

LESSON PLAN

Unit: Betty's Flower Shop

Subject: English

Teacher's name:

Class: III

CURRICULAR GOALS

Reading

CG1: C-1.2 Converses fluently and meaningfully in different contexts

CG2: C-2.2 Understands main ideas and draws essential conclusions from the material read

Vocabulary

CG-4: C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts

CG-4: C-4.2 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas

Grammar

CG3: C-3.4 Uses appropriate grammar and structure in their writing

Writing

CG3: C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs

Lesson Objectives (LO)

1. Discuss how Betty and her friends helped poor children
2. Infer how kindness and generosity bring happiness.
3. Explain how Betty shared her flowers to raise money.
4. Relate how Betty worked in her garden and took care of her shop.
5. Discuss how all the children worked together to raise money.
6. Explain how Betty grew flowers and how plants need care.
7. Infer the importance of generosity, teamwork, and kindness.
8. Identify and use nouns—collective nouns, material nouns.
9. Identify and use antonyms.
10. Listen to a story, and recall key details to answer questions.
11. Practice polite requests with clear communication.
12. Write a coherent paragraph on a specific topic.

NCF/NEP FEATURES

21C skills: Critical Thinking, Communication, Collaboration

Integrated Learning

Multiple Intelligences

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Resources

- Textbook
- Smartbook (<https://teachers.orientblackswandigital.com>)

CG3: C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text

CG3: C-3.4 Uses appropriate grammar and structure in their writing

Scope

- Warm Up (pre-reading)
- Reading
- Post-reading
- Embedded questions
- HOTS (Higher Order Thinking Skills)
- Interactive activities; PPT; Animation
- Assessments (AFL; AAL; AOL)

Rationale / Purpose

Sessions 1–3

Pre-reading



Ensure complete student-participation for the discussion.

Encourage students to look at the picture of the flower garden and think about what they see, feel, or imagine. Conduct a guided discussion on the questions posed in the Reader.



This activity engages students in visual thinking, and personal connection. Through imagining and planning a garden, students develop critical thinking and creativity and it sets the tone of the story.

Students engage in multiple intelligences; Naturalistic (interest in flowers and gardening), and Interpersonal (sharing thoughts with peers).

(21C: Communication, Critical Thinking; Integrated Learning, EVS, SEL – Values, Multiple Intelligence, Naturalistic, Intrapersonal Intelligence)



Play the Presentation on the teacher's portal

Reading

Teaching Strategies: Class discussion, Dramatisation (AAL, AOL)

LO: 1–7

Language-development

Higher-Order-Thinking



Let students listen to the audio track. / read the text in parts. / Dramatisation

- Divide students into small groups and let them act out the story.

Language – development (Vocabulary) – to be discussed during the course of the reading section

Whole-class discussion

Discuss the underlined phrases in context:

- “Yes,” said Mother, “the ground is ready for you now... What does the underlined phrase tell us about the garden? (The garden has been dug and is ready for seeds to be planted.)

- Then the little girl dug holes, put the seeds in and covered them up in their warm beds. *Why are the beds described as warm?* (Just like people sleep in warm, cozy beds, the seeds are being gently placed into the earth, which will keep them safe, warm, and help them grow.)
- Betty did not have to wait long to see the little heads peeping up. *What does 'peeping up' refer to?* (It refers to the tiny green shoots or sprouts of the plants just beginning to grow and become visible above the ground.)

Embedded question 1. *Betty was scared of / excited about having a shop.*

(Ans: excited about)

 Students think critically as they analyse Betty's feelings using context clues and reasoning. (21C: Critical Thinking)

Class discussion

Why do you think Betty was excited to have her own garden? (Because it was her first time growing something on her own, and she looked forward to seeing the plants grow and take care of them)

Why do you think Betty and the other children wanted to help the poor children? (They understood that the poor children lived in the hot city and often got sick. They wanted to help them by giving them a chance to enjoy fresh air, good food, and a better environment.)

Embedded question 2. a. *Betty was happy because _____.*

b. *The two little girls were happy because _____.*

(Ans: 2. a. she got to help two little girls go to the country

b. they went to the country where they could sleep, play in the sunshine, eat good food and drink fresh milk to feel better)

 Students think critically as they recall, infer, or deduce reasons based on the story context. (21C: Critical Thinking)

Taking it further (HOTS).

- *Do you think taking care of a garden is easy or difficult? Why?*
- *How is helping others similar to taking care of a garden?* (Both require patience, effort, and kindness. Just like Betty cared for her garden, she also cared for the poor children.)
- *Do you think selling flowers was a good choice for Betty's shop? Why or why not?*
- *How does Betty show the importance of generosity, teamwork, and kindness?* (Generosity: Betty uses her flowers to raise money, helping poor children visit the countryside; Teamwork: She works with a group of children to raise funds for a shared purpose; Kindness: Betty wants city children who are sick to play outside and eat healthy food in the countryside. These actions show how generosity, teamwork, and kindness can make a positive difference in the world.)

Post-reading

A Recap by playing the animation.



Discuss in groups (Monitor the group activity by going around the class to the groups)

- *What did we learn from Betty?*
- *How can we be kind and help others?*
- *What would you do if you had the chance to help someone? (Suggested: First listen to them, then ask the guidance of my parents or teacher how I can help.)*

Sessions 4–5

Comprehension

Discuss the answers to the questions.

Encourage students to

- recall details in the text and understand the reasons for the actions taken.
- explain the importance of giving, helpfulness, responsibility
- analyse and explain the reason for the poor children feeling better in the country.

Sessions 6–7

Grammar: Nouns —Common, Proper, Collective and Material Interactive activity LO: 8

Nouns—Common, Proper, Collective and Material

Recap common and proper nouns.

Direct students to form groups. Ask each group to go around the class and collect five things. Now let them tell the rest of the class if they are common nouns or proper nouns.

Since most of what they collect may be common nouns, draw a grid on the board and write down a mix of common and proper nouns. Let students identify the proper nouns from the words written.

Elicit from the class what common nouns and proper nouns are. Prompt if required.

Collective Nouns

A *collective noun* is a special name we give to a group of people, animals, or things.

Example: *a team of players, a flock of birds, a bunch of flowers*

Activity

Divide the class into groups. Give each group a list of five collective nouns. Let each group create a chart, illustrating the collective nouns given to them. They can either draw or stick pictures to make the charts colourful and interesting. Ask the other groups to guess the collective nouns. Put up the charts on the display board.

Material noun

Briefly explain that material nouns are names of materials or substances from which things are made. Example: *gold, cotton, wood, plastic, glass, wool*...A chair is made of wood. The underlined word is a *material noun*.

Activity

Fill a bag with small real-life objects (a plastic box, wooden ruler, metal key, cotton ball, glass marble, wool thread, paper sheet...)

Divide the class into small groups (3–5 students in a group). Let each group pick 2–3 items from the bag.

Tell them to discuss and write down: *What is the object? What material is it made from? Which word is the material noun?*

A Play the interactive activity on the Teacher's Portal.

Resources: Interactive activity

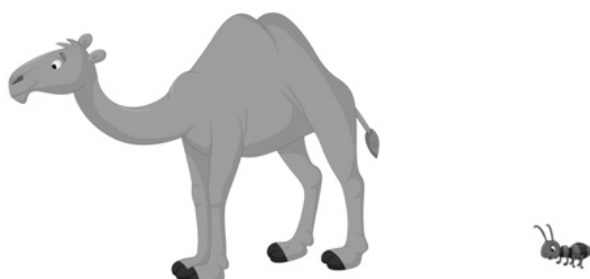
<https://teachers.orientblackswandigital.com/>

Sessions 8–9

Vocabulary: Antonyms

LO: 9

Draw simple pictures like the ones shown to portray opposites and brainstorm with students about what they convey. Alternatively, you may use flash cards to explain the concept.



Elicit from students: *What do you notice about these pictures?*

Students may come up with their own versions of the concept. Point out that they are opposites and are called **antonyms**.

Brainstorm with the class for a few more antonyms. / Write a few more antonyms on the board to help students get familiar with the concept. Focus on adjectives.

tame – wild; shallow – deep; disappointed – satisfied

Listening**LO: 10**

This exercise checks listening for detail by asking students to recall key facts, dialogue, and emotions from the passage. It taps critical thinking and linguistic intelligence through a meaningful text-based exercise.

Speaking**LO: 11**

Guide students to do this activity in pairs.

This exercise helps students practice polite requests and clear communication.

Sessions 10–11**Writing: Paragraph****LO: 12**

Explain that

- a paragraph is a set of sentences that talks about out a single idea. It begins with a topic sentence, with other sentences supporting the main idea of the paragraph. The sentences should maintain a flow and the concluding sentence should sum up the main idea of the paragraph.
- we express our point of view when we write paragraphs.

Guide students to write a paragraph with the given input.

How do I write a paragraph?

As far as possible it is better to keep the sentences precise so that the meaning is clear. A paragraph generally has an *introduction*, *body* and *conclusion*.

Sentence 1: The most effective way to begin is to start with the topic sentence. A topic sentence sums up the central idea of the paragraph. To write about a holiday you would like to go on, write a general statement to introduce the main idea.

Sentences 2–4: The next step is to develop and support this idea.

Sentence 5–6: It is important to end the paragraph in the same manner as it was begun. The best and perhaps the most preferred way of doing it is to reiterate the topic statement.

(Integrated Learning, **SEL** – Values [giving, helpfulness, compassion])

Follow up

 Scan the QR code for more guidelines on the writing concept

<https://teachers.orientblackswandigital.com/>

Teacher's Observation and Notes

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?



QUESTION BANK WITH ANSWER KEY

Betty's Flower Shop

A. Choose the correct answer.

1. How did Betty's mother help her learn responsibility?
 - a. By giving her work in the vegetable garden
 - b. By asking her to sell flowers and vegetables
 - c. By giving her seeds to plant and care for

Ans: c

2. Why did Betty's father help her set up the shop?
 - a. He wanted her to learn the value of hard work.
 - b. He wanted her to earn her own money.
 - c. He wanted her to stop working in the garden.

Ans: a

3. What lesson can we learn from Betty's actions?
 - a. Hard work and kindness can make others happy.
 - b. To help people is not as important as selling things.
 - c. Only rich children can help poor people.

Ans: a

B. Read the lines and answer the questions.

1. "These seeds are for your own little garden," said Betty's mother.
 - a. Who gave Betty the seeds?
 - b. What was Betty supposed to do with the seeds?
 - c. What does this line show about Betty's mother?

Ans: a. Betty's mother gave her the seeds. b. Betty was supposed to plant the seeds in her own little garden. c. It shows that she is caring and wants Betty to learn about gardening.

2. "She earned enough money to send two little girls to the country for a week."

a. What did Betty do with the money she earned?

b. Why did the children need to go to the country?

c. How did Betty feel about helping the children?

Ans: a. She used it to send two poor girls to the country for a week. b. They lived in a hot city where they got sick, and they needed fresh air, good food, and a chance to play. c. She was very happy to help them.

C. Answer the questions.

1. Why was Betty excited to have her own garden?

Ans: She was excited because it was her first time growing something on her own, and she looked forward to seeing the plants grow. She wanted to take care of them.

2. Why do you think Betty and the other children wanted to help the poor children?

Ans: They understood that the poor children lived in the hot city and often got sick. They wanted to help them by giving them a chance to enjoy fresh air, good food, and a better environment.

3. How is helping others similar to taking care of a garden?

Ans: Both helping others and taking care of a garden require patience, effort, and kindness. Just like Betty cared for her garden, she also cared for the poor children.

D. Think and answer.

How does Betty show the importance of generosity, teamwork, and kindness?

Ans: *Generosity:* Betty uses her flowers to raise money, helping poor children visit the countryside; *Teamwork:* She works with a group of children to raise funds for a shared purpose; *Kindness:* Betty wants city children who are sick to play outside and eat healthy food in the countryside.



STUDENTS' BOOK ANSWER KEY

Betty's Flower Shop

Pre-reading

A. *Free response.*

B. *Free response.*

C. *Free response.* Answers may vary: i. plant seeds in the soil; ii. water the plant daily; iii. protect it from heavy rain or storms

Comprehension

A. 1. a 2. b 3. b 4. c

- B.**
1. a. Betty planted the seeds in her flower bed in the garden. Betty's mother showed Betty how to plant the seeds because she was very young.
b. First, Betty dug holes in the soft black earth. Then, she put the seeds in the holes and covered them up with soil in their warm beds.
 2. a. The seeds grew into seedlings or baby plants. The little heads were the baby plants.
b. Betty did not have to wait long to see the little heads peeping up because it rained soon after she had planted the seeds in the flower bed.
 3. a. She worked in her garden and took care of it every day. She removed the weeds and made sure that the bugs did not eat her plants.
b. Four-o'clocks, sweet peas, forget-me-nots, daisies and other kinds of flowers grew in Betty's garden.
 4. a. All the children were opening shops to sell things. Betty went running into the house because she wanted to ask her mother if she could also have a shop.
b. May told her about it.
 5. a. Betty's father placed a table and a bench in the shade. He did that for Betty so that she could sell her flowers in the flower shop away from the heat.
b. After that, Betty picked the best flowers and put them in bowls on the table every morning.
- C.**
1. a. Betty and her friends wanted to help the poor children on their own. So, they took the responsibility of earning enough money to send the children to the country.
b. This tells us that Betty and her friends were hardworking because they opened shops to sell different kinds of things and to earn money. They were kind and generous because they did not want to use the money for themselves. Rather, they helped the poor children go to the country and feel better.
 2. a and c
 3. They need to go to the country, where they can play in the cool grass and have fresh vegetables to eat.
And how happy the little girls were, out in the country, sleeping, playing in the sunshine, eating good food and drinking fresh milk!

Grammar

A.	common nouns	proper nouns
	bags	May
	garden	Delhi
	city	Thursday

- B.**
2. a range of mountains
 3. a school of fish
 4. a set of books
 5. a crowd of people
 6. a flock of birds
 7. a class of students
 8. a litter of kittens
- C.**
2. Wool is used to make clothes for winter.
 3. Daksh wrote a letter on a piece of paper.
 4. The teacher writes with chalk on the blackboard.
 5. There is a broken piece of glass on the floor.
 6. The potter uses clay to make pots.

Vocabulary

A. 2. ugly 3. humble 4. sharp 5. clean 6. soft 7. broad 8. late

Word Attack!

1. shade 2. a r n

Listening

1. the money 2. town library 3. sees his friends 4. good to see you all
5. enjoy drinking 6. All his friends 7. We will visit 8. good work

Writing

Free response.

Dictionary Work

A. bug flower summer vegetables yard
B. table tennis time tread tumble twin

WORKSHEETS

BETTY'S FLOWER SHOP

GRAMMAR

Name of Student: _____

Class: _____

A. Fill in the missing letters to complete the sentences with collective nouns.

1. Suman saw a f_____ of sheep outside her house.
2. We heard a b_____ of musicians near our school.
3. A f_____ of ships arrived at the port in our city.
4. A c_____ of people gathered in the grounds to watch the fireworks..
5. Tarun carried a b_____ of keys in his hand.
6. My brother and I were happy to see a l_____ of kittens at our doorstep.

B. Complete the sentences with suitable material or collective nouns.

1. She gifted me with a _____ of flowers for my birthday.
2. Pankaj did not want to give away the old _____ table that his grandfather had made for him.
3. The statue was carved out of a single piece of _____ by skilled artisans.
4. The farmer took his _____ of cows to graze in the field.

BETTY'S FLOWER SHOP

VOCABULARY

Match the antonyms.

1. tall	a. thin
2. beautiful	b. hot
3. fat	c. ugly
4. sad	d. exit
5. cold	e. short
6. enter	f. happy

Name of Student: _____

Class: _____

Write a paragraph in about 5 or 6 sentences on how we can show kindness to animals.

ANSWER KEY TO THE WORKSHEETS

BETTY'S FLOWER SHOP

Answer key to the grammar worksheet

- A. 1. flock 2. band 3. fleet 4. crowd 5. bunch 6. litter
- B. *Suggested answers:* 1. bouquet 2. wooden 3. marble / stone 4. herd

Answer key to the vocabulary worksheet

1. e 2. c 3. a 4. f 5. b 6. d

LESSON PLAN

Poem: The Wind and the Leaves

Subject: English

Teacher's name:

Class: III

CURRICULAR GOALS

Reading

CG2: C-2.1 Applies varied comprehension strategies (inferring, predicting, visualising) to understand different texts

CG2: C-2.2 Understands main ideas and draws essential conclusions from the material read

Vocabulary

CG4: C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts

CG4: C-4.2 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas

Lesson Objectives (LO)

1. Describe the seasons of autumn and winter.
2. Infer that nature communicates in its own way.
3. Familiarise with the concept of personification.

NCF/NEP FEATURES

21C skills: Critical Thinking, Communication

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Resources

- Textbook
- Smartbook (<https://teachers.orientblackswandigital.com>)

Scope

- Warm Up (pre-reading)
- Reading
- Post-reading
- Embedded questions
- HOTS (Higher Order Thinking Skills)
- Interactive activities; PPT; Animation
- Assessments (AFL; AAL; AFL)



Rationale / Purpose

Summary: The poem describes the changing of seasons as the wind calls the leaves to join it in play. The leaves, dressed in autumn colours of red and gold, respond by fluttering down from the trees and dancing across the fields. As winter arrives, the leaves settle peacefully into the ground, and snow covers them like a soft blanket. This shows how nature moves through its cycle with change, rest, and calmness over time.

Sessions 1–3

Warm Up (Pre-reading)



Ensure complete student-participation for this activity.

(21C: Critical Thinking)

Show pictures of green leaves, red / yellow / brown leaves, bare trees in winter, and snow-covered ground.

Elicit answers from students: *What is the difference between leaves in summer and autumn? What happens to leaves when the weather gets cold?*



This activity activates prior knowledge, sparks curiosity, and sets the tone for the imagery and themes in the poem.



Play the Presentation on the teacher's portal

Reading

Teaching Strategies: Discussion (analysis, AAL, AOL)
Language-development
Higher-Order-Thinking

LO: 1–3



Let students listen to the audio track. / read the poem once with the correct modulation and intonation.

Note to the Teacher: The poem describes a phenomenon that is very common in western countries. Children in our country may not be able to relate to it as they would not have witnessed it, except for some states. Encourage them to look at the images under 'Going Further' to help students understand the seasons.

Language – development (Vocabulary) – to be discussed during the course of the reading section

Whole-class discussion

Discuss the underlined words / phrases:

- *Put on your dresses of red and gold* (Here, it means the leaves change colour in autumn before they fall from the trees. It actually describes the shift from summer to autumn.)
- *The snow laid a coverlet over their heads.* (The poet calls the snow a “coverlet” because it makes the leaves feel cozy and safe, like they are being tucked into bed for a peaceful sleep during winter. This shows how nature gently takes care of everything as the seasons change.)

Discuss

- *Why does the poet say the wind talks to the leaves?* (The poet imagines the wind as if it is alive and talking to the leaves. This makes nature seem playful and full of life.)
- *What feelings do you think the poet wants us to feel with the image of leaves dancing and fluttering?* (The poet wants us to feel happy and free. Even though the leaves are falling, they move joyfully, showing that change can be peaceful and beautiful instead of sad.)



Taking it further (HOTS)

- *What does the reaction of the leaves to the wind show about nature?* (The leaves happily dance and fly when the wind calls them, showing how everything in nature works together in a cycle, with each part playing its role to keep balance.)
- *Why do you think the poet chose leaves as the main focus of the poem instead of other parts of nature?* (The poet chose leaves to show how nature changes with the seasons. Leaves go through cycles of growing, changing colours, falling, and starting again, which helps us see the beauty of how everything in nature rests and renews.)
- *How does the poem show the connection between nature and time?* (The poem shows how nature changes with time, like the wind bringing a new season and the leaves following along. It teaches us that everything in nature has its own special time to grow, rest, and change.)

Literary devices

Personification: The wind is given human-like qualities, speaking to the leaves and calling them to play (*Come, little leaves," said the wind one day*). The leaves also *hear* and *sing*.

Imagery: Vivid descriptions help create mental pictures, such as *Put on your dresses of red and gold* (describing the changing colours of leaves) and *The snow laid a coverlet over their heads* (depicting snow covering the fallen leaves like a blanket).

Rhyme Scheme: The poem follows a consistent *aabb* rhyme scheme, giving it a rhythmic, musical quality.

Alliteration: Repetition of consonant sounds enhances the poem's flow — *soft little songs*.

Metaphor: The phrase *Put on your dresses of red and gold* compares leaves changing colours to putting on dresses, making the transformation more vivid.

Post-reading

A Recap by playing the animation.

Group activity

What are your favourite things about the season of autumn—Smells, activities, food, events, nature?

Let groups discuss and then share with the class.

Session 4

Comprehension

Discuss the answers to the questions.

Encourage students to

- remember the conversation between the wind and the leaves
- analyse and explain the role of the wind and the leaves in creation.
- explain how non-living things can be described like a person.

Teacher's Observation and Notes

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?



QUESTION BANK WITH ANSWER KEY

The Wind and the Leaves

A. Choose the correct answer.

1. What colours do the leaves turn before they fall?
 - a. Green and yellow
 - b. Red and gold
 - c. Brown and black

Ans: b

2. How do the leaves respond to the wind's call?
 - a. They ignore the wind.
 - b. They flutter down and dance.
 - c. They hide under the snow.

Ans: b

3. What happens to the leaves at the end of the poem?
 - a. They grow back on trees.
 - b. They sleep under a blanket of snow.
 - c. They melt into the earth.

Ans: b

B. Read the lines and answer the questions.

1. "Come, little leaves," said the wind one day,
"Come over the meadows with me and play."
 - a. Who is speaking in these lines and who is being addressed?
 - b. What does the wind want the leaves to do?

c. What season is being described in these lines?

Ans: a. In these lines the wind is calling out to the leaves, asking them to come and play. b. The wind wants the leaves to come over the meadows and play, suggesting that it is time for them to fall and dance in the air. c. The season being described is autumn, as the wind calls upon the leaves to change colours and fall.

2. Winter had called them, and they were content.

Soon fast asleep in their earthy beds,

The snow laid a coverlet over their heads.

a. Who does “them” refer to?

b. What does “Winter had called them” mean?

c. What is the meaning of “The snow laid a coverlet over their heads”?

Ans: a. “Them” refers to the leaves that have fallen from the trees. b. It means that winter has arrived, and the leaves have fallen as part of the natural seasonal cycle.

c. This line compares snow to a blanket covering the leaves, suggesting that winter has arrived and the leaves are now buried under the snow.

C. Answer the questions.

1. What colours do the leaves turn before they fall?

Ans: The leaves turn red and gold.

2. How do the leaves respond to the wind’s call?

Ans: The leaves flutter down and dance in the wind.

3. What happens to the leaves at the end of the poem?

Ans: The leaves fall to the ground and are covered by snow, as if they are sleeping under a blanket.

D. Think and answer.

Why do you think the poet chose leaves as the main focus of the poem instead of other parts of nature?

Ans: The poet chose leaves to show how nature changes with the seasons. Leaves go through cycles of growing, changing colours, falling, and starting again, which helps us see the beauty of how everything in nature rests and renews.



STUDENTS’ BOOK ANSWER KEY

The Wind and the Leaves

Comprehension

- A. 1. The wind said to the leaves, “Come, little leaves. Come over the meadows with me and play.”
2. The leaves came down fluttering, one and all when they heard the wind’s call.
3. *Suggested answer (accept any logical answer):* The trees look bare and empty after the leaves go away with the wind.
4. fluttering; whirling

5. The leaves fell asleep in their earthy beds.
 6. Snow covered the leaves after they fell asleep.
- B.**
1. The fields were brown because before winter comes, the grass in the fields dried up and the leaves on trees became brown and started to fall.
 2. Dancing and whirling, the little leaves went. Winter had called them, and they were content.

Enjoying the Poem

1. Soon as the leaves heard the wind's loud call
2. Over the brown fields they danced and flew
3. Singing the soft little songs they knew

Vocabulary

2. Over the brown fields they danced and flew
3. Dancing and whirling, the little leaves went

Going Further

1. *Free response.*
2. spring, summer, autumn, winter

SAMPLE COMPREHENSION PASSAGE WITH QUESTIONS AND ANSWERS

Read the Passage.

Tinku and Reema climbed into the tree house, and the wind began to swirl. The books spun around them like leaves in a storm. “I think it is working!” Reema shouted. Suddenly, everything stopped. The tree house was still, but the world outside had changed.

Tinku peeked out. “Whoa,” he whispered. They were no longer in Frog Creek. Huge sand dunes stretched across the land, and camels walked slowly under the hot sun.

“We’re in the desert!” Reema said, jumping down. Tinku opened his backpack and pulled out their research book. “Let’s find out where—and when—we are.”

Just then, a man in white robes rode by on a camel and waved at them. Reema grinned. “Looks like the adventure has already begun!”

A. Say if the statements are *True* or *Not True*.

1. The books danced around them like leaves caught in a storm. _____
2. When the tree house came to a stop, they found themselves in the jungle. _____
3. They saw no one all morning, and the desert remained still and empty. _____

B. Choose the correct answer.

1. Why did Tinku open his backpack after landing in the desert?
 - a. To find his sunglasses
 - b. To check the map
 - c. To take out the research book
2. What does the swirling wind and spinning books suggest about the tree house?
 - a. It has magic.
 - b. It is broken.
 - c. It is about to fall.

C. Answer the following.

1. Why do you think Tinku carried a research book? What does this say about him?

2. Why did Reema say, “Looks like the adventure has already begun”?

3. Find a word in the passage that means the same as *to look at something for a short time*:

Answer Key

- A. 1. True 2. Not True 3. Not True
- B. 1. c 2. a
- C. 1. Tinku carried a research book so that he can learn about the places they visit. It helps him understand what is happening and keeps them safe. This shows that Tinku is curious, careful, and loves to learn new things.
2. Reema said, "Looks like the adventure has already begun" because she saw a man riding a camel and waving at them in the desert. It was something new and exciting, and they were in a different place.
3. peek