

# Lesson-6: Dear Mr Franks

13 Periods (40 minutes each)



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



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

Confirming better  
I am thoughtful.

## Curricular Goals and Objectives (NCF)

- To enable the students:**
- to develop clear and confident communication in spoken and written English.
  - to listen to, read and comprehend stories and poems with understanding and expression.
  - to use grammar elements like articles, determiners, apostrophes and homophones correctly.
  - to write meaningful sentences and short paragraphs related to daily life and text themes.
  - to demonstrate empathy, kindness and responsibility in real-life and classroom situations.
  - to appreciate rhythm, rhyme and imagery in poetry.
  - to express gratitude and feelings through creative tasks like thank-you cards and pledges.
  - to apply learning across subjects like science (first aid), maths (profit problems) and social studies (civilization facts).
  - to develop life skills through reflective thinking, group sharing and decision-making activities.
  - to build positive habits like listening, participating actively and respecting others views.

## Methodology

### Period 1

Confirming better I am thoughtful. **PLH** 67

**Teacher:** Good morning, everyone. How are you all today?  
(Use CRM Signs to settle the class and get attention of the students)

**Teacher:** Let us begin today's lesson with a short affirmation. Repeat after me: I am thoughtful.

**Teacher:** Now, take a moment to think about something you did yesterday that made you feel proud.

**Teacher:** Can anyone share what they thought about?  
(Pause for student responses)

**Teacher:** Wonderful. Thinking about what makes us proud helps us grow. Keep being thoughtful every day.

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

K (What I Know)\* **ICL** W (What I Want to Know)\* 67

**Teacher:** Now we will begin a new chapter, 'Dear Mr Franks'. I have made a KWL format on the

blackboard. Please take out your notebooks and draw the same column 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. Open book to page 67.

### Kinaesthetic

**Kinaesthetic**  
Work in pairs. Observe the things around you. Point at an object. Your partner will make a short sentence using a, an or the. High-five your partner if they are right. 67

**Teacher:** Alright, everyone. Let us get moving with a fun activity.

**Teacher:** Please work in pairs. Look around the classroom and observe the objects around you.

**Teacher:** One of you will point at an object and your partner will make a short sentence using a, an or the.

**Teacher:** For example, you could say, 'This is a book' or 'That is a pencil.'

**Teacher:** Once your partner makes a correct sentence, give them a high-five.

**Teacher:** Let us get started. Go ahead and begin.

## Auditory

### Auditory\*

Listen to your teacher carefully. Your teacher will read out a few sentences. Write the sentences in your notebook. Fill in the blanks with the correct determiners.

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**Teacher:** Alright, everyone, listen carefully. I will read out a few sentences and you need to write them down in your notebooks.

**Teacher:** As you write, fill in the blanks with the correct determiners: much or many.

**Teacher:** Let us begin.

**Teacher:** First, tell me — can we count balloons one by one?

**Teacher:** Yes, we can. So should we use much or many?

**Teacher:** Correct, we should use many. Now listen to the first sentence.

**Teacher:** The balloon seller has \_\_\_\_\_ balloons.

**Teacher:** What do you think the correct word is?

**Teacher:** Yes, the sentence should be: The balloon seller has many balloons.

**Teacher:** Well done. Now let us look at the second sentence.

**Teacher:** There is not \_\_\_\_\_ sugar left in this jar.

**Teacher:** Can we count sugar grain by grain?

**Teacher:** No, we cannot. Sugar is not countable. So what should we use — much or many?

**Teacher:** Right, we should use much. So the sentence becomes: There is not much sugar left in this jar.

**Teacher:** Now, I will read out the next three sentences. You will write them in your notebooks and fill in the blanks with much or many.

**Teacher:** How \_\_\_\_\_ pages of the book did you read?

**Teacher:** We had so \_\_\_\_\_ fun.

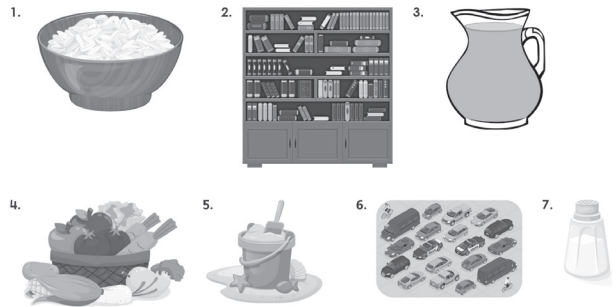
**Teacher:** Rana has \_\_\_\_\_ friends.

**Teacher:** Well done, everyone. Now check your answers and if needed, make any corrections.

## Pictorial

### Pictorial PS

Look at the pictures carefully. Say the correct determiner – much or many – that will go with each object.



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**Teacher:** Now, everyone, let us finish our day with one more fun activity.

**Teacher:** Look at the pictures carefully and think about which determiner – much or many – fits with each object.

**Teacher:** I will go through each picture and I want you to say the correct determiner aloud.

**Teacher:** Let us start.

Teacher: For the first picture, we see a bowl of rice. Is it much rice or many rice? (Pause for student response)

**Teacher:** Excellent. It is much rice.

Teacher: Now, for the second picture, we see a shelf full of books. Do we say much or many books? (Pause for student response)

**Teacher:** Right. It is many books.

Teacher: Let us move to the next picture, a jug of water. Do we say much or many water? (Pause for student response)

**Teacher:** Correct. It is much water.

Teacher: Now, look at the basket of vegetables. Is it much or many vegetables? (Pause for student response)

**Teacher:** Very good. It is many vegetables.

Teacher: Next, we see a bucket. Do we say much or many buckets? (Pause for student response)

**Teacher:** Nice work. It is many buckets.

Teacher: Now, for the cars. Do we say much or many cars? (Pause for student response)

**Teacher:** Right. It is many cars.

Teacher: Finally, we have a bottle. Do we say much or many bottles? (Pause for student response)

**Teacher:** Great. It is many bottles.

**Teacher:** Well done, everyone. You all did a fantastic job.

**Teacher:** Tomorrow, we will begin the new chapter and I look forward to exploring it with all of you.

**Teacher:** Now, let us wrap up today's lesson with a fun activity.

**Teacher:** Take out your drawing books.

COULD DO

5 MIN.

**Teacher:** I want you to draw any one of the objects you saw in the pictures today, such as the bowl of rice or the bookshelf.

**Teacher:** After that, write a sentence using much or many.

**Teacher:** For example, if you drew the bookshelf, you could say, 'There are many books on the shelf.'

**Teacher:** Colour your picture and be creative. I will display some of your drawings on our class board tomorrow.

## Differentiated Activities

110 km/hr



Look at the picture of the cars. How many cars do you see? Would you say much or many cars? Make a sentence with the correct determiner.

80 km/hr



Look at the picture of the vegetables. How many different vegetables can you count? Is it much or many vegetables? Make a sentence using the correct word.

40 km/hr




Look at the picture of the jug of water. Do you think there is much water in the jug or many jugs of water? Write a sentence using the correct word.

## Home Task

Look around your home, find two similar things, draw them and write one sentence about each, such as, 'There are many apples in the basket.'

## Period 2

### Interacting better



**Interacting better**

Discuss with your partner and fill in the blanks to complete the idiom.

The \_\_\_\_\_ that \_\_\_\_\_ together.

\_\_\_\_\_ together.

ICL

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

**Students:** Good morning, teacher.  
We are fine.

**Teacher:** Let us begin with a quick activity. Please open page 68 in your books.

**Teacher:** I want you to discuss with your partner and complete the idiom in this sentence:

**Teacher:** The \_\_\_\_\_ that \_\_\_\_\_ together, stay together.

**Teacher:** Take a moment and fill in the blanks. (Pause for student responses)

**Student 1:** Teacher, is it 'The family that eats together, stays together'?

**Teacher:** That is a good guess. Anyone else?

**Student 2:** I think it is 'The family that prays together, stays together'.

**Teacher:** Excellent. Yes, the original idiom is 'The family that prays together, stays together'.

**Teacher:** Can anyone make their own version of this idiom? What else can bring people together?

**Student 3:** The friends that play together, stay together.

**Teacher:** Lovely. That is true. Playing builds strong friendships.

**Student 4:** The neighbours that clean together, stay together.

**Teacher:** Very creative. Yes, doing helpful things together brings people closer.

**Teacher:** Now let us think wider. Can people from different parts of the world also stay connected?

**Student 5:** Yes, teacher. We can talk to them through video calls.

**Student 6:** And we can send letters and messages too.

**Teacher:** Absolutely right. Even if people live far away, they can still stay close at heart.

**Teacher:** That is how we live together as a global family.

**Teacher:** Well done, everyone. That was a beautiful start to our class.



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

**Teacher:** Now, I will read a story about Ryan and his grandfather. They are watching a film about the United Nations. Ryan is confused and wonders how people from different parts of the world can live together.

**Teacher:** As I read, think about the story of Aditi, a girl Ryan learns about. She teaches him important lessons on unity. (Reads the story)

**Teacher:** This story is about connecting with people despite differences. What do you think Ryan learns by the end of the story? (Pause for student responses)

MUST DO

25 MIN.

**STEP TML**

Ryan and his grandfather are watching a film about the United Nations (UN). The UN urges all countries of the world to live together as a global family. Ryan is confused. "How can people living in different parts of the world live together?" asks Ryan. Grandfather smiles and gives him a story to read. It is about a girl called Aditi. Ryan starts reading the story.


I met Mr Franks at Susie's birthday party. Susie introduced me to him. Later she told me, "Aditi, he is Frankie, my grandpa's closest friend. He lives in the Home for the Aged. He must be around 80!"

I took a great liking to Mr Franks the moment I started talking to him. He had a zest for life despite his failing health.

His anecdotes kept us laughing all evening. As I rose to get back to my school hostel, he said, "Why don't you come and see me at the Home sometime?" I promised him that Susie and I would pay him a visit.

From then on, I met Mr Franks every Wednesday. Wednesday was my day off

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**Teacher:** Good thoughts. Ryan understands the importance of togetherness and how people can bond, regardless of where they come from.

from the school hostel. I would spend the morning at Susie's. After lunch, I'd walk down to the Home, sometimes with Susie and sometimes on my own. We would often find Mr Franks curled up in a chair, soaking in the warm winter sunshine. Susie and I would troop in, chattering like a couple of maggies.

Mr Franks had been an expert gardener in his younger days.

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**Teacher:** Now, let us talk about the new words we learnt today. One of the words we came across is idiom.

An idiom is a saying that has a special meaning. For example, 'A family that prays together stays together'. This means that when people spend time together, they become closer. Can you think of other sayings like this? (Pause for student responses)

**Teacher:** This idiom connects to the story because Ryan learns that people from different places can stay connected when they share their time and care for each other.

**Teacher:** Now, let us move to Discovering better. Do you remember what Mr. Franks used to do when he was young? (Pause for student responses)

**Teacher:** Yes, he was really good at gardening and also loved telling funny stories to Ryan.

### Differentiated Activities

110 km/hr



What did Ryan learn from the story of Mr. Franks and Aditi? How can we relate this to our own lives?

80 km/hr



Why do you think the story emphasizes the importance of spending time with family and friends? How does it help us understand unity?

40 km/hr



What does the term anecdotes mean? Can you give an example of an anecdote from your own life?

### Home Task

Write one sentence about your favourite activity with a family member or friend.

Example: 'I love spending time with my grandmother and listening to her stories.'

### Period 3

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

**Teacher:** Let us start the lesson with a quick energizer. I want you to stand up and stretch your arms to the sky. Now, let us take a deep breath in and slowly breathe out.

**Teacher:** Excellent. Now, let us shake our hands and get ready for today's lesson. We are going to continue reading the story of Mr. Franks.

COULD DO

10 MIN.



**Teacher:** Please open page 69 in your books and we will continue with the next part of the story.

He had a beautifully kept garden and many certificates to prove it. Some of the certificates had been framed. They now hung on the verandah walls, yellow and dusty with age.

Mr Franks had also served in the army. Most of his anecdotes were a mixture of botanical and military life.

"You know, child,"

Mr Franks would tell me as we worked. "Plants, too, have feelings. They grow better if you treat them like friends!" He would point to a healthy fern growing in one corner. "See that young man right there? I talk to him every day and he's always happy to see me!"

Mr Franks waited for Wednesday as much as I did.

One day, I got a letter from Daddy. He had been transferred to Delhi and I was to complete my next two years of school there. I was very sad. I knew I would feel terrible leaving my school and my friends.

The following Wednesday, I went to see Mr Franks. "Do I see a black cloud hovering over your head?" he asked. I nodded and handed him Daddy's letter. He read the letter and then looked at me. My eyes were full of tears.

"Now, now," he said, sitting down next to me on the stone steps. "You'll make new friends! Is that something to cry about?" I said that I would miss my friends here and would miss him too. "I will miss you too," he said. "But we will continue our friendship with letters! You must write to me regularly!" "Of course, I will,"

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**Teacher:** Now, let us continue the story about Mr. Franks and his beautiful garden. Mr. Franks tells Ryan that plants are like friends. He believes they grow better when treated with care and love, just like friends do.

**Teacher:** Mr. Franks also shares that he is always excited to see Ryan. Ryan learns that spending time with people who care about you makes you feel special.

(Reads the story from the page)

I told him. "That's my friend!" he said, patting my shoulder. "You know, Agatha, my wife, had a very charming belief. She would say that if ever a butterfly came and sat on you, a friend far away had remembered you and sent you their love!"

The Sun was beginning to set. I got up to go. We quietly walked down together to the old iron gate of the Home. "Well, dear," said Mr Franks. "Do write to me soon and tell me all about your new school!"

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**Teacher:** As we read, think about how Mr. Franks helped Ryan understand the value of friendship. How does this story teach us about dealing with goodbyes and new beginnings?

(Pause for student responses)

**Teacher:** Well done. Ryan learnt a lot from Mr. Franks about kindness and friendship. Now, let us explore more about how Mr. Franks' words make Ryan feel better.

**Teacher:** Let us now talk about the new word we learnt – hovering. Mr. Franks used the word to describe the feeling when Ryan was feeling sad.

**Teacher:** Hovering means floating in the air, like how we can feel like there is a cloud over us when we are sad.

**Teacher:** Now, can anyone think of a time when they might have felt like there was a cloud over their head? How did it feel? (Pause for student responses)

MUST DO

20 MIN.



SHOULD DO

10 MIN.



COULD DO

10 MIN.



**Teacher:** Great. It is important to talk about our feelings with others, just like Ryan did with Mr. Franks.

### Differentiated Activities

110 km/hr



Why do you think Mr. Franks believes plants grow better when treated like friends? Can you relate this to any personal experiences you have had with plants or friends?

80 km/hr



How did Mr. Franks cheer up Ryan when he was feeling sad? How did his words help Ryan feel better?

40 km/hr



What do you think the word hovering means in the story? Can you describe a time when you felt sad and how someone made you feel better?

### Home Task

Write one sentence about a time when you helped a friend or family member feel better.

Example: 'I helped my friend feel better when she was sad by giving her a hug.'

### Period 4

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

(Use CRM Signs to settle the class and get attention of the students)

**Teacher:** Let us start with a quick warm-up. Stand up, take a deep breath and stretch your arms to the sky. Now, slowly bring them down.

**Teacher:** Great. Now, let us do a quick recap of yesterday's lesson. Can anyone remind us what we learnt about Ryan and Mr. Franks? (Pause for student responses)

**Teacher:** Excellent. We talked about how Mr. Franks helped Ryan understand the value of friendship and kindness.

SHOULD DO

10 MIN.



MUST DO

20 MIN.



**Teacher:** Now, let us continue with the story of Mr. Franks. In this part of the story, Ryan talks about how he moved to Delhi and missed Mr. Franks.

**Teacher:** Ryan received letters from Mr. Franks, which made him feel a little better. He also saw a butterfly that reminded him of Mr. Franks.

**Teacher:** Let us read this part together. Ryan remembers how the butterfly made him feel connected to Mr. Franks even though they were far apart. (Pause for reading)

**Teacher:** How did the butterfly make Ryan feel? (Pause for student responses)

**Teacher:** That's right. The butterfly reminded Ryan that Mr. Franks was thinking of him, even from far away. Ryan felt like his friend was still with him.

**Exploring better**

**bungalow:** from the Hindi word 'bangla', meaning 'belonging to bengal', a house built on one level. The word means a type of cottage built for early settlers of Bengal.

**Discovering better**

**amusing:** funny or entertaining  
**perched:** sat on something high or narrow  
**daintily:** in a careful way

**Understanding better**

Where was Aditi revising her lesson?

**ICL**

**70**

**Teacher:** Let us now focus on Exploring Better.

COULD DO

10 MIN.



**Teacher:** Think about the word memories. How do memories help us stay connected with people, even when they are far away? (Pause for student responses)

**Teacher:** Now, let us move on to Discovering Better. Ryan felt better when he remembered his experiences with Mr. Franks. Can you think of a time when thinking about a happy moment made you feel better?

(Pause for student responses)

**Teacher:** Finally, let us talk about Understanding Better. What is the message Mr. Franks is trying to teach Ryan? Why are friendships and memories so important? (Pause for student responses)

### Differentiated Activities

110 km/hr



What do you think the butterfly symbolizes in the story? How does it help Ryan remember Mr. Franks?

80 km/hr



Why do you think the letters from Mr. Franks made Ryan feel better? What do letters and memories do for us?

40 km/hr



What does it mean when something is perched on something else? Can you think of something that perched on your shoulder or hand?

I held Mr Franks' hands for a moment. My eyes filled with tears again. I said goodbye and walked away hurriedly. Then, for a moment, I stopped and looked back. Old Mr Franks was still waving to me through the gate.

I moved to Delhi. Everything seemed strange and new. I missed my school back in Lucknow, our beautiful bungalow and everybody there. But most of all, I missed Mr Franks. Both Susie and Mr Franks often wrote to me.

Mr Franks' letters were amusing. They always contained some news of his garden. I, too, would write to him regularly.

Then, one day, Mr Franks stopped writing. Almost two months later, I got a letter from Susie. "My dear Aditi, I feel terribly sad telling you that old Frankie passed away last Saturday. He had been quite ill for the past three weeks. He was remembering you a lot and he has left us two of his favourite ferns. I shall bring them with me when I come to see you." I read the rest of the letter through a blur of tears. For the next few days, I could only think about Mr Franks.

Almost a week passed. I sat revising my lesson under a gulmohar tree. Suddenly, a little yellow butterfly started hovering around me. It perched lightly on my leg. I became absolutely still. It moved its wings daintily for a moment and then flew off to join its friends. My heart was filled with joy. As I watched the butterflies dancing among the flowers, I knew that somewhere far away, old Mr Franks had remembered me and sent me his love.

—Vandana Bishit

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## Home Task

Write one sentence about a time when you received something that made you feel connected to a friend or family member.

Example: 'I received a letter from my best friend and it made me feel happy because it reminded me of our fun times together.'

## Period 5

**Teacher:** Good morning, everyone.

How are you today?

**Teacher:** Let us start with a quick warm-up. Stand up, take a deep breath and stretch your arms to the sky. Now, slowly bring them down.

**Teacher:** Great. Now, let us shake our hands and get ready for today's lesson.

**Teacher:** Today, we will continue learning from the story of Aditi and Mr. Franks, so let us be ready to dive into some exciting activities.

Connecting better

Ryan likes the story. He understands the true meaning of living together. Ryan then tells Daa about what he is learning at school. He tells Daa that the United Nations has six main bodies that perform various functions to promote world peace. He now understands that all these bodies work together to promote harmony among people living in different parts of the world.

MDA HoL 71

**Teacher:** Now, let us dive into the lesson.

**Teacher:** First, we will start with 'Connecting Better'. Ryan tells us about how the United Nations helps people from different parts of the world work together. He talks about how important it is for people to work as a global family. How do you think people from different countries can work together to make the world a better place? (Pause for student responses)

**Teacher:** Great ideas. Working together is very important, just like how Aditi and Mr. Franks worked together to make their friendship meaningful.

**Teacher:** Now, let us move to 'Imagining Better'. Imagine you are a butterfly, just like the one that flew around Aditi. If you were a butterfly, where would you fly? What places would you visit? Would you stop to visit people or things you love?

Imagining better

if I were a butterfly...

21st CS 71

(Pause for student responses)

**Teacher:** Wow, those are wonderful imaginations. A butterfly flying around is a symbol of freedom and it also reminds us of the connections we have with others.

**Teacher:** Let us now look at 'Matching Better'. We have a few words to match with their meanings.

Matching better

zest: enthusiasm

transferred: moved

LTL 71

**Teacher:** The first word is zest. What do you think zest means? I will give you a hint: it is about excitement and energy. (Pause for student responses)

**Teacher:** Exactly. Zest means enthusiasm or great excitement. It is like the feeling you get when you are about to do something fun.

**Teacher:** The next word is transferred. What does transferred mean? Can anyone think of a time they moved from one place to another? (Pause for student responses)

**Teacher:** Yes, transferred means moved. It is like when Aditi's father was moved to Delhi for his work.

**Teacher:** Great job, everyone. Let us now move on to 'Recalling Better'. Aditi and Mr. Franks had a very special bond. They would write letters to each other. Do you think letter writing is important?

Recalling better

Aditi met Mr Franks at her friend Susie's birthday party.

Aditi enjoyed Mr Franks' company.

Aditi started visiting Mr Franks every Wednesday. They formed a great bond.

One day, Aditi came to know that her father was being transferred to Delhi. She was extremely sad because she would miss her school friends and Mr Franks.

Mr Franks tried to cheer her up. He told her that every time a friend far away remembered her, a butterfly would come visit.

They promised to write to each other regularly.

Aditi and Mr Franks did as promised. Then, one day, Mr Franks stopped writing.

Two weeks later, Aditi received a letter from Susie informing her that Mr Franks had passed away.

Aditi was heartbroken. A few days later, as she sat in her garden studying, a butterfly perched itself on her leg. Aditi remembered Mr Franks and smiled to herself.

CING 71

(Pause for student responses)

**Teacher:** That's right. Writing letters helps people stay connected, especially when they are far away from each other.

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

## Learning better- Excelling Comprehension

Learning better

Comprehension

**A Circle the correct answers.**

- Aditi met Mr Franks at **Susie's** / **Lucy's** birthday party.
- Aditi visited Mr Franks every **Friday** / **Wednesday**.
- Mr Franks had been an expert **gardener** / **writer** in his younger days.
- Aditi's father was transferred to **Delhi** / **Lucknow**.
- Mr Franks left **books** / **ferns** for Aditi and Susie.

CBA Full 71

**Teacher:** Now, let us test our understanding with some comprehension questions. I will read each question out loud and you will

circle the correct answer. Are you ready?

(Pause for student responses)

**Teacher:** Let us begin.

**Teacher:** Question 1: Aditi met Mr. Franks at Susie's / Lucy's birthday party. Which one is correct? (Pause for student responses)

**Teacher:** Well done. The correct answer is Susie's.

**Teacher:** Let us move to the next question.

**Teacher:** Question 2: Aditi visited Mr. Franks every Friday / Wednesday. Which day did Aditi visit Mr. Franks? (Pause for student responses)

**Teacher:** Correct. It was Wednesday.

**Teacher:** Now, question 3: Mr. Franks had been an expert gardener / writer in his younger days. Which word fits? (Pause for student responses)

**Teacher:** That's right. The correct answer is gardener. Mr. Franks was passionate about plants and gardening.

**Teacher:** Let us continue with the next question.

**Teacher:** Question 4: Aditi's father was transferred to Delhi / Lucknow. Where was Aditi's father transferred? (Pause for student responses)

**Teacher:** That's right. Aditi's father was transferred to Delhi.

**Teacher:** Last question: Mr. Franks left books / ferns for Aditi and Susie. What did Mr. Franks leave for them? (Pause for student responses)

**Teacher:** Wonderful. He left ferns for Aditi and Susie.

### Differentiated Activities

110 km/hr



Why do you think Aditi's connection with Mr. Franks is so important to her? How do the letters help her feel close to him even though they are far apart?

80 km/hr



What does the word transferred mean in the story? How does it relate to Aditi's life and her family's situation?

40 km/hr



What does the word zest mean? Can you use it in a sentence about something that makes you feel excited?

### Home Task

Fill 'My Scribbles and Secrets'.

### Period 6

**Teacher:** Good morning, everyone.

How are you today?

(Use CRM Signs to settle the class and get the attention of the students)

**Teacher:** Let us start with a quick recap of the story we learnt about Aditi and Mr. Franks. Can anyone remind me what happened last time? (Pause for student responses)

**Teacher:** That's right. Aditi was feeling sad, but Mr. Franks'

letters and the butterfly helped her feel connected to him.

**Teacher:** Now, let us get ready to dive into today's activities.

**Teacher:** Today, we will be working on exercises B, C and D. Please take out your notebooks and follow along carefully.

**Teacher:** First, we will do Exercise B. Please answer the following questions in your notebook.

MUST DO

25 MIN.



#### B Read the passage. Answer the questions in your notebook.

"Do I see a black cloud hovering on your head?" he asked. I nodded and handed him Daddy's letter. He read the letter and then looked at me. My eyes were full of tears.

1. Who asked, "Do I see a black cloud hovering on your head?" What do you understand by this expression?
2. Whose eyes were full of tears? Why?
3. What was Daddy's letter about?

71-72

**Teacher:** Next, we will do Exercise C. Please write short answers to the following questions in your notebooks.

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

1. What is the name of the narrator? Where did the narrator meet Mr Franks for the first time?
2. What did Mr Franks tell Aditi about plants?
3. Why did Aditi start visiting Mr Franks regularly?

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**Teacher:** Finally, we will do Exercise D. Please write long answers to the following questions in your notebooks.

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

1. What did Mr Franks tell Aditi about butterflies?
2. Were Aditi and Mr Franks still friends after Aditi moved to Delhi? Give reasons for your answer.

72

**Teacher:** Now, let us have a fun speaking activity. I want you to pair

up with a partner. You will each share one interesting thing about Aditi and

Mr. Franks' friendship. It could be something that made their friendship special or something you learnt from their story.

**Teacher:** After you have shared, ask your partner one question about their answer to learn more. For example, if your partner shares how Mr. Franks' letters helped Aditi, you could ask, 'How did the letters make Aditi feel closer to Mr. Franks?'

**Teacher:** I will give you 5 minutes to talk with your partner. After that, we will come back together and share with the class.

**Teacher:** Ready? Go ahead and start sharing. (Pause for students to pair up and speak)

**Teacher:** Well done, everyone. Let us now share some of the interesting things you learnt from your partner. Who would like to start? (Pause for student responses)

### Differentiated Activities

110 km/hr



Why do you think the butterfly symbolized Mr. Franks' friendship with Aditi? How does the butterfly make Aditi feel better?

80 km/hr



Why do you think Mr. Franks was so important to Aditi? How did their friendship help her when she moved to Delhi?

40 km/hr



What did Mr. Franks tell Aditi about plants and butterflies? How do these things help Aditi remember him?

## Home Task

Create a 'connection box' by folding a piece of paper into a box, writing the name of a person you stay connected with on the outside and listing three ways you keep in touch on the inside.

## Period 7

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

**Teacher:** Let us start today's lesson with a fun activity called the 'Word Web Challenge.'

**Teacher:** Here is how it works: I will say a word and you need to shout out as many words related to it as you can in 30 seconds.

(Note- The teacher should ask one student at a time or can divide the class row wise and make different teams.)

**Teacher:** Let us do a quick practice round. I will say 'football,' and you shout out all the related words you can think of. Are you ready?

**Teacher:** Go ahead, shout out as many words as you can. (Pause for student responses)

**Teacher:** Excellent. Now, for today's activity, I will say the word 'plants.' Let us see how many words you can come up with related to 'plants.' Ready?

**Teacher:** Go.

(Pause for students to shout words)

**Teacher:** Wonderful. You all did a fantastic job. Now, let us get started with today's lesson on vocabulary and spelling.

## Excelling Vocabulary

Please open your Main Coursebook to page 72.

**Teacher:** Now, let us begin with Exercise E.

**Vocabulary**

**E** There are zz words in the word search. Find them.

P	D	K	R	T	G
U	R	Z	T	A	Z
Z	Z	U	I	J	U
L	Z	B	U	Z	Z
E	L	M	F	S	Z
J	E	R	S	O	L
S	I	Z	Z	L	E

72

**Teacher:** In this word search, you will find words that have

the letters 'zz' in them. Can anyone tell me a word with a 'zz' sound?

**Teacher:** Yes, 'buzz' is one. Great.

**Teacher:** Look at the puzzle and search for more such words. Use a pencil to circle them. You can look across, down or even diagonally.

**Teacher:** After five minutes, you will share two 'zz' words you found with your partner.

(Wait while students work)

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

**F** Locate and circle the following words in the story. Find their meanings and write them in your own words in your notebook.

1. zest      2. chattering      3. botanical      4. blur      5. hover

72

**Teacher:** In this task, you will find the words given below in the story and write their meanings in your own words.

**Teacher:** What is the first word in the list?

**Student:** Zest.

**Teacher:** Good. Please read the sentence where you find it in the story. Try to guess the meaning using that sentence.

**Teacher:** Do the same for all the five words. After writing their meanings, you will use each word in a sentence of your own in your notebook.

**Teacher:** Once you are done, discuss your sentences with a partner.

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

## Excelling Spelling

**Spellings**

**G** Rearrange the given letters to form meaningful words.

1. TERSLET      2. LIEFBE

3. GETHTOER      4. DENGARER

5. INGCHARM

72

**Teacher:** Now that we have completed the vocabulary and spelling exercises, let us take a few minutes to discuss what we have learnt.

**Teacher:** Who would like to share their sentence using the word hover? (Pause for student responses)

**Teacher:** Very good. let us hear some more sentences. Who would like to share their sentences for the other words?

**Teacher:** Well done, everyone. Now that we have practised these words, we will check the spelling answers together.

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

## Differentiated Activities

110 km/hr



Can you explain how you would use the word botanical in a sentence related to nature or gardening? Can you describe a garden or a plant you have seen?

80 km/hr



What does the word chattering mean? Can you think of a time when you were chattering with a friend about something exciting or funny?

40 km/hr



What does blur mean? Can you give an example of something you have seen that was blurry, like when it is foggy or after running fast?

## Home Task

Write one sentence using the word 'zest'. Example: 'I have a lot of zest for playing football with my friends this afternoon.'

## Period 8

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

**Teacher:** Before we dive into today's lesson, let us start with something fun and different. I will say a sentence and you need to act it out. Are you ready?

**Teacher:** Here we go: 'You are a bird flying high in the sky, your wings are wide open.'

(Pause for students to act)

**Teacher:** Now, let us try another one: 'You are a tree swaying gently in the wind.'

(Pause for students to act)

**Teacher:** Great. That was wonderful. Now, take a deep breath and sit down comfortably.

**Teacher:** Today, we will focus on grammar and spelling. We are going to learn how to use articles like 'a', 'an' and 'the' and we will also practise correct punctuation to make our sentences better.

## Excelling Punctuation

**Teacher:** Now, let us work on Exercise H. In this exercise, we need to rearrange the words to form meaningful sentences. Make sure to use apostrophes ('), where necessary, to write the sentences correctly in your notebook.

**Teacher:** I will read the sentences out loud one by one and you will rearrange them. Once you have written the correct sentence, raise your hand so I can check it.

**Teacher:** Here are the sentences:

**Punctuation**

**H** Rearrange the words to form meaningful sentences. Use apostrophe's (') to write the sentences correctly in your notebook.

- national bird Indias is peacock.
- notebook is kept Rias on the table.
- Manojs brother home to stay at likes.
- visited Tamil Nadu Sanyas family last week.
- Johns sister Suman is.

73

**Teacher:** Take your time to write the correct sentences. I will walk around to help if needed.  
(Pause for students to work)

**Teacher:** Once you are done, we will review the answers together and discuss any questions you might have.

## Excelling Grammar

**Teacher:** Now, let us look at the words a, an and the, which are called articles. These articles are used with singular nouns that we can count. Let us go over how to use them with the examples provided.

**Grammar**

The words **a**, **an** and **the** are called **articles**. The articles **a** and **an** are used with singular nouns that we can count. When we refer to any one and not something specific, we use **a** and **an**.

Mr Franks curled up in a chair.  
Mr Franks had been an expert gardener.

We write **a** before words starting with a consonant sound.  
**a** butterfly      **a** notebook      **a** girl

We write **an** before words starting with a vowel sound.  
**an** anecdote      **an** evening      **a** apple

**The** is used with a specific class of nouns. It is also used with things that are one of a kind.  
Some of **the** certificates had been framed.  
The Sun was beginning to set.

73

- We use a and an when we are referring to something general or not specific.
- When we refer to any one thing and not something specific, we use a or an.


**Teacher:** For example:

- Mr. Franks curled up in a chair.
  - We use a before words that start with a consonant sound, like 'chair'.
- Mr. Franks had been an expert gardener.
  - We use an before words that start with a vowel sound, like 'expert'.

**Teacher:** We use the when referring to something specific or unique.

- For example, The Sun was beginning to set.
  - The is used because the Sun is something specific and unique.

**Teacher:** Let us now use these rules to complete the exercises. Remember, 'a' is used for consonant sounds, 'an' is used for vowel sounds and 'the' is used for something specific or known.

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

**Teacher:** Now, let us move on to Exercise I. In this exercise, we will fill in the blanks with the correct articles. Please read each sentence carefully and choose the correct article: a, an or the.

**Teacher:** Here are the sentences for you to complete in your notebooks:


**I** Fill in the blanks with suitable articles.

- Ram always listens to his parents. He is \_\_\_\_\_ obedient child.
- \_\_\_\_\_ Taj Mahal and \_\_\_\_\_ Eiffel Tower are among the seven wonders of \_\_\_\_\_ world.
- Sometimes I take \_\_\_\_\_ metro and sometimes I take a rickshaw.
- Would you like to eat \_\_\_\_\_ orange or \_\_\_\_\_ peach?
- \_\_\_\_\_ elephant lives in herd.

Words such as **most**, **all**, **some**, **few**, **any** and **many** are called **determiners**. They are used to show whether we mean all, some or none of a noun.  
Very **few** men participated in the activity.

73

**Teacher:** Take a moment to write down your answers. After you are finished, we will go over them together and discuss any questions you may have.

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

## Differentiated Activities

**110 km/hr**



Rewrite the following sentence using apostrophes and correct articles:

Ravi uncle has umbrella and owl in his old house

**80 km/hr**



Fill in the blanks using suitable articles:

She bought \_\_\_\_\_ apple and \_\_\_\_\_ pen from the shop.

**40 km/hr**



Circle the correct article in the sentence:

He saw (a / an / the) elephant in (a / the) zoo.

## Home Task

Write five meaningful sentences using apostrophes and articles. Underline the article in each sentence and circle the apostrophe used.


## Period 9

### Poster


English Theme 6: Why Is Change Important?

# Determiners


40



All the oranges are ripe and juicy.












There are many people in the mall.



There is some water in the bottle.

Use suitable determiners some, few, much for the pictures given below. Frame meaningful sentences.

6

**Teacher:** Good morning, students. Let us look at this beautiful poster today.

(Use CRM Signs to settle the class and get the attention of the students)

**SHOULD DO**

10 MIN.

**Teacher:** What do you see in this poster? (Students observe the images: oranges, mall, bottle, etc.)

**Teacher:** These sentences use special words like 'all', 'many' and 'some'. These words are called determiners.

**Teacher:** Determiners help us tell how many or how much of something we are talking about.

**Teacher:** For example, 'There are **many** people in the mall'. Can you guess why we use 'many' here? Yes, because people can be counted.

**Teacher:** Now look at this bottle. It says 'There is **some** water'. We use 'some' when we talk about uncountable things.

**Teacher:** Very good. Let us paste this poster in the classroom now so we can remember these examples every day.

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

## Excelling Grammar

**MUST DO**

20 MIN.

**Teacher:** Everyone, please open your Main Coursebook to page 74.

**Teacher:** Let us begin with Exercise J.

In this exercise, each sentence has two words in brackets. You have to choose the correct word that fits the sentence and circle it.

**J Circle the correct words in brackets.**

- Have you got (much / any) tools that I could borrow?
- The kitchen looks very clean. However, there are (few / most) dirty spots in the corner.
- (Most / Any) children like to go to the park.
- (All / Any) animals should be treated with love.
- I did not hear (any / all) sound.

74

**Teacher:** For example, look at the first sentence:

'Have you got (much / any) tools that I could borrow?'

**Teacher:** Now think – can we count tools? Yes, we can. So we do not use 'much'. We use 'any'. The correct sentence is:

'Have you got any tools that I could borrow?'

**Teacher:** Circle the word 'any'. Now try the rest of the sentences in the same way. Read each one carefully, think about whether the noun is countable or uncountable and then choose the correct word.

**Teacher:** When you are done with that, let us move to Exercise K just below. Here, you see a box with some words: (goat, animal, globe, doll, anecdote, engine)

**K Read the words given below. Place them in the correct columns.**

goat animal globe doll anecdote engine

a	an

74

**Teacher:** You have to decide whether each word begins with a vowel sound or a consonant sound.

**Teacher:** If the word begins with a vowel sound, write it under the 'an' column.

**Teacher:** If the word begins with a consonant sound, write it under the 'a' column.

**Teacher:** For example, 'goat' begins with 'g' – a consonant sound – so write it under the column for 'a'.

**Teacher:** 'Animal' starts with 'a' – a vowel sound – so write it under the column for 'an'.

**Teacher:** Complete all six words like this.

**Teacher:** I will walk around to check and help if needed.

**Teacher:** Now, let us play a quick game. I will name an object and you will tell me if we use 'a' or 'an' before it.

**Teacher:** Orange? (Students: an)

**Teacher:** Ball? (Students: a)

**Teacher:** Elephant? (Students: an)

**Teacher:** Book? (Students: a)

**Teacher:** Umbrella? (Students: an)

**Teacher:** Well done, everyone. You remembered it perfectly.

## Differentiated Activities

110 km/hr



Make five sentences using the determiners: few, much, all, many, some.

80 km/hr



Fill in the blanks with correct determiners:

1. There are \_\_\_\_\_ pencils in the box.
2. I have \_\_\_\_\_ milk in my glass.
3. \_\_\_\_\_ people were late to school.

40 km/hr



Match the determiners to the correct picture:  
(Use drawings or cut-outs of water, trees, books, students, flowers)

- some –
- many –
- much –

## Home Task

Choose any three objects from your home. Write a sentence for each using a determiner like some, many, much or few.

## Period 10

**Teacher:** Good morning, students.  
Let us begin with a quick energiser.

**Teacher:** I will say a word and you will clap if it begins with a vowel. Ready?

**Teacher:** Apple (Clap), Ball (No clap) orange (Clap), Mango (No clap), Umbrella (Clap)

**Teacher:** Well done. Now let us quickly recall what we learnt in the last class.

**Teacher:** Who can tell me the difference between 'a' and 'an'?

**Teacher:** Yes, 'a' is used before consonant sounds and 'an' is used before vowel sounds. Excellent.

## Excelling Concentration

**Teacher:** I will now read a short paragraph. Listen carefully and circle the correct words in Exercise L on page 74.

**MUST DO**

25 MIN.



**Teacher reads aloud:**

**Concentration\***

**L** Listen to your teacher carefully. Now circle the correct words based on your listening.

1. indoor / outdoor	2. windowsill / window
3. room / bathroom	4. breathe / breath
5. air / fair	

74

**Teacher:** Now, based on the paragraph I just read, look at Exercise L. Circle the correct words for each sentence.

**Teacher:** For example, sentence 1: 'indoor / outdoor'. Which one is correct based on the story? Yes, 'indoor'.

(Note- Listening text on page 119.)

## Excelling Language

**Language**

**M** You are playing cricket with your friends in a park. The ball disturbs a group of elderly people sitting on a nearby bench. You get a scolding from them.  
What would you do? How would you say sorry? Share the incident with the class.  
Describe the event and share how you would respond.  
You may begin like this:  
One evening, I was playing in a park with my friends...

74

**Teacher:** Let us now move to Exercise M.

**Teacher:** Imagine you are playing cricket in a park and your ball hits a group of elderly people sitting nearby. What do you think you should do?

**Student 1:** I would run and say sorry to them.

**Student 2:** I think I would ask if they are hurt.

**Teacher:** Very thoughtful. It is important to apologise and make sure they are alright. What if they scold you?

**Student 3:** I would still say sorry and tell them it was a mistake.

**Student 4:** I would promise to play carefully next time.

**Teacher:** Good. That shows responsibility. Now, let us describe this event in a few lines. You can begin your story like this –

**'One evening, I was playing in a park with my friends...'**

**Teacher:** Take a moment to think. Talk to your partner and complete the story together. After that, I will invite a few of you to share with the class.

## Excelling Expression

**Teacher:** Now turn to Exercise N in your Main Coursebook.

**Teacher:** Your cousin has come over to spend the holidays with you. There are some problems listed here.

**Teacher:** You have to read each problem and write one solution for each in your notebook. Let me read them aloud to you:

**N** Your cousin comes over to spend the holidays with you. Given below are some problems that you might face. Write a solution for each problem in your notebook.

1. You do not like to eat the same things.
2. You have an argument over what to watch on the television.
3. You have to share your cupboard space.
4. You want to play different games.
5. You have to give up your bed.

74-75

**Teacher:** Think about how you can solve each problem politely and sensibly.

**Teacher:** For example, if you and your cousin want to watch different shows, you could take turns.

**Teacher:** Discuss your ideas with your partner if you wish. Then write clear and complete sentences with your solutions in your notebook.

**Teacher:** Let us do a quick challenge. I will say a sentence and you will tell me whether it needs 'a', 'an', 'some', 'many' or 'few'.

COULD DO

10 MIN.

1. I have \_\_\_\_\_ orange.
2. She drank \_\_\_\_\_ water.
3. There were \_\_\_\_\_ people in the hall.
4. We saw \_\_\_\_\_ elephants in the zoo.
5. He needs \_\_\_\_\_ umbrella.

**Teacher:** Well done. You are becoming confident with determiners and articles.

## Differentiated Activities

110 km/hr



Write a short paragraph using all of these words: indoor, breathe, many, some, apologise.

80 km/hr



Write three sentences. One using 'some', one using 'many' and one using 'few'.

40 km/hr



Match the word to its use:

- air – (much / many)
- people – (much / many)
- pencils – (few / much)
- water – (some / many)

## Home Task

Write a small paragraph (3-4 lines) about a time when you made a mistake and said sorry. Use one determiner and one article in your paragraph.

## Period 11

**Teacher:** Good morning, students. Today we will explore how we show kindness and care for others.

SHOULD DO

5 MIN.

**Teacher:** Tell me – when was the last time you helped someone at home or in school?

**Teacher:** Very nice. Helping others and showing that we

care makes us better friends and family members.

**Teacher:** Now, everyone please open your Main Coursebook to page 75.

**Teacher:** Let us begin with some interesting tasks from this page.

## Creating better



Creating better

Art1 2LCS

Make a thank-you card for your parents, grandparents or siblings. Decorate it and write your feelings in it. Tell how much you love and care for them.

75

**Teacher:** I would like you to create a thank-you card today. You can make it for your parents, grandparents or siblings.

MUST DO

25 MIN.

**Teacher:** Decorate your card nicely and inside it, write how much you love and care for them.

**Teacher:** Think about what you are thankful for. Maybe they cook for you, help you with your studies or make you smile.

**Teacher:** Use colourful drawings and kind words.



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

## Thinking better



Thinking better

COD HOTS 2LCS

Think and answer in your notebook.

Imagine that your sibling is going to a boarding school. Despite not being physically present around them, how would you show them that you care? List five ways.

75

**Teacher:** Now, let us think a little more deeply.

**Teacher:** Imagine your sibling is going to a boarding school. You cannot be with them every day.

**Teacher:** How will you show them that you care even if you are far away?

**Teacher:** Write five ways you could express your love and care – like sending messages, writing letters or calling often.

**Teacher:** Use your notebook for this. Take your time and write clearly.

## Choosing better



Choosing better

EXL LSV 2LCS

You are playing in the neighbourhood. You see your elderly neighbour returning from the market. He is carrying heavy grocery bags. Will you help him carry the bags or continue to play? Give reasons for your answer.

75

**Teacher:** I will tell you a situation and you have to decide what you would do.

MUST DO

10 MIN.

**Teacher:** You are playing in the neighbourhood. You see your elderly neighbour coming back from the market with heavy bags.

**Teacher:** Will you help him carry the bags or continue playing?

**Teacher:** Think carefully and write your answer. Also, give reasons for your choice.

**Teacher:** Remember, small acts of kindness show big hearts.

### Differentiated Activities

110 km/hr



Write a short paragraph about someone who once helped you. How did it make you feel?

80 km/hr



Write two reasons why it is important to say thank you.

40 km/hr



Write one way you can show care for your friend at school.

### Home Task

Draw a picture showing one way you helped someone recently. Write two sentences about what you did and how they felt.

## Period 12

### Revising better and Pledging better

**Revising better**  
Dear Deer! Oh dear! Do you know more homophones that you dearly love? Write them (in sentences) in your Little Book. **DBL**

**Pledging better**  
In my own little way, I pledge to:  
• take care of everyone in my family.  
• spend more time with my grandparents. **SDGs**

75 **SDG 3: GOOD HEALTH AND WELL-BEING**

**Teacher:** Good morning, students.

(Use CRM Signs to settle the class and get the attention of the students)  
Please open your Main Coursebook to page 75.

**MUST DO**

15 MIN.



**Teacher:** Today, we will begin by revising what we learnt about homophones.

**Teacher:** Look at the Revising better box. It says – ‘Dear Deer. Oh dear.’

**Teacher:** These are homophones – words that sound the same but have different meanings and spellings.

**Teacher:** Can you think of more examples like that? Yes – ‘sun’ and ‘son’, ‘sea’ and ‘see’.

**Teacher:** Write three more homophones in your Little Book and use each of them in a sentence.

**Teacher:** Now let us look at the Pledging better box.

**Teacher:** I want you all to read this aloud with me. Ready?

**Teacher and students read:**

‘I pledge to take care of everyone in my family. I pledge to spend more time with my grandparents.’

**Teacher:** These are simple ways we can care for others and show kindness every day.



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

### Book of Holistic Teaching

**Teacher:** Now we will do an

interesting activity from our Book of Holistic Teaching. I will write questions

on the blackboard from three subjects: **Maths**, **Science** and **Social Studies**. You will read each question carefully and write the answers in your notebook. Please use proper headings for each subject.

**COULD DO**

20 MIN.



### Maths

#### A Maths

**HoLL** **MDA**

A shopkeeper bought a puzzle game for ₹1100. He sold **the** puzzle for ₹1500. What was his profit?

7

1. ₹500

☐

2. ₹700

☐

3. ₹400

☐

**Teacher:** Let us begin with a Maths question.

**Teacher writes on the board:**

A shopkeeper bought a puzzle game for ₹1100. He sold it for ₹1500. What was his profit?

**Teacher:** To find the profit, subtract the cost price from the selling price.

**Teacher:** Write the solution step by step in your notebook. Use the heading ‘Maths’.

### Science

**Teacher:** Next is a Science question.

**Teacher writes on the board:**

**Fill in the blanks:**

#### B Science

**Fill in the blanks.**

\_\_\_\_\_ is **the** immediate medical assistance given to **an** injured person. **A** sudden injury might puzzle us, but it is important to be \_\_\_\_\_ while administering First Aid.

7

**Teacher:** Think back to what you learnt about First Aid. Write both answers in your notebook under the heading ‘Science’.

**Teacher:** Be careful with spellings.

### Social Studies

**Teacher:** Now let us move to Social Studies. Read these statements carefully.

**Teacher writes on the board:**

Tick (✓) the correct statement:

### C Social Studies

Tick (✓) the statements which are true about the Indus Valley Civilization.

1. The Indus Valley Civilization existed between 3300 and 1300 BCE. ☐
2. Banaras and Kashi were the first cities that flourished in the valley of the River Indus. ☐
3. The archeologists discovered the remains of the cities in the year 1956. ☐

7 4. Many granaries were found at Harappa. ☐

**Teacher:** I will come around to check your work. Make sure your answers are neat and complete.

**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:** 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 pairs of homophones and use each in a sentence.

80 km/hr



Write two homophones and match them with the correct meaning.

40 km/hr



Write one homophone pair and draw a picture showing their meanings.

### Home Task

Complete the Project from the 'Book of Project Ideas' and submit to the class.

### Period 13

#### Worksheet 1

**Teacher:** Good morning, students. I hope you all are ready for an engaging lesson today.

**Teacher:** Please open your workbook to page 19. We will

SHOULD DO

20 MIN.

☐

begin with Worksheet 1 – Comprehension.

**Teacher:** Look at the poem titled 'Hurt no living thing' by Christina Rossetti. I will read the poem aloud. Listen carefully.

**Teacher reads the poem aloud slowly and clearly.**

**Teacher:** Now let us begin the exercises.

**Teacher:** In Part A, you need to fill in the blanks using lines from the poem.

Theme 6: Why Is Change Important?

6. Dear Mr Franks

Worksheet 1

Comprehension

Read the poem carefully.

Hurt no living thing:  
Ladybird, nor butterfly,  
Nor moth with dusty wing,  
Nor cricket chirping cheerily,  
Nor grasshopper so light of leap,  
Nor dancing gnat, nor beetle fat,  
Nor harmless worms that creep.

- Christina Rossetti

A. Fill in the blanks.

1. Crickets chirp \_\_\_\_\_.
2. We should not harm \_\_\_\_\_.
3. The poem describes worms as \_\_\_\_\_.
4. Grasshoppers are \_\_\_\_\_ of leap.
5. The wings of the moth are \_\_\_\_\_.

19

**Teacher:** Read each line and find the correct word or phrase from the poem.

**Teacher:** In Part B, read each statement and write 'True' or 'False' based on what the poem says.

B. Write true or false.

1. We can hurt grasshoppers. \_\_\_\_\_
2. The wing of the moth is clean. \_\_\_\_\_
3. Worms crawl on the ground. \_\_\_\_\_
4. Gnats are always dancing. \_\_\_\_\_
5. We can hurt butterflies but not ladybirds. \_\_\_\_\_

C. From the poem, find and write rhyming words for the given words.

1. thing \_\_\_\_\_
2. leap \_\_\_\_\_
3. gnat \_\_\_\_\_

19

**Teacher:** And in Part C, find and write rhyming words from the poem for the given words – 'thing', 'leap' and 'gnat'.

**Teacher:** Work quietly and raise your hand if you need help.

#### Worksheet 2

**Teacher:** Now, let us turn to page 20 in the workbook for Worksheet 2 – Vocabulary and Grammar.

#### Vocabulary – Part A

**Teacher:** First, look at the words in the box – jazz, fizzy, puzzled, nozzle.

**Teacher:** Use these words to fill in the blanks correctly in the sentences.

MUST DO

20 MIN.

☐

## Worksheet 2

### Vocabulary

A. Use **zz** words from the box to fill in the blanks.

jazz    fizzy    puzzled    nozzle

1. Aerated drinks are mostly \_\_\_\_\_.
2. \_\_\_\_\_ is my favourite dance style.
3. You have to turn the \_\_\_\_\_ for the oxygen tank to function.
4. She gave me a \_\_\_\_\_ look when I asked her about her school.

B. Rewrite the given phrases using apostrophe **s** to show possession in your notebook.

1. The dress belongs to my sister.
2. The rattle belongs to Tina.
3. The bag belongs to Rekha.
4. The bottle belongs to Jennifer.
5. The diary belongs to my mother.

20

### Vocabulary – Part B

**Teacher:** Now, look at the next task. You are given phrases like 'The dress belongs to my sister'.

**Teacher:** Rewrite them in your notebook using apostrophe **s** ('s) to show possession.

**Teacher:** For example, 'The dress belongs to my sister' becomes 'My sister's dress'.

### Grammar – Part A

**Teacher:** Now complete the next set of blanks using either 'a' or 'an'.

### Grammar

A. Fill in the blanks with **a** or **an**.

1. \_\_\_\_\_ baby
2. \_\_\_\_\_ angle
3. \_\_\_\_\_ horse
4. \_\_\_\_\_ elephant
5. \_\_\_\_\_ uniform

B. Fill in the blanks with **much** or **many**.

1. Ria does not know \_\_\_\_\_ about sports.
2. You can have as \_\_\_\_\_ soup as you like.
3. There aren't \_\_\_\_\_ days left for Christmas.
4. I met \_\_\_\_\_ people at the annual day celebration.
5. Can we meet tomorrow? I don't have \_\_\_\_\_ time today.

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**Teacher:** Remember: use 'a' before consonant sounds and 'an' before vowel sounds.

### Grammar – Part B

**Teacher:** Finally, fill in the blanks with either 'much' or 'many'.

**Teacher:** Use 'many' for things we can count and 'much' for things we cannot count.

**Teacher:** Complete all exercises neatly in your workbook.



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

### Differentiated Activities

**110 km/hr**



Write two sentences using apostrophe **s** ('s) to show possession. Then, write two sentences using 'much' and 'many' correctly.

**80 km/hr**



Match the correct determiner with the noun:

- much – juice
- many – pencils
- a – pen
- an – umbrella

**40 km/hr**



Circle the correct word in each sentence:

1. I saw (a / an) apple.
2. She has (much / many) friends.
3. That is Ria('s / s') bag.

### Home Task

Complete worksheet - 3 from workbook on page 21.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>participate in classroom movement activities such as pairing, pointing and drawing.</li> <li>engage in tasks requiring fine motor skills (e.g., drawing thank-you cards, solving workbook pages).</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>understand and demonstrate kindness, empathy and helpfulness through real-life scenarios.</li> <li>express concern and gratitude towards family, elders and community helpers.</li> <li>make simple pledges that promote care, love and emotional connection (e.g., spending time with grandparents).</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>recall story events, characters and morals from the poem and story.</li> <li>answer comprehension questions, both literal and inferential.</li> <li>identify cause-effect relationships and make decisions in moral situations.</li> <li>solve integrated tasks involving vocabulary, grammar and word-building.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>read poems and passages with appropriate pronunciation and fluency.</li> <li>use grammar concepts such as articles, determiners, apostrophes and homophones correctly in context.</li> <li>write simple, clear sentences to express personal experiences, gratitude and solutions to given problems.</li> <li>expand vocabulary and use it in new contexts (e.g., describing emotions, settings).</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>appreciate poetic expression through rhyme, rhythm and descriptive imagery.</li> <li>create thank-you cards and meaningful messages using colours and drawings.</li> <li>express emotions through creative writing, reflecting care and love for family and elders.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>listen actively during story, poem and instruction reading.</li> <li>participate in group and individual activities with interest and responsibility.</li> <li>ask and answer questions confidently.</li> <li>demonstrate respect for classmates' opinions and ideas during discussions.</li> </ul>

### Starry Knights


Do you feel exhausted after teaching the young learners? How do you rejuvenate yourself for the next class? Please share a few tips.

Give yourself a STAR..



## Peom 6: Wind On The Hill

Theme 6: Why Is  
Change Important?

 6 Periods (40 minutes each)



Learn Better (Main Coursebook), CRM signs



Animation, eBook, Slideshow

Confirming better

I am  
thoughtful.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to explore and observe nature through wind-related experiences.
- to recite and enjoy rhyming poetry with expression.
- to express imagination through art, writing and storytelling.
- to respond to questions and participate in discussions.
- to identify describing and action words in context.
- to strengthen fine motor skills through creative tasks.
- to express and manage emotions through reflective activities.
- to listen to peers and build confidence while sharing ideas.

### Methodology

#### Period 1

**Teacher:** Good morning, students.

Today we are going to begin a beautiful poem titled 'Wind on the Hill'.

(Use CRM Signs to settle the class and get the attention of the students)

**Teacher:** Have you ever tried to chase the wind or fly a kite on a windy day? How did it feel?

**Teacher:** Let us read a poem that talks about the mystery of the wind – where it comes from, where it goes and how fast it travels.

**Teacher:** Open your books to page 76 with the poem 'Wind on the Hill'. Let us begin.



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

**Teacher:** I will now read the first stanza of the poem aloud. Listen carefully to the rhythm and words.

Teacher reads stanza 1 aloud.

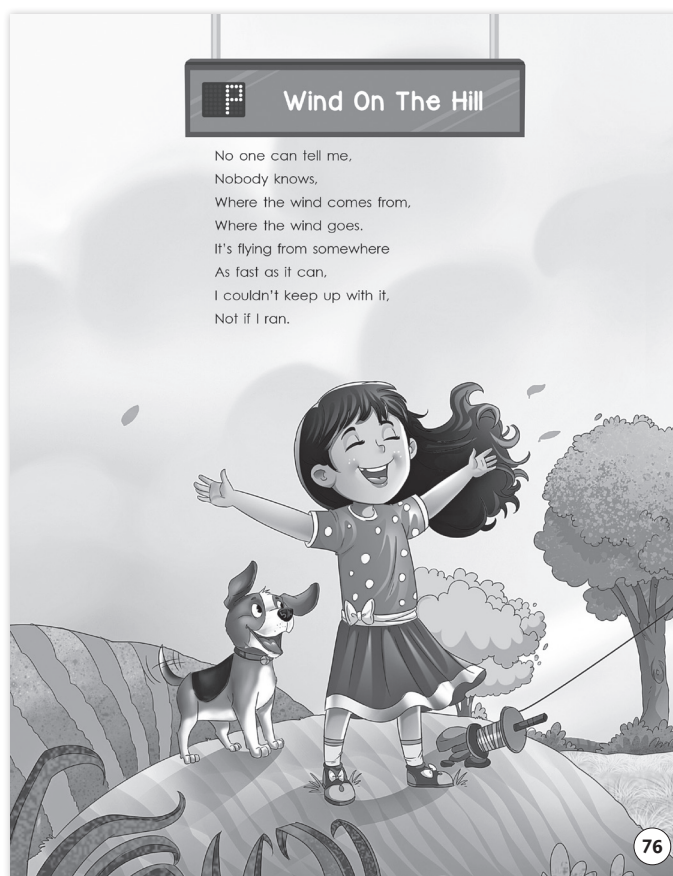
SHOULD DO

5 MIN.



MUST DO

25 MIN.

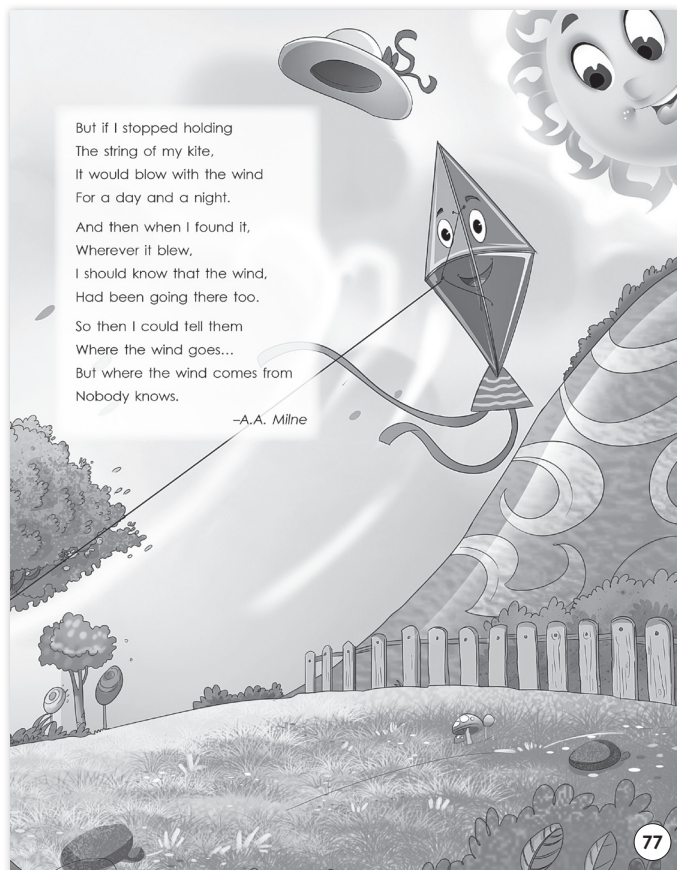


**Teacher:** What do you notice about the wind in these lines? Does the poet know where it comes from?

**Teacher:** No one can tell where the wind comes from or where it goes. It is full of mystery.

**Teacher:** Now let us read the next stanza together. Teacher reads stanza 2 and explains line by line.

**Teacher:** The poet says the wind is flying fast – so fast that we cannot keep up with it, even if we run.



**Teacher:** Let us think – have you ever run behind something the wind blew away?

**Teacher:** Finally, let us look at the last part of the poem.

**Teacher:** The poet imagines that if he lets go of his kite, it would fly with the wind for a day and a night.

**Teacher:** He thinks he would be able to find out where the wind goes – but still, nobody knows where it comes from.

**Teacher:** Beautiful, is it not? The poet used simple words to describe something as magical as the wind.

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

**Teacher:** Now let us imagine something fun together. Everyone, sit comfortably and gently close your eyes.

**Teacher:** Imagine you are flying high in the sky with the wind, just like a kite. The wind is carrying you far, far away.

**Teacher:** What do you see around you? Do you see trees below? Maybe birds flying next to you?

**Teacher:** Can you feel the wind brushing past your face?

**Teacher:** Now slowly open your eyes.

**Teacher:** Raise your hand if you imagined flying over a mountain.

**Teacher:** That sounds exciting. What did you see from above?

(Student responds)

**Teacher:** Lovely. You saw snow on the peaks. That must have looked magical.

**Teacher:** Who imagined flying over the sea?

(Student responds)

**Teacher:** Wow, sparkling water and dancing waves. That is such a beautiful image.

**Teacher:** Did anyone fly above a city or a field?

(Student responds)

**Teacher:** Wonderful. The wind really can take us anywhere in our imagination.

**Teacher:** Now turn to your partner and tell them one place you visited while flying with the wind and one thing you saw there.

**Teacher:** After you both share, I will call on a few of you to tell the class.

**Teacher:** Let us listen to each other and enjoy this little flight of imagination.

### Differentiated Activities

110 km/hr



Write four lines of your own poem describing the wind using your imagination.

80 km/hr



Write two sentences to describe how the wind makes you feel?

40 km/hr



Draw a kite flying in the wind and label it with one word that describes the wind (e.g., strong, fast, cold).

### Home Task

Ask any elder at home to tell you about a time they flew a kite. Write two lines about what they said.

### Period 2

**Teacher:** Good morning, students. Let us start our class with a quick energizer.

(Use CRM Signs to settle the class and get the attention of the students)

**Teacher:** When I say a line, you will act it out. Ready?

**Teacher:** 'The wind is blowing gently.' (Students move their arms side to side)

**Teacher:** 'The wind is fast and strong.' (Students make fast waving motions)

SHOULD DO

10 MIN.

COULD DO

10 MIN.

**Teacher:** 'The kite is flying up.' (Students stretch hands up)

**Teacher:** 'The kite is going down.' (Students bring hands down)

**Teacher:** Wonderful. Now that we are all warmed up, let us return to our poem.


### Learning better –Excelling Comprehension


**Teacher:** Let us open our books to the Learning better section. We will complete Exercise A and B together.

**MUST DO**

20 MIN.

**Teacher:** In Exercise A, we are completing the sentences using what we remember from the poem.

 **Learning better** CBA Full

 **Comprehension**

**A Complete these sentences.**

1. The poet did not know where the \_\_\_\_\_.
2. The poet could not keep up with the \_\_\_\_\_.
3. If the poet stopped holding the string of his kite, \_\_\_\_\_.
4. Then after a day and a night, \_\_\_\_\_.
5. Then the poet would know \_\_\_\_\_.

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**Teacher:** Question 1: 'The poet did not know where the \_\_\_\_\_.'

**Teacher:** What is missing here? Yes, the wind comes from.

**Teacher:** Let us write: 'The poet did not know where the wind comes from.'

Teacher guides students through each sentence of Exercise A, using discussion.

**Teacher:** Now let us move to Exercise B – Write true or false.

**B Write true or false.**

1. There was a gentle wind as the poet flew his kite. \_\_\_\_\_
2. The poet ran to keep up with the wind. \_\_\_\_\_
3. The poet could not keep up with the wind. \_\_\_\_\_
4. The poet let go of the kite's string. \_\_\_\_\_
5. The poet finally found out where the wind came from. \_\_\_\_\_

78

**Teacher:** Read the first statement: 'There was a gentle wind as the poet flew his kite.'

**Teacher:** Was this mentioned in the poem? Think carefully.

**Teacher:** Let us discuss each one and decide whether it is true or false.

Teacher discusses and clarifies all five questions with the class before they write.

**Teacher:** Now turn to your partner.

**COULD DO**

10 MIN.

**Teacher:** Discuss this question: 'If you could tie a message to a kite, what would you write and where would you want it to go?'

**Teacher:** You have two minutes each to share your answer.

**Teacher:** After that, I will ask a few of you to share it with the whole class.

### Differentiated Activities

110 km/hr



Write three things the poet could have discovered if he followed the wind.

80 km/hr



Write two things the poet did not know about the wind.

40 km/hr



Circle the words in the poem: wind, kite, fast.

### Home Task

Draw a kite and write one line from the poem inside the kite. Colour it neatly.

### Period 3

**Teacher:** Good morning, students.

Let us begin today with a fun recall.

**SHOULD DO**

10 MIN.

**Teacher:** I will ask you a few quick questions. If your answer is 'yes', raise your hand.

**Teacher:** Did the poet know where the wind came from?

**Teacher:** Could the poet catch up with the wind even if he ran?

**Teacher:** Did the kite help the poet learn something?

**Teacher:** Lovely. Now we are ready to dig a bit deeper into the poet's thoughts.

**Teacher:** Please open your book to the section with questions C and D.

**MUST DO**

20 MIN.

**Teacher:** Let us do this together. I will read the question and we will discuss the answer before writing.

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

1. Did the poet keep up with the wind?
2. What did the poet want to find out?
3. How could the poet tell where the wind blew?

78

**Teacher:** What do you think?

(Student responds)

**Teacher:** Correct. The poet could not keep up with the wind, even if he ran.

**Teacher:** Yes, he wanted to know where the wind comes from and where it goes.

**Teacher:** That is right – by letting go of the kite and following where it went.

**Teacher:** Now write all three answers clearly in your notebook.

**Teacher:** Now let us talk about these two questions in more detail.

(Teacher reads the first question aloud.)

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

1. Does the wind come from where it last blew to? Justify your answer.
2. Can you think of anything else that tells you where the wind blows? Explain.

78

**Teacher:** Think logically. The wind keeps moving. Can we track it backwards?

**Teacher:** Yes, good thinking – things like flags, trees or even your hair moving.

**Teacher:** Share your answers with your partner and then write your own thoughts in your notebook.

**Teacher:** Let us imagine – if you were a kite flying in the sky, what would you see the wind doing?

**COULD DO**

10 MIN.

**Teacher:** Would it blow through trees, lift leaves or whistle past buildings?

**Teacher:** Close your eyes for a moment and think. Then share one sentence with the class:

'I saw the wind \_\_\_\_\_.'

**Teacher:** Great. Now, if you wish, draw a quick picture of yourself flying with the wind.

## Differentiated Activities

110 km/hr



Write two long answers from Exercise D in your own words, adding your own examples.

80 km/hr



Answer all three short questions from Exercise C in complete sentences.

40 km/hr



Choose one question from Exercise C and answer it in one line with support.

## Home Task

Ask your family what signs they use to know it is a windy day. Write two signs they shared.

## Period 4

**Teacher:** Good morning, students. Let us begin today's class with a fun warm-up.

**SHOULD DO**

10 MIN.

**Teacher:** I will say some action words and you will act them out quickly. Ready?

**Teacher:** Fly. Run. Walk. Skip. Blow like the wind.

**Teacher:** Excellent. Now we will work on vocabulary and an interesting listening task.

## Excelling Vocabulary

**Vocabulary**

**Use the letters given in the box to make as many words as you can in your notebook. Each word must begin with 'str'. Letters can only be used once in a word.**

d	p	i	n	i
i	g	o	e	k
f	g	c	k	t

**Circle the words which describe the movement of the wind in the poem. Write a sentence with the words in your notebook.**

blow fly walk come run go skip

78

**Teacher:** Look at Exercise E. You will see a group of letters and a box that starts each word with 'str'.

**MUST DO**

20 MIN.

**Teacher:** You have to make as many words as you can that begin with 'str' using the letters in the box. For example:

– string, stripe, strong

**Teacher:** Use each letter only once in a word. Write your answers in your notebook.

**Teacher:** Now let us do Exercise F. Look at the words below:

blow, fly, walk, come, run, go, skip

**Teacher:** Which of these words describe how the wind moves in the poem? Yes – blow, fly, run.

**Teacher:** Circle those words and then write a sentence with each one. For example:

– The wind blows through the trees.

– The kite flies high in the sky.

## Excelling Concentration

**Concentration\***

**Listen to your teacher carefully. Now fill in the blanks with suitable articles.**

- Keshav's grandparents live in Jaipur. They have \_\_\_\_\_ house there.
- During \_\_\_\_\_ summer vacations, his family and his aunt's family went on \_\_\_\_\_ short trip to Jaipur. It was \_\_\_\_\_ amazing experience.
- They stayed with Keshav's grandparents for \_\_\_\_\_ day.
- They spent the day playing, singing and eating. They also went on \_\_\_\_\_ adventure.
- Keshav and his cousins used \_\_\_\_\_ extra mattresses that his grandparents had.
- They placed the three mattresses next to each other in \_\_\_\_\_ organised manner.
- \_\_\_\_\_ four children slept happily.

78

- Keshav's grandparents live in Jaipur. They have a house there.
- During the summer vacations, his family and his aunt's family went on a short trip to Jaipur. It was an amazing experience.
- They stayed with Keshav's grandparents for a day.
- They spent the day playing, singing and eating. They also went on an adventure.
- Keshav and his cousins used the extra mattresses that his grandparents had.
- They placed the three mattresses next to each other in an organised manner.
- The four children slept happily.

**Teacher:** Now let us move to Exercise G. Please listen carefully while I read this passage aloud. You will then fill in the blanks using suitable articles – a, an or the. Teacher reads aloud from the Excelling Concentration passage.

**Teacher:** Open your book to Exercise G and read each sentence again.

**Teacher:** For example, Sentence 1: 'They have \_\_\_\_\_ house there.' What article fits? Yes, 'a'.

**Teacher:** Let us complete the rest of the sentences together. I will guide you with hints as we go. (Listening text on page 119)

**Teacher:** Let us now play a little speaking game with our partners. Everyone, turn to the person sitting next to you.

**Teacher:** First, think of one word that begins with 'str'. Can someone give me an example? (Student responds: 'strong')

**COULD DO**

10 MIN.

**Teacher:** Yes, 'strong' is a great word. Any more?

(Students respond: 'string', 'stretch', 'strike')

**Teacher:** Excellent thinking.

**Teacher:** Now, let us look at the words that describe how wind moves. What are some action words from the poem or our vocabulary box?

(Students respond: 'blow', 'fly', 'run', 'go')

**Teacher:** Wonderful. Now each of you will say one 'str' word and one action word about the wind.

**Teacher:** Let us try together first. I will say 'string' and you say an action word. Ready?

**Teacher:** String –

(Student responds: 'blow')

**Teacher:** Perfect. Now let us put them in a sentence. How about:

'The wind blew the kite high as it tugged on the string.'

**Teacher:** Great. Now it is your turn. Partner A says a 'str' word, Partner B says a wind-action word, then together you make a fun sentence using both.

**Teacher:** I will walk around and listen to your sentences. After two minutes, I will ask a few of you to share your sentences aloud.

**Teacher:** Let your sentences fly like the wind.

### Differentiated Activities

110 km/hr



Make five new words using 'str' and write a sentence with any two.

80 km/hr



Circle three words that describe wind movement and write one sentence using any one.

40 km/hr



Match the article with the word:

- a – house
- an – apple
- the – moon

### Home Task

Observe the wind at home today. Write two sentences about what it does (e.g., moves trees, flies kites).

### Period 5

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

(Use CRM Signs to settle the class and get the attention of the students)

**Teacher:** Raise your hand if you have ever told a story that was not completely true, but sounded like it could be.

**Teacher:** Oh, I see quite a few hands going up. Was it a prank? A joke? Or just a fun game?

SHOULD DO

10 MIN.



**Teacher:** Let me share something funny from my own childhood. Once, I told my brother that I saw a ghost in the cupboard.

**Teacher:** He got so scared that he did not open it for a whole week.

**Teacher:** Now, can you think of a time when you said something funny or unbelievable like that? Take a minute and share it with your partner.

(Student: 'Yes. He ran out of the room.')

**Teacher:** Very convincing. That is exactly what we will practise today – telling stories that sound real.

**Teacher:** Now, suppose you had to tell your class that you met a tiger on your way to school...

**Teacher:** Would you make it sound serious or would you laugh while telling it?

(Student: 'Serious')

**Teacher:** Yes – because your expressions must match the story. If you smile too much, we will know it is false.

**Teacher:** Today, we will play a True or False storytelling game. You will tell a short story and your group will try to guess if it is true or not.

**Teacher:** You can change a few details to trick them – but do not give away the answer with your face or voice.

**Teacher:** Excited? Let us begin with our group work now.

### Excelling Language

Language

21st CS LAD OLD

Work in groups of four. Take six pieces of paper and write either true or false on them. Now, pick a chit and tell a true/false story depending upon what is written on the chit that you picked. The others have to guess if the story is true or false. You can ask the speaker questions while he/she is narrating the story.

(Hint: Tell a story that you know well. You may change some of the details to make it false, if needed. Do not give away the answer with your expressions.)

79

**Teacher:** Now we will work in groups of four. Each group will get six chits of paper.

MUST DO

15 MIN.



**Teacher:** On each chit, write 'True' or 'False'. Fold and mix the chits well.

**Teacher:** One person from each group will pick a chit and tell a story.

**Teacher:** If your chit says 'True', tell a real story. If it says 'False', tell a made-up story that sounds real.

**Teacher:** While the storyteller is speaking, the rest of you can ask questions to find out if the story is true or false – but do not make it too easy.

**Teacher:** At the end, the group guesses – 'True' or 'False'?

**Teacher:** Remember:

- Do not give it away with your expressions.
- Change small details if you want to make a true story sound false.
- You must sound convincing either way.

**Teacher:** Let us begin with Group 1. Pick a chit and start telling your story. The rest of the class, listen carefully.

## Excelling Expression

**Expression**

1 Fill in the table given below with the activities that you do with your friends and family.

	Family	Friends
Places I visited		
Games I play		
Classroom activity		

79

**Teacher:** Now, turn to the table below in your book. You will fill it in with activities you do with your family and friends.

**Teacher:** Think about:

- Places you visited
- Games you play
- Classroom activities

**Teacher:** For example:

- Family: Visited the zoo, played carrom, helped with a science model
- Friends: Went to the park, played football, worked on a group chart

**Teacher:** Fill in your own experiences. Write one or two for each box.

**Teacher:** After that, share one activity with your partner.

## Differentiated Activities

110 km/hr



Write one true story and one false story in your notebook. Label them as 'T' and 'F'.

80 km/hr



Write a short paragraph about one fun activity you did with your friends.

40 km/hr



Draw and label one place you visited with your family.

## Home Task

Think of a fun or memorable activity you did with your friends or family. Draw a small picture of it and write two lines to describe what happened.

## Period 6

**Teacher:** Good morning, everyone. Today we will do some creative and thoughtful activities.

**Teacher:** Before we begin, tell me – when you blow air through a straw, what happens to a drop of watercolour?

**Student:** The paint spreads in all directions like tiny lines or shapes.

**Teacher:** Yes, it moves and spreads in different directions. Just like the wind moves in the poem – fast, freely and playfully.

**MUST DO**

15 MIN.



**Teacher:** Let us use this idea to make something beautiful on paper today.

## Creating better



**Creating better**

ArtI 21a CS

**Make water colour patterns.**

Take a white sheet of paper. Place a few drops of water colour. Blow on the drops of paint on the paper using a straw. This will create different patterns and designs. You can use different colours.

79

**Teacher:** Take a white sheet of paper. I will give you a few drops of watercolour.

**Teacher:** Blow on the drops gently using a straw. Watch how the paint spreads like the wind.

**Teacher:** Use different colours to create patterns. You can name your design after the wind – like 'Wind Splash' or 'Flying Colours'.

**Teacher:** After five minutes, we will walk around and admire each other's artwork.

**MUST DO**

20 MIN.



## Thinking better



**Thinking better**

COD HOTS 21a CS

If you go to a hilly region, will you find cold wind or warm? Give reasons for your answer.

79

**Teacher:** Now let us think. If you visit a hilly region, will the wind be cold or warm?

(Student: 'Cold')

**Teacher:** Why do you think so?

(Student: 'Because hills are higher and cooler')

**Teacher:** Exactly. Air becomes colder as we go higher. That is why the wind feels cooler in the hills.

**Teacher:** Write your answer in one line:

'I will feel \_\_\_\_\_ wind because \_\_\_\_\_.'

## Choosing better



**Choosing better**

EXL LSV 21a CS

You take admission in a new school. You miss your old friends. What will you do? Give reasons for your answer.

79

**Teacher:** Now imagine this: You have joined a new school. You miss your old friends.

**Teacher:** What will you do?

(Student: 'Make new friends')

**Teacher:** Yes, making new friends is a great idea. Anyone else?

(Student: 'Talk to the teacher or call old friends')

**Teacher:** These are good suggestions. Write down your choice and the reason for it in two sentences.

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

**Teacher:** Let us sit in a circle.

**Teacher:** One by one, tell the class:

1. What did you name your artwork?
2. What will you do if you feel lonely in a new school?

**COULD DO**

10 MIN.



**Teacher:** We will clap for each friend after they share. It feels good to listen and support one another.

### Differentiated Activities

**110 km/hr**



Write two reasons why the wind feels different in different places.

**80 km/hr**



Draw one place where the wind feels cold and one where it feels warm. Label both.

**40 km/hr**



Circle the correct word:

The wind in hills is (hot / cold).

The wind in deserts is (cold / warm).

### Home Task

Talk to your parents or grandparents about a time they visited a hilly place. Write one thing they said about the weather.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>use fine motor skills while creating watercolour wind patterns and participating in energisers with hand and body movements.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>identify and express feelings of loneliness, adaptation and decision-making through discussions and choosing better activities.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>explore abstract thinking by discussing wind direction, understanding cause-effect in the poem and answering inferential questions.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>read and recite poems with rhythm, answer comprehension questions and practise storytelling and article usage in context.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>create visual art using colours and patterns inspired by nature and appreciate the poetic form and rhyme in the poem.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>participate actively in group discussions, take turns, listen respectfully and express ideas confidently through speaking and writing.</li> </ul>

### Starry Knights

How was the learners' response to the poem on wind? Did they enjoy the rhythm of the poem while reciting it?

Reward yourself with a STAR..

