

## Lesson-7: Home Sweet Home

Theme 7: Why Do We Need Support?

14 Periods (40 minutes each)



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



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

Confirming better  
I am a team player.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to read aloud the text with appropriate pronunciation, pause and intonation to build fluency, comprehension and expression.
- to explore and enrich vocabulary using sight words, synonyms, homophones and new words from the text, using them meaningfully in context.
- to recognise and use adverbs of manner, place and frequency appropriately in sentences and real-life communication.

### Methodology

#### Period 1

**Teacher:** Good morning, everyone. I hope you are all feeling great today.

SHOULD DO

10 MIN.

Confirming better I am a team player. PLH 80

(Use CRM signs to settle the class and get their attention.)

**Teacher:** Today, we are going to talk about something very important 'being a team player.'

**Teacher:** Can anyone share what it means to be a team player? Whether we are working in class, playing a game or doing a group activity?

**Student 1:** It means working well with others and helping each other.

**Teacher:** That is a great answer. Being a team player means we listen, share and support one another. It shows respect, cooperation and kindness and helps everyone succeed.

**Teacher:** When we take turns, solve problems together and encourage our teammates, we are showing that we care about the group, not just ourselves.

**Teacher:** Now, let us say this affirmation together: 'I am a team player.'

**Students:** 'I am a team player.'

**Teacher:** Wonderful. Remember, every time you choose to be a team player, you are building a better and happier classroom. Keep practising teamwork every day.



You may show the eBook given on the digital platform.

MUST DO

30 MIN.

K (What I Know)# ICL W (What I Want to Know)# 80

**Teacher:** Now we will begin a new chapter, 'Home Sweet Home'. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same 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 do Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting.

#### Re-KAP

Let us start with the Kinaesthetic activity. Open your book to page 80.

#### Kinaesthetic

**Teacher:** Now it is time for a fun kinaesthetic activity. We are going to move, act and learn together.

### Kinaesthetic

Work in groups of four. Write down four adverbs of time, manner and place in your notebook. Pass your notebook to the person sitting on your right. Ask them to write a sentence using one word. Then pass the notebook to the next child. Continue till everyone gets a chance. Do a group high five if the sentences are correct.

80

**Teacher:** You will be working in groups of four for this activity. Please sit together with your group and keep your notebooks ready.

**Teacher:** In this activity, you will start by writing down four adverbs - one of time, one of manner and one of place and then choose one more of any type. Write all four adverbs in your notebook.

**Teacher:** Once everyone in your group has done this, pass your notebook to the person on your right.

**Teacher:** The person who receives your notebook will read the adverbs and choose one adverb to use in a complete sentence. They will write the sentence in your notebook, below the list of adverbs.

**Teacher:** Then, pass the notebook again to the next person on the right and repeat the same steps. Keep going until everyone in your group has had a turn writing a sentence.

**Teacher:** When all of you have written one sentence each, check if the sentences are correct. If they are, do a big group high five to celebrate.

**Teacher:** Remember to help each other if someone is stuck, take turns patiently and enjoy learning together. (Move around the class to support students as needed. Later, invite a few groups to share a sentence they liked best from their notebooks.)

### Auditory

#### Auditory\*

Listen to your teacher carefully. Your teacher will read out a few sentences. Write them in your notebook. Circle the incorrect adverbs of manner. Rewrite the sentences with suitable adverbs of manner.

80

**Teacher:** Now we are going to do the Auditory activity to help us understand adverbs of manner better. Please listen carefully and keep your notebooks and pencils ready.

**Teacher:** In this activity, I will read a sentence. Your task is to:

1. Write the sentence in your notebook.
2. Circle the incorrect adverb of manner in the sentence.
3. Rewrite the sentence using a better and more suitable adverb of manner.

Let us try one together.

**Teacher:** If I say: 'Mohan chewed his food brightly.' What will you do?

Think about the adverb — does 'brightly' describe how someone chews food?

**Students:** No.

**Teacher:** Great. So, we circle 'brightly' and replace it with a better adverb, such as 'slowly' or 'carefully.' So, the corrected sentence could be: Mohan chewed his food slowly.

**Teacher:** Are we ready?

**Students:** Yes.

**Teacher:** I will read each sentence twice so that you can understand clearly. Write them down carefully.

(Read the sentences given on page 120 aloud to students)

1. Mohan chewed his food brightly.
2. Sudha whispered her name loudly.
3. The deer ran neatly.
4. The moon shone carefully.
5. Sia read the book tightly.

**Teacher:** Once you have written and corrected all the sentences, we will discuss them together and share some better adverb choices as a class.



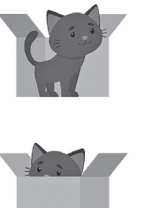
### Pictorial

**Teacher:** Now we are going to do a fun pictorial activity using adverbs of place. Please look carefully at the pictures on page 80.

**Teacher:** You can see three sets of pictures. In each set, something is changing in terms of where the people or animals are.

**Pictorial - PS**

Look at the pictures. Discuss with your partner the correct adverbs of places shown in the pictures. Write them in your notebook. You may take help from the box.

		inside	near	far	outside
1.		a.		a.	
	b.	b.	b.	b.	b.

80

**Teacher:** Your task is to look at each picture and choose the correct adverb of place from the box at the top —inside, near, far or outside. These words tell us where something is happening. Let us look at the first one together:

**Teacher:** In 1(a), where is the monkey? (Yes, it is on the tree. It is half hidden by the tree leaves. So, we can say it is 'inside' the tree.)

And in 1(b), the monkey is on the ground near the tree. Now it is your turn to do the rest:

- Look at each set.
- Talk with your partner.
- Choose the correct adverb of place for each picture.
- Write it in your notebook.

You can use these words to help you: inside, near, far, outside.

**Teacher:** Once you are done, we will share the answers and talk about why each adverb fits best.

### Differentiated Activities

#### 110 km/hr



Write a short paragraph (5–7 sentences) about a day at the park or a classroom scene. Use at least one adverb of manner, one of place and one of frequency.

#### 80 km/hr



Use one adverb from each category (manner, place, frequency) to form complete sentences. Underline the adverb in each sentence.

#### 40 km/hr



Read the list of adverbs below. Sort them into three groups:

- Adverbs of manner (how)
- Adverbs of place (where)
- Adverbs of frequency (how often)

Word Box: quickly, always, near, neatly, inside, often, slowly, far, never


### Home Task

Look around your home and complete the following sentences by adding a suitable adverb (of manner, place or frequency):

1. My mother speaks to me \_\_\_\_\_.
2. The shoes are kept \_\_\_\_\_.
3. I \_\_\_\_\_ water the plants in the morning.
4. My pet moves \_\_\_\_\_ when it sees food.
5. I keep my books \_\_\_\_\_ on the shelf.

## Period 2

### Interacting better



**Interacting better**

I have seas without water, coasts without sand, towns without people, mountains without land. I often travel with travellers. Discuss with your partner to solve the riddle. Write the answer in the blank.

ICL

81

**Teacher:** Good morning, everyone. Let us start our day with 'Interacting better' activity.

**SHOULD DO**

10 MIN.

**Teacher:** Today, we are going to do a fun activity that will help us think, share and work together as partners.

**Teacher:** Listen carefully to this riddle: I have seas without water, coasts without sand, towns without people, mountains without land. I often travel with travellers.

**Teacher:** Hmm... what do you think this could be? Don't

shout the answer. Instead, I want you to think quietly for a minute.

**Teacher:** Now, turn to your partner. Take turns discussing what you think the answer might be. You can:

- Share what part of the riddle stood out to you.
- Explain why you think your answer might be correct.
- Listen to your partner's idea carefully too.

**Teacher:** You will have two minutes to talk with your partner. Be sure to take turns and be respectful while sharing your ideas.


(Pause and give students thinking and discussion time.)

**Teacher:** Alright, time is up. Would anyone like to share what their partner said or what they both agreed on? (Call on a few students to share answers. Encourage participation and praise reasoning.)

**Teacher:** Great thinking, everyone. The answer to the riddle is... a map.

**Teacher:** Well done if you got it right and even if you didn't, what matters most is that you listened, shared and explored ideas together. That is how we become better thinkers and team players.

Ryan is at Lina's house. They are working on a school project. They are making a presentation on the topic 'What Keeps Us Strong'. Pa\* tells them that the best way to stay strong is to stay together. He tells them a story – *The Swiss Family Robinson*. The story is about a family that is shipwrecked on a tropical island. They survive by staying together. The family consists of William (father), Elizabeth (mother) and their four sons, Fritz, Ernest, Jack and Francis. Pa reads out the part of the story where the family builds a house together.



STEP 1 TAIL

81

**Teacher:** Today, we are going to begin a new story and it is all about strength. But not the kind of strength you get from lifting weights or running fast. This story is about a different kind of strength the kind that comes from working together and helping one another.

**Teacher:** Let me tell you how it begins. Ryan is at his friend, Lina's, house and they are working on a school project called 'What Keeps Us Strong.' Just then, Lina's father shares something very meaningful — he says, 'The best way to stay strong is to stay together.'

**Teacher:** To explain this, Pa reads them a story called, *The Swiss Family Robinson*. It is about a family that survives a shipwreck and lands on a tropical island. They lose everything, but they stay strong because they stay together.

**Teacher:** In today's lesson, we will read about how this family William, Elizabeth and their four sons who help each other, build a house and face challenges by working as a team. Let us read and find out what we can learn from them about being strong through togetherness.

**MUST DO**

20 MIN.

"It was the day after our ship was wrecked at sea. We decided to move to the island that was visible beyond the reef.

"This is where we will be building our house," I told my family. "However, first we need some ladders."

We had decided to build our house on the branches of a tree. The ladder would help us climb up and see how we could start building our new home.

Ernest and Fritz decided they wanted to build the ladders. They needed a rope to start with. I measured the height and told them that we needed a 40-foot rope. Both Ernest and Fritz set to work immediately. I began to think of ways to sling the ropes over the branches. It seemed like a difficult task to accomplish.



**Teacher's Note:** \*Tell the students that Lina calls her father 'Pa'.  
\*\*Tell the students that William is narrating the story.

At that moment, I was struck with an idea. We had managed to bring a ball of strong thread back from the ship. I tied it to an empty bamboo reed and filled the latter with some sand. Then I made a makeshift bow and arrow.

**Discovering better**  
**reed:** a thick stick that is empty from inside  
**makeshift:** here, simple, temporary

**Understanding better**  
Where does the family build their house on the island?  
**81**

## Discovering better

**Teacher:** Let us go through the words from the story so far and understand it's meaning.

**MUST DO**

10 MIN.



## Discovering better

**LAD**

**reed:** a thick stick that is empty from inside

**makeshift:** here, simple, temporary

**81**

(Introduce and explain the words and their meanings. Ask students to come up with sentences using them)

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

## Differentiated Activities

**110 km/hr**



1. What does this passage tell us about how the family worked together after the shipwreck?
2. If you were in this situation, how would you solve the problem of building a ladder without tools?

**80 km/hr**



1. Why do you think the family decided to build their house on a tree?
2. How did the father plan to get the rope over the branches?

**40 km/hr**



1. What happened to the family before they reached the island?
2. Where did they decide to build their house?

## Home Task

Read page 81 at home. Practise writing the challenging words in your notebook.

## Period 3

**Teacher:** Good morning, everyone. Before we move ahead with today's session, let us quickly go back and remember what happened in the story 'Home Sweet Home'.

**COULD DO**

5 MIN.

**Teacher:** I want you to help me summarise the first part of the story — that means we will say the main points in a short and simple way.

(Use CRM signs to settle down students and ask them to take turns to summarise the story in their own words).

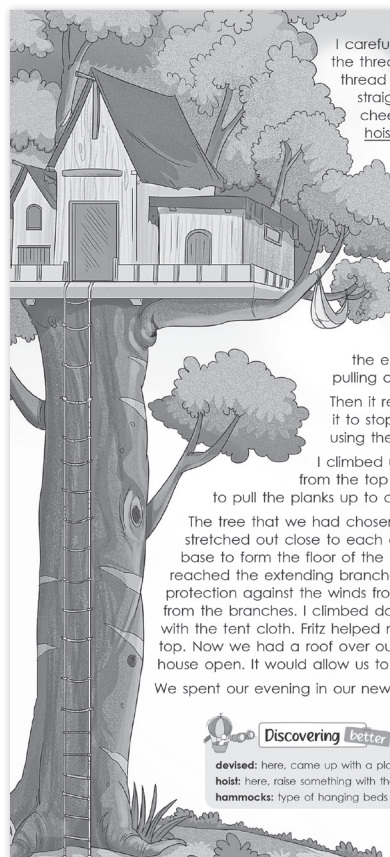
**Teacher:** Well done, everyone. You remembered the last part of the story where the family began planning their treehouse. But now something exciting is going to happen let us find out how they built it.

**MUST DO**

15 MIN.



**Teacher:** Please open your main coursebook to page 82. I will begin reading and then some of you can take turns. Listen carefully something clever is about to happen. (Read the first paragraph aloud with expression and invite volunteers to continue paragraph by paragraph.)



I carefully attached a flamingo feather to the thread. It acted as a sail when I shot the thread over the branch. As the arrow flew straight over to the other side, everyone cheered. I had devised the method to hoist the rope across the branch.

Soon, Ernest and Fritz brought me the strong ladder that they had built. They had done impressive work with rope and sugarcane stems. "This is a job well done! I cannot tell you how proud I am of you both!" I praised them both.

Next, we grabbed on to the end of the thread that had come down across the branch. We tied the ends of the ladder to it. We all started pulling and the ladder kept going up.

Then it reached the branch that we wanted it to stop at. Fritz climbed up to the branch using the ladder and fixed it there.

I climbed up next to fix a pulley to the tree trunk from the top of the branch. I would then be able to pull the planks up to construct our house.

The tree that we had chosen was the right one. Its branches had stretched out close to each other. This provided us with the perfect base to form the floor of the house. We built our walls which reached the extending branches at the top. They gave us complete protection against the winds from all sides. Next, we tied hammocks from the branches. I climbed down to the ground. I quickly returned with the tent cloth. Fritz helped me spread it over the branches at the top. Now we had a roof over our house. We left the front side of the house open. It would allow us to enjoy the cool sea. We spent our evening in our new house.

**Discovering better** **LAD**  
 devised: here, came up with a plan  
 hoist: here, raise something with the help of ropes and pulleys  
 hammocks: type of hanging beds for outdoors

**Understanding better**  
 What did William and his sons do from the branches of the tree?  
 ICL 82

**Teacher:** Let us pause for a moment. Can anyone tell me what smart idea the narrator had to get the thread over the branch?

(Allow student responses)

**Teacher:** That is right. He tied a flamingo feather to the thread. It acted like a sail and helped the arrow fly over the branch. Wasn't that clever?

**Teacher:** Let us continue reading. What do you think Ernest and Fritz did next?

(Continue reading or ask a student to read the next paragraph)

**Teacher:** Excellent. They made a ladder using rope and sugarcane stems. Now class, how do you think their father felt when he saw their work?

(Allow responses)

**Teacher:** Yes. He was proud and he praised them. What kind words would you say if you saw someone working hard like that?

(Pause for student responses)

**Teacher:** Now listen carefully. They started to pull the ladder up using the thread. Step by step, the ladder went up the tree. Soon, it was fixed on the branch.

(Use hand gestures and dramatic voice)

**Teacher:** Can you picture it? Fritz climbing up bravely and fixing the ladder? Then the pulley was fixed. Then came the planks for the floor, the hammocks for sleeping and finally, the roof made of tent cloth.

**Teacher:** Imagine you were part of that team working together to build a home in a tree. What would you enjoy the most?

(Pause for reflections)

### Discovering better

**Teacher:** Let us go through the words from the story so far and understand their meaning.

**MUST DO**

10 MIN.



### Discovering better

**LAD**

**devised:** here, came up with a plan

**hoist:** here, raise something with the help of ropes and pulleys

**hammocks:** type of hanging beds for outdoors

82

(Introduce the words and ask students to come up with some sentences using them.)

**Teacher:** Let us quickly do a recap of the story. But I will be asking you some questions. Are you ready?

**COULD DO**

10 MIN.

**Students:** Yes.

**Teacher:** Great. Let us begin.

1. What did William and his sons tie from the branches of the tree?
2. What did the family use to make the ladder?
3. How did they manage to get the ladder up the tree?
4. Why was the tree a good choice for building a house?

(Use CRM signs to guide students take turns during discussion).

**Teacher:** We will stop here for today. What an amazing job this family did. Working together, thinking creatively and staying strong just like what we do as a class. We will continue next time and find out how life begins in their new home on the tree.

### Differentiated Activities

**110 km/hr**



Imagine you were part of the family. Write a diary entry for the day you helped build the treehouse. Include:

- What you did
- How you felt
- Why you think teamwork was important

**80 km/hr**



Answer in complete sentences:

1. How did the narrator get the thread across the branch?

- Why did they choose the tree for building their house?
- How did the family show teamwork?

40 km/hr



Write the name of character next to each action.

Action	Who/What
Tied a feather to the thread	_____
Built the ladder	_____
Climbed up first	_____
Made the pulley	_____

### Home Task

Read page 82 at home. Practise writing the challenging words in your notebook.

### Period 4

**Teacher:** Good morning, everyone. Before we move ahead with today's session, let us quickly go back and remember what happened in the story 'Home Sweet Home'.

**Teacher:** I want you to help me summarise the story so far. That means we will say the main points in a short and simple way.

(Use CRM signs to settle down students and ask them to take turns to summarise the story in their own words).

**Teacher:** Are you ready to hear how the family ends their long, adventurous day?

**Teacher:** (Read expressively from the coursebook)

'It was the first evening since the shipwreck that the family finally had a proper roof over their heads and walls to protect them.'

COULD DO

5 MIN.

☐

MUST DO

15 MIN.

☐

It was the first evening since the shipwreck that we had proper roof over our head and walls to protect us.

I placed the big dining table I had built at the foot of the tree. Elizabeth placed a huge earthen pot on the table. We could see steam escaping through the edge of the lid. We were *starving* after all of the day's hard work.

Within moments, we *polished off* our dinner. Then, turn by turn, we all climbed up the ladder and stepped into our new home. I pulled up the ladder behind me. Seeing me take the ladder, Francis could not hold back his excitement. He told me, "Father, it appears as if you are pulling up the drawbridge of our castle." I smiled and replied, "Well, my son, this drawbridge is sure to keep our enemies, the wild animals, at bay!"

**Exploring better**

dinner: from the Old French word 'disner', meaning to 'break one's fast'

**Imagining better**

If I were stranded on an island...

83

—adapted extract from *The Swiss Family Robinson* by David Wyss

**Teacher:** Can you imagine how good that must have felt? After all that building, climbing and pulling a warm, safe place to rest.

**Teacher:** (Read on)

'The father placed a big dining table he had built at the foot of the tree. Elizabeth, the mother, placed a huge earthen pot on the table. Steam was escaping through the lid — dinner was ready.'

**Teacher:** Yum. Imagine the smell of hot food after working all day. Let us pause for a moment. What do you think they cooked in that pot?

(Allow quick student guesses.)

### Exploring better

**Teacher:** Great. And did you know that the word 'dinner' came from the Old French word 'disner', meaning to 'break one's fast'.

**Teacher:** (Continue reading)

'Within moments, they polished off their dinner. Then, one by one, they climbed up the ladder into their new home. The father was the last to climb and pulled the ladder up behind him.'

**Teacher:** Why do you think he pulled the ladder up?

(Let students respond, guide toward the idea of protection and safety)

**Teacher:** (Read the final part dramatically)

'Francis couldn't hide his excitement. He told his father, 'It looks like you're pulling up the drawbridge of our castle.'

The father smiled and replied, 'Well, my son, this drawbridge will keep our enemies — the wild animals far away.'

**Teacher:** Isn't that a lovely moment? From a wrecked ship to a castle in the trees all built by a strong, united family.

### Imagining better

**Teacher:** That was such a brave and exciting story, wasn't it? Now let us do a little imagining of our own.

**Teacher:** Close your eyes for just a moment and picture this:

You are on a ship... sailing across the ocean... But suddenly — oh no. — your ship is caught in a storm. You swim safely to a nearby island... but now, you are stranded.

**Teacher:** Here is your task: If you were stranded on an island, what would you do? Think about:

- What is the first thing you would build or find?
- What food would you look for?
- Would you make a treehouse like the family in the story?
- And who would you want to be with or would you rather be alone?

COULD DO

10 MIN.

☐

**Teacher:** Take a minute to think. Then, write 3–4 sentences starting with: 'If I were stranded on an island...'  
You can also draw a quick picture of your island, if you would like.

(Allow time for writing and drawing. Use CRM signs to guide the class.)

**Teacher:** When you are ready, turn to your partner and read your story to them. Take turns sharing.

(After partner sharing, invite a few volunteers to present to the whole class.)

**Teacher:** With that we have completed the story and now it is time to begin with the practice exercises of the story.

**Teacher:** Great. Let us move on to 'Discovering better'.



**Discovering better** **LAD**

starving: very hungry  
polished off: to finish off food quickly

83

**Teacher:** Can you read out the words given?

(Invite the students to read the given words and their meanings. Engage them in a quick discuss to think of using the words in a sentence of their own.)

**Teacher:** Now let us move on to the 'Laughing better' for a quick laugh.



**Laughing better** **PLH**

Roli: How do you know the sea is friendly?  
Diley: It waves.

83

**Teacher:**

**Roli:** How do you know the sea is friendly?

**Diley:** It waves.

**Teacher:** Get it? The sea 'waves' just like we wave hello to someone. Isn't that a clever play on words?  
(Pause to let students giggle or react.)

**Teacher:** Can anyone think of another word that means two things? For example, 'bark' — can mean a sound made by a dog. It can also mean the outer layer of a tree.  
(Allow students to share their ideas)

**Teacher:** Well done. Meet you in the next class.

## Differentiated Activities

110 km/hr



Create your own funny sentence or joke using a word with two meanings.

For example: I saw a bat in the cave and then I played with my bat.

80 km/hr



Complete these jokes using the correct word.

1. Why did the computer go to the doctor?

Because it had a \_\_\_\_\_.

(Hint: A virus can affect both people and computers)

2. What kind of tree fits in your hand?

A \_\_\_\_\_ tree.

(Hint: Think of a part of your hand.)

40 km/hr



Match the word to its two meanings.

a dog's sound	Bat	outer covering of a tree
an animal	Wave	used in cricket
move your hand	Bark	a sea movement

## Home Task

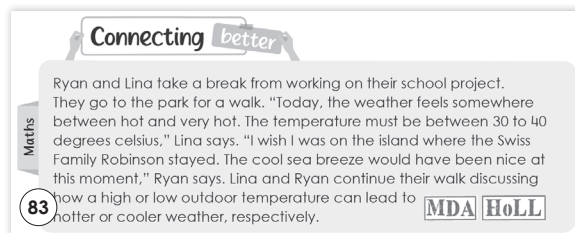
Read page 83 at home. Practise writing the challenging words in your notebook.

## Period 5

**Teacher:** Hello everyone. Today, we are going to start with the exercises

to check how much we remember the story. Ready?

**Teacher:** Great. Let us begin with 'Connecting better'.



**Connecting better** **MDA HoLL**

Ryan and Lina take a break from working on their school project. They go to the park for a walk. "Today, the weather feels somewhere between hot and very hot. The temperature must be between 30 to 40 degrees celsius," Lina says. "I wish I was on the island where the Swiss Family Robinson stayed. The cool sea breeze would have been nice at this moment," Ryan says. Lina and Ryan continue their walk discussing how a high or low outdoor temperature can lead to hotter or cooler weather, respectively.

83

**Teacher:** Let us join Ryan and Lina for a moment as they take a short break from working on their school project.

**Teacher:** They decide to go for a walk in the park. Lina wipes her forehead and says, 'Today, the weather feels somewhere between hot and very hot. The temperature must be between 30 to 40 degrees Celsius.'

**Teacher:** Ryan laughs and replies, 'I wish I was on the island where the Swiss Family Robinson stayed. The cool sea breeze would have been so nice right now.'

**Teacher:** As they continue walking, they start discussing how the temperature outside affects how hot or cool we feel. When the temperature is high, like today, the weather feels hotter. When it's low, the air feels cooler.

**Teacher:** Great. Ryan and Lina are using their everyday experiences to better understand what the Swiss Family Robinson might have felt on the island.

**Teacher:** Now think about this, have you ever wished to be in a different place because of the weather? Maybe somewhere cooler, warmer or more peaceful?


(Pause for student responses)

**Teacher:** Let us move to 'Matching better'. We will try to do word match to build our vocabulary.

**MUST DO**

10 MIN.





## Matching better

**extending:** stretching **LTL**

**construct:** built

83

**Teacher:** Let us read the words from the chapter and other words that have the same meaning:

- 'Extending' means the same as 'stretching'
- 'Construct' means the same as 'built'

**Teacher:** Excellent. These words were also used in the story we read. Can you remember what was extending in the story?

(Pause for student responses.)

**Teacher:** Yes. The branches of the tree were extending outwards, which helped the family build their house.

**Teacher:** And what did the family construct together? (Pause again for responses.)

**Teacher:** That is right. They constructed their house in the tree using ladders, ropes, planks and even hammocks.

**MUST DO**

10 MIN.



**Teacher:** Now let us look at Giving better. This part helps us think about how we can be responsible and helpful.



## Giving better

Many homeless people live in makeshift tents. Visit a local shelter and donate ration and other essential goods.

**Seva**

83

**Teacher:** Today, let us talk about how we can give more meaningfully—not just things, but also our time, care and kindness—to people who may need help.

**Teacher:** Many people in the world don't have a proper home. Some live in makeshift tents or shelters because they don't have a safe place to stay.


**Teacher:** One way we can show kindness and care is by donating things they need, such as ration supplies, clothes or essential items such as soap, toothpaste or blankets.

**Teacher:** If you ever visit a local shelter with your family, you can bring along some of these things to donate. Even small contributions can make a big difference in someone's life.

**Teacher:** Giving better also means giving from the heart helping someone not because we must, but because we care.

**Teacher:** Let us always look for ways to give better with kindness, respect and thoughtfulness.

## Recalling better



## Recalling better

- The Swiss Family Robinson was stranded on an unknown island because of a shipwreck.
- The family decided to build a tree house in the grove.
- Ernest and Fritz decided to build a ladder, using rope and sugarcane sticks.
- The father hung ropes from the high branches of the tree using a simple bow and arrow.
- The father and sons hung the ladder from the top of the branch.
- Together, they built the tree house.
- The father also built a dining table and hung hammocks.
- After the tree house was built, the entire family ate dinner. Then they went back to their tree house, one at a time.
- The family was happy to have a place to live in.

CING

84

**Teacher:** Next, let us recall what we have learned so far in the story 'Home Sweet Home'.

**SHOULD DO**

10 MIN.



**Teacher:** Please open your book to page 84 and look at Recalling better.

**Teacher:** I will read each point aloud. As I do, follow along and try to picture what happened at each stage of the story.

(Read the recap points slowly and clearly to students. You may also invite students to read it aloud to the whole class)

**Teacher:** Wonderful. Can you all imagine the scene the teamwork, the excitement and the clever ideas they used to build their new home?

**Teacher:** Now, let us test our understanding with a quick comprehension task.

Can you summarise the story in your own words? Or better yet, turn to your partner and discuss: What smart ideas did the family use to build their home on the island?

**Teacher:** I will give you a minute to think, then two minutes to discuss with your partner. Ready? Go ahead.

(After discussion, ask students to take turns to share their summary of the story)

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

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

## Differentiated Activities

**110 km/hr**



Summarise the story in your own words to your partner.

**80 km/hr**



Draw the tree house based on the description in the story. Label the parts (ladder, roof, hammocks, dining table). Then, write 4–5 sentences to describe how the family built their new home.

**40 km/hr**



Number these events in the correct order:

1. The family eats dinner.
2. The family builds a tree house.



3. The family climbs up the ladder.
4. They get stranded on an island.
5. Ernest and Fritz make the ladder.

## Period 6

### Learning better – Excelling Comprehension

**Teacher:** Open your books to the 'Learning better' section on page 84.

**MUST DO**

10 MIN.

**Teacher:** Take out your pencils. We are going to solve Exercise A in your book.

**Learning better**
CBA FULL

**Comprehension**

**A Tick (✓) the correct answers.**

1. Who decided where the house would be built?
 

a. Fritz <input type="checkbox"/>	b. William <input type="checkbox"/>	c. Elizabeth <input type="checkbox"/>
-----------------------------------	-------------------------------------	---------------------------------------
2. What did the family bring back from the ship?
 

a. a ball of thread <input type="checkbox"/>	b. a flamingo feather <input type="checkbox"/>	c. a rope <input type="checkbox"/>
--	--	------------------------------------
3. What was not used to make the ladder?
 

a. rope <input type="checkbox"/>	b. leaves <input type="checkbox"/>	c. sugarcane stems <input type="checkbox"/>
----------------------------------	------------------------------------	---
4. What did the family tie from the branches?
 

a. floor <input type="checkbox"/>	b. earthen pot <input type="checkbox"/>	c. clothes <input type="checkbox"/>
-----------------------------------	---	-------------------------------------
5. What did Elizabeth place on the table?
 

a. an earthen pot <input type="checkbox"/>	b. tent cloth <input type="checkbox"/>	c. clothes <input type="checkbox"/>
--	--	-------------------------------------

**Teacher:** You will see multiple-choice questions. Read each question carefully, then read all the answer options. Choose the option you think is correct and place a ✓ mark next to it.

**Teacher:** This is your independent work time. Go through each question on your own. Take your time, think about what you read in the story and try your best to answer correctly.

**Teacher:** Once you are done, we will discuss the answers.

**Teacher:** Well done. Let us now look at Exercise B.

**B Fill in the blanks.**

1. \_\_\_\_\_ and \_\_\_\_\_ made the ladder.
2. \_\_\_\_\_ helped the thread fly straight.
3. The ladder was made using \_\_\_\_\_ and \_\_\_\_\_.
4. The family made the roof using a \_\_\_\_\_.
5. The front side of the house had a view of the \_\_\_\_\_.

**Teacher:** Now let us move to a quick activity to check how well we remember the details from the story Home Sweet Home.

**MUST DO**

10 MIN.

**Teacher:** Please turn to the Fill in the Blanks section in your book on page 84.

**Teacher:** I will read each sentence aloud. Listen carefully and try to remember the missing words from the story. You can write the answers in the blank spaces.

**Teacher:** Wonderful. Now check your answers with your partner.

**Teacher:** Now let us start with Exercise C to answer the questions from the story.

**MUST DO**

20 MIN.

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

1. How did the children make the ladder?
2. How did the father sling the thread over the branches?
- 85 3. Why did the Robinson family decide to live in a tree house?

**Teacher:** I will help you with the first one and then you will try the next one on your own.

**Teacher:** Let us read the first question together: How did the children make the ladder?

**Teacher:** Let us answer the question: The children made the ladder by using long, strong pieces of wood and tying them together with ropes.

**Teacher:** Great. Now it is your turn to try the next question on your own.

**Teacher:** Let us read the next one: How did the father sling the thread over the branches?

**Teacher:** Think carefully about what happened in the story when this was said and write your answer in your notebook.

**Teacher:** Take your time.

(Discuss the answer once students finish their work.)

**Teacher:** Now, let us move on to the last question: Why did the Robinson family decide to live in a tree house?

**Teacher:** Think about why the family chose to live in a tree house and write your answer in your notebook.

**Teacher:** You are doing a great job. Let us discuss the answers once everyone is finished.

(Discuss the answers with students and given them time to complete)

**Teacher:** Well done everyone. Let us continue the remaining in the next class.

### Differentiated Activities

**110 km/hr**

If you were one of the Robinson family members, would you have chosen to live in a tree house? Why or why not?

**80 km/hr**

Answer the questions in 1–2 sentences:

1. How did the Robinson family prepare their tree house?
2. What did the family do to make the tree house a comfortable home?

**40 km/hr**

Answer the questions briefly:

1. Why did the Robinson family decide to build a tree house?
2. Who gave the ladder to William?

## Home Task

Fill 'My Scribbles and Secrets'.

## Period 7

**Teacher:** Hello everyone. Now that we have completed Exercise C, let us move on to writing the long answers from Exercise D.

SHOULD DO

20 MIN.

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

1. Describe the process of making the tree house in your words.

85 2. Why did William pull the ladder up behind him?

**Teacher:** Read the questions carefully. Think before you write. If you are unsure, raise your hand for help.

## Excelling Vocabulary

**Teacher:** Now, let us do 'Excelling Vocabulary' to practice some words that begin with 'sm.' I will say a word and you will repeat after me.

MUST DO

10 MIN.

**Excelling Vocabulary**

**E Write five words beginning with sm. Read the words aloud.**

Sm 1. smooth 2. \_\_\_\_\_

85 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**Teacher:** Look at the first word: smooth. This describes something that is soft or even to the touch.

**Teacher:** Now think of some words that begin with sm and write them in the blanks given.

(Give time for students to work on the task. Then use the CRM signs to invite students to share their words with the class.)

**Teacher:** Now, we are going to practise some collocations. But before we begin, let us quickly understand what a collocation is.

MUST DO

10 MIN.

**F There are some words that go together, for example, make plans. This is called collocation. Match the following words to make suitable phrases.**

- |           |   |             |
|-----------|---|-------------|
| 1. take a | o | a. in touch |
| 2. save   | o | b. mistake  |
| 3. keep   | o | c. look     |
| 4. make a | o | d. visit    |
| 5. pay a  | o | e. time     |

85


**Teacher:** A collocation is when certain words often go together to create a common phrase. For example, 'make plans' is a collocation because 'make' and 'plans' often go together.

**Teacher:** Now, let us look at the words we have today. I will read each one and you will match it with its correct phrase.

**Teacher:** First, let us look at the word 'take a'. Can anyone guess what it goes with? Yes, it matches with 'look'. So, we have 'take a look'.

**Teacher:** Now, let us try the rest together. Please match the words in pairs with your partner. We will discuss the answers once you are done.

**Teacher:** Great job, everyone. Now that you understand collocations, you can start using them in your speaking and writing.

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

## Differentiated Activities

110 km/hr



Use the words in a sentence from the story.

Words: tree, ladder, rope, house, family

80 km/hr



Fill in the missing letters to complete the spelling of words from the story.

1. t \_ \_ \_ h \_ \_ \_ e

2. l \_ \_ \_ \_ r

3. f \_ \_ \_ \_ y

4. b \_ \_ \_ \_ h

5. r \_ \_ \_ \_

40 km/hr



Circle the correct spelling of the word from the story.

- |                |              |             |
|----------------|--------------|-------------|
| 1. a) treehous | b) treehouse | c) treehaws |
| 2. a) rope     | b) roap      | c) roup     |
| 3. a) family   | b) famely    | c) famly    |
| 4. a) ladder   | b) ladar     | c) lader    |
| 5. a) strong   | b) strung    | c) stwrong  |

## Home Task

Write three sentences using collocations in your notebook.

## Period 8

SHOULD DO

15 MIN.

**Teacher:** Hi everyone. Shall we do a quick recap of the previous session?

**Students:** Yes.

**Teacher:** A collocation is a pair or group of words that often go together. For example, we say 'make a promise' — not 'do a promise.' These word combinations sound natural to native speakers.

**Teacher:** Now, let us look at the poster. You will see two boxes. One with verbs, such as 'take,' 'make,' 'go,' and another with words that can be matched with them.

**Teacher:** Let us try one together. Look at the word 'take' we can match it with 'a break' to make the collocation 'take a break.' Let us try another: 'make' can go with 'a promise' to make 'make a promise.'

**Teacher:** Now, I want you to work with a classmate. Choose at least five verbs from the top box and match them with suitable words from the bottom box to form collocations. Write them in your notebook.

**Teacher:** After that, pick two of your collocations and use them in sentences. You can share your sentences with the class in a few minutes.

**Teacher:** Wonderful work, everyone. Let us hear a few of your sentences.

(Invite students to share aloud using CRM signs.)

**Teacher:** Excellent. Keep an eye out for more collocations when you read or speak. And try using them in your writing this week.

**Teacher:** Now let us continue working on the book exercises. Open page 85 in your main coursebook. We will begin with Exercise G.

**MUST DO**

10 MIN.

**G** Fill in the missing double letters to complete the words from the story. Then, match them with their meanings.

- |                   |   |   |
|-------------------|---|---|
| 1. m _ _ _ ting   | o | a. a weapon that is shot from a bow           |
| 2. la _ _ _ er    | o | b. a tall plant with hollow stems             |
| 3. di _ _ _ icult | o | c. a tall plant with hollow stems             |
| 4. bamb _ _ _     | o | d. an object used to climb up and down a wall |
| 5. a _ _ _ ow     | o | e. not easy                                   |

85

**Teacher:** Great. I will show you some words, but they are missing some double letters. You will fill in the missing letters to complete each word. Look at the first word:

1. m \_ \_ \_ ting

What letters are missing? (Pause)

Yes. 'ee' — so the word is 'meeting'.

**Teacher:** Now, once you finish all the words, I want you to match them to their correct meanings. Let us do the first one together:

Meeting — what does that mean?

(Pause for answers)

**Teacher:** Yes. It means people coming together. So, we match it with 'c'.

**Teacher:** Now it is your turn. Fill in the missing letters for the rest of the words and match each one with its meaning. (Let them work in pairs or groups if needed.)

**Teacher:** Once you are done, we will check the answers together.

## Excelling Grammar

**Teacher:** Today, we are going to learn more about a special part of speech — adverbs.

Adverbs give us extra information about how, where, or how often something happens.

**MUST DO**

15 MIN.

Grammar

CING

Adverbs, such as *gently*, *sadly* and *slowly*, that tell us how something happens are called **adverbs of manner**.

Fritz made a ladder *skilfully*.

Adverbs, such as *there*, *above* and *outside*, that tell us where something happens are called **adverbs of place**.

The branches stuck close to each other *there*.

Adverbs, such as *always*, *never* and *sometimes*, that tell us how often something happens are called **adverbs of frequency**.

I *often* travel with others.

86

**Adverbs of Manner** — These tell us how something happens.

**Example:** Fritz made a ladder *skilfully*.

The word 'skilfully' tells us how Fritz made the ladder.

Other examples: *gently*, *sadly*, *slowly*

Let us say this together: 'Adverbs of manner tell us how something happens.'

**Teacher:** **Adverbs of Place** — These tell us where something happens.

**Example:** The branches stuck close to each other *there*.

The word 'there' tells us where the branches were.

Other examples: *outside*, *above*, *nearby*

Let us say this together: 'Adverbs of place tell us where something happens.'

**Teacher:** **Adverbs of Frequency** — These tell us how often something happens.

**Example:** I *often* travel with others.

The word 'often' tells us how often the person travels.

Other examples: *always*, *never*, *sometimes*

Let us say this together: 'Adverbs of frequency tell us how often something happens.'

**Teacher:** Now I will read a few sentences. Listen carefully and tell me which word is the adverb and what kind of adverb it is — manner, place or frequency.

Example sentences:

- The boy *quickly* climbed the tree.
- They sat *outside* and had lunch.
- She *always* brings her notebook.

**Teacher:** Great job. Now, I want each of you to write one sentence using an adverb. You can choose to tell how, where or how often something happens.

(Allow time for students to write and invite a few to share aloud.)



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

## Differentiated Activities

**110 km/hr**



Write three sentences using adverbs that tell how, where and when. Underline the adverb in each sentence. Label the type of adverb (how/where/when) next to each sentence.

**80 km/hr**



Read the sentences. Underline the adverb. Circle the verb. Write whether the adverb tells how,

where or when.

1. The dog barked loudly.
2. She will go to the library tomorrow.
3. Rahul played outside after lunch.
4. I finished my homework quickly.
5. We will meet at the park later.

40 km/hr



Match the adverb to what it tells us and sort them into the correct columns.

Adverb	What it tells us
gently	where
upstairs	when
now	how

### Home Task

Look around your home or think about your day. Write down 5 adverbs you can think of or hear people using. These adverbs should tell how, where or when something is done.

### Period 9

**Teacher:** Hello everyone. Today we will continue working on the exercises that we started in the previous session.

**Teacher:** Turn to page 86 in your main coursebook. Let us start with Exercise H.

SHOULD DO

5 MIN.



H Fill in the blanks with suitable adverbs. Use the clues in the brackets.

1. Father attached the flamingo feather \_\_\_\_\_. (adverb of manner)
2. Karan placed the plant \_\_\_\_\_ his house. (adverb of place)
3. We should \_\_\_\_\_ throw litter in the dustbin. (adverb of frequency)
4. I \_\_\_\_\_ go for walks on Sunday mornings. (adverb of frequency)
5. Ali \_\_\_\_\_ packed his things and left for home. (adverb of manner)

86

**Teacher:** Now read the given sentences and fill in the blanks with suitable adverbs. Use the clue in the brackets to help you. Think of adverbs that make sense in the sentence. Once you are done, we will check the answers together.

### Excelling Concentration

Concentration\*

1 Listen to your teacher carefully. Your teacher will read out a passage. Answer the following questions in your notebook.

1. What was Lewis Carroll's real name?
2. In the story, how did Alice find the underground world?
3. Name a character from *Alice in Wonderland*.
4. When was *Alice in Wonderland* published?
5. Find a word from the passage which means 'funny'.

86

**Teacher:** Now we will do 'Excelling Concentration' to help you practise listening and concentration. Look at Exercise I.

**Teacher:** We are going to do a listening activity now. I will read out a short passage to you. Your job is to listen

carefully. Do not write anything while I am reading. Just listen.

After I finish, you will answer a few questions in your notebook based on what you heard.

**Teacher:** Ready? Sit up straight and focus. Let us begin. (Read the passage from page 120 of the coursebook slowly and clearly.)

**Teacher:** Now that you have listened to the passage, answer the questions given on page 86 in your notebook.

**Teacher:** Take your time. When you are done, check your answers with your partner. Then we will go through them together as a class.

### Excelling Language

Language

2LCS LAD OLD

1 Draw an object of your choice on a piece of paper. Your teacher will collect all the drawings. Next, you will be given a drawing made by one of your classmates. Describe it to the class. The one who has drawn the picture will have to identify their drawing and take it back.

Hints:

86 Draw things that you see every day. Your classmates should be able to identify them. You can describe the object drawn by shape, colour, size, appearance and so on.

**Teacher:** Now we are going to 'Excelling Language' which will help you practise describing things in detail.

MUST DO

20 MIN.



**Teacher:** Here is what we will do:

1. First, you will draw an object of your choice on a piece of paper. It could be something you see every day — something simple and easy to describe.
2. Once you finish your drawing, I will collect all the drawings from everyone.
3. After that, you will receive a drawing made by one of your classmates. Your task will be to describe the object to the class.
4. You can describe the object by talking about its shape, colour, size and appearance. Use as many details as you can to help your classmates guess what it is.
5. The person who drew the picture will then identify their drawing and take it back.

**Teacher:** I will write some tips on the board to help you describe your object clearly.

(Write on the board: Use shape, colour, size, and appearance)

**Teacher:** You will have 5–7 minutes to draw your object and prepare your description. If you need any help, I will be walking around to assist.

**Teacher:** Once everyone is ready, I will call on a few of you to describe the object you received and we will see if the class can guess it. Remember to have fun and describe in as much detail as you can.



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



## Differentiated Activities

110 km/hr



Write five sentences using different types of adverbs:

- One adverb of manner (how)
- One adverb of time (when)
- One adverb of place (where)

80 km/hr



Fill in the blanks with the correct adverb from the box: [happily, quickly, gently, tomorrow, inside]

1. Ria smiled \_\_\_\_\_ at the puppy.
2. The boys ran \_\_\_\_\_ to catch the bus.
3. We will go to the zoo \_\_\_\_\_.
4. She kept the toys \_\_\_\_\_.
5. The teacher spoke to the child \_\_\_\_\_.

40 km/hr



Circle the adverbs in the following sentences:

1. The baby slept quietly.
2. We played outside.
3. He came home yesterday.
4. She sang sweetly.
5. I finished my homework early.

## Home Task

Think about your day today. Write five sentences in your notebook about what you did. In each sentence, use at least one adverb to show how, when or where something happened.

## Period 10

### Excelling Expression

**Expression**

**K** You feel inspired by the feeling of togetherness and teamwork shown by the Swiss Family Robinson. You want to share your thoughts with your uncle who lives far away. Write a postcard to him in 100 words. Follow the given format.

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

86

**Teacher:** Now let us on 'Excelling Expression' and this will help you practise your letter writing skills.

**Teacher:** Today, we will be writing a postcard to a family member, just like the one in the example. The theme of your postcard will be inspired by the feeling of togetherness and teamwork from the story Swiss Family Robinson. You are going to share your thoughts with your uncle, who lives far away.

**Teacher:** Here is the format you will follow for your postcard:

- Start with 'Hi, Uncle.' as the greeting.
- Write 100 words sharing your thoughts on teamwork and togetherness, just like the family in Swiss Family Robinson. You could talk about how these qualities make life easier and more enjoyable.

- Finish your postcard with 'Hope to meet you soon.' and your name.

**Teacher:** Refer to the format given on the book.

**Teacher:** You will have 10–12 minutes to write your postcard. Afterward, if anyone would like to share their postcard, you can do so with the class.

**Teacher:** Remember:

- Use full sentences.
- Make sure your message stays clear and to the point.
- Stay within 100 words.

**Teacher:** If you need any help or ideas, feel free to ask. (Once students complete the task, invite a few students to share their message.)

## Thinking better

**Thinking better**

**Think and answer in your notebook.**

1. If you had to build a tree house, whom would you ask for help? Why?

2. What are the steps to make a tree house?

87

**Teacher:** Now let us move on to some critical thinking. Open your books and look at the Thinking Better section.

**Teacher:** Question 1: If you had to build a tree house, whom would you ask for help? Why?

**Teacher:** Think about this carefully. Building a tree house is a big task, so you might need different people for different jobs. Who would you ask for help? What skills or tools would they have that would be useful?

**Teacher:** Write your answer in your notebook. Try to explain your choice clearly in a full sentence.

(Encourage students: 'Start like this – I would ask \_\_\_\_\_ for help because \_\_\_\_\_'.)

**Teacher:** Now, let us move on to the second question. What are the steps to make a tree house?

**Teacher:** Think about everything you would need to do — from picking the right tree to adding the finishing touches. What steps do you think are important in building a tree house?

**Teacher:** After you finish writing, turn to your partner and share your answers. Are the steps you came up with similar or different? Then, we will share a few responses with the whole class to make a complete list of steps for building a tree house.

**Teacher:** Take your time and think carefully about your answers.

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

## Differentiated Activities

110 km/hr



What challenges did the family face when finding their home and how did they overcome them?

80 km/hr



1. Why did the family decide to move to a new home?
2. How did the characters make their new home comfortable?

40 km/hr



1. Where did the family go to find their new home?
2. Can you name one thing the characters liked about their home?

### Home Task

Creating better – Make a storybook to welcome the next batch of students

**Creating better**

Art1 21st CS

Your class has to make a storybook to welcome the next batch of students. Write a short story. Your story should have a beginning, a middle and an end. Add drawings to your story.

**Hints:**

1. Choose characters for your story. Are they girls or boys? Think about how old they are. Which school do they go to?
2. Think about when and where the story is set.
3. Now, think of the plot. How does the story move forward? Think of a problem faced by the main characters in the story and what they do to overcome it.
4. Give a suitable ending to your story.

87

## Period 11

### Choosing better

**Choosing better**

EXL LSV 21st CS

Your younger sibling needs your help to prepare for their test the next day. But it is play time and your friend is already waiting for you outside. Would you go out to play? Would you help your sibling? Give reasons for your answer.

87

**Teacher:** Now, let us turn to Choosing better in your book.

**MUST DO**

20 MIN.

**Teacher:** Imagine this situation. It is playtime and your friend is already waiting for you outside.

**Teacher:** But just then, your younger sibling asks you to help them study for a test they have tomorrow.

**Teacher:** Let us stop and think. What would you do in this situation? Would you go out to play or would you stay and help your sibling?

**Teacher:** I want you to write your answer in your notebook in 2–3 sentences. Explain clearly: what you would choose to do and why you would make that choice.

**Teacher:** After you finish writing, turn to your partner and read your answer. Let us find out how each of you made your decision and whether it was thoughtful and caring.

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

**SHOULD DO**

20 MIN.

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

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

(Wait for students to fill in the chart.)

**Teacher:** Great job, everyone. In the next session we will begin with the exercises in Stay Ahead.

### Differentiated Activities

110 km/hr



Write a short paragraph (4–5 sentences) to summarise the story 'Home Sweet Home.'

80 km/hr



Take turns to read the lesson with your partner. Take help from the teacher for reading difficult words.

40 km/hr



Pick a passage from the story and try reading it with the help of your teacher.

### Home Task

Revising better - Empty bamboo reed – that is what I found in my read. Do you read enough books to know more homophones? Write them, in sentences, in your Little Book.

**Revising better**

DBL

Empty bamboo reed – that is what I found in my read! Do you read enough books to know more homophones? Write them, in sentences, in your Little Book.

87

## Period 12

### Worksheet 1

**SHOULD DO**

40 MIN.

**Teacher:** Please open your workbook to page 22. Let us begin by looking at the poem at the top of the page. It is titled 'I Remember, I Remember' by Thomas Hood.

**Theme 7: Why Do We Need Support?**

**7. Home Sweet Home**

**Worksheet 1**

**Comprehension**

**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, The roses, red and white, The vi'lets, and the lily-cups, Those flowers made of light! The lilacs where the robin built, And where my brother set The laburnum on his birthday, — The tree is living yet!
--	--

Thomas Hood

**A. Underline the correct answers.**

1. The poet (remembers / hopes about) his past.
2. There was a (big / little) window in the house where he was born.
3. The sun always (rose / set) on time in the morning.
4. The flowers that bloomed then were always (lively / wilted).
5. The (flowers / laburnum tree) was planted by the (poet / poet's brother).

22

**Teacher:** Read the poem silently and carefully. As you read, think about what the poet is remembering. Try to picture the house, the flowers and the feelings described in the poem.

(Pause and give students time to read.)

**Teacher:** This poem helps us imagine the poet's childhood and the special memories he holds close. He talks about the house where he was born, the sunlight through the window, the flowers in the garden and a tree planted by his brother.

**Teacher:** Now, let us move to Exercise A. You will read each sentence and choose the correct word to complete it based on what you understood from the poem.

**Teacher:** Let us do the first one together:

1. The poet (remembers / hopes about) his past.  
Check the poem — what is the poet doing? Yes. The correct answer is 'remembers'.

**Teacher:** Great. Now try the rest on your own. Remember to go back to the poem and check the lines carefully before you choose your answer. After everyone finishes, we will discuss the answers together.

**Teacher:** Next, let us move to Exercise B in your workbook.

### B. Answer the following questions in your notebook.

1. What does the poet talking about in the poem?
2. Name two things that the poet remembers.
3. What happened in the morning?
4. Who does the poet say is still living?
5. What does the poet wish would have happened? 22

**Teacher:** Now, we are going to answer a few questions based on the poem 'I Remember, I Remember' by Thomas Hood. These are short answer questions and you will write the answers in your notebook.

**Teacher:** Let us look at the first question together:

1. What is the poet talking about in the poem?  
(Read the first few lines of the poem again and think about it.)

(Pause and encourage responses.)

**Teacher:** Yes, the poet is talking about his childhood memories and the house where he was born.

**Teacher:** Great. Now, it is your turn to answer the rest of the questions.

**Teacher:** Keep your poem open as you write. All the answers are right there in the lines. Take your time and write in full sentences. I will walk around to help you if you need support.

**Teacher:** Once everyone is done, we will read and discuss your answers together. Let us see how well you remember what the poet remembered.

**Teacher:** Next, let us work on Exercise C.

### C. Read the given lines and answer the following questions in your notebook.

"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!"

1. Name the poem and the poet.
2. Who is referred to as 'he' in the given lines?
3. Why did 'he' never come a wink too soon?
4. What does the poet mean by "Nor brought too long a day"?
5. What is the rhyme scheme used in the given lines? 22

**Teacher:** Now, we are going to answer a few questions based on the lines from the poem 'I Remember, I Remember' by Thomas Hood.

**Teacher:** Read the lines aloud once.

**Teacher:** These lines are full of feelings and thoughts. Let us try to understand them better by answering some questions.

**Teacher:** Please read each question carefully. Keep the poem open in front of you so you can look back at the lines.

**Teacher:** Write your answers in full sentences in your notebook. This will help you practise writing clearly and thoughtfully.

**Teacher:** You may work quietly by yourself or discuss with a partner. Take your time and do your best. Once everyone finishes, we will share some answers and discuss them together.



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

## Differentiated Activities

### 110 km/hr



Rearrange the words and add one or two of your own to make the sentence more interesting.

Don't forget the punctuation.

- built / house / family / tree / the / a / in
- strong / used / rope / sugarcane / ladder / the / for
- feather / thread / arrow / flamingo / tied / to / the

### 80 km/hr



Rearrange the words to make a correct sentence. Add punctuation.

- the / pulled / ladder / up / they
- climbed / Fritz / tree / the / up
- worked / the / together / family
- proud / children / of / father / was / his

### 40 km/hr



Unscramble the words to form a sentence. The first word is already capitalised.

1. The / in / was / house / tree / built  
→ The house was built in the tree.
2. Used / a / bow / thread / shoot / to / he  
→ He used a bow to shoot the thread.
3. The / were / happy / family / very  
→ The family were very happy.

## Home Task

Draw and label a picture of the tree house the family built.

## Period 13

### Worksheet 2

**Teacher:** Good morning, everyone.

Today, we are going to have a quick and fun vocabulary challenge. You will be

SHOULD DO

20 MIN.

rearranging jumbled letters to make meaningful small words.

Worksheet 2

Vocabulary

**A. Rearrange the letters to make meaningful sm words.**

1. kysmo \_\_\_\_\_ 2. arsme \_\_\_\_\_

3. ileesm \_\_\_\_\_ 4. llsma \_\_\_\_\_

23

(Allow students to work independently on the given task and discuss the answers later).

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

**B. There are some words given below in the box. Join two suitable words to make meaningful collocations.**

crystal tidy clear neat together close pay attention

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

23

**Teacher:** You are going to work with collocations. Look at the words given on your book. You must join two suitable words from the list to make meaningful collocations. Take 5 minutes to match the words. Once you are finished, we will discuss the answers together.

**Teacher:** Let us move to Exercise C.

**C. Select the correct double letter word from the box to complete the given words.**

breeze groove rabbit vacuum

1. \_\_\_\_ ab \_\_\_\_ t 2. \_\_\_\_ c \_\_\_\_ m

3. b \_\_\_\_ e 4. gr \_\_\_\_

23

**Teacher:** You are going to complete some words by selecting the correct double letter from the box. Take 5 minutes to match the words. Once you are finished, we will discuss the answers together.

**Teacher:** Next, let us move to Grammar part.

Grammar

**A. Circle the adverb of frequency in the given sentences.**

1. I usually get up late on Sundays.

2. Our grandfather clock chimes hourly.

**B. Choose the correct adverb of place from the given options.**

1. Look out! The car is speeding (towards / away) from us!

2. The road ahead is closed. Please turn (around / backwards).

**C. Fill in the blanks with adverb of manner. Take help from the box.**

sleepily happily

1. Muskaan yawned \_\_\_\_\_ in class.

2. My cat purrs \_\_\_\_\_ when it sees me.

23

**Teacher:** Let us recollect the adverbs we learnt with this practice exercises. Do you see Exercises A, B and C in your book on page 23?

**Students:** Yes.

**Teacher:** You will work in pairs to complete these exercises. Once you complete. We will discuss the answers.

## Book of Holistic Teaching

**Teacher:** Moving on, we are going to do a short activity based on

COULD DO

20 MIN.

three subjects: Maths, Science and Social Studies.

**Teacher:** I will write all the questions on the board. Please copy them in your notebooks and answer them carefully.

## Maths

### Chapter 7: Home Sweet Home

Theme 7: Why Do We Need Support?

HOLL MDA

#### A Maths

Answer the following.

- What is the measure of warmth or coldness of an object, body or substance called? \_\_\_\_\_
- When you **pay a visit** to the doctor, what do they measure your temperature with? \_\_\_\_\_

7

**Teacher:** Let us solve a couple of questions together. I will write the questions on the board.

**Teacher:** First, think—what word is used to describe warmth or coldness? And what tool does the doctor use to measure temperature?

**Teacher:** Write down your answers in full sentences like this:

- The measure of warmth or coldness is called \_\_\_\_\_.
- The doctor uses a \_\_\_\_\_ to measure temperature.

**Teacher:** Once you are done, double-check your answers to make sure they are correct.

## Science

#### B Science

Fill in the blanks.

- The messenger between the human body and brain is called \_\_\_\_\_.
- We have \_\_\_\_\_ system for breathing and \_\_\_\_\_ system for pumping blood.

7

**Teacher:** Now let us move on to a quick Science thinking task.

**Teacher:** I am going to give you a few important sentences about the human body and its systems. But there are some missing words in each sentence.

**Teacher:** You have to read the sentence carefully and fill in the blanks with the correct words.

**Teacher:** I will write the sentences on the board and you will copy them into your notebook with the missing words filled in.

**Teacher:** Think about what you have learned in Science about the human body and its functions.

**Teacher:** Are you ready? Let us begin. Write these in your notebooks.



(Write the given passage on the board and ask students to copy down in their notebook).

**Teacher:** Take your time and think carefully before you fill in each blank. Once you are done, we will check the answers together.

## Social Studies

### C Social Studies Match the following.

- |                    |                       |                       |                                     |
|--------------------|-----------------------|-----------------------|-------------------------------------|
| 1. Wangari Maathai | <input type="radio"/> | <input type="radio"/> | a. protection of chimpanzees        |
| 2. Dr Jane Goodall | <input type="radio"/> | <input type="radio"/> | b. Green Belt Movement              |
| 3. Kinkri Devi     | <input type="radio"/> | <input type="radio"/> | c. planted and grew countless trees |
| 4. Tulsi Gowda     | <input type="radio"/> | <input type="radio"/> | d. uncontrolled quarrying practices |


8

**Teacher:** Now, let us do a matching task to learn about some important environmental activists and their contributions.

**Teacher:** Read out the names and their actions and you will match them correctly.

**Teacher:** Open your notebooks and write down the correct pairs.

**Teacher:** Once everyone is done, we will go over the answers together and discuss them.

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

## Differentiated Activities

### 110 km/hr



Write 3 to 5 sentences about the story Home Sweet Home. Try to use describing words (adjectives) and action words (verbs).

### 80 km/hr



Use each set of words to make a sentence. You may add small words like is, a, the, and, etc.

- tree – built – house
- branches – stretched – out
- rope – pulled – planks
- ladder – climbed – up

### 40 km/hr



Complete the sentences using your own ideas.

- The family built a \_\_\_\_\_.
- The tree branches were \_\_\_\_\_.
- I liked the \_\_\_\_\_ in the story.

## Home Task

Project Idea – Create a plan for park upgrade.

## Theme 7: Why Do We Need Support?

### Chapter 7: Home Sweet Home

Your parents and your neighbours **ICT CT PRO 21st CS** want to clean a nearby park and plant more trees. They want you to make an action plan. You also want to make the people visiting the park aware about the cleanliness and tree planting drive. Write a step-by-step plan for how you will do it. You may begin like this:

- Everyone will gather at my place.
- We will think and discuss the time for our cleanliness drive.

4

## Period 14

### Worksheet 3

**Teacher:** Hello students. We have come to the last segment of the lesson. Let us work on worksheet 3. Turn to page 24 in your Stay Ahead.

SHOULD DO

40 MIN.

### Worksheet 3

#### Listening / Speaking / Writing

A. Your teacher will read a passage. Listen carefully and answer the following question in your notebook.\*

1. Who was having a bad day?
2. Why had Alex been sitting in the Sun all day?
3. What did Alex do on his way home?
4. What did he ask the fishmonger to do?
5. What would Alex say to his mum?

24

**Teacher:** I will read a passage and you will have to listen to it carefully to answer these questions. Ready? Let us begin.

(Read the passage given on page 31 of Stay Ahead to students slowly and clearly. After reading, give time for students to work on the question given. Guide them to write the answers in their notebook)

**Teacher:** Now, check your answers. Have you filled in all the blanks? Great job, everyone. You did a wonderful job listening and learning the names of first-aid items today.

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

### B. Describe the given picture to your partner.



24

**Teacher:** Now you will work in pairs to observe the given picture. Take time to discuss with your partner. And you will have to write down some points to describe the given picture in your own words.

(Invite a few pairs to share their work to the class)

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

C. Work in pairs. Think of a personal incident where you courageously stopped something wrong from happening. What happened and why did you think it was wrong? What did you do or say to stop it from happening? Where did you find the courage to do it or say so? Write a letter to your friend, telling them all about it.

24

**Teacher's Note:** \*Read the listening text on page 31.

**Teacher:** Next, you are going to write about a personal incident where you showed courage. Think about a time when you stopped something wrong from happening. Maybe you saw someone being treated unfairly or you stopped a situation from getting worse. Now, let's plan before we start writing.

**Teacher:** Think about these questions to help you remember your story:

- What was the wrong thing happening?
- Why did you think it was wrong?
- What did you do or say to stop it from happening?
- Where did you find the courage to act?

**Teacher:** You are going to write a letter to your friend, telling them all about this experience. Start by saying hello and explain briefly what happened. Then, describe the situation, why it was wrong and how you stopped it.

**Teacher:** Now, open your notebooks and start writing your letter. Use 6 to 8 sentences for your letter. You can begin like this: 'Dear [Friend's Name], I want to tell you about a time when I did something that required a lot of courage.'

**Teacher:** Remember, use clear sentences and think about how you felt during this moment. Once you are

done, read your letter and check for any mistakes. Make sure your ideas are clear and easy to understand.

**Teacher:** You can start now. Take your time and ask for help if needed. If you finish early, you can share your letter with a partner.

## Differentiated Activities

### 110 km/hr



Write a short story (4-5 sentences) about a time when you had to decide to create a safe, comfortable or happy home. Use descriptive words to explain how you made the decision and how it made you feel.

### 80 km/hr



Write 3-4 sentences describing what makes a home special in the story 'Home Sweet Home'. What did the characters do to make their new home feel comfortable and safe? Include at least two details from the story.

### 40 km/hr



Write 2-3 sentences explaining why the characters in the story 'Home Sweet Home' were happy with their new home. What did they do to make their house feel like a home?

## Home Task

Draw your ideal home: Draw a picture of a home that you would love to live in. It could be a treehouse like the one in the story, a house in a city or a cosy place by the beach. Write a short paragraph (3-4 sentences) explaining what makes this place special for you and what you would do there.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>create visual representations of key moments from the story using drawing or craft materials, such as illustrating the construction of the tree house.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>practise reading aloud with confidence and respect, especially focusing on the family members' interactions. encourage empathy by discussing how the family worked together to create a safe and comfortable home.</li> <li>reflect on the value of teamwork, patience and resilience in building the home and how each family member contributed.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>explore the vocabulary of the story through synonyms and homophones, focusing on using these words meaningfully in context. For example, 'safe' and 'secure' or 'home' and 'house.'</li> <li>use adverbs of manner (e.g., carefully, happily), place (e.g., here, there), and frequency (e.g., always, sometimes) in sentences describing the actions of characters.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>practise reading the text aloud with appropriate pronunciation, pauses and intonation to help students understand character emotions and interactions.</li> <li>engage with new vocabulary, such as 'shelter,' 'foundation,' or 'home,' and use these words in oral and written tasks. Focus on the importance of clear communication when explaining actions in the story.</li> <li>answer comprehension questions that require both inference (e.g., 'Why was the family excited to finish the house?') and analysis (e.g., 'How did the family work together to build the house?').</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>appreciate the rhythm, tone and expression in the storytelling, emphasizing the sense of accomplishment and relief when the house is completed.</li> <li>encourage participation in expressive reading or role-playing, especially to convey the different emotions experienced by the family members throughout the process of building their home.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>foster curiosity by encouraging thoughtful questions about the characters' experiences and motivations in building their home.</li> <li>encourage students to take responsibility for completing vocabulary tasks,</li> <li>grammar exercises and reading activities independently, fostering both creativity and critical thinking.</li> </ul>

### Starry Knights

What do you do to keep things organised for the class? Share a few tips here..

Give yourself a STAR.

