

Lesson-4: The Frigid Zone – The Land of Snow

Theme 3: Why Are We Different?

12 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters, Gratitude Sheet.



Animated activities, Dictionary, eBook, Infographic, Quiz, Animation, Concept Map, Slideshow

Confirming better

I am creative.

Curricular Goals and Objectives (NCF)

To enable the students:

- to learn about the Frigid Zones on Earth, their climatic conditions and how these regions differ from other climate zones.
- to explore the daily life and survival strategies of the people in Greenland, focusing on how they adapt to extreme cold.
- to gain knowledge about the animals that inhabit the Frigid Zones and how they have adapted to the cold environment.
- to observe and describe images of life in Greenland, including the activities, people and unique characteristics of these cold environments.
- to encourage creative thinking through interactive activities.
- to recognize key facts about Greenland's location, climate and natural features.

Methodology

Period 1

Teacher: Good morning, students. How are you feeling today

Students: Good morning, teacher. We are doing well.

Teacher: Today, we will begin our new chapter on the 'Frigid Zone - The Land of Snow'. Before we start, let us do a quick warm-up. Let me ask you: What comes to your mind when you think about snow?

(The Students respond with ideas such as cold, winter, snow-covered mountains, etc.)

Teacher: Great ideas. Now, let us get ready for an exciting exploration of snowy lands. We will be learning about the Frigid Zone and its wonders today.

Confirming better



Confirming better I am creative.

PLH

26

Teacher: Before we dive deeper into the lesson, I want to do something fun and affirming with all of you. We are going to say aloud an affirmation together. It will help us

SHOULD DO

10 MIN.

stay positive and creative throughout our learning today. Ready?

Teacher: Repeat after me: 'I am creative.'

Students: 'I am creative.'

Teacher: Fantastic. Now, let us believe in our creativity as we explore the fascinating world of the Frigid Zone.

Teacher: We will begin a new chapter 'Frigid Zone - The Land of Snow'. We are going to use a KWL chart to help us organize our thoughts and learning. Please take out your notebooks and draw the format.

K	W	L

Teacher: The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what you want to know and the third column is labelled 'L' which is what you have learnt and you will fill in the end of this chapter.

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

Teacher: You all did amazing work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

Re-KAP SFD

Kinaesthetic
 Play dumb charades. Form two teams in class. Each team will take turns sending one member to the front to act out a winter-related word or phrase. The rest of the team will try to guess what the word or phrase is.

26

Teacher: Now, let us do a fun activity. We will play a game of 'Dumb Charades' related to winter and snow. I will form two teams. Each team will take turns sending one member to the front to act out a winter-related word or phrase. The rest of the team will guess.

MUST DO

8 MIN.

Teacher: Ready? Let us begin.

(The students take turns acting and guessing winter-related words like 'snow' 'ice' 'blizzard', etc.)

Teacher: Great work, students. Keep that energy up as we continue to explore more about the Frigid Zone.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

26

Teacher: Now that we have moved and had some fun, let us settle down and use our listening skills. I will read a passage about the Frigid Zone and then I will ask you some questions to check your understanding.

MUST DO

8 MIN.

Teacher: 'The Frigid Zone, also known as the polar region, is found near the poles of the Earth. It is extremely cold and snowfall is common throughout the year. People who live in these regions have adapted to survive the harsh environment. Animals, like polar bears, seals and penguins, thrive here.'

Teacher: Now, let us see how well you were listening. I have two questions for you:

1. What is the Frigid Zone known for?
2. Which animals live in the Frigid Zone?

(The students respond with answers based on the reading.)

Teacher: Great listening, students. You all caught the key details about the Frigid Zone. Now, let us keep that focus going as we move on.

Pictorial

Teacher: Let us take a moment to look at an image of a snowy place. Open your books to the 'Pictorial' section, page 26. I want you to look at the picture and answer these questions in your notebooks: What, according to you, is the climate of this place? Describe the picture in one sentence.

MUST DO

8 MIN.

Pictorial

PS

Look at the picture. Answer the questions in your notebook.

1. What, according to you, is the climate of this place?
2. Describe the picture in one sentence.



26

(The students respond with answers)

Teacher: Excellent, What do you think about this place? Can you imagine living there? What kind of things would you need to survive in such cold conditions?

(The students share their thoughts on the climate and describe the picture.)

Teacher: Amazing, students. Now, as we wrap up today's lesson, think about one thing that you found interesting about the Frigid Zone today.

(The students share one interesting thing they learnt about snowy regions.)

Teacher: Wonderful work, students. I am so proud of your engagement today. Keep those thoughts in your mind as we continue learning about the Land of Snow in the next class.

Differentiated Activities

110 km/hr



What are the main features of the Frigid Zone?

80 km/hr



What animals live in the Frigid Zone?

40 km/hr



What is snow?

Home Task

Draw a picture of a snowy place.

Period 2

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

Students: Good morning, teacher.

Teacher: Are you ready to continue our journey to the cold, snowy regions? Today, we will learn more about how people live in such cold places like the Himalayas and Antarctica. Before we start, let us do a quick warm-up.


SHOULD DO

5 MIN.

Teacher: I want everyone to close their eyes for a second and imagine being in a cold place like the Himalayas or Antarctica. What do you see around you? How does it feel? Can you hear snow crunching beneath your feet? (The students respond with their thoughts and imaginations like 'It feels freezing,' 'I see white snow,' etc.)

Teacher: Wonderful. Now that we have warmed up our imaginations, let us discover more about these places and how people survive there.

Interacting better




Interacting better

Imagine you are visiting a place like the Himalayas or Antarctica. What kind of clothes, food or activities would be important to survive in such a cold place? Discuss in class.

ICL

27

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

Teacher: Now, we are going to do an interactive activity called 'Interacting Better'. Imagine you are visiting a cold place like the Himalayas or Antarctica. What kind of clothes, food or activities would be important to survive in such a cold place?

Teacher: Turn to your partner and discuss this question for two minutes. Think about how you would prepare for a trip to such a cold place. Ready?

(The students discuss with their partners.)

Teacher: Time's up. Who would like to share their ideas? What clothes would you wear in a place like the Himalayas?


(The students share ideas like 'warm jackets' 'snow boots' 'gloves', etc.)

Teacher: Great. Now, what kind of food would you bring to survive the cold?

(The students share ideas like 'hot soup', 'dry fruits', etc.)

Teacher: Fantastic. You all did a wonderful work imagining what it would be like. Remember, being prepared is key to surviving in such cold places.

Ryan and his friends are at Maria's house for lunch. The children are thrilled to hear about Ryan's holiday in Kashmir. They want to know about other cold places in the world. Maria's Mumma* suggests that they watch a documentary on Greenland, the largest island in the world.



Wow! There is so much snow in Greenland.

Yes, I wonder how people live in the cold! Even though I love cold weather.

Indeed, children. We are all unique and different.

We are all so different in our likes and dislikes, aren't we?

I don't like cold weather at all.

27

Teacher: Let us look at the picture in your books. This shows Ryan and his friends at Maria's house, watching a documentary about Greenland, one of the coldest places in the world. Let us think about what is happening in this picture.

Teacher: I will ask you some questions about the picture and I want you to describe what you see. Ready?

MUST DO

20 MIN.

☐

Teacher: Good, what do you notice in the picture? Can you see the snow-covered houses and the people sitting around?

Teacher: Great. Now, let us focus on the expressions of the people in the picture. How the children feel about the cold weather in Greenland?

Teacher: Now, let us dive deeper into this picture. What do you think Maria's Mumma means when she says, 'Indeed, children, we are all unique and different'?

Teacher: Wonderful. You all did an excellent work describing the picture. Remember, in such a cold place, people live in special ways and even their preferences are unique.

Teacher: Let us take a moment to recap what we have learnt today. Can anyone share one thing they learnt about the Frigid Zone?

Teacher: Great work. You are all learning so much about the coldest places on Earth. Keep these facts in mind as we continue exploring the world of snow and cold climates.

COULD DO

5 MIN.

☐

Differentiated Activities

110 km/hr



What do you think the children in the picture find interesting about Greenland?

80 km/hr



What do you think Maria's Mumma means when she says, 'Indeed, children, we are all unique and different'? Why might she say this?

40 km/hr



What is one thing you learnt about the Frigid Zone today?

Home Task

Write one interesting fact that you learnt today about how people live in cold places such as Greenland or the Himalayas.

Period 3

Teacher: Good morning, students. Let us begin by imagining we are in a place covered with ice and snow. How do you feel in such a place? What do you see around you?

SHOULD DO

5 MIN.

☐

(The students respond with ideas such as 'I see ice everywhere,' 'It feels very cold,' etc.)

Teacher: Wonderful. Now that we have imagined a cold place, let us learn more about these regions called the Frigid Zone.

What is a Frigid Zone?

WHAT IS A FRIGID ZONE?

A frigid zone refers to an extremely cold region of the Earth. These regions are usually covered in ice and snow. The Earth has two frigid zones. The North frigid zone is located between the North Pole and the Arctic Circle. The South frigid zone is located between the South Pole and the Antarctic Circle. These places remain very cold all year round. This is because they receive very little direct sunlight throughout the year. The areas close to the poles are known as Polar Regions. Asia, Europe and North America lie around the North Pole. The Northern frigid zone comprises Northern Scandinavia, parts of northern Canada, Alaska, Russia and Greenland. Antarctica lies near the Southern frigid zone. Let us learn about one such Polar Region.

27

Teacher: Let us learn about the Frigid Zone by turning to Page 28. I will read a short paragraph that describes what a Frigid Zone is. As I read, try to pick out words that stand out to you, like 'ice', 'cold' or 'poles'.

(Read the text about the Frigid Zone.)

Teacher: Great listening, students. Now, let us do a quick 'Freeze and Think' moment: Why do you think these places remain cold all year round?

(The students respond with ideas such as 'They are near the poles, They get little sunlight', etc.)

Teacher: Exactly. These regions are near the North Pole or the South Pole and they receive very little direct sunlight, so it remains extremely cold there. Well done.

Greenland: Location, Land and Climate

GREENLAND

Located near the North Pole, Greenland is the world's largest island.

Location, land and climate

Greenland is situated towards the north-east of North America. Map 4.1 shows the location of Greenland. It is a part of Denmark. Greenland is separated from the northern islands of Canada through the Baffin Bay and the Davis Strait. Greenland has an area of about 21.5 lakh square kilometres. Almost 80 per cent of the island is always covered with ice and snow. Icebergs* are a common phenomenon here.

The long and cold winter lasts for nine months. Chilly winds blow along with heavy snowfall. Polar nights take place during winters. This means that the Sun does not rise for more than 24 hours. The summer season, on the other hand, is cool and short, lasting for only a couple of months. The coastal areas of Greenland are very bright and sunny during summer.



28

Teacher: Now that we know about the Frigid Zone, let us find Greenland on the map.

(Show a world map and ask the students to locate Greenland)

Teacher: Greenland is the world's largest island and is covered mostly by ice. Do you think it would be easy to live here?

Teacher: That is correct. People in Greenland have special ways to survive. Let us play a quick game called 'Fact or Fiction'. I will say a statement and you tell me if it is True or False.

Greenland is a very hot place. (False)

Greenland has cold winters that last for nine months. (True)

Greenland is part of India. (False)

Teacher: Wonderful. Now, turn to Page 29 and let us read more about Greenland's land, location and climate together.

(Read and discuss about the topic Greenland with the students.)

Discovering Better



28

Teacher: Now, let us discover some important water bodies near Greenland. I will give you clues and you guess the name

1. I am a sea and part of the Atlantic Ocean, near Greenland. What am I? (Baffin Bay)
2. I am a part of the northern Atlantic Ocean and lie between Baffin Bay and southwestern Greenland. What am I? (Davis Strait)

Teacher: Before we end, let us share one thing we found interesting about Greenland. Who would like to go first?

Teacher: Excellent. Keep these facts in mind as we continue learning more about life in these cold places.

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

Differentiated Activities

110 km/hr



Write a short paragraph comparing Greenland with your own country. Include at least three differences in terms of climate, lifestyle and land features.

80 km/hr



Why do people in Greenland wear thick fur clothing, while people in India wear cotton clothes?

40 km/hr



Where is Greenland located on the world map?

Home Task

Imagine you are living in Greenland for a day. Write a diary entry describing the weather, what you wear, what you eat and one activity you do.

Period 4

Teacher: Good morning, students. **SHOULD DO** ☐ **5 MIN.** Let us begin by discussing your home task from yesterday. Who would like to share one interesting fact you learnt about Greenland?

Teacher: Wonderful. I can see that you all have learnt a lot about Greenland's location and climate. Can anyone tell me one challenge people face living in Greenland?

Teacher: That is right. Now, today we will learn about what plants and animals can survive in such a cold place.

Flora and Fauna of Greenland

Flora and fauna of Greenland

Very few plants, such as mosses, lichens, grasses and bushes grow here due to the arctic climate. Greenland does not have forests or crops because its soil is not fertile.

The animals found here have thick, furry coats to withstand the extremely cold weather conditions. These physical features

help them adapt to the climate of Greenland. As part of their adaptability, some of the animals sleep through the harsh winters while others move to warmer regions. Some examples are polar bear, huskies, whale, seal, musk ox and white-tailed eagle.

Understanding better

ICL

Name the following:

1. Which is the world's largest island?
2. Greenland is a part of which country?

29

(The students turn to Page 29; some students take turns reading aloud.)

Teacher: Now, let us explore the flora and fauna of Greenland. Look at the section on Page 29. Who would like to start reading?

(One student reads about plants like mosses, lichens and grasses.)

Teacher: Greenland does not have forests or crops because its soil is not fertile. What do you think the word 'fertile' means?

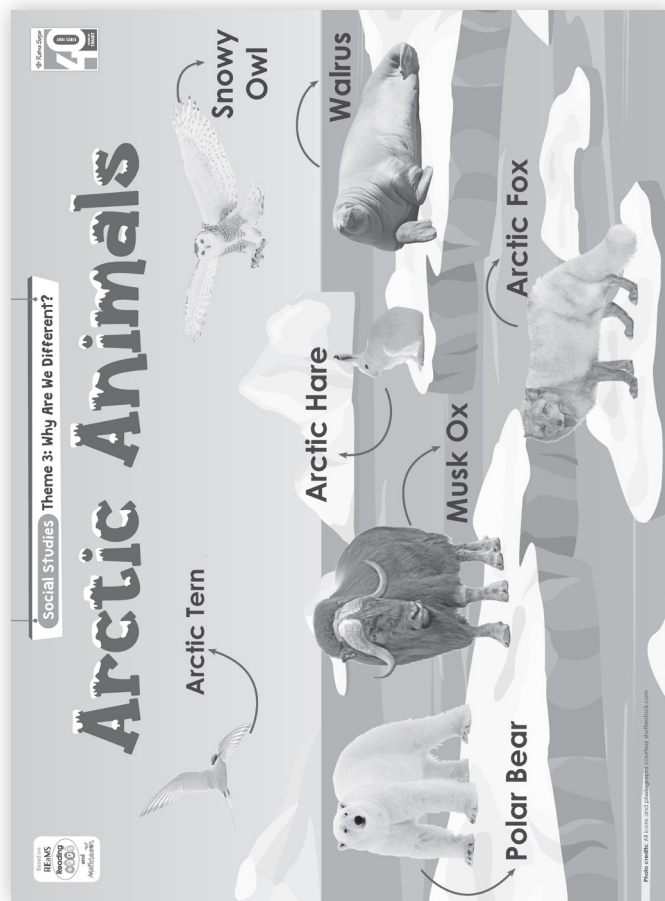
Teacher: Exactly. Now, let us move to the animals found in Greenland. Who will read the next part?

Teacher: Great reading. Look at the polar bear picture on Page 29. How does its thick fur help it survive in the extreme cold?

Teacher: Well done. Now, let us do a quick activity.

Activity: Draw and label one animal that lives in Greenland. (The students complete the task in 5 minutes and share their work.)

Poster



Teacher: Let us take a moment to look at the poster on the wall showing arctic animals.

(Please display and discuss the poster prominently in the classroom to reinforce learning about animals in the Arctic. Encourage the students to observe the animals and discuss their adaptations to the cold environment.)

Teacher: Great observations, students!

You may show the Infographic given on digital platform.

Understanding better

Understanding better

Name the following:

1. Which is the world's largest island?
2. Greenland is a part of which country?

29

Teacher: Now, let us check how well we remember. Turn to the 'Understanding Better' section in your books.

Teacher: Here are two questions:

MUST DO ☐

10 MIN.

1. Which is the world's largest island?
 2. Greenland is a part of which country?
- (Turn and talk: The students discuss in pairs before answering.)

Teacher: Who will answer the first question?

Teacher: Correct. Now, who will answer the second one?

Discovering Better



Discovering better

fertile: here, soil which is suitable for cultivation of crops

LAD

29

Teacher: Imagine you want to grow a beautiful vegetable garden. What do you need for the plants to grow well?

Teacher: Yes. One of the most important things is good soil. Now, think—if the soil is dry, hard and has no nutrients, will plants grow easily?

Teacher: Exactly. Soil that helps plants grow is called fertile soil and soil that does not support plant growth is called not fertile.

Teacher: Now, let us read the 'Discovering Better' box on Page 29. It says that fertile means soil that is suitable for growing crops. But in Greenland, the soil is not fertile, which is why no trees or crops grow there.

Teacher: Great work, students. Today, we learnt about the plants and animals of Greenland and why its soil is not fertile. Keep thinking about how people adapt to such extreme climates and we will explore more in our next lesson.

Differentiated Activities

110 km/hr



How do polar bears stay warm in extreme cold?

80 km/hr



What types of plants can grow in Greenland?

40 km/hr



What does the animal eat to survive?

Home Task

Find out about another animal that lives in cold regions but is not mentioned in your book. Write two facts about how it adapts to freezing temperatures.

Period 5

Teacher: Good morning, students.

Before we begin, let us talk about the home task from yesterday.

Who would like to share the animal they researched that lives in a cold region but was not mentioned in our book?

Teacher: Great work. Now, let us discuss how these animals survive in the cold.

Teacher: Amazing. All these animals have special adaptations to survive in freezing temperatures. Now, let us move on to learning about the Inuits, the original people of Greenland.

Inuits

Inuits

Inuits are the original inhabitants of Greenland. They wear clothes and boots made of seal skin. The thick clothing helps them stay warm. Inuits wear parkas, a special warm jacket with a hood to cover their heads.

Those who live in the northernmost region of the island, build igloos or snow-houses for winters. An igloo is made with large blocks of ice. It is dome-shaped. People also live in animal hide tents or tou pigs*, in summer. In recent times, they have started constructing modern houses to live in.

(The students open their books to the section on Inuits.)

Teacher: Look at the section on Inuits in your books. Who would like to start reading?

Teacher: The Inuits wear thick clothes made of seal skin to protect themselves from the extreme cold. Why do you think they use seal skin instead of regular cloth?

Teacher: Exactly. They use the natural resources around them. Now, look at the part about Igloos. Who can tell me how an igloo is made?

Teacher: Yes. Even though it is made of ice, it keeps people warm because ice traps heat inside. Now, let us play a quick 'Imagine and Explain' game. Imagine you are an Inuit child living in an igloo. Describe how you would spend your day.

Teacher: That was fantastic. Now, let us explore what the Inuits do for their occupation and where they live.

Occupation and Cities

Occupation and cities

Inuits engage in fishing and hunting. Boats are of great importance to Inuits. They are used as a means of transportation as well as for hunting. Kayaks are small boats, used to hunt sea animals. They use a broader boat called umiak to hunt whales. Inuits use sledges to move from one place to another on land.

Nuuk or Godthab is the capital of Greenland. The two big cities are Sisimiut and Ilulissat. People mostly reside in the coastal areas.

Most regions in the frigid zone have similar climate, flora and fauna.



igloo

30

Teacher: Look at the section 'Occupation and Cities' in your book.

(The students will read about occupations and cities and the teacher will explain and discuss it.)

Teacher: That is right. Instead of farming, they hunt sea animals like whales and seals. What kind of boats do they use for hunting?

Teacher: Exactly. Kayaks are small boats used for hunting, while umiak are broader boats used for larger animals like whales. Now, let us move to where they live. Who can read the next paragraph?

Teacher: Nuuk is the capital of Greenland. Look at the igloo image on Page 30. What do you notice about its shape?

Teacher: Yes. Igloos are dome-shaped to protect against strong winds. But today, many Inuits live in modern houses instead of igloos. Let us imagine that you are an Inuit child living in Greenland today. Would you prefer to live in an igloo or a modern house? Why?

(The students discuss in pairs and share answers.)

Teacher: Let us wrap up with a fun Rapid-Fire Quiz. I will ask quick questions and you have to answer as fast as possible.

What are the original people of Greenland called?

COULD DO
5 MIN.

What do Inuits wear to keep warm?

What is the capital of Greenland?

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

Differentiated Activities

110 km/hr



Why do you think Inuits prefer to use seal skin instead of regular cloth for their clothing?

80 km/hr



Compare the advantages and disadvantages of living in an igloo versus a modern house.

40 km/hr



What is the shape of an igloo?

Home Task

Project Idea

Chapter 4: The Land of Snow

Theme 3: Why Are We Different?

PRO 2Lr CS

During winters, we all love drinking hot chocolate. It is fairly easy to make, with an adult's help. You will need: 3 tablespoons of cocoa powder, 3 tablespoons of powdered sugar, $\frac{1}{4}$ cup of

water, 4 cups of milk, a saucepan, a cake whisk or a ladle.

- Take a saucepan. Add the cocoa powder, sugar and water. Ask an adult to set the saucepan over low heat.
- Mix all the ingredients with a cake whisk or a ladle until the cocoa does not form lumps. Do this under an adult's supervision.
- Add the milk and mix slowly.
- Keep stirring until it is hot.
- Serve with marshmallows on top.

(For project ideas, please refer to the book of Project Ideas, page 20 under the title 'Making Hot Chocolate'. This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to follow the recipe and enjoy making and tasting hot chocolate as part of their winter learning experience.)

Period 6

Laughing Better



Laughing better **PLH**

Roli: What do you call a snowman party in Greenland?

Toby: I do not know. You tell me.

Roli: A chill gathering!



30

Teacher: Good morning, students. Let us start with a fun joke. Listen carefully.


Teacher: What do you call a snowman party in Greenland?

SHOULD DO
10 MIN.

Teacher: A chill gathering.

Teacher: (Pause for laughs and reactions) Now that we are warmed up, let us move on to something really interesting.

Connecting Better



Connecting better

Ryan and his friends finish watching the documentary. They are fascinated by how many animals living in the frigid zones go for a long sleep during winters. Maria's Mumma tells them that this long sleep is known as hibernation. She also tells them that some animals move to warmer regions. This mass movement of animals is called migration. The children remember learning about it in Science class.

Science

HoLL

30

Teacher: Today, we are going to connect our learning from science to the real world. Ryan and his friends finished watching a documentary about animals living in cold regions. What do you think they might have learnt about these animals?

Teacher: Yes, they learnt that animals in the frigid zones often go into a long sleep during the winter months. This sleep is called hibernation. Does anyone know what hibernation means?

Teacher: That is right. Animals like bears and bats hibernate to survive the cold, long winters. Now, let us think about animals that do not hibernate. What do you think they do to survive?

Teacher: Exactly. These animals migrate to warmer places. This movement is known as migration. Have you ever seen animals migrating? What animals do you think migrate during the winter?

Teacher: Now, let us tie this back to the Inuits. The Inuits live in very cold regions, too. Do you think the Inuits experience hibernation or migration?

(Engage in a class discussion, encouraging the students to think about how the Inuits adapt to their environment without migrating or hibernating. The Inuits use special clothing and igloos to keep warm instead.)

(Write the words 'Hibernation' and 'Migration' on the board. Ask the students to come up and write down examples of animals that hibernate and migrate.)

Helping Better

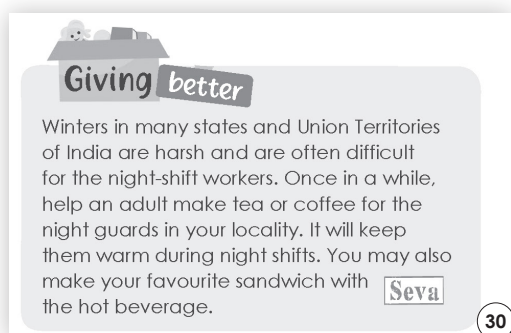


Teacher: We have seen how animals and people adapt to survive in cold climates. But what can we do to stay warm and save energy during the winter? Let us look at the idea of using natural heat from the sun.

Teacher: During winters, we should try to limit the use of electrical heaters. Instead, we can sit outside in the sun to get natural heat.

Teacher: What are some other ways we can save energy and stay warm without using heaters all the time? (Allow the students to share ideas about using warm clothing, blankets or sharing warmth with family members.)

Giving Better



Teacher: We all know that winters can be tough, especially for people working at night. But we can make a difference. The Giving Better section encourages us to help night workers stay warm.

Teacher: How do you think we could help people who are working outside during the cold nights?

(The students share ideas. Discuss making tea or coffee for night guards or offering hot beverages to others in need.)

Teacher: Great ideas. This winter, you can help make a warm drink for someone who needs it. Let us all think about one person we can help and how we can make a small difference in their day.

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

Differentiated Activities

110 km/hr

Can anyone give an example of an animal that hibernates? How about one that migrates? What do you think is the difference between the two?

80 km/hr

If you were an animal living in a cold place, how would you keep warm? Would you hibernate, migrate or adapt in another way? Draw your animal and describe your survival strategy.

40 km/hr

During the winter, we are often tempted to use electrical heaters, but we can save energy in other ways. What are some natural methods we can use to stay warm?

Home Task

Think of one way you can help someone stay warm during the winter months. Describe what you would do and why. Write in your notebook.

Period 7

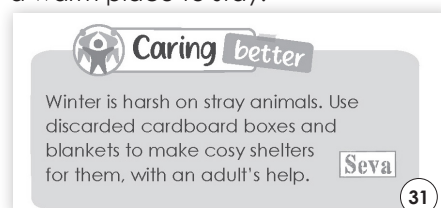
Teacher: Good morning, students. Before we dive into our lesson, let us do a quick eye exercise to refresh ourselves.

Teacher: Look at a point far away in the room, hold your gaze for 5 seconds, then look at a point close to you for 5 seconds. Repeat this 3 times.

Teacher: Great work. Now that our eyes are refreshed, let us move on to something interesting.

Caring Better

Teacher: In this section, we will focus on caring for animals during the harsh winter. Winter can be really difficult for stray animals, especially when it is cold and they do not have a warm place to stay.



Teacher: It is important to help them by making cozy shelters. How can we make shelters for stray animals? (Allow the students to share their ideas about using cardboard boxes and blankets to make shelters.)

Teacher: That's a wonderful idea. You can ask for an adult's help to make these shelters. It's great to take care of animals, especially when the weather is so cold.

Grasping Better



Teacher: Now, let us explore two important terms: icebergs and tou pigs.

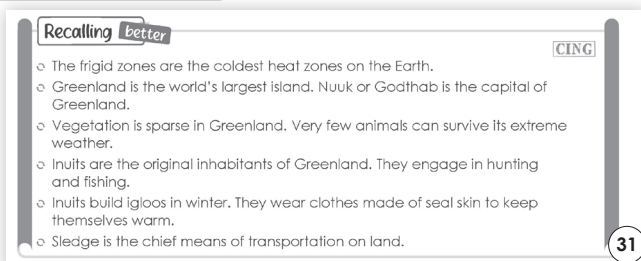
Teacher: Icebergs are huge masses of ice that float on the sea. Have any of you ever seen an iceberg? Where do you think they are found?

Teacher: Yes. They are found in cold regions like the Arctic. Now, let us talk about tou pigs. These are special tents made using animal hides in Greenland. Can you imagine how they might keep people warm in the extreme cold? (Engage the students in a discussion about the use of animal hides for warmth.)

Teacher: That's right. The Inuits use these tents to protect themselves from the cold winds.

(Ask the students to write in their notebooks.)

Recalling Better



Teacher: Now, we are going to revisit what we have learnt. Let us do a quick recap.

Teacher: What are the frigid zones and where can they be found?

Teacher: Yes, the frigid zones are the coldest heat zones on Earth and they include regions like the Arctic and the Antarctic.

Teacher: Now, what is the capital of Greenland?

Teacher: Correct. Nuuk is the capital of Greenland.

Teacher: How do the Inuits survive the harsh winter? What do they wear to stay warm and what do they build to protect themselves from the cold?

Teacher: Yes, the Inuits wear clothes made of seal skin and they build igloos to stay warm.

Teacher: Finally, what is the chief means of transportation for the Inuits?

Teacher: Absolutely. The sledge is the chief means of transportation on land in Greenland.



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

Differentiated Activities

110 km/hr



What are some creative ways you can provide warmth for stray animals in the winter?

80 km/hr



What steps can we take to make sure animals are protected during harsh weather conditions?

40 km/hr



What are the frigid zones and where can they be found on Earth?

Home Task

Draw your Winter Survival Kit: Include items you would need to survive the harsh winter in Greenland, such as clothing, food, shelter (igloo or tou pig) and tools for survival. Make sure to explain why each item is important.

Period 8

Gratitude sheet



Teacher: Good morning students, In front of you is a Gratitude Sheet filled with different thank-you cards. Choose one card that you like and carefully cut it out.

Teacher: On the back of the card, you will find space for a short note. Think about someone other than a friend who has helped you in some way. It could be a teacher, a school staff member, a librarian, a bus driver, a security guard or even a family member.

Teacher: Write a short message thanking them for something kind they did for you. Once you are done, find that person and hand them the card.

Teacher: Let us take this opportunity to make someone's day brighter.

Learning Better

Exercise A

CBA

A Tick (✓) the correct answer.

- Frigid zones are covered with this.

a. snow, ice

b. sand

c. silt
- Greenland is located near this area.

a. equator

b. the North Pole

c. the South Pole
- Greenland has extremely _____.

a. cold winters

b. hot summers

c. short winters
- These animals help pull sledges in Greenland.

a. huskies

b. musk oxen

c. polar bears
- This is the capital of Greenland.

a. Nuuk

b. Sisimiut

c. Ilulissat

31

Teacher: Let us move on to Exercise A of learning better which is given on page 31 in your books. In this exercise, you will be ticking the correct answer for each question.

MUST DO

15 MIN.

Teacher: To make this even more fun, we are going to turn it into a team competition. I will divide you into two teams. Each team will raise their hands when they know the answer and I will ask one person from each team to give me their answer.

Teacher: If your team answers correctly, you will earn a point. The team with the most points by the end of the exercise wins. Are you ready?

Teacher: Great, students. Let us move on to the next question and see which team will win this time.

(Read each question aloud and allow the teams to raise their hands. Call one student from each team to answer. Discuss the correct answer after each question and explain why the other answers are incorrect.)

Learning Better

Exercise B

CBA

B Fill in the blanks with the correct answers.

- The areas close to the poles are known as _____.
- Greenland's climate is _____ in nature.
- The polar bear has a _____ and furry coat.
- The Inuits build _____ or animal hide tents in summers.
- Inuits engage in fishing and _____.

32

Teacher: Now for Exercise B. We will work in pairs to fill in the blanks with the correct answers. Let us have this extra fun by adding a friendly race.

MUST DO

15 MIN.

Teacher: I will give you the sentences with missing words and you will have to work with your partner to figure out the correct word. The first pair to finish will get a special reward.

(Provide the fill-in-the-blank sentences such as 'The areas close to the poles are known as _____.', or 'Greenland's climate is _____ in nature.')

Teacher: Once you and your partner have completed the sentences, I will ask a few pairs to share their answers with the class. Let us see how quickly you can fill in the blanks. (After completing the activity, review the answers with the class, explaining the correct answers and having fun with the discussion.)



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

Differentiated Activities

110 km/hr



Compare animal survival techniques (hibernation vs. migration) with how Inuits survive in cold winters. Write a few sentences.

80 km/hr



Draw a map of Greenland, label key areas and write a short description of each.

40 km/hr



Write 2-3 sentences on animals that stay warm in Greenland.

Home Task

Write a short story: Write about a day in your life as an Inuit child during the cold winter months. Describe:

- What you wear to stay warm.
- How you spend your day inside the igloo or tou pig.
- What kind of food you eat and how you get it.

Period 9

Teacher: Good morning, students.

SHOULD DO

10 MIN.

Before we start, let us take a moment to hydrate. Please sip water and drink enough to stay refreshed for the lesson.

Teacher: It is important to keep our bodies well-hydrated, especially during learning time. Let us take 5 minutes to do this.

Learning Better

Exercise C

CBA

C Write short answers in your notebook.

- Define an igloo.
- What is a kayak and an umiak?
- On a trip to Greenland, Saira undertakes many activities, except jungle safari. Do you know why?

32

Teacher: Now, let us move on to Exercise C on page 32 in your books. In this exercise, we will answer the short questions.

MUST DO

15 MIN.

Teacher: I will ask the questions aloud and we will discuss them together before you write your answers in your notebooks.

Teacher: Ready? Let us go.

- Define an igloo.

- What is a kayak and an umiak?
 - On a trip to Greenland, Saira undertakes many activities, except jungle safari. Do you know why?
- (Discuss the questions with the class. After each question, ask the students to write their answers in their notebooks. Ensure they understand the concepts thoroughly.)

Learning Better

Exercise D

D Write long answers in your notebook.

1. Why is it so cold in Greenland all around the year?
2. How do the Inuits earn their livelihood?

32

Teacher: Next, we will move on to Exercise D, which includes longer answers. I will ask the questions and we will discuss them first. After that, I would like you to write your answers in your notebooks.

MUST DO

15 MIN.

Teacher: Let us begin:

- Why is it so cold in Greenland all around the year?
- How do the Inuits earn their livelihood?

(Discuss each question in detail with the class. Encourage the students to share their thoughts and ideas before they write the answers in their notebooks.)

Differentiated Activities

110 km/hr



Compare the ways different cold regions around the world, such as Greenland and Antarctica, are adapted to human survival. What are the key differences in how people live in these areas?

80 km/hr



What is the capital city of Greenland?

40 km/hr



What is an igloo made of?

Home Task

Describe an igloo to someone who has never seen one. Explain how it is made and why it keeps people warm in cold climates.

For the drawing, please bring materials such as colored pencils, markers, or crayons to class to create your best winter landscape.

Period 10

Teacher: Good morning, students. Today, we are going to do something exciting and creative.

SHOULD DO

05 MIN.

Teacher: Before we start, take a moment to gather all your materials. You will need coloured pencils, crayons or markers to make your fun winter landscape drawing.

Teacher: While you collect your materials, let me ask: What do you think would make the best snowman? A big carrot nose or a scarf that keeps you extra warm?

(pause for the students to response)

Teacher: Let us take 5 minutes to get everything ready and then we will begin our winter adventure.

Creating Better



Creating better



Art1 2Lr CS

Make a fun winter landscape drawing.

32

Teacher: Alright, are we ready for some creative fun? Let us make a winter wonderland on paper.

MUST DO

20 MIN.

Teacher: As you draw, think about igloos, snowflakes, winter animals and maybe even a snowball fight. You can fill the scene with anything that you think belongs in the cold and snowy landscape.

Teacher: Do not worry about making it perfect. It is more important is to have fun and let your imagination run wild. Let us get started and in 20 minutes, we will have our own little winter worlds right here in class.

(While the students are drawing, walk around to chat with them about their creations. Ask fun questions like, 'What's your snowman wearing?' or 'How many snowflakes are falling in your picture?')

MUST DO

15 MIN.

Thinking Better



Creating better



Art1 2Lr CS

Make a fun winter landscape drawing.

32

Teacher: Now that we have our winter landscapes coming to life, let us talk about something super important, surviving in the cold, which is given on page 32, 'thinking better'.

Teacher: Imagine you are an explorer planning a trip to the frigid zone. What special preparations would you need to make to survive the extreme cold and limited resources?

Teacher: Think about clothing, shelter, food and anything else that could help. Ready to share your ideas?

(Ask the students to discuss in pairs or small groups. After a few minutes, have the students share their best ideas with the class)

Teacher: Wow, some great ideas. Who knew preparing for an extreme cold environment could be this fun? You all did an amazing job today, both with your creative drawings and your thoughtful survival plans.

Teacher: I cannot wait to see all the winter landscapes. Let us take a moment to admire your art before I collect them.

Teacher: Great work today, students. Next time, we will talk more about surviving in the cold and how people adapt to these extreme conditions.

Differentiated Activities

110 km/hr



Imagine you are an Inuit. What would you do to keep your family warm during the winter months? List the things you use and explain their importance.

80 km/hr



If you had to build a shelter in the snow, what materials would you use and why?

40 km/hr



Which animal would be the best helper for surviving in the cold and why?

Home Task

Design a special winter outfit that would help someone survive in the coldest places on Earth. Think about the materials, layers and accessories (like gloves, hats, boots, etc.) that would keep someone warm.

Period 11

Teacher: Good morning, students. Let us start the lesson with a fun warm-up to get our brains working.

SHOULD DO

05 MIN.



Teacher: Think about the frigid zone. Imagine you are an explorer in the coldest place on Earth. What would you wear to keep warm? What kind of food would you bring?

Teacher: Take a moment to think about your survival gear. When you are ready, I will call a few of you to share your ideas.

Choosing Better



Choosing better

LSV

On a cold freezing night, Rina and her mother notice a dog whimpering outside their house. What should they do?

Tick (✓) your answer.

1. They should make a warm temporary shelter using old blankets for the dog.
2. They can let the dog be.

32

Teacher: Now, let us move on to 'Choosing Better'.

MUST DO

05 MIN.



Teacher: Here is a situation: Rina and her mother noticed a dog whimpering outside their house on a freezing night. What should they do?

Option 1: They should make a warm temporary shelter using old blankets for the dog.

Option 2: They can let the dog be.

(Discuss the options with the class and ask them why they think one option is better than the other. Prompt the students to think about why it is important to help animals in extreme cold conditions.)

Revising Better



Revising better

DBL

In this chapter, you learnt about the life skill of adaptability. How do you think plants, animals and people living in the frigid zone adapt to extreme cold. Can you think of a time when you had to adapt to a new situation. Write your thoughts in your Little Book.

32

Teacher: Let us move on to 'Revising Better'.

MUST DO

10 MIN.



Teacher: In this chapter, we have learnt a lot about adaptability. Now, let us think about how plants, animals and people in the frigid zone adapt to extreme cold.

Teacher: How do you think they manage to survive and thrive in such a cold environment?

(Ask the students to share their thoughts and experiences of adapting to a new situation in their own lives. Then, prompt them to write their ideas in their Little Book as a reflection on adaptability.)

MUST DO

20 MIN.



Worksheet 1

Theme 3: Why Are We Different?

4. The Frigid Zone - The Land of Snow

A. Fill in the blanks.

- The Earth has two _____ Zones.
- _____ is the world's largest island.
- _____ are used for pulling sledges and hunting.
- An _____ is made with large blocks of ice.
- _____ were the kind of boats, which were used to hunt whales.

B. Write True or False.

- The Earth has three Frigid Zones. _____
- Greenland is the world's smallest island. _____
- Inuits are the original inhabitants of Greenland. _____
- Igloos are square in shape. _____
- Kayaks are large boats. _____

C. Describe the climate of Greenland.

Worksheet 1

14

Teacher: Now, let us open our workbook to page 14 for Worksheet 1. I will give you the instructions for each part:

- Part A: Fill in the blanks.
- Part B: Write True or False for each statement.
- Part C: Describe the climate of Greenland.

(Guide the students through each section of the worksheet, helping them with difficult words and ensuring they understand the questions. Encourage them to think back to the lessons and answer thoughtfully.)


Teacher: Great work today, students. You have done fantastic work in revising and practicing. Let us be sure to review your worksheet answers in the next class.

Differentiated Activities


110 km/hr

 What do you do every day to stay warm during the winter?

80 km/hr

 If you had to spend a day outdoors in the cold, what would you wear to keep warm?

40 km/hr

 What kind of food do you eat to stay warm during cold weather?

Home Task

Think about a cold day you have experienced at home. How did you adjust your routine to stay warm and comfortable?
Write about the challenges you faced and how you managed to stay warm.

Period 12

Teacher: Good morning, students. Before we begin today's activities, let us quickly check if students have completed Worksheet 1.

Teacher: Great. Now, please take out your workbook and open it to Worksheet 2 on page 15. Make sure you have a pen or pencil ready to complete the next set of questions.

Worksheet 2

SHOULD DO
5 MIN.

Theme 3: Why Are We Different?
4. The Frigid Zone - The Land of Snow

Worksheet 1

A. Fill in the blanks.

- The Earth has two _____ Zones.
- _____ is the world's largest island.
- _____ are used for pulling sledges and hunting.
- An _____ is made with large blocks of ice.
- _____ were the kind of boats, which were used to hunt whales.

B. Write True or False.

- The Earth has three Frigid Zones. _____
- Greenland is the world's smallest island. _____
- Inuits are the original inhabitants of Greenland. _____
- Igloos are square in shape. _____
- Kayaks are large boats. _____

C. Describe the climate of Greenland.

15

Teacher: Let us begin with Worksheet 2. This worksheet has a variety of activities that will test your knowledge about the frigid zone.

- Part A: You will fill in the blanks with the correct options.
- Part B: You will write whether the statements are True or False.
- Part C: You will write one-word answers to some questions.

Teacher: I will give you 15 minutes to work on this, but if you have any questions, feel free to raise your hand and I will come around to help. Let us begin.

Worksheet 3

Worksheet 3

A. Fill in the blanks. Take help from the box.

North Pole Arctic Circle parkas Ilulissat Inuits tou pigs

- The North Frigid Zone is located between the _____ and _____.
- In summers, people live in _____.
- The original inhabitants of Greenland are the _____.
- The warm hooded jackets that Inuits wear are called _____.
- _____ is a big city of Greenland.

B. Which of the following is not associated with Greenland? Tick (✓) the correct answer.

1. umiak	<input type="checkbox"/>	2. parkas	<input type="checkbox"/>
3. giraffes	<input type="checkbox"/>	4. tou pigs	<input type="checkbox"/>
5. polar bear	<input type="checkbox"/>		

C. Rearrange the letters to make some words related to Greenland.

1. PESSLO	_____	2. OWSN	_____
3. ALSE	_____	4. LOOIG	_____
5. LANNDIS	_____		

16

Teacher: Now that we have completed Worksheet 2, let us move on to Worksheet 3.

Teacher: For this worksheet, we will focus on a few more fill-in-the-blank activities and some fun rearranging of letters to form words related to Greenland.

- Part A: You will fill in the blanks using words from the box.
- Part B: You will identify which item is not associated with Greenland.
- Part C: You will rearrange the letters to form words related to Greenland.

Teacher: You have 15 minutes to work on this. If you finish early, feel free to review your answers.

(Guide the students through each section of the worksheets, helping them with difficult words and ensuring they understand the questions. Encourage them to recall key points from the lessons to answer thoughtfully.)

Teacher: You all have done an excellent work with these worksheets. Now let us move to our 'Book of holistic teaching' for better understanding with different subjects.

Book of Holistic Teaching

Chapter 4: Land of Snow

Theme 3: Why Are We Different?

A English

Underline the ir words in the following sentences.

1. Among birds, the white-tailed eagle is found in Greenland.

2. The South Frigid Zone is located between the South Pole and the Antarctic Circle.

B Maths

Greenland has an area of about 21.5 sq km. Convert the decimal number in the given sentence to fractions. Write the answer in the space provided.

C Science

Different countries in the Frigid Zone are home to a variety of animals. During winter, many of them move to warmer places. What is this movement known as? Define the movement in your notebook.

31

(Refer to the Book of Holistic Teaching, page number 31 under the title 'Frigid Zone'. For English, explain how to identify and underline the 'ir' words in the sentences. For Maths, guide students in converting the decimal 21.5 into a fraction and for science, lead a discussion on animal migration and ask students to define it in their notebooks. Encourage students to participate, discuss and apply

their knowledge during each activity.)

Teacher: Now, who can share one interesting thing they learnt about how people, animals and plants survive in the extreme cold of the frigid zone?

Teacher: Wonderful. This wraps up our chapter. Now, let us fill in the last column of the KWL chart.

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

Teacher: Think about the topics, we have learned 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:



How do animals in the Frigid Zone adapt to the cold and what are some specific examples of these adaptations? Think about the polar bear, arctic fox and musk ox.

80 km/hr:



Why do people in cold places like Greenland wear thick fur clothing while people in warmer climates wear cotton clothes? Discuss the differences in clothing and how they help with survival.

40 km/hr:



Where is Greenland located on the world map and why is it so cold throughout the year?

Home Task

Write a diary entry describing your day, including the weather, what you wear and what activities you do to stay warm and entertained in such cold conditions.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">engage in activities that promote imagination and reflection, allowing them to think physically about how people and animals survive in the cold environments.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">develop empathy and understanding for people living in extreme climates like Greenland, as well as respect for diverse ways of living and survival.
Cognitive Development	<ul style="list-style-type: none">enhance their cognitive skills by critically analyzing the information about cold climates, identifying survival strategies and engaging in real-life applications.
Language and Literacy Development	<ul style="list-style-type: none">practice their speaking and writing skills through activities like group discussions, diary entries and descriptive tasks related to cold environments.
Aesthetic and Cultural Development	<ul style="list-style-type: none">use their creativity to visualize and describe life in cold regions through art (e.g., drawing an igloo) and storytelling, fostering an appreciation for cultural diversity.
Positive Learning Habits	<ul style="list-style-type: none">develop positive learning habits by participating actively in class activities, collaborating with peers and completing worksheets to reinforce knowledge.

Starry Knights

Do you know your learners well now? Have you discovered their special talents and strengths?

Give yourself a STAR.

☐

Lesson-5: Exploring Rainforests and Grasslands

Theme 3: Why Are We Different?

13 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters, Gratitude sheet



Animation, Animated Activities, Concept Map, Dictionary, eBook, Infographic, Quiz, Slideshow

Confirming better

Kindness is my superpower.

Curricular Goals and Objectives (NCF)

To enable the students:

- to identify the temperate zones, grasslands, prairies, tropical zone and rainforests on Earth.
- to understand the climate, location and the life of people in these places.
- to explore the differences between the temperate, torrid and frigid zones.
- to learn how the environment affects the flora and fauna in these regions.
- to recognize the prairies' importance as a major food source.
- to practice eco-friendly habits, such as buying potted plants instead of plastic flowers.
- to engage in activities that connect environmental awareness to daily actions for a sustainable lifestyle.

Methodology

Period 1

Teacher: Good morning, my curious explorers. How are you today? I hope you are ready to dive into an exciting new chapter.

Students: Good morning, teacher.

Teacher: Now, let us take a moment for a special affirmation. Repeat after me: Kindness is my superpower. (Use this affirmation to promote kindness and positive energy before diving into the topic.)

Teacher: Today, we are going to begin a chapter 'Exploring Rainforests and Grasslands'. These are two fascinating environments that support a wide variety of plants and animals. Before we get into the details, we will use a tool called the KWL Chart to help us organize our thoughts and guide our learning. Please take out your notebooks and draw the format.

K	W	L

Teacher: The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what do you want to know and the third column is

labelled 'L' which is what you have learnt, which we will fill in the end.

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

Teacher: You all did amazing work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

Teacher: Today, we are going to play an exciting image-sorting game! This activity will help us learn more about the Himalayan forests and animals in a fun way.

MUST DO

10 MIN.

Kinaesthetic

Play the image-sorting game. Form four teams in class. Collect images of Himalayan forests and animals. Sort the images into categories (e.g., animals, plants, habitats) using your desks or tables as sorting stations.

33

Teacher: Here is how the game works. I will divide the class into four teams. Each team will receive a set of images related to the Himalayan ecosystem. Your task is to sort the images into three categories: animals, plants and habitats.

Teacher: Think carefully about where each image belongs. Is it an animal? A plant? Or does it represent a habitat? Use your desks as sorting stations and arrange the images accordingly. Discuss with your teammates and make sure everyone agrees.

Teacher: Ready? Let us begin.

(Hands out images to teams and allows them time to sort.)

Teacher: Fantastic teamwork. Now, let us review. Team 1, show us the images you placed in the "animals" category. (Students will present different landscapes, himalayan animals and plants.)

Teacher: Now, let us think—why is it important to protect these plants, animals and habitats? Imagine what would happen if the forests disappeared or if these animals lost their homes.

(Encourages students to reflect and respond.)

Teacher: That is right! Every plant and animal plays a role in keeping nature balanced. When we protect these ecosystems, we help ensure that life in the Himalayas continues to thrive.

Teacher: Well done, everyone. Now, who can share one interesting thing you learnt about the plants or animals you sorted? What was the most exciting part?

Auditory

Teacher: Fantastic work, explorers. Let us keep the fun going with a quick 'auditory activity'. I am going to read a riddle aloud and I want you to listen carefully. Here is the riddle.

I am similar to a Christmas tree. I grow on hills and mountains,

I am full of needle-like leaves. My name starts with P and ends with E.

1. Which tree is this?
2. Describe the shape of the leaves.

Teacher: Think about it for a second. Ready to guess? (show CMR sign- Keep Thinking)

(The students respond with guesses)

Auditory*

Listen to your teacher carefully. Answer the questions.

33

Teacher: That is right. It is the Pine Tree. Can anyone describe the shape of the leaves of the pine tree? How does it help the tree survive in the cold?

Teacher: Amazing. You are all doing a great work thinking and listening carefully.

Pictorial

Pictorial

FS

Explain the type of farming practised in the picture and list some of the crops that are cultivated.



33

Teacher: Let us now turn our attention to a 'pictorial activity'. Look at the picture of farming in the mountains. What do you notice about how the fields are shaped?

Teacher: This kind of farming is called terrace farming. It helps to stop soil erosion on steep mountain slopes. Can anyone guess what crops might be grown here?

MUST DO

10 MIN.

Teacher: Think about the Rainforest and Grassland climates. How might the weather and soil in these climates affect farming? Discuss with a partner for a minute and then share your ideas with the class.

Differentiated Activities

110 km/hr



In the future, how can we protect our forests and grasslands to ensure they stay safe for animals and plants?

80 km/hr



Can you think of a time when you experienced strong winds or rain? How did you stay safe?

40 km/hr



Have you ever visited a forest? What types of trees or plants did you see there?

Home Task

Choose one plant and one animal from the rainforest or grassland. Write one sentence about how each survives in its environment.

Period 2

Teacher: Good morning, everyone. How are we feeling today? I hope you are all excited to explore the world's rainforests and grasslands. Before we dive into today's topic, let us have some fun with a little activity.

SHOULD DO

5 MIN.

Teacher: I want you to pretend that you are a rainforest or a grassland explorer. Close your eyes for a moment and imagine you are standing in the middle of one of these places.

Teacher: In the rainforest, what can you hear? (Pause for responses: Birds chirping', 'Waterfalls', 'The sound of the wind')

Teacher: In the grasslands, what do you see around you? (Pause for responses: Tall grasses,' 'Animals like zebras and lions,' 'The open sky')

Teacher: Excellent. Now, let us add a twist. I am going to give each of you a specific explorer task. Imagine you are an explorer in the rainforest or grasslands. What is your mission today? To find a rare plant? To observe an animal? Or maybe to solve a mystery about the weather? Write your 'mission' on a piece of paper and share it with your partner. (The students write down their ideas and share them with their partners.)

Interacting better



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

MUST DO

15 MIN.

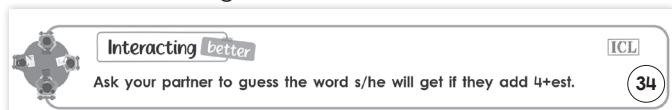


Teacher: Now that we have warmed up our imaginations, let us jump into a fun activity called 'Interacting Better', which is on page 34 of your books.



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

Teacher: In this game, you will be guessing a word. Here is how it works: I will give you a word related to the rainforests or grasslands and you will need to guess what it becomes when you add 'est' to it. For example, if I say 'high,' the word becomes 'highest.'



Teacher: Let us try one together: 'cold.' What does it become when we add 'est' to it?

Students: 'Coldest.'

Teacher: That is right. Now, I want you to think of more words. I will give you some words and you will guess the new word with 'est' added.

Teacher: Ready for the challenge? Let us begin.

(Give words for the students to guess, such as 'big,' 'tall,' 'fast,' 'small,' or 'wide'. Each time, the students will guess the superlative form and relate it to things they know about rainforests and grasslands.)

Teacher: Well, done everyone. Keep up the great work. This helps us understand not just the words, but also how they can be used to describe the world around us.

Teacher: Now, let us look at the picture on page 34. Everyone, take a moment to observe it carefully.

MUST DO

15 MIN.



Teacher: What do you see happening in this picture? What are the people talking about? Which places are mentioned?



(Allow the students to raise their hands and share their observations.)

Teacher: That is right. They are discussing different places they want to visit, including Rajasthan and Mawsynram. Now, let us make this even more fun.

Teacher: Imagine you are one of the people in the picture. You are about to visit places like the rainforests or

grasslands. What kinds of animals and plants do you think you will see? What activities would you want to do there? (The students discuss in pairs and share their ideas with the class.)

Teacher: Great ideas, everyone. You are becoming fantastic travel guides. Now, let us wrap up our lesson.

Teacher: To end today's class, can anyone share one new thing you learnt about rainforests and grasslands? What makes these places special?

(Allow the students to share their thoughts.)

Teacher: Fantastic work today, explorers. We will continue our journey next time and learn even more about the fascinating world of rainforests and grasslands.

COULD DO

5 MIN.



Differentiated Activities

110 km/hr



Imagine you are an explorer in a rainforest or a grassland. Write a short travel diary entry about one exciting thing you discovered there.

80 km/hr



Why is it important to protect rainforests and grasslands? Write two reasons why these places should be saved.

40 km/hr



Name one plant and one animal found in a rainforest or grassland. Write one sentence about each.

Home Task

Create Your Own Ecosystem.

1. Choose a habitat: Pick either a rainforest or a grassland.
2. Draw your ecosystem: Include:
 - Plants and animals that live there.
 - Weather: What is the climate like?
3. Write a short paragraph: Explain why the plants and animals are suited to live in that environment.

Period 3

SHOULD DO

5 MIN.



Teacher: Good morning, everyone.

I hope you are all excited to dive deeper into today's topic. We are going to explore the temperate zone, the heat zones of the Earth and the fascinating world of grasslands. Let us begin with a quick reminder of what we have learnt so far.



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

Teacher: Before we dive into today's lesson, let us take a moment to reflect on your home task, Create Your Own Ecosystem. Who can share which habitat they chose for their ecosystem? Was it a rainforest or a grassland?

Teacher: Wonderful. Now, tell me what plants and animals you included in your ecosystem. What was the climate or weather like in your chosen habitat?

Teacher: Lastly, why do you think the plants and animals you selected are perfectly suited to live in that environment? What makes them so special in their habitat?

What is the temperate zone?

WHAT IS THE TEMPERATE ZONE?

Temperate Zones lie between the frigid and torrid zones. These zones experience a moderate climate. This is because they are away from the equator and the poles. Most grasslands are found in this zone. Figure 5.1 helps us identify the various heat zones of the Earth.

34

Teacher: Great work, everyone. Now, let us begin today's lesson on the temperate zone and grasslands, starting with understanding what the temperate zone is.

MUST DO

10 MIN.

Teacher: Let us explore the concept of the temperate zone. The temperate zones lie between the frigid and torrid zones. These zones experience a moderate climate. They are not too hot like the torrid zone or too cold like the frigid zone. The temperature here is just right for many types of plants and animals to thrive.

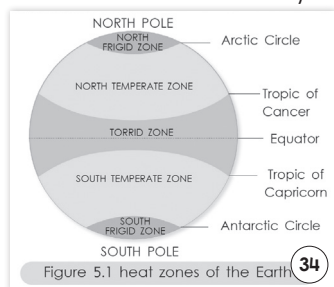
Teacher: Can anyone think of an example of a country or place located in the temperate zone? (Encourage responses like Europe, parts of the USA, etc.)

Teacher: Now, let us discuss how these zones affect the climate. Since the temperate zone is not too close to the equator, nor too far from the poles, it experiences more moderate temperatures. Does anyone know what kind of weather is typical in temperate zones? (Allow the students to answer.)

Teacher: Excellent. Now, let us look at the heat zones of the Earth. Turn to page 5.1 in your books, where we can see a diagram of the heat zones. (The teacher shows the diagram of the heat zones of the Earth.).

MUST DO

10 MIN.



34

Teacher: This diagram shows us how the temperate zone fits between the frigid and torrid zones. Do you see the North and South Temperate Zones? These are areas where we find most of the world's grasslands. We will learn about grasslands next.

Teacher: Now, let us make this learning fun and interactive. I want everyone to open page 34 in your books and check

out Figure 5.1. This diagram shows the Earth's heat zones. Take a moment to look at it carefully.

Teacher: Once you have looked at the diagram, I will call you one by one to come up to the board. Your task is to draw one of the Earth's heat zones from the diagram and label it correctly.

Teacher: Who would like to start? (Call your students one at a time.)

Teacher: Great work. You have drawn the temperate zone. Now, remember to label the other zones too—frigid and torrid. Keep it up.

Teacher: Keep thinking about the areas that belong in each zone and let us make sure we label them correctly. Make sure your answers are neat and accurate.

Teacher: Excellent work, everyone. Now we have a good understanding of the temperate zone.

Grasslands

GRASSLANDS
Grasslands are vast plains covered with grass, situated in warm and dry places. They are known as prairies in North America, steppes in Asia, velds in Africa, downs in Australia and pampas in South America.

34

Teacher: Let us now talk about grasslands. Grasslands are vast plains covered with grass and they are typically found in regions with warm and dry climates. These areas are often located in the temperate zone. Can anyone think of a specific place in the world where we find grasslands?

MUST DO

15 MIN.

Teacher: Excellent. Now, let us get a bit more interactive. I want you all to imagine you are standing in a grassland right now. What do you see around you? What types of plants and animals might you find?

Teacher: Wonderful. Now, did you know that the word 'prairie' comes from the French word for 'a grassland'? Pretty cool, right?

About the prairies

Teacher: Let us focus on one of the most famous grasslands – the Prairies in North America. These prairies stretch from Canada all the way down to Mexico. Imagine how vast that is. Do you think the animals that live in the prairies, like bison or prairie dogs, have special adaptations to survive there?

ABOUT THE PRAIRIES

'Prairie' is a French word. It means 'a grassland'. They are located in North America. The prairies stretch from Canada to Mexico (north-south), thereby covering the land in the middle of North America.

34

Teacher: Great answers. Now, let us explore grasslands more closely. Please open your books to page 34 and take a good look at figure 5.1, which shows the North American grasslands.

Teacher: After looking at the picture, can anyone tell me how these grasslands are different from the tropical rainforests we studied earlier? What makes grasslands unique in comparison?

Teacher: Excellent observations. Grasslands are indeed special. They support a wide range of species and these species have adapted to survive in these open, dry and often windy environments. Grasslands are crucial to our planet's ecosystem and today we have learnt just how vital they are.

Differentiated Activities

110 km/hr



How do you think the climate in these regions affects the types of plants and animals that live there?

80 km/hr



Can you tell me what the weather is like in each zone? For example, the temperate zone is not too hot or cold. What about the torrid and frigid zones?

40 km/hr



Can you draw a simple diagram of the three heat zones (torrid, temperate and frigid)?

Home Task

Choose one grassland region from around the world. Research the types of animals and plants that live there. Write a few sentences explaining why these plants and animals are well-suited to this environment. Bring your findings to class tomorrow.

Period 4

Teacher: Good morning, my 'Brave Nature Explorers'. How are you all today? (show CMR sign- Be Quiet)

Students: Good morning, teacher.

Teacher: Before we dive into today's lesson, let us quickly check the homework from last class. Who would like to share the grassland region they researched? What plants and animals did you find there?

Teacher: Fantastic. Now, for today's lesson, we will focus on the prairies and learn about their climate, flora, fauna and the lifestyle of the people who live there. To start, I want you to think about a farm you may have seen. What kinds of animals and plants do you think are found on farms in the prairies?

(The students will give the answers and you may build the connection to the lesson.)

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

Land, climate, flora and fauna

Teacher: Alright, everyone. Let us start by opening our books to page 35. Take a moment to look at the images of the bison, coyote and silo. Now, we are going to read together about the prairies.

SHOULD DO

5 MIN.



MUST DO

10 MIN.



Teacher: Let us begin reading the first section:

(Read and discuss about the land, climate, flora and fauna of grasslands and rainforests.)

Land, climate, flora and fauna

The prairies are flat and fertile lands. The Rivers Mississippi and Missouri run through the prairies. They are big rivers. The prairies experience hot summers and cold winters. Moderate rainfall takes place in summer. The grasslands have a semi-arid* climate. Trees rarely grow in the prairies, except along the rivers. The prairies are home to various types of grass such as foxtail, buffalo grass, alfalfa and so on. The animals in this region have adapted to the semi-arid climate. Coyotes, bison and Prairie dogs are some animals found here.



bison



coyote

35

Understanding better

1. Name the following:
 - a. Grasslands are known in America by the name prairie.
 - b. The two big rivers that run through the prairies.

ICL

Teacher: The prairies are flat and fertile lands and we know that the Mississippi and Missouri rivers run through them. The climate here experiences hot summers and cold winters. In the summer, there is moderate rainfall and the grasslands have a semi-arid climate. Let us think about this—why do you think trees do not grow much in the prairies?

(Allow the students to share their thoughts.)

Teacher: Exactly. The semi-arid climate makes it difficult for trees to grow. Now, let us talk about the grasses that do grow here, like foxtail and buffalo grass. Can anyone guess how these grasses survive in such dry conditions? (Wait for answers and guide the students to think about how these grasses conserve water.)

Teacher: Wonderful thinking. The animals in the prairies, like the bison and prairie dogs, are perfectly adapted to the environment. Can anyone think of an adaptation these animals might have to help them survive in the hot summers and cold winters?

(Let the students discuss their ideas.)

Teacher: Excellent. The bison, for example, have thick fur to keep warm in the cold winters and the prairie dogs dig burrows to stay cool in the summer.

Of Farms and Minerals

MUST DO

10 MIN.



Teacher: Now, let us move to the next section on page 35 titled 'Of Farms and Minerals.'

Of farms and minerals

Wheat is cultivated in the central part of the prairies. Corn or maize, are cultivated in the eastern part and cattle is reared in the western part. The production of wheat is so large that it is sufficient for the consumption of the country as well as for export. That is why the prairies are known as the 'Wheat Basket of the World'. The prairies also have deposits of lignite coal, mineral oil, gold, potash, silver and natural gas.

Lifestyle of the people

The prairies consist of huge farms. The farmers, their families and some workers live in homesteads. Foodgrains are stored in silos. Cattle is reared for milk and meat on farms. Work on the farms and the dairy farms is mostly done using machines.

35



homestead

ICL

(Allow the students a few moments to read and then discuss with the students.)

Teacher: Excellent. Wheat is grown in the central part of the prairies. Why do you think wheat is such an important crop in the prairies?

(Wait for answers, guide them to think about food and export.)

Teacher: Great. The prairies are called the 'Wheat Basket of the World.' Now, the prairies also have minerals like coal, oil and gold. Can anyone guess how these minerals help the people living in the prairies?

(Allow responses, guide them to realize the importance for industries.)

Teacher: Exactly. These minerals are very important for the economy in the prairies.

Lifestyle of the People

Teacher: Let us now turn to the topic 'Lifestyle of the People.'

(Allow the students a few moments to read silently.)

Teacher: Fantastic. The prairies consist of huge farms and the farmers, their families and some workers live in homesteads. What do you think a homestead might look like?

Lifestyle of the people

The prairies consist of huge farms. The farmers, their families and some workers live in homesteads. Foodgrains are stored in silos. Cattle is reared for milk and meat on ranches. Work on the farms and the dairy farms is mostly done using machines.

35

(Wait for responses, guide them to think about houses and farms.)

Teacher: Exactly. Farmers store food in silos. Can anyone tell me what a silo is used for?

Teacher: Yes. Silos are used to store grain. Now, cattle are raised for milk and meat.

Teacher: Let us quickly recap what we have learnt. What makes the prairies different from other places we have studied?

Teacher: Great. Now, if you could live in the prairies, what work would you like to do? Would you work on a farm, a ranch or something else?

Teacher: Wonderful answers. You have all done a fantastic job today.

Differentiated Activities

110 km/hr



Why do bison have thick fur in winter?

80 km/hr



Can you name two plants in the prairies?

40 km/hr



Can you name a few animals found in the prairies?

Home Task

Design a poster about the prairies, including facts on climate, flora, fauna and farming. Use drawings or images to show what you have learnt.

Period 5

Teacher: Good morning, my 'Tropical Explorers'. How are you all today?

Students: Good morning, teacher.

Teacher: Before we begin, let us quickly recap what we learnt last time. Can anyone name one animal that lives in the prairies?

(Wait for responses and guide them to mention animals like bison, prairie dogs, etc.)

Understanding Better

Understanding better

Name the following:

1. Grasslands are known in Australia by this name

2. The two big rivers that run through the prairies

ICL

35

Teacher: Open your books and look at the "Understanding Better" section. We have two important questions to answer today.

Teacher: First question – Grasslands are known in Australia by what name?

(Wait for responses.)

Teacher: That is right. Now, let us move to the next question. Can you name the two big rivers that run through the prairies?

(Wait for students' responses.)

Teacher: Excellent! These rivers provide water, food and shelter to many plants and animals in the prairies.

Teacher: Now, imagine you are an explorer in the Australian grasslands or North American prairies. What is one interesting thing you would like to observe there? (Encourage students to think and respond.)

Teacher: Fantastic. Now, for today's lesson, we will learn about the Torrid Zone and the rainforests of the Democratic Republic of Congo (DRC). But first, let us warm up with a fun question. What do you think a rainforest looks like?

Teacher: Great. Now, let us dive in and explore what the Torrid Zone and rainforests are all about.

What is the Torrid Zone?

WHAT IS THE TORRID ZONE?

The Torrid or Tropical Zones are the closest to the equator on both sides. These regions experience hot and humid climate all year round. The Tropical Zone is home to equatorial rainforests and hot deserts. Let us learn about a country that has several rainforests.

35

Teacher: The Torrid Zone, also called the Tropical Zone, is the area around the equator. It is very hot and humid all year round. The Tropical Zone is

home to rainforests and hot deserts. Let us explore this concept through an activity.

Teacher: I will draw a simple diagram of the Earth on the board showing the equator and the Tropical Zones. Let us all do this together.

(Draw the Earth, marking the equator and the tropical zones.)

MUST DO

15 MIN.

Teacher: Now, who can tell me which countries or places you think are in the Torrid Zone?

Teacher: Great. These places have very hot and humid climates. Can anyone guess why this part of the Earth is so hot?

Teacher: Exactly. The sun shines directly on the Torrid Zone, making it very hot. Let us quickly think: What do you think is special about the plants and animals in this area because of the heat?

Teacher: Wonderful. The Torrid Zone is home to some of the world's most amazing rainforests.

Rainforests of the DRC: Location, Land, Climate, Flora and Fauna

(Call the students one by one and ask them to read the topic then explain and discuss with the students.)

RAINFORESTS OF THE DRC

Location, land, climate, flora and fauna

The Democratic Republic of Congo (DRC) is in Central Africa. It has nine neighbouring countries. River Congo flows through this country. The DRC is located at the centre of a river basin*, covered with rainforests. The climate is hot and rainy all round the year. Due to the favourable climate, plants and trees multiply.

The forests located in the torrid zones are also called evergreen forests as they remain green throughout the year. This is because the trees shed their leaves at different times of the year. Animals, such as gorillas and monkeys, live in the rainforests. Elephants and rhinoceros are found in marshy lands*. The rivers are home to alligators and crocodiles. The forests of Ituri house okapis and antelopes. The grasslands here

house lions, cheetahs, giraffes and many more animals. Pelicans and eagles also live here.

The Tropical rainforests play a significant role in producing oxygen through the process of photosynthesis. Thus, they are also known as the 'lungs of the Earth'. The dense vegetation in rainforests influences the patterns of rainfall and weather.



okapi

35-36

Teacher: Now, let us move to the next section and learn about the Rainforests of the DRC.

Teacher: The Democratic Republic of Congo (DRC) is located in Central Africa. It has nine neighbouring countries and the Congo River runs through it. The climate here is hot and rainy throughout the year. Let us think about how this climate affects the plants and animals.

Teacher: Please open your books to page 35 and read the section on the rainforests of the DRC.

(Allow the students to read silently for a few moments.)

Teacher: Great. Now, let us discuss. The forests in the DRC are called evergreen forests because they stay green all year. Why do you think they stay green even in the dry season?

Teacher: The DRC is home to many animals, like gorillas, elephants and okapis. How do you think these animals survive in the dense, rainy forests?

Teacher: Wonderful. These animals have special features that help them live in the rainforest, such as strong limbs for climbing and thick skin to survive in the wet environment.

Discovering Better

Teacher: Let us wrap up with a quick look at the vocabulary words from this lesson.

MUST DO

5 MIN.

Teacher: In your books, you will find the words 'silos' and 'ranches.' Who can tell me what a 'silo' is?

Teacher: Exactly. Silos are important for storing grains like wheat. Now, what about 'ranches'? Can anyone explain what a ranch is?

Discovering better

silos: tall towers in the farms, used for storing grains **LAD**

ranches: vast farms in North America or Australia where farm animals are kept

35

Teacher: Great work. Ranches are common in places like North America or Australia, where farmers raise animals such as cattle and sheep.



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

Differentiated Activities

110 km/hr



Imagine you are a guide in the DRC rainforest.

Write a description of the rainforest, highlighting the plants, animals and climate. How do these features work together to support life in the rainforest?

80 km/hr



Create a simple diagram of the rainforest ecosystem, labeling the plants and animals. Write a sentence about each one explaining how it survives in the rainforest.

40 km/hr



Draw a picture of the DRC rainforest and include at least three animals. Write a sentence for each animal explaining what makes it well-suited to live in the rainforest.

Home Task

Choose one animal that lives in the rainforests of the DRC. Research how it survives in the rainforest. Write a short paragraph explaining how it is adapted to its environment.

Period 6

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

SHOULD DO

5 MIN.

Students: Good morning, teacher.

Teacher: Before we begin today's lesson, let us quickly warm up. We have learnt about rainforests, cities and livelihoods. Let us see what you remember.

Teacher: Can anyone tell me one thing that people in the DRC do for a living?

Teacher: Great. Now, think about how transportation might be different in a forest compared to a city. Can anyone guess why it is hard to build roads in the forest? Teacher: Wonderful thinking. Now, let us move forward and dive into today's lesson about livelihood and lifestyle in the DRC.

Livelihood and Lifestyle

Teacher: Let us start by talking about the livelihood and lifestyle of the people in the Democratic Republic of Congo (DRC).

Teacher: Most people in the DRC are engaged in farming, fishing, forestry and mining. What do you think people grow in the DRC?

Teacher: Exactly. They grow many crops and mine minerals like gold and copper. Can anyone think of how these minerals might help the country?

Teacher: Great. People in the DRC also live in different ways. The Pygmies live a nomadic life, moving with their animals. What do you think 'nomadic' means?


Understar

Say true or false.

- Name the zone closest to the equator.
- Which river flows through the Democratic Republic of Congo?

Livelihood and lifestyle

Most people in the DRC are engaged in farming, fishing, forestry and mining. Cassava, rice, maize, coffee, cocoa, cotton, rubber, oil palm and tobacco are grown there. People also engage in shifting cultivation*. The DRC has rich reserves of gold, cadmium, cobalt, copper, petroleum, diamond, zinc, silver and so on. These minerals are mostly exported. Most people live in the rural regions of the DRC. Others work in the cities, factories or mines. People mostly eat bread made of cassava along with fish. Pygmies dwell in the rainforests of Ituri. They live in harmony with the other creatures of the forest. The Pygmies live a traditional, nomadic life. The Bantus, forming a majority in the DRC, also lead a traditional life.



cassava

36

Teacher: Excellent. The Pygmies live in harmony with nature. Let us think about why some people might choose a nomadic lifestyle. What are the advantages?

Teacher: Great discussion. People in the DRC live in various ways, depending on their environment.

Understanding Better

Teacher: Let us take a moment to check your understanding.

Teacher: In your books, you will see the 'Say true or false' section. Let us read the first question: 'Name the zone closest to the equator on both sides.'

Understanding better

Say true or false.

- Name the zone closest to the equator on both sides.
- Which river flows through the Democratic Republic of Congo?

TOI

36

Teacher: Great. The answer is the Torrid Zone. Now, let us move to the second question: 'Which river flows through the Democratic Republic of Congo?'

Teacher: Well done. You all are doing an excellent work understanding these important concepts.

Transportation and Cities

MUST DO

10 MIN.

Teacher: Now, let us discuss transportation and cities in the DRC.

Teacher: In the DRC, water transport is the main way of getting around. Why do you think water transport is used so much in the DRC?

Transportation and cities

Water transport is the chief mode of travel in the DRC. Air transport is also effective in the region. Land transportation is less developed due to the thick forest cover. Kinshasa is the largest city and capital of the DRC, known for its industrial and commercial importance. Lubumbashi is the chief city which is rich in mineral deposits. Matadi is a port city. Other large cities are Kananga, Kisangani, Likasi and Kikwit.

Discovering better

traditional: here, unchanged over a long period of time **LAD**

nomadic: referring to a group of people who move from place to place with their animals

36

Teacher: Exactly. The Congo River is one of the biggest rivers and it's perfect for traveling. There is air transport as well, but land transport is difficult because of the thick forest.

Teacher: Now, let us think about the cities. Kinshasa is the capital of the DRC. What do you think makes Kinshasa such an important city?

Teacher: Excellent. Other cities like Lubumbashi are known for their mineral deposits. How do you think minerals like copper and cobalt affect the people living in these cities?

Teacher: Wonderful. These cities are key to the DRC's growth and economy.

Discovering Better

MUST DO

10 MIN.

Teacher: Let us finish today's lesson by looking at some vocabulary.

Discovering better


traditional: here, unchanged over a long period of time **LAD**

nomadic: referring to a group of people who move from place to place with their animals

36


Teacher: In your books, you will find the words 'traditional' and 'nomadic.' What do you think 'traditional' means? Teacher: Exactly. Now, what does 'nomadic' mean?

Teacher: Well done. These words help us understand the different ways people live in the DRC, from traditional lifestyles to nomadic living.

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

Differentiated Activities

110 km/hr

 How does a nomadic lifestyle help people survive in the DRC's rainforest? What challenges might they face compared to city dwellers?

80 km/hr



How is life in the DRC city different from living as a nomadic group like the Pygmies? Which lifestyle do you think is more difficult?

40 km/hr



How do the people in the rainforests use the trees around them? What is the most important plant for their survival?

Home Task

Period 7

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

Students: Good morning, teacher.

Teacher: Before we dive into today's lesson, let us quickly recall what we have been learning about. Can anyone tell me what cotton is and where it is grown in the world?

Teacher: Wonderful. Now, today we are going to talk about how cotton is grown in the Democratic Republic of Congo and its relation to the environment. Let us get started!

Connecting Better

Connecting better

Science

After reading the lesson, Ryan thinks, "Cotton is also grown in the DRC. The frequent winds blowing there help disperse the cotton seeds."

HoLL

36

Teacher: Now, let us move on to page 36 in your books, where we find a section titled 'Connecting Better.' After reading the lesson, Ryan thinks,

'Cotton is also grown in the DRC. The frequent winds blowing there help disperse the cotton seeds.' Let us discuss how this works.

Teacher: How do you think the wind helps cotton seeds spread and grow?

Teacher: Exactly. The wind can blow seeds over large areas and help cotton spread. Now, can you think of any other natural factors, like sunlight or water, that help plants grow?

(Wait for responses and guide them to think about sunlight, soil and water.)

Teacher: Wonderful. The environment plays a huge role in helping plants like cotton grow. It is important to understand how all the natural elements, like the wind, sun and water, work together to help plants thrive.

Caring Better



Caring better

Many people sell potted plants by the roadside. Instead of buying plastic or artificial plants, buy potted plants. This way you will not only help them earn their livelihood, but also do good for the environment.

Seva

36

Teacher: Now that we have discussed the importance of buying potted plants and how they help the environment by absorbing carbon dioxide and releasing oxygen, let us think about another simple action we can take to protect our surroundings.

MUST DO

8 MIN.

Helping better

Helping better

During a weekend, go for a morning walk with a purpose. Carry an empty waste bag with you. Collect as much dry waste as you can on your walk. This will help you create a waste free environment. It will also be a good workout. Ask an adult for help.

OL

37

Teacher: We can also take care of our environment by reducing waste. Here is a great idea for the weekend—how about going for a morning walk with a purpose? You can take an empty bag with you and collect any dry waste you find along the way.

Teacher: What do you think this will do for the environment?
Teacher: Exactly. By picking up waste, we can help keep our surroundings clean and reduce pollution. It is also a great way to get some exercise. Who thinks they can try this challenge this weekend?

Teacher: Fantastic. Do not forget to ask an adult for help if you need it and remember to dispose of the waste properly. Every little action counts when it comes to caring for the environment.

Grasping Better

Teacher: Let us now take a moment to go over some key vocabulary from today's lesson. Please open your books to page 37, where you will find them. First, let us talk about 'semi-arid'. Who can tell me what semi-arid means?

Teacher: Exactly. Semi-arid refers to a climate with little rainfall, mostly dry. Now, let us talk about 'basin'. Who knows what a basin is?

Grasping better

DING

semi-arid: a climate type involving little rain, mostly dry

basin: an area of land around a large river with streams running down into it

marshy land: wet and soft patches of land on the banks of rivers and lakes, on which vegetation grows

shifting cultivation: a form of farming where farmers grow crops in an area of land for only as long as it can be used for growing crops, then they move to another piece of land

37

Teacher: Great. A basin is an area of land around a large river, where smaller streams flow into it. Now, what about 'marshy land'?

MUST DO

10 MIN.

Teacher: Well done. Marshy land is wet, soft ground near rivers and lakes where plants grow. And finally, what is 'shifting cultivation'?

Teacher: Excellent. Shifting cultivation is a farming practice where farmers use one piece of land for a short time, then move to another piece once the soil is no longer fertile.

Teacher: Great work. They help us understand how farming works in different areas of the world.

Teacher: Today, we discussed how cotton grows in the DRC, the importance of buying potted plants and how we can all help the environment. We also learnt new vocabulary to understand farming better. Keep thinking about how nature works with us to grow things and how we can take care of the world around us.



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

Differentiated Activities

110 km/hr



What is the main difference between farming in a semi-arid area and a tropical climate?

80 km/hr



Write two sentences about how each climate affects plant growth.

40 km/hr



Explain what 'semi-arid' means in your own words. Can you think of any areas that are semi-arid?

Home Task

Choose one of the vocabulary words from today's lesson, such as 'semi-arid' or 'shifting cultivation' and write a short story using that word. You can make it about a place you have visited or somewhere you would like to go.

Period 8

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

SHOULD DO

5 MIN.

Students: Good morning, teacher.

Teacher: Before we start today's lesson, let us quickly refresh what we have learnt about so far. Can anyone name the main crops grown in the grasslands of North America?

Teacher: Wonderful. Today, we will be recalling some key concepts, so let us get ready to review everything we have learnt about the DRC and its environment. Let us dive in.

Recalling Better

Teacher: Please turn to page 37 of your books, where you will find the 'Recalling Better' section. I'll ask you some quick questions to recap the concepts we have learnt.

MUST DO

15 MIN.

Teacher: What are the grasslands located in North America called?

Recalling better

CING

- The prairies are grasslands located in North America.
- Wheat and maize or corn are the main crops grown there.
- Most work on farms is undertaken by machines.
- The DRC is in Central Africa. It has many equatorial rainforests.
- The forests are home to the Pygmies and Bantus.
- The country has a vast network of water transportation.

37

Teacher: Exactly. Now, what are the main crops grown in the grasslands of North America?

Teacher: Great. Crops like wheat and maize are grown there. Now, let us move to the next question: Where is the DRC located?

Teacher: Excellent. The Democratic Republic of Congo (DRC) is located in Central Africa. Now, can anyone tell me what equatorial rainforests are home to?

Teacher: Yes, pygmies and bantus. The DRC is home to some of the most unique wildlife in the world. Now, let us quickly move to the next part of our lesson.

Learning better

Exercise A

Teacher: Let us now focus on Exercise A on page 37 in your books. Please work in pairs, read each question and then discuss your answers with your partner. Once you have done that, we'll have a class discussion and confirm the correct answers together.

MUST DO

10 MIN.

Teacher: Go ahead and start. You can work in pairs for 5 minutes, then we will discuss the answers as a class. (show CMR sign – take notes)

(Allow the students to work and guide them as needed.)

Learning better CBA

A Tick (✓) the correct answer.

- Grasslands comprise a large part of which heat zone?

a. torrid zone	<input type="checkbox"/>	b. frigid zone	<input type="checkbox"/>	c. temperate zone	<input type="checkbox"/>
----------------	--------------------------	----------------	--------------------------	-------------------	--------------------------
- What are the grasslands in North America known as?

a. downs	<input type="checkbox"/>	b. pampas	<input type="checkbox"/>	c. prairies	<input type="checkbox"/>
----------	--------------------------	-----------	--------------------------	-------------	--------------------------
- In which part of the prairies is corn cultivated?

a. central part	<input type="checkbox"/>	b. eastern part	<input type="checkbox"/>	c. western part	<input type="checkbox"/>
-----------------	--------------------------	-----------------	--------------------------	-----------------	--------------------------
- Which zone consists of the most number of equatorial rainforests?

a. torrid zone	<input type="checkbox"/>	b. frigid zone	<input type="checkbox"/>	c. temperate zone	<input type="checkbox"/>
----------------	--------------------------	----------------	--------------------------	-------------------	--------------------------
- Which city of the DRC is rich in mineral deposits?

a. Kananga	<input type="checkbox"/>	b. Likasi	<input type="checkbox"/>	c. Lubumbashi	<input type="checkbox"/>
------------	--------------------------	-----------	--------------------------	---------------	--------------------------

37

Learning better

Exercise B

Teacher: Great work with Exercise A. **MUST DO** ☐
 Now, turn to page 38 in your books and look at Exercise B. In this exercise, you will write 'true' or 'false' next to the statements based on what we have learnt. Please be alert and attentive while answering, as we will go over the answers together.

Teacher: After you finish, we will confirm the correct answers as a class. (Show CMR sign- who needs help.)

B Write true or false.

- Grasslands are known as velds in South America. _____
- The prairies have a semi-arid climate. _____
- In the prairies, farmers store animal fodder in silos. _____
- Nine countries surround the DRC. _____
- The climate is hot and humid all year round in the DRC. _____

37-38

(Wait for the students to complete the exercise, then ask them to share their answers one by one.)

Teacher: Great work, everyone. Keep reviewing the material and always think about how everything we learn connects with the environment around us. You all did fantastic today.



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

Differentiated Activities

110 km/hr



Imagine you live in the DRC and you are a farmer. How would you explain to someone how shifting cultivation works?

80 km/hr



What is 'marshy land'?

40 km/hr



What is 'shifting cultivation'?

Home Task

Project Idea

Create a scrapbook about the diverse fauna of the Amazon Rainforest or the forests of South-East Asia.

Include the names of animals and a fun fact about each one. You can use encyclopedias from your school library for research.

Chapter 5: Exploring Rainforests and Grasslands **PRO 21CS**

In this chapter, you learnt about the diverse fauna of the DRC. Make a scrapbook on the rich and beautiful fauna of the Amazon Rainforest or the forests of South-East Asia. Write their names. You may also write a fun fact about each. You may read encyclopedias from your school library for research purposes.

21

Period 9

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

Students: Good morning, teacher.

Teacher: Before we dive into today's lesson, let us do a quick recap of what we have learnt so far. Who can tell me what shifting cultivation is?

Teacher: Excellent. Today, we will practice writing short and long answers based on what we have learnt in our lessons. Let us get started.

Learning better

Exercise C

Teacher: Please turn to page 38 in your books. Let us read through the following questions together first and then I will ask you to write the answers in your notebooks. **MUST DO** ☐
Teacher: Here are the questions:

- What is shifting cultivation?
- How do the winds help cotton grow in the DRC?
- What does the term 'semi-arid' mean?

C Write short answers in your notebook.

- What are the prairies?
 - Name any two animals found in the prairies.
 - Saima travels to the DRC with her family via ship. Why does she not opt for a car or bus?
- 38

Teacher: Let us discuss the first

question: 'What is shifting cultivation?'

(Wait for responses and guide the students to understand that shifting cultivation is a farming method where farmers use one plot of land for a short time, then move to another plot once the soil is no longer fertile.)

Teacher: Great. Now, let us discuss the second question: 'How do the winds help cotton grow in the DRC?'

Teacher: Now that we have discussed these questions, I want you to write your answers in your notebooks.

(Allow the students some time to write.)

Learning better

Exercise D

Teacher: Now, we will move on to long question answers. I will divide the class into two groups. Each group will take one question from page 38 and discuss their answers. Once they are ready, one representative from each group will share their answers with the class.

MUST DO

15 MIN.



D Write long answers in your notebook.

1. What are the geographical features of the prairies?
2. Why do we call tropical rainforests the 'lungs of the Earth'?

38

Teacher: Here are the questions:

1. Explain the process of shifting cultivation and how it affects the environment.
2. Describe the climate of the DRC and how it supports its wildlife and vegetation.

Teacher: Each group will take 5 minutes to read the lesson and come up with a detailed answer. When you are ready, one person from each group will share their answer. (Allow time for group discussions and then have each group present their answer.)

Teacher: Excellent. You have all done a fantastic job today.

Differentiated Activities

110 km/hr



What plants and animals do you think are adapted to survive in the DRC's hot and rainy climate?

80 km/hr



Can you name one animal that lives in the DRC's rainforest?

40 km/hr



Can you name a crop that grows in semi-arid regions?

Home Task

Complete short and long answers in your notebook and revise the concepts.

Period 10

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

Students: Good morning, teacher.

Teacher: Before we start, let us quickly review what we have been learning. Can anyone tell me what we learnt about shifting cultivation in our last lesson?

(Wait for responses. Guide them to explain it as a farming method where farmers move from one piece of land to another after using it for a while.)

Teacher: Great. Today, we will practice answering both

short and long questions based on what we have learnt. Let us get started with some fun activities to check your understanding

Creating Better

Teacher: For the next activity, please open your notebooks. I want you to draw a grassland scene. Think about what you would see in a grassland—there could be animals like bison or prairie dogs, grass, trees near rivers and more.

MUST DO

15 MIN.



Creating Better

Art I 21st CS

Draw and paint a grassland scene in your drawing notebook.

38

Teacher: Take your time and be creative. You can use colours and shapes to show how a grassland might look. Imagine you are in the middle of a grassland.

Teacher: Wonderful. Once everyone is done, we will share some of your drawings. Remember, this is about using your imagination and showing what you think a grassland looks like.

Thinking Better

Teacher: Now, let us take a moment to think deeply about life in the DRC. Imagine you are a child living in the Democratic Republic of Congo. In your notebooks, answer this question:

MUST DO

10 MIN.



Teacher: 'What do you think your daily life might be like? How might it be like or different from your own life?'

Thinking Better

21st CS HOTS

Think and answer in your notebook.

Imagine you are a child living in the Democratic Republic of Congo. What do you think your daily life might be like? How might it be similar to or different from your own life?

38

Teacher: Think about the environment, the community and the activities children might do in the DRC compared to where you live.

Teacher: Great work. Now, let us discuss your answers and hear some of the unique ideas you have.

Book of Holistic Teaching

(Refer to the Book of Holistic Teaching, page number 31, under the title 'Exploring Rainforests and Grasslands'. Complete the activities mentioned in this section and ensure that the students finish them. These activities are designed to enhance their English, Math and Science skills related to the topic. Provide any necessary support and materials to help the students successfully complete these tasks.)

COULD DO

10 MIN.



Chapter 5: Exploring Rainforests and Grasslands

A English

HoLL MDA

Underline the simple past tense words used in the following sentences.

1. Cattle is reared on the ranches.
2. Most people in the DRC are engaged in farming, fishing, forestry and mining.

B Maths

A ranch in the prairies has 28 cows and 12 buffaloes. What fraction of these animals are cows? What fraction of these animals are buffaloes? Write the answer in your notebook.

C Science

Can bison play a role in dispersing seeds? Write reasons in your notebook.

31-32

Differentiated Activities

110 km/hr



Write 3-4 sentences about life in the DRC. Compare it with life in India. Mention the environment, animals and what daily activities might be like.

80 km/hr



Draw a grassland scene and write 2 sentences about what you see, including at least one animal and one plant in your picture.

40 km/hr



Write one sentence about what animals or plants you might see in a grassland.

Home Task

Imagine you live in the DRC. Write a short diary entry about your day, what you see around you and what you do.

Period 11

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

SHOULD DO

5 MIN.

Students: Good morning, teacher.

Teacher: Before we get started, let us quickly recall what we have learnt about grasslands and the DRC. Can anyone tell me one key fact about grasslands that we have discussed in the last lesson?

(Wait for responses. Encourage the students to share facts about grasslands, such as their climate or the types of animals that live there.)

Teacher: Great. Now, let us jump into today's lesson with a fun and interactive activity.

Choosing Better



Choosing better

LSV

You and your family visit a wildlife sanctuary. You see a child making noise to wake up a sleeping deer. What will you do?

Tick (✓) the correct answer.

1. You will attempt to wake the deer as well.
2. You will ask the child to let the animal rest.

38

Teacher: Let us move on to the next activity. Please look at the question on page 38 of your books under 'Choosing Better.' Imagine you and your family are visiting a wildlife sanctuary. You see a child making noise to wake up a sleeping deer. What would you do?

MUST DO

10 MIN.

Teacher: I will give you two choices:

1. You will attempt to wake the deer as well.
2. You will ask the child to let the animal rest.

Teacher: Please tick the correct answer in your book. After that, we will discuss why it is important to respect animals and their natural behaviours.

(Wait for the students to tick the answer and then discuss the importance of allowing animals to rest and avoid disturbing them.)

Revising Better

Teacher: Now, let us move on to the 'Revising Better' activity. In this chapter, we have learnt that grasslands are called by different names in various countries.

MUST DO

15 MIN.



Revising better

DBL

In this chapter, you have learnt that grasslands are called by different names in various countries. Have you ever been called by a different name by your friends and family? Write in your Little Book.

38

Teacher: Now, here is a question for you: 'Have you ever been called by a different name by your friends and family? Write about it in your Little Book.'

Teacher: Take a few minutes to think about any nicknames you have had or been called and write down your answer.

Teacher: Fantastic. Now, let us share some of your interesting nicknames and the reasons behind them.

Pledging Better

Teacher: Let us move to our next section for the 'Pledging Better' activity. In this activity, we will make a pledge to help our environment. The focus today is on responsible consumption.

MUST DO

10 MIN.



Pledging better

SDGs

With my whole heart, I pledge to request my parents to use cloth bags for shopping.

38

SDG 12: RESPONSIBLE CONSUMPTION BY ALL

Teacher: Let us read the pledge together: 'With my whole heart, I pledge to request my parents to use cloth bags for shopping.'

Teacher: Write this pledge in your notebook. You can also add one more pledge related to helping the environment in your daily life. For example, you could pledge to reduce waste or use less plastic.

Teacher: By making these small changes, we can help our planet. Once everyone is done, we will share some of your pledges with the class.

Teacher: I am proud of the thoughtful pledges you have made. Keep thinking about how you can make a positive impact on the world around you.

Differentiated Activities

110 km/hr



How would you explain the benefits of using cloth bags over plastic? Write a short report.

80 km/hr



Imagine you want to convince your family to use cloth bags. How would you tell them about the positive impact?

40 km/hr



Imagine you are making a poster for a community event. Draw and explain why cloth bags are better than plastic bags.

Home Task

Write about a simple action you can take to protect the environment. Write a short paragraph explaining your actions and how it will help.

Period 12

Teacher: Good morning, everyone. I hope you are feeling ready for today's lesson. Before we start, let us do a quick eye exercise to relax our eyes.

Teacher: Everyone, please follow my instructions:

1. Look up at the ceiling for 5 seconds.
2. Look down at the floor for 5 seconds.
3. Now, look to the left for 5 seconds.
4. Look to the right for 5 seconds.
5. Finally, close your eyes for 5 seconds and then open them slowly.

Teacher: Great work. Now that we have relaxed our eyes, let us move on to our lesson.

Worksheet 1

Teacher: Now, take out your workbook and open to page 17. Great, let us now apply our knowledge to solve the worksheets.

Teacher: In Exercise A, fill in the blanks with the correct words related to the Prairies and the DRC.

Teacher: In Exercise B, match the animals with their correct habitats.

Teacher: In Exercise C, write five sentences about the Prairies.

Theme 3: Why Are We Different?

5. Exploring Rainforests and Grasslands

Worksheet 1

A. Fill in the blanks.

1. The _____ Zones lie between the Frigid and the Torrid Zones.
2. Grasslands are known as _____ in North America.
3. The Grasslands have a _____ climate.
4. The Democratic Republic of Congo (DRC) lies in _____ Africa.
5. _____ is the largest city of the DRC.

B. Match the columns.

Animals	Habitats
1. gorillas	a. marshy lands
2. elephants	b. forests
3. crocodiles	c. grasslands
4. antelopes	d. rivers
5. giraffes	e. rainforests

C. Write five sentences about the Prairies.

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

Teacher: Work individually and write your answers neatly. If you have any doubts, raise your hand.

Teacher: Once done, check your answers with a partner.

Worksheet 2

Teacher: Now, let us move to Page 18 for Worksheet 2.

Teacher: In Exercise A, fill in the blanks with the correct terms. **Teacher:** In Exercise B, write True or False for the given statements about the Prairies and DRC.

Worksheet 2

A. Fill in the blanks.

1. Prairie is a _____ term.
2. The equatorial rainforests and hot deserts are found in the _____.
3. _____ is the capital city of DRC.
4. Grasslands are known as _____ in Asia.
5. The equatorial rainforests are also called _____ forests.

B. Write True or False.

1. The Temperate Zone, Frigid Zone and Torrid Zone experience moderate climate. _____
2. The Prairies cover the whole of central USA. _____
3. The DRC is known as the 'Wheat Basket of the World'. _____
4. The Tropical or the Torrid Zones are located close to the equator. _____
5. The DRC has rich reserves of gold and diamond. _____

C. Rearrange the letters to make some words related to grasslands and equatorial rainforests.

1. DSVEL _____	2. OSSIL _____
3. ONBIS _____	4. RIDTOR _____
5. RIESPRAI _____	

Teacher: In Exercise C, rearrange the letters to form words related to the Prairies and equatorial rainforests.

Teacher: Work individually and write your answers neatly. If you need help, just ask.

Teacher: Once done, check your answers with a partner.

Teacher: Great work, everyone. Let us quickly go over the answers together. Who would like to share one of the sentences they wrote about the Prairies?


Teacher: Fantastic work today. Keep practicing what you have learnt and we will continue exploring more in our next lesson.

Differentiated Activities


110 km/hr

 Imagine you are in the DRC rainforest. What would you wear to stay comfortable in the rain?

80 km/hr

 What kind of house would you live in on a grassland?

40 km/hr

 Imagine you are walking through a grassland. What animals would you be careful not to step on?

Home Task

Complete worksheet 1 and 2

Period 13

Gratitude sheet

SHOULD DO
15 MIN. 

Teacher: Teacher: Good morning, everyone. Today, let us begin by focusing on something truly meaningful—gratitude.



Teacher: I want you to think about one person who has made a positive difference in your life. It could be a family member, a friend or even a teacher.

Teacher: Now, take your gratitude sheet and cut out a space where you can write a short note to the person you are grateful for.

Teacher: Write one or two sentences thanking them for what they have done or how they have made a difference in your life.

Teacher: Once you are done writing, we will share our notes with the class and place them on our gratitude chart.

Worksheet 3

Teacher: Now, let us move to Worksheet 3 on page 19.

MUST DO
15 MIN. 

Worksheet 3

A. Fill in the blanks.

1. The Prairies are located in _____.
2. The Prairies are flat and _____ lands.
3. Cattle is reared for _____ and _____.
4. _____ of South America is home to popular rainforests.
5. The _____ form a majority in the DRC.

B. Write True or False.

1. Grasslands are known as Prairies in Africa. _____
2. 'Prairie' is a French term which means 'a grassland'. _____
3. The Prairies have deposits of gold, potash and silver. _____
4. The Prairies experience hot summers and cold winters. _____
5. Work on the farms and the dairy farms in the Prairies is mostly done using machines. _____

C. Write five sentences describing the Tropical Zone.

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

19

Teacher: In Exercise A, fill in the blanks with the correct answers related to the Prairies and the DRC.

Teacher: In Exercise B, write True or False for the statements about the Prairies and the DRC.

Teacher: In Exercise C, write five sentences describing the Tropical Zone.

Teacher: Work individually and once you are done, check your answers with a partner. If you need help, feel free to ask.

Teacher: Let us wrap up today's lesson by reviewing everything we have learnt about grasslands, the DRC and the Tropical Zone.

COULD DO
10 MIN. 

Teacher: What is the climate like in the Prairies? What type of plants and animals live there?

Teacher: Can anyone tell me why the DRC is important when it comes to rainforests?

Teacher: Finally, who remembers what the Tropical Zone is like? How does the weather in the Tropical Zone affect life there?

Teacher: Fantastic work today. Keep thinking about how the environment supports the plants, animals and people living in these different zones.

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 the 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 work, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activities

110 km/hr



Write 2-3 sentences for each of the following:

- One animal found in the Prairies.
- One plant found in the DRC.
- One feature of the Tropical Zone that affects its climate.

80 km/hr



Write one sentence about one animal found in the Prairies and one plant found in the DRC.

40 km/hr



What is the full form of DRC?

Home Task

Dive back into the chapter and explore the fascinating details we've learned. Complete Worksheet 4 and reflect on what you found most interesting.

Learning Outcomes

The students will:

Physical Development	• develop awareness of physical environments like prairies, grasslands and rainforests and their impact on life.
Socio-Emotional and Ethical Development	• understand the importance of eco-friendly habits, such as buying potted plants and reducing waste.
Cognitive Development	• identify the different zones and climates (temperate, torrid and frigid) and how they affect plants, animals and people.
Language and Literacy Development	• improve vocabulary and language skills through discussions and writing activities related to ecosystems and environments.
Aesthetic and Cultural Development	• appreciate the beauty of nature by drawing or describing ecosystems and understanding cultural practices in the DRC.
Positive Learning Habits	• foster habits of teamwork, discussion and independent research through engaging in environmental activities and assignments.

Starry Knights

Did you enjoy teaching the grasslands and the prairies? How was the learners' response to these heat zones on the Earth?

Give yourself a STAR for being an fantastic teacher.



Lesson-6: Hot Deserts

Theme 3: Why Are We Different?

12 Periods (40 minutes each)



Learn better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters, Gratitude sheet



Animation, Animated Activities, Concept Map, Dictionary, eBook, Infographic, Quiz, Slideshow

Confirming better

I use water sensibly.

Curricular Goals and Objectives (NCF)

To enable the students:

- to identify and describe the characteristics of hot deserts.
- to explain the climate, landforms and vegetation found in hot deserts.
- to understand how animals and plants adapt to desert conditions.
- to explore human life and survival in hot desert regions.
- to appreciate the cultural and economic significance of deserts.
- to develop awareness about desert conservation and sustainable living.

Methodology

Period 1

Teacher: Good morning, my enthusiastic explorers. How are you today? I hope you are ready to embark on an exciting learning journey.

Students: Good morning, teacher.

Teacher: Today, we are starting a new chapter called 'Hot Deserts'. Open your books to page 39 and let us begin our learning adventure.

Confirming better

Teacher: Before we begin, let us affirm something important. Repeat after me— 'I use water sensibly.'
(The students repeat the affirmation with energy and pride.)

Teacher: Wonderful. Now, let us organise our thoughts with the KWL chart. Draw three columns in your notebooks and label them 'K', 'W' and 'L'.
(The students draw the chart.)

Confirming better I use water sensibly. PLH 39

Teacher: What do you already know about hot deserts?
(The students write responses in the 'K' column.)

Teacher: What do you want to learn about hot deserts?
(The students write their questions in the 'W' column.)

Teacher: Great. At the end of the chapter, we will fill in the 'L' column with what we have learnt. Now, let us begin.

Kinaesthetic

Teacher: Now, let us play a fun activity—Desert Ecosystem Charades.

Choose the name of an object or animal from the desert, like a cactus, camel or sand dune. Then, act it out without talking and the rest of the class will guess the name.
(The students take turns acting and guessing.)

Kinaesthetic

Let us play Desert Ecosystem Charades! Choose the name of an object or animal from the desert, like a cactus, camel or sand dune. Then, act it out without talking and the rest of the class will guess the name. 39

Teacher: Fantastic effort, everyone. You demonstrated great understanding of desert life.

Auditory

Teacher: Now, listen to me carefully. I will read out a riddle about hot deserts. Pay close attention, as I will ask questions at the end.
Teacher reads aloud (page 112):

Auditory*

Listen to your teacher carefully. Answer the questions. 39

Golden dunes in India's west, where camels roam and take rest.

With flocks of old and peacocks nigh, who am I?

(Read out the listening text and the students discuss and answer.)

Teacher: Well done. You all listened carefully and responded with great understanding.

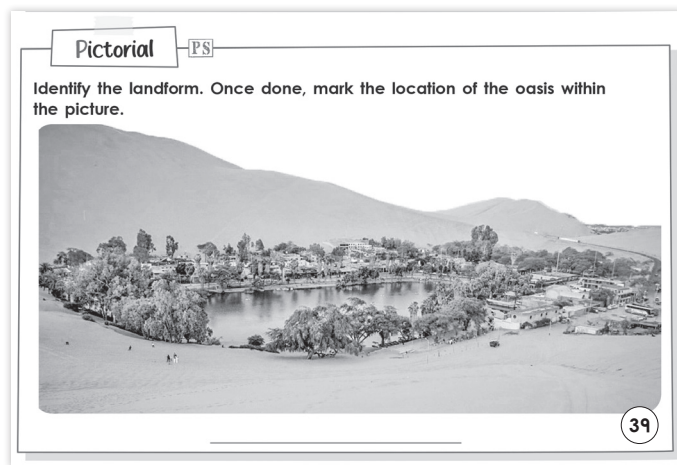
Pictorial

Teacher: Now, let us observe an image of a desert landscape. Turn to page 39 in your books and identify the landform.

MUST DO

10 MIN.

(The students observe and identify the desert landform.)



Teacher: Well done. Now, mark the location of the oasis within the picture. An oasis is an area in the desert where underground water comes to the surface, allowing plants to grow.

(The students mark the location of the oasis.)

Teacher: Excellent work, everyone. You are developing great observation skills.

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

Differentiated Activities

110 km/hr



The Thar Desert in India is home to many unique species. Name one animal and one plant found in this desert and explain how they survive the harsh climate.

80 km/hr



Hot deserts are known for extreme temperatures. How is the daytime temperature different from nighttime?

40 km/hr



Look at the desert image in your book. Point to an area where plants are growing. Why do you think plants can survive there?

Home Task

Find the name of one hot desert outside India. Write an interesting fact about it in your notebook.

Period 2

Teacher: Good morning, my desert adventurers. Before we begin, let us warm up our minds with a quick question. Can anyone name some of the hot deserts in the world?

SHOULD DO

5 MIN.

(The students respond with names of deserts.)

Teacher: Great. Now, let us imagine we are in a desert. How would it feel? What challenges might we face?

(The students share their thoughts and then you may add some guiding prompts.)

Interacting better




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

MUST DO

10 MIN.

Teacher: Let us work in pairs. Discuss how plants and animals adapt to survive in hot and dry desert environments. Think about camels, cacti and other desert creatures. How do they store water? How do they protect themselves from the heat? (show CMR sign- take notes)

(The students discuss with their partners and take notes.)



Interacting better

Discuss with your partner how plants and animals adapt to survive in hot and dry desert environments.

ICL

40

Teacher: Now, let us turn this into a quick quiz. I will ask each pair to share one adaptation they discussed. Let us see how many different adaptations we can list.

(Pairs share their observations and the teacher writes responses on the board.)

Teacher: Amazing. You all have great insights into desert survival strategies.

MUST DO

15 MIN.

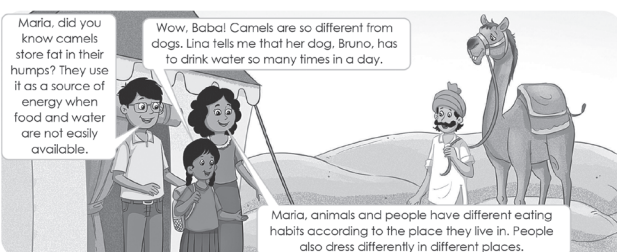


You may show the **Animation** of the story given on a digital platform.

Teacher: Now, let us observe the picture in the book closely. Who do you see in the image?

Students: A family, a camel and a desert background.

Maria tells her friends about her desert camping trip to Rajasthan with her family. She adds that her father showed her a documentary on another hot desert in Asia during that time.



Maria, did you know camels store fat in their humps? They use it as a source of energy when food and water are not easily available.

Wow, Babal Camels are so different from dogs. Lina tells me that her dog, Bruno, has to drink water so many times in a day.

Maria, animals and people have different eating habits according to the place they live in. People also dress differently in different places.

Many hot deserts of the world are located in the Torrid Zone. They include the Great Australian Desert (Australia), the Sahara and the Kalahari Deserts (Africa), the Arabian Desert (Asia) and so on. We have already learnt about the Thar Desert in the previous class.

A desert refers to a place that receives less than 25 cm of rainfall annually. Deserts are of two types – hot and cold. Hot deserts lie to the west of a continent. They have an arid climate, resulting in scanty vegetation. Saudi Arabia is one such hot desert.

40

Teacher: Very good. What do you see in the picture?
(Responses like Maria and her family are talking about camels, camels have humps, etc.)

Teacher: Yes. Camels have humps that store fat for energy. Why do you think this is important?

Teacher: Exactly. Now, look at what Maria's father is saying. How are camels different from dogs?

Students: Camels do not drink water frequently, but dogs need water many times a day.

Teacher: Well done. This is an example of how desert animals adapt. Let us now think about people. How do people in deserts dress differently?

Students: They wear loose, light-coloured clothes to stay cool.

Teacher: Yes. People dress according to the climate where they live. Think of a time you had to dress differently for the weather. What did you wear?

(The students share their experiences.)

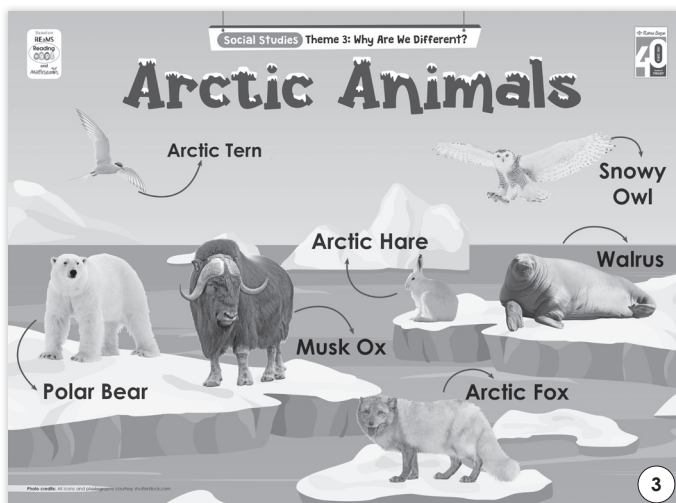
Teacher: Fantastic responses. You have all understood how plants, animals and people adapt to the desert environment. Well done, everyone.

Poster

Teacher: Let us take a moment to look at the poster on the wall.

(Please display and discuss the posters prominently in the classroom to reinforce the learning about landforms of the world. Encourage the students to observe the posters and discuss the different types of landforms.)

Teacher: Great observation everyone. See you in the next class.



Differentiated Activities

110 km/hr



Camels have several adaptations that help them survive in the desert. If a camel had to live in a cold environment like the Arctic, what challenges would it face?

80 km/hr



Why do people in deserts wear loose, light-coloured clothes instead of dark, tight-fitting clothes?

40 km/hr



Look at the picture in your book. What is one thing that helps a camel survive in the desert? Point to it and describe its function.

Home Task

Find and draw a desert animal in your notebook. Write two sentences about how it survives in the hot desert.

Period 3

Teacher: Good morning, my brilliant Earth explorers. Are you ready for today's adventure?

SHOULD DO

5 MIN.



Students: Good morning, teacher. Yes, we are.

Teacher: Wonderful. Before we start, let us wake up our minds with a quick activity.

Teacher: I am going to give you some riddles and you have to guess the answer. Let us begin.

1. I am very dry and my land is covered with sand. I get very little rain and the sun shines bright. What am I?
(Answer: A desert)
2. I store fat in my hump to survive for many days without water. Who am I? (Answer: A camel)
3. I am a country that is mostly covered by desert and surrounded by the Red Sea and the Persian Gulf. Who am I? (Answer: Saudi Arabia)

Teacher: Excellent. You all guessed correctly. Today, we will explore Saudi Arabia—one of the largest hot desert countries. Let us begin by looking at where it is located.

Saudi Arabia

is one such hot desert.

SAUDI ARABIA

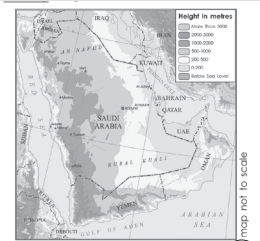
Saudi Arabia occupies four-fifths of the Arabian Peninsula. The peninsula is located in south-west Asia. Saudi Arabia is the fifth-largest Asian country. It is surrounded by the Red Sea (west), the Persian Gulf (east) and nine neighbouring countries. Map 6.1 shows the location of Saudi Arabia and its neighbours.



Discovering better

LAD

arid: extremely dry
scanty: little



Map 6.1 Saudi Arabia and its neighbours

40

Teacher: Now, open your books to page 40 and look at Map 6.1. We are going on a Map Treasure Hunt. I will ask you questions and you have to find the answers by looking at the map.

MUST DO

20 MIN.



1. Find Saudi Arabia on the map. What colour represents the desert areas? (Answer: Light brown/yellow)
2. What is to the west of Saudi Arabia? (Answer: The Red Sea)

3. What is to the east of Saudi Arabia? (Answer: The Persian Gulf)
4. How many countries share a border with Saudi Arabia? (Answer: Nine countries)

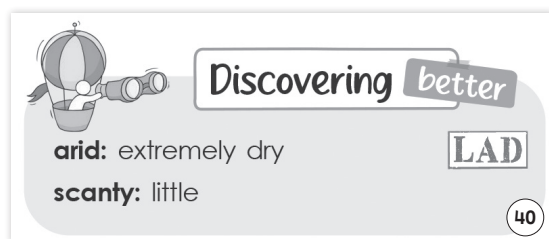
Teacher: Well done, everyone. You have completed the Map Treasure Hunt. Now that we know where Saudi Arabia is, let us learn some new words to describe it.

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

Discovering better

Teacher: Look at the words 'arid' and 'scanty' in the Discovering better box. These words describe deserts. Let us play a quick Act It Out game.

- When I say 'arid', pretend to wipe sweat from your forehead as if you are in a hot, dry desert.
- When I say 'scanty', show a tiny pinch with your fingers to show 'very little' water or plants.



Teacher: Ready? Let us try.

Arid. (The students pretend to wipe sweat.)

Scanty. (The students show tiny pinch fingers.)


Arid. (The students act again.)

Scanty. (The students act again.)

Teacher: Fantastic. Now, who can use the word 'arid' in a sentence?

Teacher: Great. Now, who can use 'scanty' in a sentence?

Teacher: Wonderful. Now that we understand these words, let us talk about the land and climate of Saudi Arabia.

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

Land and Climate

Land and climate

A vast area of Saudi Arabia is a plateau. This is covered by a vast desert. The country's interior is sandy. Rub' al-Khali (south) and Al-Nafūd (north) are two regions where you see continuous sand dunes. One can only find temporary rain-fed streams or wadis* in Saudi Arabia. The country faces water scarcity due to scanty rainfall.

Summer spans from May to September. The days are very hot and dry. Nights are relatively cool. Winter lasts from October to April, during which the days are warm and the nights are very cold. The regions near the coast experience a moderate temperature. Sandstorms blow during all seasons.

Teacher: Saudi Arabia has an interesting land and climate. Let us act like news reporters and weather experts today. Open your books and follow along as I read about the land and climate of Saudi Arabia.

(Read and explain key terms like plateau, sand dunes, water scarcity, wadis and sandstorms.)

Teacher: Now, you will become a news reporter.

Imagine you are in Saudi Arabia, reporting about its land and climate.

(The students discuss in pairs or small groups and prepare short reports.)

Group 1: You will report about the land features (plateau, deserts, sand dunes).

Group 2: You will report about the climate (hot summers, cold nights, sandstorms).

Teacher: Take 2 minutes to prepare your reports.

Teacher: Fantastic work, news reporters. Now, let us wrap up with one final question—if you lived in Saudi Arabia, what challenges would you face due to its land and climate?

(The students share responses like 'finding water', 'very hot weather', 'sandstorms'.)

Teacher: Excellent thinking. Today, we learnt about Saudi Arabia's location, new words and how the land and climate affect life there. You all did an amazing work.

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

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

Differentiated Activities

110 km/hr



Saudi Arabia has extreme climate conditions. If you were to build a house there, what features would you include to help people live comfortably?

80 km/hr



How is the climate of Saudi Arabia different from the place where you live? Name one difference.

40 km/hr



Look at the map on page 40. Point to Saudi Arabia and name one water body near it.

Home Task

Find and bring a weather report of a place from a newspaper, TV or the internet. Observe what information is given, such as temperature, rainfall and climate conditions. We will discuss this in the next class.

Period 4

Teacher: Good morning, my curious desert explorers. How are you all today?

Students: Good morning, teacher.

Teacher: Fantastic. Before we begin, let us wake up our minds with a fun challenge.

Teacher: We are going to play Desert Animal Charades. I will whisper the name of a desert animal to one of you and you have to act like that animal while others guess.

1. Camel (The student pretends to walk slowly and store water in their 'hump'.)
2. Eagle (The student spreads their arms and acts like they are soaring.)
3. Snake (The student slithers and hisses.)
4. Rabbit (The student hops around.)

Teacher: Great work, everyone. Now that we have thought about desert animals, let us explore more about them and the plants that survive in Saudi Arabia.

Discovering better



Discovering better

birds of prey: birds that hunt and eat other creatures, example, eagle, falcon, vulture

LAD

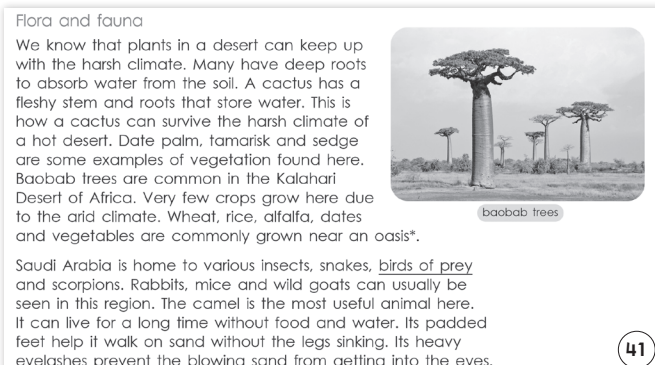
41

Teacher: Look at the words 'birds of prey' in the Discovering better box. These birds hunt and eat other animals. Let us play a Quick Word Match. I will say a type of bird and you tell me if it is a bird of prey or not.

1. Eagle (Answer: Yes)
2. Sparrow (Answer: No)
3. Falcon (Answer: Yes)
4. Peacock (Answer: No)
5. Vulture (Answer: Yes)

Teacher: Wonderful. Birds of prey are important for maintaining the balance in desert ecosystems. Now, let us read about the plants and animals that are found in Saudi Arabia.

Flora and Fauna



Flora and fauna

We know that plants in a desert can keep up with the harsh climate. Many have deep roots to absorb water from the soil. A cactus has a fleshy stem and roots that store water. This is how a cactus can survive the harsh climate of a hot desert. Date palm, tamarisk and sedge are some examples of vegetation found here. Baobab trees are common in the Kalahari Desert of Africa. Very few crops grow here due to the arid climate. Wheat, rice, alfalfa, dates and vegetables are commonly grown near an oasis*.

Saudi Arabia is home to various insects, snakes, birds of prey and scorpions. Rabbits, mice and wild goats can usually be seen in this region. The camel is the most useful animal here. It can live for a long time without food and water. Its padded feet help it walk on sand without the legs sinking. Its heavy eyelashes prevent the blowing sand from getting into the eyes.

baobab trees

41

Teacher: Open your books and read the section on Flora and Fauna with me. (Read aloud, explaining key points.)

Teacher: Now, let us imagine that you are lost in the Saudi Arabian desert. What would you need to survive?

1. Water: Where can you find water in a desert? (Students: Oases, plants like cacti or temporary streams.)
2. Food: Which plants and animals would you find? (Students: Date palms, rabbits, camels, snakes.)
3. Shelter: What dangers would you face? (Students: Sandstorms, extreme heat, predators.)

Teacher: Excellent thinking. Plants like cactus and date palms store water, while animals like camels and desert foxes have special adaptations to survive.

Understanding better



Understanding better

Name the following:

1. The streams found in Saudi Arabia
2. Any one plant that grows in Saudi Arabia

ICL

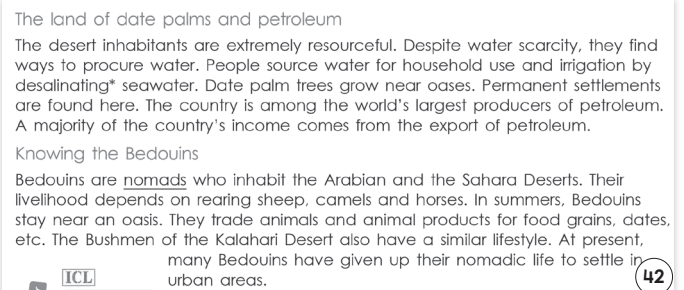
41

Teacher: Let us answer the Understanding better questions in our books.

1. What are the streams found in Saudi Arabia called? (Students: Wadis.)
2. Name one plant that grows in Saudi Arabia. (Students: Date palm, cactus, tamarisk.)

Teacher: Fantastic. Now, let us discuss how people in Saudi Arabia use natural resources.

The Land of Date Palms and Petroleum



The land of date palms and petroleum

The desert inhabitants are extremely resourceful. Despite water scarcity, they find ways to procure water. People source water for household use and irrigation by desalinating* seawater. Date palm trees grow near oases. Permanent settlements are found here. The country is among the world's largest producers of petroleum. A majority of the country's income comes from the export of petroleum.

Knowing the Bedouins

Bedouins are nomads who inhabit the Arabian and the Sahara Deserts. Their livelihood depends on rearing sheep, camels and horses. In summers, Bedouins stay near an oasis. They trade animals and animal products for food grains, dates, etc. The Bushmen of the Kalahari Desert also have a similar lifestyle. At present, many Bedouins have given up their nomadic life to settle in urban areas.

ICL

42

Teacher: Saudi Arabia is called 'The Land of Date Palms and Petroleum'. Let us read about why.

- Teacher:** Now, let us discuss:
- Why do date palms grow near oases? (Students: They need more water.)
- How do people in Saudi Arabia get drinking water? (Students: Desalination of seawater)
- What is Saudi Arabia's most important resource? (Students: Petroleum)

Why is petroleum important? (Students: It is used for fuel, economy and trade.)

Teacher: Excellent responses. Saudi Arabia's desert people have found ways to adapt and use natural resources wisely.

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

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

Differentiated Activities

110 km/hr



If you could introduce a new plant species to the Saudi Arabian desert, what special features would it need to survive?

80 km/hr



Why do date palms grow near oases instead of in the middle of the desert?

40 km/hr



Look at the picture of a date palm in your book. What is one way it helps people living in the desert?

Home Task

Book of Project Idea

(For project Ideas, please refer to the book of Project Ideas, page number 21 under the title 'Hot Deserts'. This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about the desert through this engaging project.)

Chapter 6: Hot Deserts

Find out about the most famous food items of Saudi Arabia. Make an online presentation on the same. You may add pictures and other details.

PRO 21

21

Period 5

Teacher: Good morning, my Adventurous Desert Explorers. Are you ready for today's journey?

Students: Good morning, teacher.

Teacher: Wonderful. Let us begin with a quick warm-up to get our minds ready.

Teacher: Let us wake up our bodies with a fun movement game. I will say a statement and you will act it out. Ready?

SHOULD DO

5 MIN.



Teacher: Nomad walking across the desert. (The students walk in place with slow, heavy steps, pretending to carry supplies.)

Teacher: Setting up a tent. (The students stretch their arms up and pretend to tie ropes.)

Teacher: Riding a camel. (The students sway side to side as if riding a camel.)

Teacher: City Dweller climbing a skyscraper. (The students reach up high, pretending to climb stairs.)

Teacher: Driving in a busy city. (The students move their arms like turning a steering wheel.)

Teacher: Well done. Which movements were easier?

Students: City life.

Teacher: Yes. Nomads work hard to survive in the desert. Now, let us sit and begin our lesson.

Knowing the Bedouins

Teacher: Open your books to page 42 and read the section on Knowing the Bedouins with me.

(Read aloud and explain the following key terms: Nomads, Oasis, Trade.)

MUST DO

10 MIN.



Knowing the Bedouins

Bedouins are nomads who inhabit the Arabian and the Sahara Deserts. Their livelihood depends on rearing sheep, camels and horses. In summers, Bedouins stay near an oasis. They trade animals and animal products for food grains, dates, etc. The Bushmen of the Kalahari Desert also have a similar lifestyle. At present, many Bedouins have given up their nomadic life to settle in urban areas.

42

Teacher: Now, imagine you are a Bedouin for one day. Discuss with your partner:

1. What would you eat?
2. How would you travel?
3. Where would you sleep?

(The students discuss and share answers.)

Teacher: Excellent. The Bedouins live a traditional lifestyle in the desert. However, some Bedouins have moved to modern cities. Let us explore some new words related to this.

Discovering better

Teacher: Look at the words 'Nomads' and 'Skyscrapers' in the Discovering better box. Let us play a quick word challenge.

MUST DO

10 MIN.



Discovering better

nomads: a community of people who move from place to place with their animals

LAD

skyscrapers: very tall buildings located in cities

42

can one of you act out what a nomad does? (The students pretend to walk with camels and set up tents.) Draw a quick sketch of a skyscraper on the board. (A student draws a tall building.)

Teacher: Well done. These words help us understand the contrast between desert life and city life. Now, let us explore Saudi Arabia's cities.

Saudi Arabia and Its Cities

Saudi Arabia and its cities

The capital of Saudi Arabia is Riyadh. Riyadh is full of skyscrapers, markets and other modern infrastructure. Jeddah is an important commercial and port city. Mecca and Medina are holy cities.

42

Teacher: Open your books and read about Saudi Arabia and Its Cities. Look at the names of the cities—Riyadh, Jeddah, Mecca and Medina.

Teacher: Let us play Guess the City. I will give clues and you have to name the city.

1. I am the capital of Saudi Arabia and have many skyscrapers. (Students: Riyadh.)
2. I am an important commercial and port city. (Students: Jeddah.)
3. I am the holiest city in Islam. (Students: Mecca.)

Teacher: Fantastic. Cities like Riyadh have modern skyscrapers, while places like Mecca have historical and religious importance. Let us now test our knowledge.

MUST DO

10 MIN.

☐

Understanding better

Teacher: Let us answer the Understanding better questions in our books given on page 42.

1. People use seawater in deserts directly. (Students: False.)
2. Jeddah is the capital of Saudi Arabia. (Students: False. The capital is Riyadh.)

Teacher: Well done. Saudi Arabia is a land of both tradition and modernity. You all did an amazing job today.

Teacher: Let us give ourselves a big round of applause. See you in the next class.

Understanding better

Say true or false.

1. People use seawater in deserts directly.
2. Jeddah is the capital of Saudi Arabia.

ICL

42

Differentiated Activities

110 km/hr



If you were a Bedouin moving to a modern city, what challenges do you think you would face? How would your life change?

80 km/hr



Why do some Bedouins still prefer to live in the desert while others move to cities?

40 km/hr



Look at the picture of a nomad in your book. What is one thing they carry that helps them survive in the desert?

Home Task

Find and write the name of one modern city in Saudi Arabia. Draw or paste a picture of one famous landmark from that city.

Period 6

Teacher: Good morning, my brilliant thinkers. Are you all ready for today's exciting lesson?

SHOULD DO

8 MIN.

☐

Students: Good morning, teacher.

Teacher: Fantastic. Let us begin with a quick warm-up to energise our minds.

Teacher: I will say a word related to deserts and you have to clap twice if it belongs to deserts and once if it does not. Ready?

1. Camel (Clap Clap)
2. Snow (Clap Once)
3. Oasis (Clap Clap)
4. Skyscraper (Clap Once)
5. Sandstorm (Clap Clap)
6. Pine tree (Clap Once)

Teacher: Well done. Now, let us learn more about the amazing connections between science, nature and culture.

Connecting better

Connecting better

Ryan and his friends are fascinated by Maria's narration of the land of sand. "Maria, so camels are the most useful animal in the desert. Camels are mammals, right? So, they must also breathe through lungs," says Ryan. "Yes, camels can also squeeze their nostrils shut to prevent sand from passing through them," adds Maria.

Science

HoLL

42

Teacher: Open your books to Connecting better and read along as we discuss why camels are perfect for desert life.

MUST DO

8 MIN.

☐

(Read aloud the conversation between Ryan and Maria.)

Teacher: Now, let us think:

1. How do camels breathe in sandstorms? (Students: They close their nostrils.)
2. What makes camels different from other mammals? (Students: They can survive without water for long periods.)
3. What would happen if a dog lived in a desert instead of a camel? (Students: It would struggle because it needs water more frequently.)

Teacher: Excellent. Camels have special adaptations that help them survive. Now, let us look at something we use at home that helps us in summer.

Helping better

Teacher: Now, let us think about how we store water. Look at the Helping better section in your book given on page 42. It talks about earthen pots.

MUST DO

5 MIN.



Teacher: Why do you think earthen pots keep water cool?

Teacher: Exactly. Earthen pots keep water cool because they allow slow evaporation, just like how our skin cools us down when we sweat.

Helping better

In summers, you may store water in earthen pots instead of refrigerators. Earthen pots are an eco-friendly way of storing water and also keeping it cool.

OL

42

Teacher: Who in your house still uses an earthen pot? (The students share their experiences.)

Teacher: That is wonderful. Using earthen pots is an eco-friendly way to store water. Now, let us move to something that connects to helping others.

Caring better

Teacher: Look at the Caring better section in your book. Rajasthan is famous for beautiful embroidery work. Who do you think makes these clothes? (Accept responses from students like artisans, workers, handloom weavers.)

MUST DO

5 MIN.



Teacher: Yes. Many skilled artisans hand-stitch these beautiful designs. Now, let us think:

What happens if people stop buying handmade clothes? (Students: Artisans lose work.)



Caring better

Rajasthan is well known for its embroidery work. The artisans put a lot of hard work in designing each piece of clothing. We should try to buy clothes from handlooms or artisans and help them get a better livelihood.

Seva

42

How can we support them? (Students: Buy handloom products, promote local work)

Teacher: That is right. We should try to support local artisans by buying handmade clothes instead of machine-made ones. Now, let us review some important words from today's lesson.

MUST DO

8 MIN.



Grasping better

Grasping better

wadis: temporary streams in hot deserts that appear after rains

oasis: a desert area where underground water comes to the surface; some crops and plants grow here

desalinating: removal of salt from seawater

DING

42

Teacher: Look at the Grasping better section. It introduces three words:

1. Wadis – Temporary streams that appear in deserts after rain.
2. Oasis – A place in the desert where underground water comes to the surface.
3. Desalinating – Removing salt from seawater to make it drinkable.

Teacher: Let us play a quick match-the-word game. I will give a definition and you tell me the correct word.

1. A place where underground water comes up in the desert. (Students: Oasis.)
2. The process of removing salt from seawater. (Students: Desalinating.)
3. Streams that appear only after rain in deserts. (Students: Wadis.)

Teacher: Well done. We have learnt a lot today—from camels and their adaptations to eco-friendly water storage, supporting artisans and important desert terms.

Teacher: Let us give ourselves a big round of applause for our hard work today. See you in the next class.

Book of Holistic Teaching

(Refer to the Book of Holistic Teaching, page number 31 under the title 'Hot Deserts'. Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

Chapter 6: Hot Deserts

A English

HOLL

MDA

Tick (✓) the sentence that uses past continuous tense.

1. During the desert safari, Sania spotted a bed of scorpions.

☐

2. The herd of camels was returning home before sunset.

☐


B Maths

Summer season in Saudi Arabia lasts from May to September. Represent the number of summer months in a year as fractions. Write the answer in your notebook.

C Science

Write the names of two desert animals that breathe through lungs in your notebook.

32

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

Differentiated Activities

110 km/hr



Camels have adapted to the desert over time. If humans had to live permanently in a desert, what adaptations would they need to survive?

80 km/hr



How does an earthen pot keep water cool? Can you think of another traditional method people use to cool water?

40 km/hr



The teacher will show three pictures—one of an oasis, one of an earthen pot and one of a camel. Question: Point to the picture that shows how people or animals store water in the desert. Why is it important?

Home Task

Write two ways in which people adapt to extreme heat in desert areas.

Period 7

Teacher: Good morning, Students. Are you ready for today's lesson?

COULD DO

10 MIN.



Students: Good morning, teacher. We are ready.

Teacher: Wonderful. Before we begin, let us refresh our minds with a fun movement exercise.

Teacher: I will say a word related to deserts and you have to act it out. Ready?

1. Camel – Students will walk in place, swaying like a camel.
2. Oasis – Students will form a circle like a pool of water.
3. Sandstorm – Students will wave their arms like blowing wind.
4. Nomad – Students will pretend to carry bags and walk.
5. Skyscraper – Students will stretch tall like a building.

Teacher: Fantastic. Now, let us recall what we have learnt about Saudi Arabia and its deserts.

Recalling better

Teacher: Let us have a quick discussion. I will ask questions and for each correct answer, I will give you a smiling star.

MUST DO

10 MIN.



1. What is in the Torrid Zone?
 2. How is the climate in Saudi Arabia?
 3. What is an oasis?
 4. What grows near the oasis?
 5. What does Saudi Arabia export?
 6. Who are the nomadic inhabitants of Saudi Arabia and the Sahara Deserts?
 7. What is the capital of Saudi Arabia?
- (The students answer all the questions.)

Teacher: Brilliant answers. You are all doing great. Now, let us test our learning with a written exercise.

Recalling better

CING

The Torrid Zone is home to most hot deserts. Saudi Arabia lies in Asia. It is a hot desert.

Saudi Arabia has an arid climate. It receives scanty rainfall.

Crops are mostly grown near an oasis.

Saudi Arabia exports petroleum.

Bedouins are the nomadic inhabitants of the Arabian and the Sahara deserts.

Riyadh is the capital of Saudi Arabia.

43

Learning better

Exercise A

Teacher: Open your books to Exercise A. You need to write one-word answers for each question. Take your time and I will check your answers after 10 minutes. (The students complete the exercise.)

Teacher: Let us review the answers together.

1. The Kalahari Desert lies in this continent. (Africa)
2. Deserts have this type of climate. (Arid)
3. This is the fifth-largest country in Asia. (Saudi Arabia)

MUST DO

10 MIN.



4. This is the most important animal in a desert. (Camel)
5. This is the capital of Saudi Arabia. (Riyadh)

Teacher: Great work. Now, let us do another short exercise.

Learning better
CBA

A. Write one-word answers.

1. The Kalahari Desert lies in this continent. _____
2. Deserts have this type of climate. _____
3. This is the fifth-largest country in Asia. _____
4. This is the most important animal in a desert. _____
5. This is the capital of Saudi Arabia. _____

43

Learning better

Exercise B

Teacher: This time, we will play the True or False Game.

- If the statement is true, smile.
 - If the statement is false, keep a straight face.
1. People use seawater in deserts directly. (Students stay serious – False.)
 2. Jeddah is the capital of Saudi Arabia. (Students stay serious – False. The capital is Riyadh.)
- (The students correct the false statements and write their answers.)

B. Write true or false.

1. Saudi Arabia is surrounded by the Persian Gulf towards the west. _____
2. Certain regions in Saudi Arabia have continuous bodies of snow. _____
3. Tamarisk grows in Saudi Arabia. _____
4. The export of coal accounts for almost the entire income of Saudi Arabia. _____
5. Jeddah is an important port city. _____

43

Teacher: Excellent. You have all done a fantastic work in today's lesson.

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

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

Differentiated Activities

110 km/hr



If you were a travel guide in Saudi Arabia, which three places would you recommend for tourists? Give reasons.

80 km/hr



Why do oases play an important role in desert life?

40 km/hr



Can plants grow in the middle of a desert without water? (Yes or No? Why?)

Home Task

Desert Postcard Challenge: Imagine you are visiting a desert. Design a postcard by writing a short message

(3–4 sentences) to a friend describing what you see, feel and hear in the desert.

Period 8

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

SHOULD DO

10 MIN.

Students: Good morning, teacher.

Teacher: Wonderful. Today, we are going to strengthen our understanding of deserts by answering some interesting questions. But first, let us start with an engaging activity.

Teacher: Imagine you are travelling across the Sahara Desert. You have to survive for a week. You can only take three items with you. What will you choose and why?

(Write options on the board: Water, Camel, Tent, Flashlight, Food, Blanket, Map, Firewood.)

Teacher: Think carefully. What will be the most important things to survive?

Teacher: Excellent. Water is essential because deserts have scanty rainfall. A camel is useful because it can go without water for days and a tent protects you from extreme heat. Now that we understand how people survive in deserts, let us answer some questions about desert life.

Learning better

Exercise C

Teacher: Open your books to Exercise C – Write short answers in your notebook. Read the first question aloud.

MUST DO

15 MIN.

Teacher: Great. Who can answer this?

Teacher: Well done. Write the answer neatly in your notebooks. Let us move to the next question.

C. Write short answers in your notebook.

1. Name two deserts located in Africa.
2. What are the nomadic inhabitants of the Arabian Desert called?
3. During the summer season, the Bedouins do not face the problem of water scarcity. Why do you think this is so?

43

Teacher: Good question. We have discussed them before. Who remembers?

Teacher: That is correct. Bedouins are nomads who travel across deserts for survival. Now, let us move to the last short question.

Teacher: Brilliant answers. Bedouins are experts in survival. Now, write this answer in your notebooks. Once you are done, we will move to long-answer questions.

(Complete all the questions by following the same manner)

Exercise D

Teacher: Now, open your books to Exercise D – Write long answers in your notebook. Read the first question.

MUST DO

15 MIN.

Teacher: Great question. Let us first discuss. Why do you think a cactus survives in extreme heat?

Teacher: Absolutely. The cactus has a thick stem to store water and spines instead of leaves to reduce water loss. Now, write this answer in your notebooks.

Teacher: Let us move to the final question. Who will read it?

D Write long answers in your notebook.

1. How is the cactus able to grow in deserts?
2. Who are the Bedouins? How do they earn their livelihood?

43

Teacher: Excellent. We have already discussed the Bedouins. Let us recall—what kind of lifestyle do they follow?

Teacher: Very good. What do they sell to earn money?

Teacher: That is right. Now, write this answer neatly in your notebooks.

Teacher: Today, we learnt more about desert survival, Bedouins and cacti. Can you tell me one new fact you learnt today?

(The students share their thoughts.)

Teacher: Well done. You all worked very hard today. Let us give ourselves a big round of applause. See you in the next class.

Differentiated Activities

110 km/hr



If you were a news reporter covering a story about desert life, what three key points would you include in your report?

80 km/hr



Why do people in deserts wear loose and light-colored clothes?

40 km/hr



Which of the following is NOT found in a desert?

- A) Sand dunes
- B) Icebergs

C) Oasis

(The students select the correct option and explain why.)

Home Task

Imagine you are lost in a desert for one day. Write a short story (4–5 sentences) about how you find water, food and shelter. Use at least two words you learnt in class today.

Period 9

Teacher: Good morning, students. Are you all ready for an exciting experiment today?

Students: Good morning, teacher. Yes we are!

Teacher: Wonderful. Before we begin, let us start with an engaging warm-up.

SHOULD DO

10 MIN.



Teacher: Imagine you are in a desert and you find a small amount of water. You need to store it carefully. Let us see how different materials absorb water.

Instructions:

1. I will drop some water on the desk, a piece of paper and my hand.
2. Watch carefully and tell me which one absorbs the water the fastest.
3. Think: Which one is more like a cactus plant? (The students observe and share their answers.)

Teacher: Excellent. Some materials hold water longer, just like a cactus. How do you think does a cactus store water? Let us explore this through an experiment.

MUST DO

20 MIN.



STEM Activity



EXL 21a CS

Conduct a cactus water storage experiment.

You will need: three containers, sponge, clay, sand and water

Step 1: Put sponge, clay and sand in three different containers.

Step 2: Put equal amounts of water in each container.

Step 3: Watch how quickly the water gets absorbed.

Step 4: After 10 minutes, check how much water is left in each container.

Step 5: Which material absorbed the most and least water? Note your observations in your notebook.

Relate this to how a cactus plant stores water in its stem. Discuss with your parents.

44

Teacher: Turn to page 44 in your books. Today, I will demonstrate a Cactus Water Storage Experiment. Watch carefully and think about what happens.

Steps for the Experiment:

1. The teacher places sponge, clay and sand in three different containers.
2. Equal amounts of water are poured into each container.
3. The students observe which material absorbs water quickly and which one holds it longer.
4. After 10 minutes, the teacher checks and compares the results.

Teacher: Now, let us discuss.

- Which material absorbed the most water?
- Which one retained water for the longest time?
- How does this relate to how a cactus stores water?

(The students share their observations and connect them to the cactus' ability to survive in deserts.)

Teacher: Excellent thinking. Cacti store water in their thick stems, just like the sponge holds water longer than sand. Now, let us apply our thinking skills to another real-life example.

MUST DO

10 MIN.



Thinking better

Teacher: Open your books to the Thinking better section. Read the question aloud:

Thinking better

Think and answer in your notebook.

Will a polar bear be able to survive in a hot desert? Give reasons.

44

'Will a polar bear be able to survive in a hot desert? Why or why not?'

Teacher: Before writing, let us think together.

- What does a polar bear need to survive?
- What are the conditions in a hot desert?
- Which animals can survive in deserts?

(Students discuss.)

Teacher: Just as the cactus has features that help it survive in the desert, animals also have special adaptations for their environment. Now, write your answer in simple sentences in your notebook.

Differentiated Activities

110 km/hr



If you could design a plant that survives in both the desert and the Arctic, what features would it have?

80 km/hr



Why does sand dry up the water faster than a sponge? How is this similar to what happens in deserts?

40 km/hr



Which material is most like a cactus for storing water?

- A) Sand
- B) Sponge
- C) Clay

(The students will choose the correct answer and explain why.)

Period 10

Teacher: Good morning, my thoughtful thinkers. Are you ready to explore some interesting ideas today?

Students: Good morning, teacher.

Teacher: That is great. Before we begin, let us warm up with a quick activity.

Teacher: Imagine you are walking through a beautiful desert when you see litter left by other visitors. What will you do?

Teacher: I will call one student to act out picking up the litter and throwing it in a bin.

Teacher: Now, I will call another student to act out ignoring the litter and walking away.

Teacher: Now, let us discuss. Which action is the right thing to do? Why?

(Students discuss and share their thoughts.)

Teacher: Wonderful! What did we learn from this activity?

Students: We should always keep our environment clean. Picking up litter helps nature and makes places better for everyone.

SHOULD DO

10 MIN.



Teacher: Exactly! We all have a responsibility to care for our surroundings. Small actions, like picking up litter, can make a big difference. Now, let us move on to today's lesson.

Choosing better

Choosing better

During your desert visit, you find some litter left by other visitors. What will you do?

1. Pick up the litter and dispose off it properly in a trash bag.
2. Ignore it because it is not your responsibility.

LSV

44

Teacher: Open your books to page 44 and find the Choosing better section. Read the situation aloud:

MUST DO

20 MIN.



Teacher: Look at the two options given. Which one do you think is the responsible choice?

(The students discuss and share their answers.)

Revising better

Revising better

In this chapter, you learnt how plants and animals adapt to the harsh climate of the desert. What are your go-to tricks to combat extreme summer and winter season? Write in your Little Book.

DBL

44

Teacher: Excellent. The best choice is to pick up the litter and dispose of it properly. Keeping our environment clean is everyone's responsibility.

Teacher: Now, let us move to 'Revising better'. Read the question aloud:

'What are your go-to tricks to combat extreme summer and winter seasons? Write in your Little Book.'

Teacher: Let us discuss before writing:

- How do we keep cool in summer?
- How do we stay warm in winter?

(The students share their answers.)

Teacher: Now, write your answers neatly in your Little Book.

Through My Eyes



Teacher: Now, turn to page 45 in your books. You will label the continents and oceans on this world map.

MUST DO

10 MIN.

1. Look at the map and identify the major continents.
2. Label the seven continents and the five oceans in the correct places.
3. Compare your answers with your partner once you are done.

(The students complete the map activity.)

Teacher: Now, let us practice identifying continents and countries. Turn to the worksheet in your book given on page 46. You will fill in the missing letters to complete the names of continents and countries.

1. Look at the table in your worksheet. It has names of continents with missing letters in the country names.
2. Carefully fill in the missing letters to complete the names.
3. Once you are done, compare your answers with your partner.
4. We will discuss the correct answers as a class.

(The students complete the activity, check their answers with partners and then review with the teacher.)

Differentiated Activities

110 km/hr



If you were a government official in charge of protecting deserts, what three rules would you create to keep the environment clean?

80 km/hr



Why is it important to pick up litter in deserts, even though very few people live there?

40 km/hr



'Throwing plastic bottles in the desert is okay because they disappear quickly.' Is this correct? If not, what should we do instead?

Home Task

On a blank sheet of paper, draw a simple world map. Label at least three continents and two oceans. Bring it to class to discuss with your partner.

Period 11

Teacher: Good morning, my smart explorers. Are you ready for some fun learning activities today?

SHOULD DO

5 MIN.

Students: Good morning, teacher.

Teacher: That is great. Let us start with an interesting warm-up before we move on to our worksheets.

Teacher: I will say a statement about deserts and you have to decide whether it is true or false. If you think it is true, raise both hands. If you think it is false, cross your arms.

1. The Sahara Desert is the largest desert in the world. (Students respond: True.)
2. Saudi Arabia has a very cold and rainy climate throughout the year. (Students respond: False.)
3. Cacti store water in their roots instead of their stems. (Students respond: False. They store water in their stems.)
4. Bedouins are nomads who live in desert regions. (Students respond: True.)

Teacher: Fantastic. You all remembered important facts about deserts. Now, let us move to our worksheets and apply what we have learnt.

Worksheet 1

MUST DO

15 MIN.

Teacher: Open your books to Worksheet 1 on page 20. You will complete three sections:

1. A. Fill in the blanks – Use the words from the lesson to complete the sentences correctly.
2. B. Write True or False – Read the statements carefully and write the correct answer.
3. C. Write the name of the continents in which the following deserts are located – Identify the continents for the listed deserts.

Theme 3: Why Are We Different?

6. Hot Deserts

Worksheet 1

A. Fill in the blanks.

1. Many hot deserts of the world are located in the _____ Zone.
2. _____ is the fifth-largest Asian country.
3. Saudi Arabia's interior is _____.
4. The _____ is the most useful animal in Saudi Arabia.
5. The capital of Saudi Arabia is _____.

B. Write True or False.

1. The Torrid Zone includes the Great Australian Desert, the Sahara Desert and the Arabian Desert. _____
2. The Arabian Peninsula is located in the north-west of Asia. _____
3. Saudi Arabia receives plenty of rainfall. _____
4. In summers, Bedouins stay near an oasis. _____
5. The capital of Saudi Arabia is Mecca. _____

C. Write the name of the continents in which the following deserts are located.

1. The Thar Desert _____
2. The Sahara Desert _____
3. The Arabian Desert _____
4. The Kalahari Desert _____
5. The Great Australian Desert _____

20

Teacher: Great. Now, complete the rest of the worksheet on your own. If you are unsure, check your textbook or discuss it with your partner. I will walk around to help you. (The students complete the worksheet.)

Teacher: Well done. Now, let us move on to the next worksheet.

Worksheet 2

Teacher: Now, turn to Worksheet 2 on page 21. This has three sections:

MUST DO

20 MIN.

A. Fill in the blanks. Use the words from the box.

oasis skyscrapers nine hot Camels

1. Saudi Arabia is a _____ desert.
2. Saudi Arabia is surrounded by _____ neighbouring countries.
3. _____ can go for a long time without food and water.
4. Date palms grow near an _____.
5. Riyadh is full of _____.

B. Match the columns.

Column A

1. sandstorm
2. petroleum
3. Medina
4. Jeddah
5. Bedouins

Column B

- a. nomads who inhabit the Arabian Desert
- b. a holy city
- c. a port city
- d. takes place in all seasons
- e. export and development

C. Write five sentences about the land and climate of Saudi Arabia.

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

21

1. Fill in the blanks – Use the words from the box to complete the sentences.
2. Match the columns – Draw lines to connect the correct answers.
3. Write five sentences about the land and climate of Saudi Arabia – Describe the climate using what we have learnt in class.

Teacher: Excellent. Now, work with your partner to complete the worksheet. Discuss each answer before writing. If you have different answers, explain your reasons to each other.

(The students complete the worksheet in pairs.)

Teacher: Wonderful work, everyone. Now, let us review our answers. Exchange your worksheets with your partner and check their answers.

(The students exchange worksheets and assess each other's work.)

Teacher: Now, let us share. Did anyone change their answer after discussing with their partner?

Teacher: That is great. Learning together helps us understand better. Before we go, who would like to share one new thing they learnt today?

(Students respond.)

Gratitude sheet

Teacher: Great, now In front of you is a Gratitude Sheet filled with different thank-you cards. Choose one card that you like and carefully cut it out.

Teacher: On the back of the card, you will find space for a short note. Think about someone other than a friend who has helped you in some way. It could be a teacher, a school staff member, a librarian, a bus driver, a security guard or even a family member.

Gratitude Sheet



Teacher: Write a short message thanking them for something kind they did for you. Once you are done, find that person and hand them the card.

Teacher: Let us take this opportunity to make someone's day brighter. You may begin. See you in the next class.

Differentiated Activities

110 km/hr



If you were a scientist exploring a new desert, what are the three important things that would you study about its climate and geography?

80 km/hr



How does the climate of Saudi Arabia affect the way people live, work and travel?

40 km/hr



Which of these do not belong in a desert? Camel, Pine Tree, Sand Dune, Cactus. Give reasons.

Home Task

Find and write one interesting fact about any desert in the world that we have not discussed in class. Be ready to share it in the next lesson.

Period 12

Teacher: Good morning, my energetic learners. How are you all feeling today?

SHOULD DO

10 MIN.



Students: Good morning, teacher. We are ready.

Teacher: That is great. Before we begin, let us wake up our bodies with some stretching.

Teacher: We have been sitting for a long time. Stretch our bodies to feel refreshed. Follow my instructions:

1. Reach for the sky – Stand tall and stretch your arms as high as you can.
2. Touch your toes – Slowly bend forward and try to touch your toes.
3. Side stretch – Lean to the right, then to the left. Feel the stretch in your sides.
4. Shoulder rolls – Roll your shoulders forward and backward.
5. Shake it out – Shake your hands and legs gently to relax.

Teacher: Fantastic. Now that our bodies and minds are awake, let us begin our worksheets.

Worksheet 3

Worksheet 3

A. Fill in the blanks.

1. The Sahara Desert lies in the continent of _____.
2. Hot deserts lie on the _____ of a continent.
3. Plants in a desert can keep up with the _____ climate.
4. The people of Saudi Arabia source water for irrigation by _____ seawater.
5. The _____ of the Kalahari Desert lead a nomadic life.

B. Write one-word answers.

1. Saudi Arabia occupies most of this peninsula. _____
2. This plant has plump and soft stem and roots to store water. It also has thorns. _____
3. These trees are common in the Kalahari Desert of Africa. _____
4. This animal's padded feet allow it to walk on sand easily. _____
5. This city is an important commercial city of Saudi Arabia. _____

C. Rearrange the letters to make words related to the Arabian Desert.

1. SISOA _____ 2. TUSCAC _____
3. ESSNAC _____ 4. ESSNAC _____
5. PIONSCOR _____

22

Teacher: Open your books to Worksheet 3 on page 22. This worksheet has three sections:

1. A. Fill in the blanks – Use the correct words from the lesson.
2. B. Write one-word answers – Answer each question in just one word.
3. C. Rearrange the letters to make words related to the Arabian Desert.

Teacher: Let us do the first question together as an example.

Teacher: Very good. Now, complete the rest of the worksheet on your own. If you need help, reread the lesson or ask a partner.

(The students complete Worksheet 3.)

Teacher: Well done. Now, let us move to Worksheet 4.

Worksheet 4

Worksheet 4

A. Fill in the blanks with the correct options.

1. Saudi Arabia is a _____ (plain/desert).
2. The summers in the country span from May to _____ (October/September).
3. In Saudi Arabia, people source _____ for household use by desalinating seawater (water/food).
4. _____ has markets and many other modern infrastructures (Riyadh/Jeddah).
5. Mecca and _____ are holy cities (Medina/Riyadh).

B. I am an animal with long eyelashes that prevent sand from getting into my eyes, during sandstorms. Who am I? Tick (✓) the correct answer.

1. a goat	<input type="checkbox"/>	2. a camel	<input type="checkbox"/>
3. a mouse	<input type="checkbox"/>	4. a scorpion	<input type="checkbox"/>
5. a wild rabbit	<input type="checkbox"/>		

C. Write five sentences about the flora and fauna of Saudi Arabia

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

23

Teacher: Turn to Worksheet 4 on page 23.

This worksheet also has three sections:

1. A. Fill in the blanks with the correct options – Choose the right words to complete the sentences.
2. B. Identify the desert animal – I am an animal with long eyelashes that prevent sand from getting into my eyes during sandstorms. Who am I?
3. C. Write five sentences about the flora and fauna of Saudi Arabia.

Teacher: Let us do one example together:

Teacher: Great. Now, work in pairs and discuss the answers before writing them. Help each other if needed.

(The students complete the worksheet with their partners.)

Teacher: We have reached the end of our exciting journey through hot deserts and Saudi Arabia. Think about the most interesting thing you learnt in this chapter. When I call your name, say one word that describes what you learnt.

Teacher: I love your answers. You all explored the deserts like real adventurers.

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 the students to fill in the chart.)

Teacher: Before we leave, let us celebrate our learning. Repeat after me:

'I am a smart explorer.' (Students repeat.)

'I discover new things every day.' (Students repeat.)

'I celebrate my learning.' (Students repeat.)

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

Differentiated Activities

110 km/hr



If you could visit any desert in the world, which one would you choose and why?

80 km/hr



Why do animals and plants in deserts have special adaptations?

40 km/hr



The Arabian Desert is very _____ because it receives very little _____.

Home Task

Desert Reflection Journal: Write three sentences about your favourite part of this chapter. What did you enjoy learning the most and why?

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">engage in movement-based activities that enhance coordination and motor skills (e.g., acting out desert animals, stretching exercises).
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">develop awareness of environmental responsibility by discussing the importance of keeping deserts clean and supporting local artisans.
Cognitive Development	<ul style="list-style-type: none">understand the adaptations of plants, animals and humans to desert environments and apply critical thinking to problem-solving activities.
Language and Literacy Development	<ul style="list-style-type: none">strengthening vocabulary through interactive discussions, reading comprehension and structured writing tasks such as short and long answers.
Aesthetic and Cultural Development	<ul style="list-style-type: none">appreciate the cultural and historical significance of desert life, including Bedouin traditions, handloom crafts and desert ecosystems.
Positive Learning Habits	<ul style="list-style-type: none">cultivate curiosity, active participation and independent thinking through group discussions, peer assessments and differentiated activities.

Starry Knights

Did you enjoy teaching the grasslands and the prairies? How was the learners' response to these heat zones on the Earth?

Give yourself a STAR for being an fantastic teacher.

