

## Lesson-5: The Talking Tree

Theme 5: Why Do We Need Systems?

13 Periods (40 minutes each)



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



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

Confirming better  
I speak confidently.

### Curricular Goals and Objectives (NCF)

To enable the students to:

- to read and comprehend literary texts with expression, understanding key ideas and details.
- to use appropriate vocabulary, adjectives and grammar forms in speech and writing.
- to engage in meaningful conversations and role-play to build communication and social skills.
- to express personal thoughts and experiences creatively through letters and short compositions.
- to recognise the importance of nature and show care for trees, plants and the environment.
- to reflect on values, such as gratitude and respect through characters and situations in the story.
- to collaborate with peers in games, discussions and group tasks to develop teamwork and empathy.

### Methodology

#### Period 1

SHOULD DO

15 MIN.



Confirming better I speak confidently.

PLH

56

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

**Teacher:** I am so happy to see your smiling faces. Let us begin with something interesting.

**Teacher:** Today, we are going to focus on speaking confidently. That means, we will learn how to speak clearly and proudly, just like good speakers do.

**Teacher:** Do not worry if you feel shy. I am here to help you.

**Teacher:** When we speak with confidence, people listen to us more carefully. Are we ready to speak confidently today?

**Teacher:** Wonderful. Let us begin our activity and remember – we all learn by trying.

K (What I Know)<sup>#</sup> ICL W (What I Want to Know)<sup>#</sup>

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**Teacher:** Now we will begin a new chapter, 'The Talking Tree'. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL table 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 do Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting.



You may show the eBook given on the digital platform.

#### Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 56.

MUST DO

25 MIN.

#### Kinaesthetic

##### Kinaesthetic

Give an object of your choice that you find in your class to any one of your classmates. Ask them to describe it using an adjective. High-five them if they are right.

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**Teacher:** Everyone, we will now play a fun activity with your partners. One of you will pick an object from the classroom and hand it to your partner. Your partner will describe the object using an adjective. If they are correct, give them a high-five.

**Teacher:** Let me show you how. Imagine you picked up a chalk and gave it to your friend. Your friend says, 'It is white'. You high-five them.

**Teacher:** Now, start with your partners. Choose any object you can find nearby, pass it and describe it with an adjective.

(The teacher steps aside and observes. Students continue the game among themselves.)

**Teacher:** Keep going, everyone. Keep using different adjectives and enjoy building your vocabulary together.

## Auditory

### Auditory\*

Your teacher will read out some words. Say if they are adjectives or not. Write down the adjectives in your notebook. Make sentences with them. 56

(Note: Listening test on page 119)

**Teacher:** Well done, everyone. You enjoyed the kinaesthetic activity and did a great job identifying objects and describing them. Now, let us move to a listening activity and sharpen our ears.

**Teacher:** This time, we will play an auditory game. I will read a few words. You need to listen carefully and tell me whether the word is an adjective or not. After that, write down all the adjectives in your notebook and make sentences with any three of them.

**Students:** We are ready, teacher.

**Teacher:** Good. The first word is 'bottle'. Do you think it is an adjective?

**Students:** No, teacher. It is a noun.

**Teacher:** Correct.

**Teacher:** What about 'strong'?

**Students:** Yes, it is an adjective.

**Teacher:** Well done.

**Teacher:** Now try 'nicely'.

**Students:** That is an adverb.

**Teacher:** Very good.

**Teacher:** The word 'soft'?

**Students:** Yes, it is an adjective.

**Teacher:** Good job.

**Teacher:** Now listen to 'smelly'.

**Students:** Yes, it is an adjective.

**Teacher:** Well done.

**Teacher:** What about 'under'?

**Students:** That is a preposition, not an adjective.

**Teacher:** Correct.

**Teacher:** Now let us try 'read'.

**Students:** It is a verb.

**Teacher:** Yes, you are right.

**Teacher:** The word 'tall'?

**Students:** Yes, it is an adjective.

**Teacher:** Excellent.

**Teacher:** Try 'juicy'.

**Students:** Yes, that is an adjective too.

**Teacher:** Very good.

**Teacher:** What do you say about 'happily'?

**Students:** That is an adverb.

**Teacher:** Perfect.

**Teacher:** Now, 'doctor'?

**Students:** No, that is a noun.

**Teacher:** Well said.

**Teacher:** Lastly, the word 'lean'?

**Students:** That can be a verb or an adjective.

**Teacher:** Correct. In this case, we will use it as an adjective, like 'a lean body'. So we will include it.

**Teacher:** Excellent work, everyone. Now open your notebooks. Write down all the adjectives we identified. Then, choose any three adjectives and frame your own sentences using them.

**Students:** Yes, teacher. We will do that.

**Teacher:** I am proud of your listening skills. Let us keep this energy going.

## Pictorial

### Pictorial -PS

Look at the picture. Describe it in your own words using adjectives.



**Teacher:** Let us look at this colourful picture together. What do you see first?

**Student 1:** I see a big, red and yellow ball.

**Teacher:** Good observation. Yes, it is a big and colourful ball. Now look at the family. What are they doing?

**Student 2:** They are having a picnic.

**Teacher:** Wonderful. What kind of dog is that?

**Student 3:** It is a small or brown dog.

**Teacher:** Excellent. 'Small' and 'brown' are both adjectives. Look at the mat. Can someone describe it?

**Student 4:** It is a large, green mat.

**Teacher:** Very well said. Now, can you describe the box?

**Student 5:** It is a jar with blue lid.

**Teacher:** Brilliant. You are using adjectives perfectly. Keep going. Try to describe the people, food and anything else you see.

**Student 6:** The girl is wearing a blue dress.

**Student 7:** There are tasty snacks on the mat.

**Teacher:** Fantastic. Everyone is using descriptive words so nicely. This is how we paint pictures with words. Let us clap for our amazing describing skills.

## Differentiated Activities

110 km/hr



Describe five objects in the picture (pictorial) using two adjectives for each.

80 km/hr



Describe three objects in the picture (picture) using one adjective for each.

40 km/hr



Identify and name three objects in the picture (pictorial). Say one word to describe each (e.g., big, red, happy).

## Home Task

Draw a picture of your family enjoying any activity. Write three sentences to describe the picture using adjectives.



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


## Period 2

### Interacting better

**Teacher:** Good morning, everyone. I hope you are all feeling energetic and ready to learn something new today. The students are going to do 'Interacting better' along with page 57.

SHOULD DO

10 MIN.



**Interacting better**

Discuss in class, which is the national tree of India. Write what's unique about the tree in the given blank.

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**Teacher:** Very good. Let us begin with a fun discussion. Can anyone tell me what the national tree of India is?

**Students:** The banyan tree.

**Teacher:** Well done. Yes, it is the 'Banyan tree'. But do you know why it is considered special?

**Teacher:** Think about its size, its roots and its use. Talk to your partner and discuss what makes the Banyan tree unique.

**Teacher:** (After a few minutes) Who would like to share something interesting about it?

**Student 1:** It is very big and has many branches.

**Student 2:** Its roots hang from the branches.

**Teacher:** Excellent. Yes, the Banyan tree spreads widely and has aerial roots that grow down from its branches. It gives shade and has strong cultural importance in India.

**Teacher:** Now, everyone write one thing you found unique about the Banyan tree in the given blank.



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

**Teacher:** Alright class, we are now beginning a new chapter. Please open page 57 in your books. Let us read the title of the chapter aloud, 'The Talking Tree'. (Encourage the students to repeat three times.)

MUST DO

20 MIN.

Athai goes to visit Ryan. He is overjoyed. Athai brings an interesting book for him. It is a book on fun facts. Ryan opens the book and starts reading.

"What is a baobab tree, Athai?" Ryan asks. "It looks like it has roots on its head!" "Ha Ha! Let me tell you an interesting story," Athai answers. She then tells Ryan the story 'The Talking Tree'.

The Baobab Tree, also called the upside-down tree, did not always look like the way it does today. The green bushy tree has a tale to tell.

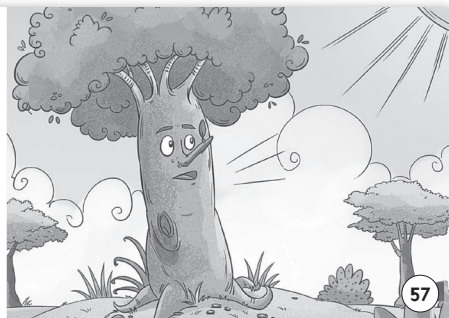
Long ago, when life on Earth was created, gods made rivers, seas and land. They also made plants and animals. Then, they made a talking tree! At first, the gods were overcome with joy. Happy with their creation, they showered the talking tree with love. They sent the Sun to warm its leaves. They sent rain to water it, so it may grow and grow. They made the soil moist, so that its roots may spread. They named it the Baobab Tree.

The Baobab Tree was quite chatty. It spoke and spoke of things. But it never spoke of the shining Sun or the soothing rain. The talking tree only complained. It moaned and wailed all through the night and day.

"I don't like the soil, it is too moist," said the Baobab Tree.

**Teacher:** Look at the picture of the tree here. With roots that seem to be growing from its head? That is the Baobab Tree.

When the weather was hot, it would say, "I don't like the weather, it is too hot." When the gods sent the breeze, it would say, "Uhh, I am feeling cold!"



**Teacher:** This is a very special tree, also known as the upside-down tree. I am going to read aloud the first part of the story. Listen carefully and follow along in your books. (Read and explain the story box to the students, where Athai visits Ryan and tells him the baobab tree)

**Teacher:** Now, let us take a moment to imagine what a talking tree would sound like. Can you picture it? What kind of things do you think it might say?

**Teacher:** This story has been written in a very interesting way. The tree in the story can talk and express how it feels. The gods did everything to make it happy, but still, it kept complaining.

**Teacher:** Let us now read the rest of the story individually. Start from 'The Baobab Tree was quite chatty' and read till the end of this page. I will give you five minutes to read and then I will explain.

**Teacher:** As you read, underline any words or lines that feel funny or curious to you. We will talk about them afterwards.

**Teacher:** Now that we have read part of the story, let us look at the 'Understanding better' and 'Discovering better'.

**Teacher:** Everyone please look at the 'Understanding better'. What is the talking tree called? Think carefully, the answer is mentioned in the story we just read.

**Understanding better**

What is the talking tree called?

**COULD DO** **10 MIN.** ☐

**57**

**Teacher:** Now, let us move to 'Discovering better'. The word 'overcome' means 'strongly affected'. The gods were overcome with joy when they made the talking tree.

**Discovering better**

**overcome:** here, affected strongly

**moaned:** made long unhappy sounds

**LAD**

**57**

**Teacher:** The word 'moaned' means making long unhappy sounds.

**Teacher:** Imagine someone is very sad or in pain. They do not speak clearly, but make a low, sad sound like mmm or oooh. That is called moaning.

**Teacher:** In the story, the Baobab Tree was always unhappy. So it moaned and wailed all day and night to show its sadness.

**Teacher:** Moaning is a way to let others know you are upset or not feeling good.

## Differentiated Activities

**110 km/hr**



Write three describing words for the baobab tree based on the story.

**80 km/hr**



Write the meaning of 'overcome' and 'moaned' in your own words.

**40 km/hr**



Match the words with their meanings:

- |             |                      |
|-------------|----------------------|
| 1. Overcome | a. unhappy sound     |
| 2. Moaned   | b. affected strongly |

## Home Task

Write the name of the talking tree and one sentence describing what it did not like.

## Period 3

**Teacher:** Good morning, everyone. I hope you all are feeling bright and cheerful today.

**SHOULD DO**

**10 MIN.**



**Teacher:** Let us begin our class with a quick energiser. We read about the Baobab Tree in the last class. It was called the 'talking tree'. Can anyone recall what it used to do all the time?

**Teacher:** Correct. Now we will play a short game called 'Happy Tree – Grumpy Tree'.

If I say something good, you will raise your hands and smile like a 'Happy Tree'.

If I say something bad or silly, you will cross your arms and frown like a 'Grumpy Tree'. Ready?

**Teacher:** The Sun warmed its leaves.

**Teacher:** The Baobab Tree shouted – 'It is too cold.'

**Teacher:** The gods sent rain to help it grow.

**Teacher:** The Baobab Tree said – 'I do not like the soil.'

**Teacher:** Very nicely done. You remembered all the key points from yesterday. Now let us continue with the story and see what happens next. Open page 58.

The Baobab Tree was never happy. It disturbed the gods. The gods ignored the howling of the Baobab Tree for a long time. They made more trees. Some bore ripe fruits and some bore colourful flowers. Some were tall and some had shiny leaves. The Baobab Tree did not like any of them at all. The Baobab Tree looked at the trees around and complained some more. "This is not fair! I want to be taller," it wailed. It asked the gods, "Why did you make me so wide and plain? Why don't I have fruits? Where are my flowers?" On and on the tree went.

**58**

**Teacher:** We read about how the gods made the Baobab Tree and showered it with gifts. But the tree kept complaining.

**Teacher:** Now, let us read further and find out what happened next. Everyone please open your books and start reading from 'The Baobab Tree was never happy'.

**Teacher:** Look at the next paragraph. It says the gods started ignoring the Baobab Tree because of its constant complaints. One god even came down to Earth to warn the tree.

(Teacher will explain the story)

**MUST DO**

**20 MIN.**





**Teacher:** Let us read that dialogue together – ‘You complain all the time...’ The god is clearly upset.

**Teacher:** The Baobab Tree replies again with a complaint. ‘Why should I stop? Why can I not have everything?’

**Teacher:** This is a very interesting part. We will stop reading here for today. We will read the rest of the story in the next class.

**Teacher:** Well done, everyone. Now let us see the small activities given here.

All this yelling and wailing annoyed the gods. They regretted making the talking tree. The gods decided to warn the Baobab Tree. One of the gods came down to Earth as an avatar.

“You complain all the time! You must stop! The non-stop howling is extremely disturbing,” he said.

“Why should I stop? Why can I not have everything?” asked the Baobab Tree.

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**Teacher:** Everyone, please look at the ‘Understanding better’ section on the page. Let us discuss what the Baobab Tree did not like.

COULD DO

10 MIN.

**Teacher:** The tree looked at the other trees. What do you think it noticed that made it unhappy?

**Teacher:** That is right. It wanted to be taller and did not like that it was wide and plain. Now, open your notebooks and write your answers in it.

**Teacher:** Now, let us look at the ‘Exploring better’ and ‘Discovering better’ boxes. Can anyone tell me what the word ‘avatar’ means?

**Teacher:** Yes, it means a god appearing in physical form. Very good.

(Teacher going to explain it further)

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

## Differentiated Activities

110 km/hr



Write three complaints made by the Baobab Tree and suggest how it could have responded differently.

80 km/hr



Write two things the Baobab Tree did not like about itself.

40 km/hr



Write one thing the Baobab Tree said when it was unhappy.

## Home Task

Draw the Baobab Tree as described in the story and colour it. Write one sentence about how it could become a happy tree.

## Period 4

**Teacher:** Good morning, everyone. I hope you are feeling bright and curious today. Before we begin, let us quickly recall what happened in the story of the Baobab Tree in the last class.

SHOULD DO

10 MIN.

**Teacher:** The Baobab Tree was always unhappy. Do you remember what it kept saying? That is right. It kept complaining and was never satisfied with anything.

**Teacher:** Today, we will read the final part of the story. This part will show us what the gods did in response to the Baobab Tree's never-ending complaints. It is going to be very interesting.

**Teacher:** Now, please open your book to page 59 of the chapter. As I read aloud, follow along with your finger and listen carefully to how the story ends. After that, I will ask you a few questions to see how well you understood the ending.

**Teacher:** Let us begin reading.

**Teacher:** Students, today we have read a very interesting folktale from Africa called The Talking Tree. This story is about a very unique tree known as the Baobab Tree. It is also called the upside-down tree because it looks like its roots are growing on top.

MUST DO

15 MIN.

The god became angry. “If you don’t stop, we will...”

“You cannot do anything to me!” yelled the Baobab Tree.

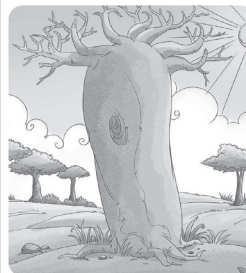
This made all the gods furious. They could no longer bear the talking tree. They grabbed the Baobab Tree and turned it upside down. They shoved its head into the ground. The tree’s mouth became so full of earth that it could not speak. It huffed and puffed, but could not utter a word.



Discovering better

furious: very angry

LAD



No more did the Baobab Tree have the freedom to wail, howl or complain. There was peace at last. From that day on, the Baobab Tree has lived with its roots on its head and its mouth in the soil. And since then, no one has heard it utter a word!

-adapted from an African folktale

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**Teacher:** This constant whining disturbed the gods. They became furious and decided to teach the Baobab Tree a lesson. They came down to Earth, pulled it out and planted it upside down. Its mouth went into the soil so that it could no longer speak.

**Teacher:** Since that day, the Baobab Tree stands silently with its roots in the air and mouth buried in the ground. It never uttered a word again.

**Teacher:** This folktale reminds us to be thankful for what we have instead of complaining all the time.

**Teacher:** Now that we have finished the chapter, let us revise the story.

## Recalling better

Recalling better

- The gods made a talking tree. They named it the Baobab Tree.
- They showered the tree with many things.
- The Baobab Tree was never happy. It always complained.
- Its wailing disturbed the gods.
- The gods warned the Baobab Tree but it did not listen.
- The gods became furious and took action.
- They turned the Baobab Tree upside down.
- The Baobab Tree's mouth became full of earth. It could never talk again.

CING

60

**Teacher:** Now that we have completed reading the story, let us quickly recall the key events.


**Teacher:** The gods made a special talking tree. What did they name it?

**Teacher:** Yes, it was called the Baobab Tree.

**Teacher:** They gave it love and care, but the tree kept complaining. Even when it received everything, it was never happy.

**Teacher:** The gods warned the tree to stop howling, but it did not listen.

**Teacher:** Finally, they turned it upside down. Its mouth got filled with soil and it could no longer speak.

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

## Matching better

**Teacher:** Let us match some words from the story with their synonyms.

COULD DO

15 MIN.

Matching better

joy: bliss, delight

howling: groaning, moaning

LTL

59

**Teacher:** First, the word 'joy'. Can anyone suggest a synonym for it?

**Teacher:** Yes, a synonym for 'joy' is 'bliss' or 'delight'.

**Teacher:** Now the word 'howling'. What could be another word with a similar meaning?

**Teacher:** Correct, a synonym for 'howling' is 'moaning' or 'groaning'. Well done.

## Connecting better

Connecting better

Ryan talked to Athai about the Baobab Tree and how trees are important for us. Trees purify the air we breathe. Their roots hold the soil and protect the Earth from soil erosion.

MDA HoLL

59

(students will do Connecting better now)

**Teacher:** In the story, Ryan and Athai spoke about the Baobab Tree and the importance of trees.

**Teacher:** Can anyone share why trees are important for us?

**Teacher:** Yes, they clean the air, give us oxygen and prevent soil erosion with their roots.

**Teacher:** This story teaches us to be thankful for what we have.

## Giving better

Giving better

Plants and trees are a source of life. Water the plants in and around your house regularly. Make sure that neither you nor others pluck flowers or destroy the plants.

Seva

59

**Teacher:** Let us now look at 'Giving better' activity. It says plants and trees are a source of life.

**Teacher:** We must water them and never pluck flowers or damage them.

**Teacher:** Taking care of nature is our duty. Always respect the plants around you.

## Laughing better

Laughing better

Elphy: What did the banyan tree wear to the pool party?

Toby: Trunks

PLH

59

**Teacher:** 'Let us laughing better' It is time for a fun moment. Let us enjoy this joke.

**Teacher:** Elphy asked, 'What did the banyan tree wear to the pool party?'

**Teacher:** Toby said, 'Trunks'. That was a good one. Did you all enjoy it?

## Imagining better

Imagining better

if I were the baobab tree.

59

**Teacher:** Now let us do something creative. Look at Imagining better.

**Teacher:** Close your eyes and imagine you are the Baobab Tree. What would you say if you could speak again?

**Teacher:** You can begin with 'If I were the Baobab Tree...' and think of something interesting to share.

## Differentiated Activities

110 km/hr



Write five sentences imagining you are the Baobab Tree. Use at least three adjectives and explain how you feel after being turned upside down.

80 km/hr



Write three sentences about the Baobab Tree's behaviour in the story. Use two adjectives to describe the tree.

40 km/hr



Draw the Baobab Tree and colour it. Then, write one describing word (adjective) to show how the tree felt in the story.

## Home Task

Draw any tree of your choice in your notebook. Write two sentences describing it using adjectives.

## Period 5

**Teacher:** Good morning, students. I hope you all are feeling happy and energised today.

**Teacher:** In our previous period, we finished reading the story of the Baobab Tree. Today, we will do some Exercises based on what we have learnt.

**Teacher:** Everyone, please open your book to page 60. We will now begin working on the Exercises given in the 'Learning better'.

**Teacher:** We will go through each exercise together. Make sure you listen carefully, think and answer confidently.

**Teacher:** Let us begin.

SHOULD DO

05 MIN.



## Learning better- Excelling Comprehension

**Teacher:** Let us begin with Exercise A on page 60. You must choose the correct answer for each question and fill in the blank.

MUST DO

35 MIN.



CBA FULL

Comprehension

**A Choose the correct answers and fill in the blanks.**

- The Baobab Tree is also known as the \_\_\_\_\_.
 

a. downside-up tree ☐
b. upside-down tree ☐
- The Sun warmed the \_\_\_\_\_ of the Baobab Tree.
 

a. branches ☐
b. leaves ☐
c. trunk ☐
- The Baobab Tree disliked the other trees because it was \_\_\_\_\_.
 

a. angry ☐
b. jealous ☐
c. sad ☐
- The Baobab Tree did not like the soil because it was too \_\_\_\_\_.
 

a. muddy ☐
b. moist ☐
c. hot ☐
- The gods were furious at the Baobab Tree's \_\_\_\_\_.
 

a. complaints ☐
b. disobedience ☐
c. both a. and b. ☐

60

**Teacher:** Read the first sentence. The Baobab Tree is also known as the... Is it upside-down tree or something else? Think about how the tree looked.

**Teacher:** Now move to the second one. The Sun warmed the... What did the Sun warm that helped the tree grow?

**Teacher:** Let us read the next question. Why did the Baobab Tree dislike the other trees? Try to remember how it felt about the tall and colourful trees.

**Teacher:** In question four, think about the reason the tree did not like the soil. Was it too dry, too muddy or too moist?

**Teacher:** The last one talks about why the gods were furious. Was it because of the tree's complaints or something else? Think and tick the correct option.

**Teacher:** Complete these answers quietly. I will help you if needed.

**Teacher:** Now look at Exercise B. These questions are based on lines from the story.

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

- "Uhh, I am feeling cold!"
  - Who said the above line?
  - Why did the speaker say it?
  - Were the speaker's complaints heard?
- "You complain all the time! You must stop!"
  - Who said the above line and to whom?
  - Why was the line said?
  - What happened after this?

60

**Teacher:** The first line is 'Uhh, I am feeling cold'. Try to recall who said this and why. Think about the tree's reaction to the weather.

**Teacher:** The second quote is about complaining. Who said this line and to whom? What did they say after that?

**Teacher:** You can write your answers in the notebook in short sentences. Take your time and think carefully.

**Teacher:** Let us now move to Exercise C on page 61. These are short answer questions. You can answer them in two to three sentences in your notebooks.

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

- Why were the gods overcome with joy?
- How did the gods shower the Baobab Tree with love?
- Why did the Baobab Tree complain all the time?

61

**Teacher:** First question – Why were the gods overcome with joy? Think about how they felt after creating the talking tree.

**Teacher:** Second – How did the gods shower the Baobab Tree with love? Try to recall what they gave to the tree to help it grow.

**Teacher:** The third question is – Why did the Baobab Tree complain all the time? Think about its reactions to the weather and soil.

**Teacher:** Take a moment to write your answers clearly. Let me know if you need help with any word or idea.

**Teacher:** Now we come to Exercise D. These are long answer questions. Write them in four to five sentences.

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

- How did the gods punish the Baobab Tree?
- Why should the Baobab Tree have been grateful? Name three qualities that the Baobab Tree should have had.

61

**Teacher:** The first question is – How did the gods punish the Baobab Tree? Think about what action they took and why.


**Teacher:** The second one asks – Why should the Baobab Tree have been grateful? Can you list three good qualities it should have shown?

**Teacher:** Take your time and answer in full sentences. Think about everything the tree received and how it behaved. I will check once you are done.


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

## Differentiated Activities


**110 km/hr**

 List five things the gods did for the Baobab Tree and explain in one line why the tree should have been happy.

**80 km/hr**

 Name three things the gods gave the Baobab Tree. Write two sentences about how the tree reacted.

**40 km/hr**

 Write any two gifts the gods gave to the Baobab Tree. Draw a smiley if you think the tree should have been thankful.

## Home Task

Fill 'My Scribbles and Secrets'.

## Period 6

**Teacher:** Good morning, students. Let us begin today's session with a quick and fun recap activity.

**SHOULD DO**

10 MIN.

**Teacher:** I will say a sentence from the story and you have to shout out the missing word. Ready?

1. The Baobab Tree was never \_\_\_\_\_.
2. The gods made the Baobab Tree and \_\_\_\_\_ it with gifts.
3. The Baobab Tree always \_\_\_\_\_ and howled.
4. The gods finally turned the tree \_\_\_\_\_ down.

**Teacher:** Excellent. That shows you remember the story well.

**Teacher:** Now, let us get our energy up with a quick movement game. I will say a word. If it is a root word, stand up. If it is a suffix word, sit down.

Let us begin:

- ness

**Teacher:** Lovely. Now that we are all refreshed and alert, let us begin the main activity.

**Teacher:** Yesterday, we read and discussed the story of the Baobab Tree. Today, we are going to learn some new words and play with word endings.

**Teacher:** Please open page 61 of your textbook. Let us look at 'Excelling Vocabulary'.

## Excelling Vocabulary







**MUST DO**

20 MIN.

**Teacher:** Look at the pictures given on the page. Each picture represents a word that has 'ff' in it.

**Vocabulary** **DING WR**

1. Look at the pictures given below. Fill in the blanks to complete the ff words. Read them aloud.

1.  ff _____	2.  ff _____	3.  ff _____
4.  ff _____	5.  ff _____	6.  ff _____

61

**Teacher:** I will help you with the first one. This flower is called a daffodil. What letters are missing in this word?

**Teacher:** Continue this activity and fill in the blanks using clues from the pictures. Read the words aloud once completed.

2. Add dom, en, ment or hood to the following words to make new words. Put a cross (X) where words cannot be made.

	dom	en	ment	hood
free	freedom	X	X	X
state				
wool				
child				

61

**Teacher:** Now, let us move to the next task. Open page 61. We are going to form new words by adding endings, such as 'dom', 'en', 'ment' and 'hood'.

**Teacher:** Look at the first word 'free'. When we add 'dom', it becomes 'freedom'. Some endings do not work with every word, so if you feel it does not fit, just put a cross (X).

**Teacher:** Complete the table one row at a time. Think carefully before adding the suffix. This will help you understand how new words are created in English.

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

	dom	en	ment	hood
place				
fall				
move				
neighbour				
king				

62

## Excelling Spelling

**Teacher:** Everyone, please look at the image given in your 'workbook' under Exercise G.

**Teacher:** Some objects in this picture are coloured. Your task is to look at these coloured objects and complete their names by filling in the blanks.



Some objects in the given picture are coloured. Fill in the blanks to complete the names of these objects.

1. ch \_ \_ nd \_ \_ l \_ \_ \_ r
2. t \_ \_ rb \_ \_ n
3. \_ \_ \_ \_ oll
4. sh \_ \_ \_ ld
5. ca \_ \_ \_ \_ t
6. thr \_ \_ \_ \_



**Teacher:** Let us begin with number 1. It is something hanging from the ceiling with lights. What is that? Yes, this is the chandelier.

**Teacher:** Very good. Now look at number 2. It is something the king wears on his head. It starts with 't' and ends with 'n'.

Yes, it is a crown, but not just a crown. It is a crown with jewels. The answer is turban.

**Teacher:** Let us move to number 3. What is the person next to the king holding? It is rolled and looks like an important paper. What is that called? The word is scroll.

**Teacher:** Number 4 is interesting. On the wall, we see something round with patterns. It is used for protection. What do we call it? The word is shield.

**Teacher:** Look at number 5. What is lying on the floor? It is long and rolled out. It is soft. What do we call this? Yes, it is a carpet. Good observation.

**Teacher:** Lastly, number 6. What is the king sitting on? It is grand and royal. Yes, it is the throne.

**Teacher:** Let us quickly go over the answers:

1. chandelier
2. turban
3. scroll
4. shield
5. carpet
6. throne

**Teacher:** Well done. You all are observing like real detectives. This helps us improve our vocabulary and attention to detail.

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

**Teacher:** Well done, students. Now, let us try something fun.

**Teacher:** I will say a root word and you will try to create as many meaningful words as you can using the suffixes we have learnt.

**COULD DO**


10 MIN.

**Teacher:** Let us try with the word 'child'. Can you form any words? (Wait for responses and note them on the board.)


**Teacher:** Keep going. Try with 'king', 'move' and 'place'.

## Differentiated Activities


110 km/hr

 Write the names of all the coloured objects from the picture. Then, choose any 3 and write one describing sentence for each. For example: The chandelier is hanging from the ceiling.

80 km/hr

 Fill in the blanks for all the object names. Then, write any 2 names in your notebook and draw a simple picture of them.

40 km/hr

 Match the coloured objects in the picture with their names by completing the blanks. Say each word aloud after writing.

## Home Task

Look around your house and find 3 objects that are also found in a palace. Write their names and draw one of them.

## Period 7

**SHOULD DO**

10 MIN.

## Excelling Grammar

**Teacher:** Good morning, students. I hope you are all feeling energised today.

A word that tells us about the quality of a noun or a pronoun is called an **adjective**. Sometimes the quality of two or more nouns or pronouns are compared. Different forms of an **adjective** are used for it.

The Baobab Tree was tall.

The gods made many taller trees.

The gods made the tallest tree.

Here, **taller** and **tallest** are the two forms of the **adjective** tall.

The different forms of adjectives are called **degrees of comparison**. Often, for adjectives that have two or more syllables, (for example, beau/ti/ful), we use **more** or **most** to make a comparison.

The gods made more beautiful trees than the Baobab Tree.

The gods made the most beautiful tree.

63

**Teacher:** Let us begin our lesson with something you use every day but may not even realise it. Please open page 63 of your book. We will do 'Excelling Grammar' section now.

**Teacher:** Today we are going to talk about 'adjectives'. Can anyone tell me what an adjective does?

**Teacher:** Let me help you. A word that tells us more about a noun or a pronoun is called an adjective. For example, in the sentence 'The Baobab Tree was tall', the word 'tall' describes the tree. So 'tall' is an adjective.

**Teacher:** Now, look at the next example. 'The gods made many taller trees.' Here, the word 'taller' compares the Baobab Tree with other trees.

**Teacher:** And finally, in 'The gods made the tallest tree', we are talking about the highest level of comparison. So 'tallest' shows the topmost quality.

**Teacher:** These different forms – tall, taller, tallest – are called 'degrees of comparison'.


**Teacher:** Some adjectives, such as 'beautiful' or 'useful', have more than one syllable. So instead of saying 'beautifuller', we say 'more beautiful' or 'most beautiful'.

**Teacher:** For example –

'The gods made more beautiful trees than the Baobab Tree.'

'The gods made the most beautiful tree.'

**Teacher:** That is all for now. We will practise more in the next part of our lesson. Keep your books open and minds sharp.

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

**H** Complete the table with the correct degrees of comparison for the given adjectives.

1.	happy		
2.		more comfortable	
3.	hot		
4.			coldest
5.	colourful		

63

**Teacher:** Let us now work on Exercise H. Please look at the table in front of you.

**MUST DO**

20 MIN.

**Teacher:** This table asks us to complete the degrees of comparison for the given adjectives. Remember, we have three forms – positive, comparative and superlative.

**Teacher:** Look at the first one – 'happy'. We need to write its comparative and superlative forms. What do we add to make it comparative?

**Student:** Happier.

**Teacher:** Very good. And the superlative?

**Student:** Happiest.

**Teacher:** Perfect. Now let us go to the second row. It says 'more comfortable'. That is the comparative. What is the positive form?

**Student:** Comfortable.

**Teacher:** Correct. And the superlative would be?

**Student:** Most comfortable.

**Teacher:** Well done. Let us do the third one. 'Hot' is the positive form. What is its comparative?

**Student:** Hotter.

**Teacher:** And superlative?

**Student:** Hottest.

**Teacher:** Excellent. Now, look at the fourth row. We are given the superlative form 'coldest'. What is the positive?

**Student:** Cold.

**Teacher:** And the comparative?

**Student:** Colder.

**Teacher:** Great. Let us move to the last one – 'colourful'.

What would be the comparative?

**Student:** More colourful.

**Teacher:** And the superlative?

**Student:** Most colourful.

**Teacher:** Brilliant work, everyone. Please complete this table in your books. You are doing wonderfully.

## Poster

**Teacher:** Everyone, now please look at this colourful poster. It is all about 'degrees of adjectives'. We will learn how to compare things using these forms.

**COULD DO**

10 MIN.

**Teacher:** When we describe something, we use words like 'small', 'young', 'hot' – these are called adjectives. Now, we can compare them using three forms – 'positive', 'comparative' and 'superlative'.
















**Teacher:** For example, look at the first row – 'small'. That is the positive form. When we compare two things, we say 'smaller'. And when we talk about the most among all, we say 'smallest'.

**Teacher:** Let us try another one. The word 'thick'. What is the comparative?

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

English Theme 5: Why Do We Need Systems?

# Degrees of Adjectives

Positive	Comparative	Superlative
small 	smaller 	smallest 
thick 	thicker 	thickest 
young 	younger 	youngest 
full 	fuller 	fullest 
hot 	hotter 	hottest 

For adjectives that have two or more syllables, we use more or most to make a comparison.

beautiful	more beautiful	most beautiful
colourful	more colourful	most colourful
wonderful	more wonderful	most wonderful
amazing	more amazing	most amazing
interesting	more interesting	most interesting

**Student:** Thicker.

**Teacher:** Very good. And the superlative?

**Student:** Thickest.

**Teacher:** Perfect. These follow a pattern. We usually add -er and -est to short adjectives.

**Teacher:** But look at the pink section at the bottom. Words, such as 'beautiful', 'wonderful', 'interesting' are long adjectives. What do we use for these?

**Student:** More and most.

**Teacher:** Correct. So, we say 'more beautiful' and 'most beautiful'. We do not say 'beautifuler' or 'beautifullest'. That would be incorrect.

**Teacher:** Now, everyone, let us revise once more and then we will paste this chart on the classroom wall. This will remind us how to use degrees of comparison correctly every day.

**Teacher:** I will point and read each column aloud. You will repeat after me. Ready?

**Teacher:** Small – smaller – smallest.

**Students:** Small – smaller – smallest.

**Teacher:** Wonderful – more wonderful – most wonderful.

**Students:** Wonderful – more wonderful – most wonderful.

**Teacher:** Excellent job. Let us put this poster up next to the grammar corner. It will help us remember to use adjectives in the right way while speaking and writing.

**Teacher:** Great effort, everyone. Give yourselves a big round of applause.

## Differentiated Activities

### 110 km/hr



Write any three adjectives and form their comparative and superlative degrees using correct rules.

### 80 km/hr



Complete the table by filling in the positive, comparative and superlative forms of these words: 'cold', 'kind', 'bright'.

### 40 km/hr



Match the adjectives with their correct comparative and superlative forms using picture clues.

- Tall – Taller – Tallest (Three giraffes of increasing height)
- Big – Bigger – Biggest (Three balloons of different sizes)
- Short – Shorter – Shortest (Three pencils of different lengths)
- Fast – Faster – Fastest (Turtle, dog and cheetah in motion)
- Happy – Happier – Happiest (Three faces showing increasing joy)

## Home Task

Write five sentences using any degree of comparison. Try to include both short and long adjectives. For example: The giraffe is taller than the cow.

## Period 8

**Teacher:** Good morning, students. I hope you all are ready for another exciting class.

**SHOULD DO**

10 MIN.

**Teacher:** Before we start today's exercises, let us quickly recall what we learnt in the last class.

**Teacher:** I will ask a few questions and you can answer in one or two words. Ready?

**Teacher:** What was the name of the tree that always complained?

**Students:** Baobab Tree.

**Teacher:** Very good. Yes, it was the Baobab Tree.

**Teacher:** What did the gods do to the Baobab Tree in the end?

**Students:** They planted it upside down.

**Teacher:** Correct. That is why its roots look like branches.

**Teacher:** What is the meaning of the word 'furious'?

**Students:** Very angry.

**Teacher:** Excellent. 'Furious' means very angry or full of rage.

**Teacher:** What is the opposite of 'grateful'?

**Students:** Ungrateful.

**Teacher:** Well done. Yes, 'ungrateful' is the opposite.

**Teacher:** Which part of the tree did the Sun warm?

**Students:** Its trunk.

**Teacher:** Right again. The Sun warmed the Baobab's trunk.

**Teacher:** Well done, everyone. You remembered all the key ideas.

**Teacher:** Please open page 63 of your book.

**Teacher:** We will start with a listening activity, followed by a creative group task. Stay alert and have fun.

## Excelling Concentration

**Teacher:** I will read out the names of some famous authors from ancient and medieval India. You must listen carefully and match them with the books they wrote. Are we ready?

**MUST DO**

25 MIN.

1 Listen to your teacher carefully. Your teacher will read out the names of some authors and their works of ancient and medieval India. Match the columns.

1. Kalidas	o	o	a. Rajtarangini
2. Vishnu Sharma	o	o	b. Kirtan Ghosha
3. Kalhana	o	o	c. Akbarnama
4. Srimanta Sankardev	o	o	d. Meghdoot
5. Abul Fazal	o	o	e. Panchatantra

63

**Note:** Listening text on page 119.

**Students:** Yes, we are ready, teacher.

**Teacher:** Alright. Who wrote 'Meghdoot'?

**Students:** Kalidas.

**Teacher:** Excellent. Now tell me, who wrote Panchatantra?

**Students:** Vishnu Sharma.

**Teacher:** Well done. What about 'Rajtarangini'?

**Students:** Kalhana.

**Teacher:** Very good. Who is the author of Kirtan 'Ghosa'?

**Students:** Srimanta Sankardev.

**Teacher:** Wonderful. And the last one. Who wrote Akbarnama?

**Students:** Abul Fazal.

**Teacher:** Fantastic. You all remember it well. This was a great way to improve our listening and memory skills. Keep it up.

## Excellings Language

**Teacher:** Alright, students. Now we are going to do something exciting. It is time for a role-play activity.

**2** Work in groups of four. Think of a problem that could take place in a royal Indian court and role-play the following situation.

**Characters:** • King • Minister

**Subject 1:** Ramlal

**Subject 2:** Mohanlal

**Setting:** Royal Indian Court

A king and his minister are at the court. Ramlal comes to the king for a solution for his problem. The king and the minister have to think carefully to find a solution. Think of a problem that could take place in such a court and act out the situation.

You may look at the example given below:

Ramlal cannot find his goat.

64

**Teacher:** Please open the 'Excelling Language' section on the page and look at the characters mentioned there. We have a king, a minister and two people named Ramlal and Mohanlal. The setting is a royal Indian court.

**Teacher:** Imagine you are living in a kingdom long ago. Ramlal has a problem and he comes to the king for help. The king and the minister must listen carefully and then suggest a wise solution.

**Teacher:** You will now form groups of four. Each one of you will take up a character. I want you to think of any problem Ramlal might face – just like in the example, where he could not find his goat.

**Teacher:** Think of something new and interesting. Use your imagination. It could be anything like a lost basket, a missing ring or a fight over a mango tree.

**Teacher:** Once your group is ready with the problem, you will come to the front and perform the short role-play. Speak clearly and confidently.

**Teacher:** I will help you if you are stuck. Let us begin. I am looking forward to watching some wonderful performances.

**Teacher:** Before we move to the next part, let us do a quick fun recap. I will ask a few questions related to royal courts and authors. Let us see who gets the correct answers first.

COULD DO

05 MIN.

**Teacher:** Who wrote Meghdoot?

**Students:** Kalidas.

**Teacher:** Excellent. Now tell me, what was the name of the book written by Abul Fazal?

**Students:** Akbarnama.

**Teacher:** Very good. Now, imagine you are in the king's court. Can you act like a king for a moment and say, 'Bring the scrolls immediately'?

**Students** act and repeat.

**Teacher:** Lovely expressions. You all are getting into character so well.

## Differentiated Activities

**110 km/hr**



Write two new problems that could be presented in a royal court. Frame one line for each character to act it out.

**80 km/hr**



Choose one problem and write one line each for the king and Ramlal.

**40 km/hr**



Write one sentence about who you would like to be in the court – king, minister or Ramlal – and why.

## Home Task

Write four lines describing a royal court scene using any four describing words (adjectives). Use words, such as golden, large, noisy and royal to begin with.



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

## Period 9

SHOULD DO

10 MIN.

## Excelling Expression

**K** Priya writes a letter to her grandfather, telling him about the class trip she had attended. She describes the place, the games, the fun she had with her classmates, the things she learnt and the other events that occurred. Write the letter for her in your notebook. You may begin like this:

Dear Koka,

How are you? I am doing well. I am writing to share with you the great time I had during my class trip. The class trip was on 15<sup>th</sup> June 20 \_\_\_\_\_.

I \_\_\_\_\_

Give my love to Aita and tell her I miss her a lot. Looking forward to meeting you both next month.

Yours lovingly,

Priya

64

**Teacher:** Good morning, students. I hope you are ready for another interesting activity today. Please open your books to Excelling Expression on page 64.

**Teacher:** We are starting with Exercise K. You can see that Priya is writing a letter to her grandfather, whom she lovingly calls 'Koka'.

**Teacher:** The letter begins with Priya telling her grandfather about a class trip she enjoyed. But it is not complete. You need to help her finish it.

**Teacher:** Can anyone tell me what kind of things Priya might write about in her letter?



**Student:** Maybe the fun games she played.

**Teacher:** Excellent. She can also write about the place they visited, the new things she learned and the fun moments with her classmates.

**Teacher:** Now, think about any trip you went on with your classmates or family members. Use those ideas to imagine what Priya might want to say.

**Teacher:** You will now write this letter in your notebooks, completing it in your own words. Try to make it lively and detailed.



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

## Creating better

**Teacher:** Now we are going to move on to something very exciting. Please turn to 'Creating better' on page 65.

**MUST DO**

20 MIN.



Make a game.

**Game Name:** Quest in the Enchanted Forest

**Objective:** The players (2 to 4 players) are adventurers on a quest through the Enchanted Forest. The goal is to be the first to reach the Enchanted Tree at the heart of the forest.

**Materials Needed:**

- a board game sheet (drawn on a large sheet of paper or printed)
- dice (1 regular 6-sided die)
- player tokens (could be small figures)
- markers or coloured pencils for each player

65



65

**Teacher:** Today, you will become game designers. Yes, you will be making your very own board game called 'Quest in the Enchanted Forest'.

**Teacher:** The goal of the game is to reach the Enchanted Tree in the middle of the forest. You will work in teams of four.

**Teacher:** Each team will need a sheet to draw the board, a die and some tokens. Let me explain how to set it up.

**Teacher:** First, draw a path from the 'Start' to the 'Enchanted Cottage'. Make sure to include numbered spaces along the way.

**Teacher:** Next, add some special places on the board like 'Tree Hut', 'Wizard's Cottage' or 'Unicorn Lake'.

**Student:** Can we make our own magical places?

**Teacher:** Yes, of course. You can name your own places too. Be as imaginative as you can.

**Teacher:** Use colours to make it look beautiful. After drawing, keep the board flat in the centre of your table.

**Teacher:** Now let me read out the rules. Listen carefully.

**Teacher:** Each player rolls the die and moves forward that many steps. If you land on a magical creature space, you must describe what you saw and collect a magical gem.

**Student:** Can we draw the gems ourselves?

**Teacher:** Yes. You can even draw fun powerful gems to collect as gem tokens if you like.

**Teacher:** If you land on a special instruction space, you must follow what it says. For example, 'Go ahead two spaces' or 'Lose your next turn'.

**Student:** Can we write our own instructions on those spaces?

**Teacher:** That is a brilliant idea. Yes, you may. Be sure your teammates agree and write them clearly.

**Teacher:** Once everyone finishes designing, we will play each other's games. Remember, the first to reach the Enchanted Cottage wins.

**Teacher:** If your team finishes early, you can create your own character cards – like who you are in the forest. Are you a knight? A wizard? A talking squirrel?

**Teacher:** You can also invent a magical gem card – draw it, name it and write what power it gives.

**Teacher:** Use your notebook page to keep track of gems and spaces visited. This makes the game even more fun and challenging.

## Differentiated Activities

**110 km/hr**



Draw a game path with at least 10 steps. Use simple shapes like circles or squares. Add 3 fun spaces where something exciting happens, like 'Jump two steps' or 'Lose a turn'. Make up 3 rules for your game and give your game a name.

**80 km/hr**



Draw a game path with 8 steps. Add 2 special spaces with instructions like 'Move forward one step' or 'Wait for one turn'. Write 2 simple rules for your game and give it a name.

**40 km/hr**



Draw a short game path with 6 steps. Colour any 2 steps and write 1 easy instruction like 'Go back one step'. Give your game a short name.

**Teacher:** You do not need any props. Just use your ideas and draw everything on paper. Have fun designing your board game. You may begin now.

## Home Task

Write 5 lines about your experience designing the board game. What did you enjoy the most?

## Period 10

### Thinking better

SHOULD DO

20 MIN.



#### Thinking better

Think and answer in your notebook.

1. The story talks about the Baobab Tree. Do you think the Baobab Tree was blessed by the gods? Why do you think so?
2. Why should we be grateful for what others have done for us? In your notebook, write down a few ways in which you have shown your gratefulness for others.

66

**Teacher:** Good morning, students. Today we will reflect on what we learned through the story of the Baobab Tree.

**Teacher:** Please turn to 'Thinking better' on page 66.

**Teacher:** Before we begin the writing task, let me ask you something. Do you think the Baobab Tree was truly blessed by the gods?

**Teacher:** That is an interesting point. Yes, even though it was given so much, it was never thankful.

**Teacher:** Now, think and answer the first question. You can write your own opinion but be sure to explain your reason.

**Teacher:** The second question is very special. It asks us to think about gratitude. Can anyone tell me what being grateful means?

**Student:** It means being thankful for what others do for us.

**Teacher:** Very good. Now take a moment and think about something someone has done for you. How did you show your gratitude?

**Teacher:** You will now write two or three ways in which you have shown thankfulness to others in your notebook.

### Choosing better

MUST DO

10 MIN.



#### Choosing better

Ask your parents how they used to spend their time when they were kids. If you had to choose one of the ways in which your grandparents passed their time what would you choose? Give reasons for your answer.

66

**Teacher:** This is a very interesting task. You must ask your parents how your grandparents used to spend their time as children.

**Teacher:** Think about their games, hobbies or daily routines. Would you like to do the same? Why or why not?

**Student:** My grandmother used to make paper boats in the rain.

**Teacher:** That is such a lovely memory. Would you like to try that too?

**Student:** Yes, I would. It sounds fun.

**Teacher:** Wonderful. These stories from the past help us connect with our families.

**Teacher:** Now, everyone, take out your notebooks and write down one way your grandparents spent time and explain why you would or would not like to try it.

**Teacher:** If you finish your writing early, talk to a partner about what they wrote.

**Teacher:** Share the most fun or surprising thing your grandparents did when they were young.

COULD DO

10 MIN.



**Teacher:** After sharing, each of you can draw a small picture in your notebook to show what your grandparents did for fun.

### Differentiated Activities

110 km/hr



Write three ways your grandparents spent their time and explain which one you would like to try and why.

80 km/hr



Write two activities your grandparents did and mention which one you would like to try.

40 km/hr



Write one activity your grandparents enjoyed and draw it.

### Home Task

Write 4 lines about the time when someone helped you and how you showed your gratitude in return.

## Period 11

### Revising better

SHOULD DO

10 MIN.



#### Revising better

The Baobab Tree was not grateful for the rain. So, the gods had to rein him in. Write more such sentences using homophones in your Little Book.

DBL

L. CURRENT-1000

66

**Teacher:** Good morning, students. Let us begin our last class of this chapter with something creative and fun.

**Teacher:** Please open page 66 and look at the section titled 'Revising better'.

**Teacher:** It talks about a homophone pair – 'rein' and 'rain'. These are words that sound the same but have different meanings and spellings.

**Teacher:** Can anyone tell me another pair of homophones?

**Student:** 'Sun' and 'son'.

**Teacher:** Excellent. You are right. Both sound the same but mean very different things.

**Teacher:** Now, I want each of you to write two sentences using any homophone pair in your Little Book.

**Teacher:** Let us see who can come up with the most interesting sentences.



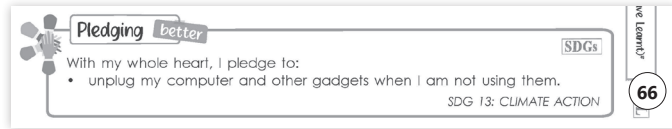
You may show the **Quiz** given on the digital platform.

## Pledging better

**Teacher:** Now, look at 'Pledging better'. It is at the bottom of the same page.

**MUST DO**

10 MIN.



**Teacher:** Read this line with me – 'With my whole heart, I pledge to unplug my computer and other gadgets when I am not using them'.

**Teacher:** Why do you think this pledge is important?

**Student:** Because it helps save electricity and protects the Earth.

**Teacher:** Exactly. By doing small things, such as unplugging devices, we can make a big difference to our planet.

**Teacher:** Now I want you all to take your notebooks and write one pledge you would like to make to help the environment.

**Teacher:** You can begin your sentence like this – 'With my whole heart, I pledge to...'

**Teacher:** Once you are done, we will decorate a class poster and put all your pledges on it.

**Teacher:** If you finish your pledge early, draw a small picture of what your pledge looks like in action.

**COULD DO**

10 MIN.

**Teacher:** For example, if your pledge is to save water, you can draw a tap turned off properly.

**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.

**SHOULD DO**

10 MIN.

**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 three homophone pairs and frame one sentence each. Then write your own environment pledge in three lines.

**80 km/hr**



Write two homophone pairs and frame one sentence each. Write your pledge in two lines.

**40 km/hr**



Write one homophone pair and frame one sentence. Write your pledge in one line.

## Home Task

Write two more sentences using homophones in your notebook. Then share your environmental pledge with someone at home and ask them to make one too.

## Period 12

### Worksheet 1

**Teacher:** Good morning, students. We have explored the story of 'The Talking Tree' and today we are going to look at a lovely poem. Please open the workbook to Worksheet 1 on page 12.

**SHOULD DO**

20 MIN.

**Teacher:** The poem we are reading is written by a poet who remembers his childhood. I will read it aloud. Please listen carefully and imagine the scenes.

(Teacher reads the poem aloud.)

**Teacher:** Now, let us work together to complete the exercises in this worksheet. We will begin with Exercise A.

Read the poem carefully.

I Remember, I Remember

I remember, I remember,  
The house where I was born,  
The little window where the sun  
Came peeping in at morn;  
He never came a wink too soon,  
Nor brought too long a day,  
But now, I often wish the night  
Had borne my breath away!

I remember, I remember,  
Where I was used to swing,  
And thought the air must rush as fresh  
To swallows on the wing;  
My spirit flew in feathers then,  
That is so heavy now,  
And summer pools could hardly cool  
The fever on my brow!

Thomas Hood

A. Fill in the blanks.

- The poet remembers the \_\_\_\_\_ he was born in.
- \_\_\_\_\_ came early morning at the poet's window.
- The poet wished for the \_\_\_\_\_ to carry his breath away.
- The fresh air rushed to the \_\_\_\_\_.
- \_\_\_\_\_ pools could not cool down the poet's fever.

12

**Teacher:** In the first question, the poet is recalling something very personal from his past. It is the place where he began his life. What could it be?

(Hint: It is not a town or a street, but something more specific.)

**Teacher:** In the next one, something natural visits his window each morning. What shines in the sky and comes with the morning?

(Hint: It gives us light and warmth.)

**Teacher:** Then, the poet wishes something in the sky would carry his breath. Think of a bird that flies gracefully.

(Hint: It is known for flying long distances.)

**Teacher:** The next blank refers to a part of the poet that holds feelings. What word from the poem fits here?

(Hint: It starts with the letter 'm' and is linked to thoughts.)

**Teacher:** Lastly, think of something that is filled with water. The poet says even these could not reduce his discomfort.

(Hint: They are often found in backyards or sports clubs.)

**Teacher:** Now we will try to find words from the poem that match these meanings in Exercise B.

B. Read the following clues carefully. Find the words from the poem that mean the same.

1. to have an image in one's memory \_\_\_\_\_
2. to look quickly or secretly at something \_\_\_\_\_
3. to carry away \_\_\_\_\_
4. to move or do something with great speed \_\_\_\_\_
5. part of oneself that is about one's mind and feelings \_\_\_\_\_

12

**Teacher:** The first word is about remembering. This word appears right at the start and in the title.

(Hint: It is a verb, used repeatedly in the poem.)

**Teacher:** The second clue is about secretly looking. There is a word used when the sunlight comes quietly in.

(Hint: Starts with 'p', a short word.)

**Teacher:** The third word means to carry something away. Think of what the poet wished the wind or the bird would do with his breath.

(Hint: It shows movement, begins with 'c'.)

**Teacher:** The next is about doing something fast. The poem mentions this about how the wind moves.

(Hint: A four-letter word that starts with 'r'.)

**Teacher:** Lastly, this is a word used for a part of oneself that feels and thinks. The poet says this part became light.

(Hint: Often used in poetry to describe one's emotions.)

**Teacher:** Now let us move to the last part. This is about listing the things the poet remembers from his childhood.

C. List all the things that the poet recalls in the poem. Describe any three using adjectives from the poem in your notebook.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

12

**Teacher:** You need to find five such things. Think of places, things or feelings described in the poem.

(Hint: Where he was born, the window, nature and places to play.)

**Teacher:** After you have listed five, choose three of them and describe them using adjectives found in the poem.

(Hint: Use describing words like little, fresh, heavy, etc.)

## Book of Holistic Teaching

**Teacher:** Students, we are going to revise some topics from the 'Book of Holistic Teaching'. I will write a few questions on the board. You need to read carefully and write your answers in your notebook.

### Maths

#### A Maths

Write true or false.

1. A shape can have more than one line of symmetry. \_\_\_\_\_
2. Bigger patterns can be created by repeating a design. \_\_\_\_\_
3. A solid shape looks the same when viewed from the top, side or front. \_\_\_\_\_

5

6

HoLL MDA

COULD DO

20 MIN.

**Teacher:** Let us begin with Maths. Read the first sentence. Do you think a shape can have more than one line of symmetry?

**Student:** Yes, a square has more than one.

**Teacher:** Well done. That is correct. Now read the second one. When we repeat a design, can we get a bigger pattern?

**Student:** Yes, we can.

**Teacher:** Very good. Write your answers as True or False in your notebook. Let us now move to the third sentence. A solid shape always looks the same from all sides. What do you think?

**Student:** No, that is not true.

**Teacher:** Excellent observation. Now write your answer.

### Science

#### B Science

Air is a mixture of different gases. Name the gases and describe them briefly. Which is the **most important** gas for survival of living organisms?

6

**Teacher:** Let us recall what air is made of. Can anyone name a few gases present in the air?

**Student:** Oxygen, nitrogen, carbon dioxide.

**Teacher:** Very good. Now write them down and mention which gas is most important for our survival.

**Student:** Oxygen.

**Teacher:** Correct. Oxygen helps us breathe. That is why it is the most important gas.

### Social Studies

#### C Social Studies

Fill in the blanks with the correct words.

1. The central or \_\_\_\_\_ government makes laws for the country.
2. The \_\_\_\_\_ is the **highest** law-making body in India.
3. The multiparty political system is the **most significant** part of our \_\_\_\_\_.

6

**Teacher:** Let us now revise some points from Social Studies. The first question is about our government. What kind of government makes laws for the entire country?

**Student:** Union.

**Teacher:** Good. Now the second question. What is the highest law-making body?

**Student:** Parliament.

**Teacher:** Excellent. And the third one – a multiparty system is part of what?

**Student:** Democracy.

**Teacher:** Wonderful. Please fill in the blanks correctly in your notebook.



## Differentiated Activities

110 km/hr



Write any two differences between solid shapes and flat shapes.

80 km/hr



List any two gases present in the air and write one function of each.

40 km/hr



Fill in the blanks:

- The \_\_\_\_\_ helps us breathe.
- The \_\_\_\_\_ makes laws for the country.

## Home Task

Revise one topic each from Maths, Science and Social Studies that you learned today. Write one sentence for each subject in your notebook.

## Period 13

### Worksheet 2

**Teacher:** Good morning, students. Today we are going to revise the vocabulary and grammar we have practised in the story 'The Talking Tree'. Please open Worksheet 2 on your workbook on page 13.

SHOULD DO

20 MIN.

**Teacher:** Let us start with Vocabulary – Exercise A. You must fill in the blanks with 'ff' to complete the words. I will read each one and you will guess the word.

**Teacher:** Let us start with Vocabulary – Exercise A. You must fill in the blanks with 'ff' to complete the words. I will read each one and you will guess the word.

### Vocabulary

A. Fill in the blanks with ff to complete the words. Read them aloud.

- o \_\_\_\_\_
- cha \_\_\_\_\_
- stu \_\_\_\_\_
- gru \_\_\_\_\_

B. Add the suffix -ment to the given words. Write more similar words in the blanks.

- achieve - \_\_\_\_\_
- excite - \_\_\_\_\_

13

**Teacher:** The first word begins with 'o' and is the name of a wild animal.

(Hint: It lives in the forest and is known for its horns.)

**Students:** (Respond with 'off'.)

**Teacher:** Good. The next word is what we often eat at parties. It is a sweet, cake-like snack. It begins with 'cha'.

(Hint: It is soft and often eaten with tea.)

**Students:** (Respond with 'chaff' or 'chaffin'. Teacher corrects if needed.)

**Teacher:** The third one is something you wear in winter to keep warm. It begins with 'stu'.

(Hint: Think of warm, thick clothes made of wool.)

**Students:** (Respond with 'stuff'.)

**Teacher:** The last one is a sound you make when you are angry or speaking in a rough voice. It begins with 'gru'.

(Hint: It rhymes with 'rough'.)

**Students:** (Respond with 'gruff'. Teacher corrects.)

**Teacher:** Now let us move to Exercise B – Suffix -ment. We will add the suffix '-ment' to given words and write more such words.

### Grammar

A. Complete the table with the correct degrees of the adjectives.

good		
	older	
		tallest
small		
	more dangerous	

B. Circle the correct answers.

- Rajesh is (taller / tallest) than his father.
- Cake tastes (sweet / sweeter) than ice cream.
- Jupiter is the (bigger / biggest) planet in our solar system.
- This is the most (interest / interesting) play I have ever watched.
- Learning to play tabla is (most difficult / more difficult) than learning to play piano.

13

**Teacher:** First, we have the word 'achieve'. When we reach our goal, what noun do we form?

(Hint: The word ends in 'ment'.)

**Students:** (Respond with 'achievement'.)

**Teacher:** Correct. Now we have 'excite'. When we feel happy and thrilled, what is the noun?

(Hint: Think of the word we use when we wait for a surprise.)

**Students:** (Respond with 'excitement'.)

**Teacher:** Great. Now, try to think of any two more words that end in '-ment'. Write them in the blanks.

### Worksheet 3

### Worksheet 3

### Listening / Speaking / Writing

A. Listen to the information about banyan trees and match the following.\*

- |                        |   |                                |
|------------------------|---|--------------------------------|
| 1. banyan tree         | • | a. develop into trunks         |
| 2. biggest banyan tree | • | b. used for medicinal purposes |
| 3. Andhra Pradesh      | • | c. can shelter 20,000 people   |
| 4. aerial roots        | • | d. national tree of India      |
| 5. roots and leaves    | • | e. has the biggest banyan tree |

B. Take turns to enact the role of an interviewer with your partner. Ask your partner about their old habits that they like and dislike. Also, ask them if they would like to change them. If yes, then how? You may ask some more questions of your choice.

After the interview, talk about your partner's responses in a few words.

C. Think of a family member who lives in a different state. Write a letter to wish them a happy birthday, in your notebook. You may share this letter with the family member on their birthday.

18

**Teacher:** Now let us move to Worksheet 3. We will do some listening, speaking and writing. Start with Exercise A. I will read out some facts about banyan trees. You will match the sentences correctly.

**MUST DO**

15 MIN.



(Teacher reads aloud each statement slowly on page 18. Students listen and match.)

**Teacher:** Number 1 – Banyan tree.

(**Hint:** It is the national tree of India.)

**Students:** (Match with option d.)

**Teacher:** Number 2 – Biggest banyan tree.

(**Hint:** Where is it found? Think of a state.)

**Students:** (Match with option e.)

**Teacher:** Number 3 – Andhra Pradesh.

(**Hint:** Which tree is located here?)

**Students:** (Match with option e.)

**Teacher:** Number 4 – Aerial roots.

(**Hint:** What do they turn into?)

**Students:** (Match with option a.)

**Teacher:** Number 5 – Roots and leaves.

(**Hint:** Think of medicine.)

**Students:** (Match with option b.)

**Teacher:** Well done. Now let us move to Exercise B. You will now work with a partner and take turns asking and answering questions. Imagine you are interviewers. Ask about old habits they liked, disliked and if they want to change them.

(Teacher gives two minutes for role-play. Students do activities in pairs.)

**Teacher:** After your discussion, write a short note (50-70

words) on what your partner shared.



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

**Teacher:** For a quick wrap-up, let us do a flash word recall. I will say a word and you will tell me the suffix or prefix that can go with it.

**COULD DO**

05 MIN.



- Word 1: move

- Word 2: kind

- Word 3: govern

**Students:** (Respond: movement, kindness, government.)

**Teacher:** Great job. You remembered your word forms well.

## Differentiated Activities

110 km/hr



Create five new words using the suffixes '-ment', '-hood' or '-dom'. Write sentences using each.

80 km/hr



Make a list of four suffixes and write one example for each.

40 km/hr



Match the base words with their correct suffix from a given word list on the board.

## Home Task

Write a short paragraph (50 words) using any three degrees of comparison and two words with suffixes. Make sure your sentences are meaningful and complete the project from the Book of Project Ideas.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• participate in role-play and board game activities, improving fine motor skills and coordination.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express gratitude, demonstrate empathy, respect others' views during discussions and group tasks.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• comprehend story elements, recall details, identify cause-effect and solve matching or sorting tasks.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use adjectives, suffixes and homophones accurately; write creatively; read and interpret texts.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• appreciate poetry and folktales; understand the cultural relevance of trees and storytelling.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• show persistence in completing worksheets, pledge to adopt eco-friendly habits and listen attentively.</li></ul>

### Starry Knights

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

Give yourself a STAR.

