Now, let us try something fun. The poet plays with word order to make the poem sound creative.

COULD DO

10 MIN.



Teacher: Think of a sentence like I am very happy today. How can you rearrange it in a fun way like the poet did?

(Encourages students to create their own playful sentences and share them with the class.)

Teacher: Well done, everyone. We have explored how the poet plays with words and creates new expressions. In the next class, we will continue working on language skills with more fun exercises. See you tomorrow.

Differentiated Activities

110 km/hr



Think of a simple sentence and rearrange its words to make it sound fun.

80 km/hr



Find three pairs of rhyming words from the poem and use them in new sentences.

40 km/hr



Read a line from the poem aloud and explain what it means in your own words.

Home Task

Choose any two simple sentences and rearrange their words in a fun way, just like the poet did. Write them down and be ready to share them in the next class.

Period 4

Teacher: Good morning, everyone. Let us quickly recall what we learnt in the last class.

SHOULD DO

05 MIN.

Teacher: Can anyone share a phrase from the poem where the words were flipped?

Teacher: Wonderful. Now, let us move forward and explore some new vocabulary skills today.

Excelling Vocabulary

Exercise E

Vocabulary

E In some words, 'y' gives the sound of long e. Fill in the blanks to complete the given words. Read the words aloud.

1. eas _____ 2. frizz _____

Now, write four more words that end in y and give the long e sound.

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

54

Teacher: Open your books to Exercise E on page 54. This exercise helps us understand how the letter 'Y' sometimes gives the long 'E' sound.

MUST DO

25 MIN.

Teacher: Look at the first word, 'eas_____'. What letter should come at the end?

Teacher: Correct. It should be 'easy'. Now, let us complete the second word.

Teacher: After filling in the blanks, let us think of four more words that end in 'Y' and give the long 'E' sound. Can you think of any?

Teacher: (Encourages students to brainstorm and note down words such as 'happy', 'funny', 'sunny', etc.)

Exercise F

Match the given words with their antonyms.

1. inside 2. upside 3. easy 4. humble 5. quiet

a. difficult b. noisy c. outside d. downside e. proud

54

Teacher: Now, let us move to Exercise F, where we will match words with their opposites.

Teacher: Look at the first word—'inside'. What is the opposite of inside?

Teacher: Yes, the correct answer is 'outside'. Let us do the next one together.

Teacher: (Goes through each word pair, ensuring students match them correctly.)

Teacher: Now, let us do something fun. I will say a word and you have to come up with its opposite as quickly as you can.

COULD DO

10 MIN.

Teacher: Ready? First word—'happy'.

Teacher: Good. Next word—'loud'.

Teacher: Great. Let us continue with a few more words and then write down five pairs of opposites in our notebooks.

Differentiated Activities

110 km/hr



Think of three more words that end in 'Y' with the long 'E' sound and use them in sentences.

80 km/hr



Find three more pairs of antonyms and share them with the class.

40 km/hr



Read aloud the words from Exercise E and learn the spellings.

Home Task

Find three more words that end in 'Y' and have the long 'E' sound. Write them down and use them in sentences.

Period 5

Teacher: Good morning, everyone. Before we begin, let us recall what we learnt in the last class.

SHOULD DO

10 MIN.

Teacher: Can anyone tell me one word from the last lesson that ends in 'Y' and gives the long 'E' sound?

Teacher: Well done. Now, let us begin with a quick energising activity.

Teacher: We will play a rhyme chain game. I will say a word and you must quickly say a word that rhymes with it.

Teacher: Let me start with 'funny'.

Teacher: Great. Now the next word is 'happy'.

Teacher: Fantastic. Let us do a few more rounds and then we will move to our listening activity.

Teacher: Now that we are all energised, let us focus on an exciting poem and answer some questions.

Excelling Concentration

Exercise G

Concentration

G Your teacher is going to recite a poem. Listen carefully and answer the questions.

1. How does the poem talk about our changing emotions?
2. Name two positive actions mentioned in the poem.

55

Teacher: I will now recite a poem on page 55. Listen carefully and think about how it talks about emotions.

MUST DO

20 MIN.

Teacher: After I finish, you will answer two questions in your notebooks. First, 'How does the poem talk about our changing emotions?'

Teacher: The second question asks you to 'Name two positive actions mentioned in the poem'.

(Encourages students to reflect and write their answers in their notebooks.)

Excelling Language

Exercise H

Language

H Pick a poem and recite it in class. Also, use hand gestures and facial expressions to recite the poem.

55

Teacher: Now, let us move to Exercise H. Each of you will pick a poem and recite it aloud.

Teacher: Remember to use hand gestures and facial expressions while reciting. This makes the poem more engaging.

(Encourages students to take turns reciting short poems with expression.)

Excelling Language

Exercise I



Imagine that the classroom you are in turned upside-down. Now, describe the room to your partner. **55**

Teacher: Imagine if our classroom suddenly turned upside-down. What would it look like?

COULD DO

10 MIN.

Teacher: Think about where the chairs and tables would be. How would we walk?

Teacher: Now, describe the scene to your partner. Try to use creative words and make your description interesting.

Differentiated Activities

110 km/hr



Recite a poem using hand gestures and voice modulation to add expression.

80 km/hr



Answer an extra question—'If you could change one thing about the poem, what would it be?'

40 km/hr



Recall one line from the poem that was recited earlier.

Home Task

Write a short paragraph imagining your house turned upside-down. Describe what you see and how everything would look.

Note: Bring the material to do Creating better in the class tomorrow.

Period 6

Teacher: Good morning, everyone. Before we begin today's fun activity, let us quickly recall what we did in the last class.

SHOULD DO

10 MIN.

Teacher: Can anyone describe the classroom as if it was turned upside-down, just like we imagined yesterday?

Teacher: Wonderful. Today, we will continue our creativity by making something interesting—a colourful jellyfish decoration.

Creating better

Creating better

Art 1 2LCS

Follow the given steps to make an upside-down white coloured disposable bowl jellyfish! Take help from an adult.



1. Take a big paper bowl and paint it with your favourite colour.



2. Draw and colour a pattern on the bowl, as shown.



3. Take multicoloured streamers (crepe paper) and cut out 8–10 broad strips of the same length.



4. Paste the strips inside the bowl. Paste googly eyes on the bowl and draw a smile.



5. Make a hole in the centre of the bowl and attach a thread to hang your jellyfish as decoration.

55

Teacher: Open your books on page 55 and look at the instructions for making a jellyfish using a disposable bowl.

MUST DO

20 MIN.

Teacher: Let us go through the steps together and follow along.

1. Take a paper bowl and paint it in your favourite colour.

Teacher: Choose your favourite colour and start painting the bowl. Let it dry for a few minutes.

2. Draw and colour a pattern on the bowl.

Teacher: Now, use markers or crayons to add a fun pattern, such as dots or stripes, on your bowl.

3. Cut streamers into strips.

Teacher: Take some colourful crepe paper and cut 8–10 broad strips. These will be the jellyfish's tentacles.

4. Attach the streamers and eyes.

Teacher: Now, carefully paste the strips inside the bowl. Add googly eyes and draw a smile on your jellyfish.

5. Make a hole and attach a string.

Teacher: Finally, make a hole in the centre of the bowl and attach a thread so that you can hang your jellyfish.

Teacher: Look at how creative all your jellyfish look. Well done.

Teacher: Now that we have made our jellyfish, let us display them in the classroom.

COULD DO

10 MIN.

Teacher: Would anyone like to describe their jellyfish's colours and patterns to the class?

Teacher: Amazing. You all did a great job.

Teacher: Well done, everyone. Today, we explored our creative side with an exciting craft activity. In the next class, we will continue learning in an engaging way. See you tomorrow.

Differentiated Activities

110 km/hr



Create another sea creature using the same materials and describe it.

80 km/hr



Write two sentences about how you made your jellyfish.

40 km/hr



Name two colours and patterns you used on your jellyfish.

Home Task

Draw and colour a jellyfish at home. Write two lines about how you made your craft in class today

Period 7

Teacher: Good morning, everyone. Let us begin today's lesson with an interesting question.

SHOULD DO

10 MIN.



Teacher: Imagine if the world suddenly turned upside-down. What would be different?

Teacher: Would we walk on the ceiling? Would cars drive in the sky? Let us have a quick discussion.

Teacher: Now, think about how we handle bad days. What do you do to make yourself feel better?

Teacher: Wonderful thoughts. Now, let us explore these ideas more deeply in our main activity.

Thinking better

Thinking better

Think and write the answers in your notebook.

1. If the world turned upside down one day, what would change? Imagine and discuss with your partner.

2. When you are having a bad day, what do you do to make yourself feel 'dokey-okey'?

COD HOTS 2LCS

55

Teacher: Open your notebooks and answer these two questions.

MUST DO

20 MIN.



1. If the world turned upside-down one day, what would change?
Write your thoughts creatively.

2. When you are having a bad day, what do you do to make yourself feel 'dokey-okey'?

Teacher: Try to use descriptive words to make your answers interesting.

Choosing better

Choosing better

When your partner is sad, do you try and cheer them up? Do you stay away from them? Give reasons for your answers.

EXL LSV 2LCS

55

Teacher: Now, let us move to Choosing better. Think about this question—When your friend is sad, what do you do?

Teacher: Do you try to cheer them up or do you leave them alone?

Teacher: Let us hear different perspectives. Raise your hand if you would try to make them feel better.

Teacher: Wonderful. Can you share how you would do it?

Teacher: Very thoughtful responses. Now, let us hear from those who believe in giving space. Why do you think that is the best choice?

Teacher: Great insights. There is no right or wrong answer. Every situation is different and we should always be kind and thoughtful toward others.

Teacher: Now, let us reflect on what we discussed.

Teacher: If you could give a piece of advice to someone who is feeling sad, what would it be?

COULD DO

10 MIN.



Teacher: Think for a moment, then share your thoughts with the class.

Teacher: Excellent responses. You all have such kind and thoughtful ideas.

Teacher: Well done, everyone. We have completed the poem and all the related exercises. You all did a fantastic job in thinking creatively and making thoughtful choices.

Teacher: For your home task, you will be making a Feel-Good Jar. Decorate a small jar or box and fill it with five positive messages about moments that made you happy or times when someone cheered you up.

Teacher: Whenever you feel low, pick a message from the jar and read it to remind yourself of happy moments.

Teacher: In the next class, we will move on to new activities. Get ready to share your Feel-Good Jars with the class. See you all tomorrow.

Differentiated Activities

110 km/hr



Create a short role-play where you help a friend feel better in a difficult situation.

80 km/hr



Share a personal experience when you helped a friend feel better.

40 km/hr



Write down two kind words you can say to someone who is sad.

Home Task

- Create a Feel-Good Jar at home. Take a small jar or a box and decorate it using colourful paper, stickers or drawings.
- Write five positive messages on small pieces of paper about things that make you happy or times when someone cheered you up.
- Fold the papers and place them inside the jar.
- Whenever you feel low, pick a message from the jar and read it to remind yourself of happy moments. Share your Feel-Good Jar with the class in the next session.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• participate in outdoor activities and display physical agility.• engage in hands-on creative work, such as making a jellyfish craft using disposable materials.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• identify changing emotions and reflect on their causes.• express empathy towards parents and family by journaling thoughts in the secret journal.• suggest solutions to real-life problems and develop an optimistic approach.
Cognitive Development	<ul style="list-style-type: none">• analyse the poet's use of poetic devices to convey emotions.• observe and write reflections on the idea of an upside-down world.
Language and Literacy Development	<ul style="list-style-type: none">• recite the poem with rhythm, stress and proper intonation.• write and articulate ideas using appropriate vocabulary and expressions.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• appreciate creative expression through poetry.• unleash creativity by designing craft-based projects.
Positive Learning Habits	<ul style="list-style-type: none">• develop problem-solving skills through real-world scenarios.• maintain curiosity and an open mindset towards new experiences.

Starry Knights

Do you feel the same as the poet that sometimes things are going upside-down? How do you pull yourself up together? Share a few tips.

Reward yourself with a STAR!

