

# Lesson-5: A Strange Meeting

Theme 5: What Is a Solar System?

14 Periods (40 minutes each)



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



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

*Affirming better*  
I am eager to learn more about the universe.

## Curricular Goals and Objectives (NCF)

### To enable the students:

- to identify and use basic pronouns and vocabulary in sentences.
- to follow instructions and complete tasks like drawing, colouring and creating models.
- to work collaboratively in pairs and groups, practising communication skills.
- to develop a foundational understanding of the solar system and its planets.
- to engage in creative activities, such as designing and role-playing with an alien puppet.
- to improve listening, comprehension and problem-solving abilities through interactive exercises.
- to foster positive learning habits and independence in classroom tasks.

## Methodology

### Period 1

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

**SHOULD DO** 10 MIN.

**Teacher:** That's fantastic. Today, we are going to start our lesson with something exciting.

**Teacher:** Imagine you are about to start a new adventure. You are ready to explore and discover new things. What is the first thing you would like to learn about?

**Teacher:** That's right. Every new discovery is a step towards understanding the world better.

**Teacher:** Now, let us say this together:

'I am eager to learn more about the universe.'  
(Students repeat)

**Teacher:** This means we are excited about learning, exploring new ideas and discovering the unknown. We have so much potential to grow.

**Teacher:** Can you think of something you are excited to learn about or discover in the future?  
(Students respond)

**Teacher:** That's wonderful. Always stay curious and eager to learn. The universe is full of amazing things waiting for us. Now, let us get started for today's lesson.

**Affirming better** I am eager to learn more about the universe. **PI 56**

**Teacher:** Now we will begin a new chapter, 'A Strange Meeting'. We are going to use a KWL chart to help us

organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

K	W	L

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

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

### Re-KAP

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

### Kinaesthetic

**Kinaesthetic**  
Work with your partner. Take turns to do the actions to show I, we, you, he, she, it and they. Clap twice if your partner is correct. **56**

**Teacher:** Good morning, everyone. Are you ready for some fun today?

**Teacher:** Today, we are going to do an activity where we will work with a partner. You will take turns to show actions for different pronouns.

**Teacher:** I will call out a pronoun and you need to show an action to represent it. For example, when I say 'I,' you can point to yourself. When I say 'they,' you can show a group of people.

**Teacher:** Ready? let us start.

**Teacher:** First, show the action for 'I.'

(Students show action.)

**Teacher:** Great. Now, show the action for 'we.'

(Students show action.)

**Teacher:** Awesome. Now, show the action for 'you.'

(Students show action.)

**Teacher:** Perfect. let us move on to 'he.'

(Students show action.)

**Teacher:** Well done. Now, show 'she.'

(Students show action.)

**Teacher:** Great. Now, let us see the action for 'it.'

(Students show action.)

**Teacher:** Excellent. Finally, show 'they.'

(Students show action.)

**Teacher:** Well done, everyone. You all did a fantastic job. (Students clap twice.)

**Teacher:** Wonderful. You are all getting so good at this. Keep practising and you'll master these pronouns in no time. Let us move on to the next part of our lesson.

 You may show the **eBook** given on the digital platform to do Re-KAP.

## Auditory

### Auditory\*

Listen to your teacher carefully. Your teacher will read out a few words. Make sentences with them in your notebook. Underline the pronouns.

56

**Teacher:** Now, let us work on pronouns. We have the following pronouns: 'they', 'it', 'I', 'she', 'he', 'we', 'you'.

**Teacher:** I will read them out for you: 'they', 'it', 'I', 'she', 'he', 'we', 'you'.

(Do it one by one)

**Teacher:** I want you to write a sentence for each of these pronouns in your notebooks. Make sure to underline the pronouns in the sentences.

**Teacher:** Take your time and once you finish, we will go over them together.

(Students write their sentences)

**Teacher:** Wonderful. Now, let us go through your sentences. Can someone share their sentence using 'I'?

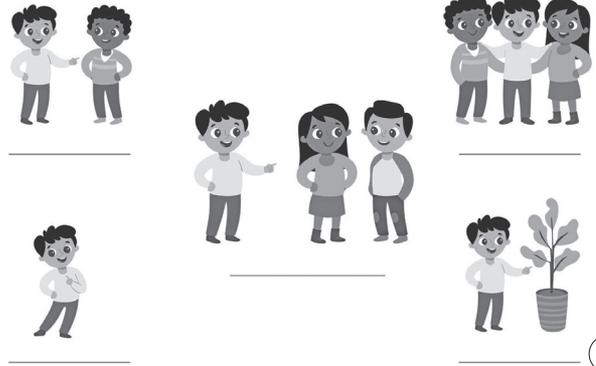
**Teacher:** Excellent. How about a sentence with 'they'?

**Teacher:** Well done, everyone. Now that we have practised, let us move on to our next task.

## Pictorial

### Pictorial PS

Look at the pictures. Label the pictures with the pronouns you, I, we, it, and they.



56

**Teacher:** Look at the pictures on the board. You see four pictures and in each one, there are different people or things.

**Teacher:** Your task is to label each picture with the correct pronouns: 'you', 'I', 'we', 'it' or 'they'.

(Students label the pictures)

**Teacher:** Great job, everyone. Now, let us go through the answers together. Can someone tell me what the first picture should be labeled?

(Students share their answers)

**Teacher:** Well done, everyone. You did a fantastic job labeling the pictures.

**Teacher:** Before we end today, I want to let you know that tomorrow, we will begin a new chapter. So, make sure you are ready for it.

**Teacher:** I am sure you will enjoy the chapter and we will have lots of fun learning together.

**Teacher:** Now, let us wrap up for today. Keep practicing and I will see you all tomorrow to start the new lesson. Have a wonderful day ahead.

## Differentiated Activities

### 110 km/hr



Create five sentences using 'he', 'she', 'they', 'we' and 'it' with interesting verbs.

### 80 km/hr



Create three sentences using 'he', 'she' and 'they' with clear and simple actions.

### 40 km/hr



Create two simple sentences using 'he' and 'she', focusing on clarity.

## Home Task

Write a 5-6 line paragraph using at least three pronouns and underline them.

## Period 2

### Interacting better

**Interacting better** ICL

Discuss two things about your favourite planet with your partner.

57 Sam visits a planetarium on a school trip. She buys a storybook about aliens from the bookshop there. On returning home, she reads the story *A Strange Meeting*.

**Teacher:** Let us start with an interesting discussion. Look at the Interacting better section in your book.

**Teacher:** Do you have a favourite planet? There are eight planets in our solar system. Can you name a few?

**Teacher:** Yes. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Each planet is unique. Some are big, some are small and some are very hot or very cold.

**Teacher:** Now, turn to your partner and discuss two things about your favourite planet. You can talk about its size, colour, weather or anything special about it.

**Teacher:** For example, I like Jupiter because it is the biggest planet and has a big red storm.

**Teacher:** Take turns sharing with your partner. After that, we will listen to a few answers.

**Teacher:** Who would like to share what they discussed?

**Teacher:** That was wonderful. You all shared great facts about the planets. Now, let us begin reading the chapter and see what Sam discovers on her visit to the planetarium.

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

**Teacher:** Open your books and look at paragraph 1. Alex woke up early today, which was very unusual for him. The alarm rang at 6:00 AM and instead of feeling sleepy, he got out of bed quickly. He was more excited than ever because today was a special day.

 Unlike other days, Alex was wide awake when the alarm rang that morning. He was never that excited to go to school. He got up at 6:00 am sharp. He was ready for school in no time. It was a special day! Aliens were visiting his school. Alex wondered if they would become his friends.

57 All the students were eagerly waiting to meet the aliens.

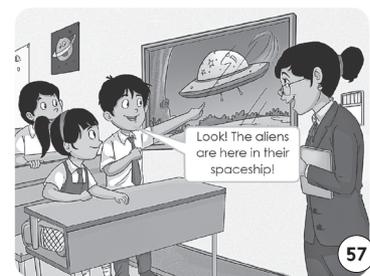
**Teacher:** Now, look at paragraph 2. Alex got ready in no time. He was eager to go to school because aliens were visiting. He kept wondering if they would become his friends.

**Teacher:** Move to paragraph 3. The students were filled with excitement, waiting to meet the aliens. Their teacher reminded them to stay calm and behave well as their special guests were about to arrive.

"Children, calm down! Our guests are about to arrive. Remember to be on your best behaviour," said the class teacher.

After a while, the aliens arrived in a spaceship.

The children saw three creatures enter the class. The children were amazed. The creatures had big eyes and horn-like ears. The aliens had two antennae. They were green in colour. They waved their hands and took a bow.



**Teacher:** Now, read paragraph 4. After some time, the aliens finally arrived in their spaceship. The students were amazed as three creatures stepped into the classroom.

**Teacher:** Look at paragraph 5. These creatures looked very different from humans. They had big eyes, horn-like ears and two antennae. Their skin was green and they had friendly expressions. The aliens waved at the students and took a bow, showing that they came in peace.

**Teacher:** Now, let us think about what we read.

- Why was Alex excited to go to school?
- How did the teacher prepare the students for the aliens' arrival?
- What did the aliens look like?
- How did the aliens greet the students?

**Teacher:** That was an exciting part of the story. Now, let us move ahead and see what happens next.

(Teacher will encourage students to read the chapter individually.)

### Understanding better

**Understanding better** ICL

Who were the visitors at Alex's school?

57

**Teacher:** Look at the Understanding better section. The question here asks, 'Who were the visitors at Alex's school?' We know from the story that the visitors were aliens. These were creatures that did not belong to Earth and they came to Alex's school in a spaceship.

### Exploring better

**Exploring better** KoI

**alien:** from the Latin word '*alienus*', which means 'of another', creature that doesn't belong to Earth

57

**Teacher:** Now, move to the Exploring better section. It

explains the word alien. The word comes from the Latin word 'alienus', which means 'of another'. This tells us that an alien is a creature that does not belong to Earth. The aliens in the story were different from humans, with big eyes, horn-like ears and green skin.

### Discovering better



**behaviour:** the way you act and say things, especially when you are with others

**spaceship:** a vehicle that travels through space

**creatures:** living things

**LAD**

57

**Teacher:** Look at the Discovering better section. There are three important words here.

- Behaviour: This means how we act and speak, especially when we are around others. The teacher told the students to be on their best behaviour before meeting the aliens.
- Spaceship: A vehicle that travels through space. The aliens arrived at school in a spaceship.
- Creatures: This means living things. The aliens were creatures from another planet.

**Teacher:** Now, let us use these words in sentences.

- The teacher reminded the students to have good behaviour in class.
- The astronauts travelled to the moon in a spaceship.
- There are many creatures living in the jungle.

**Teacher:** Well done, everyone. You have understood these words well.

**Teacher:** We will continue the story in the next period. Be ready to find out what happens next when Alex and his friends meet the aliens. See you in the next class.

### Differentiated Activities

110 km/hr



Write three sentences using the words behaviour, spaceship and creatures.

80 km/hr



Match the words alien, spaceship and behaviour with their meanings and use any one in a sentence.

- alien – the way a person acts
- spaceship – a vehicle used to travel in space
- behaviour – a creature from another planet

40 km/hr



Look at the words alien, spaceship and creatures in the Discovering better section and say them aloud. Then, write any one word in your notebook

and draw a picture related to it.

### Home Task

Write two sentences using the words alien and spaceship. Draw a small picture to match one of your sentences.

### Period 3

SHOULD DO

10 MIN.

**Teacher:** Good morning, everyone.

Let us begin today's lesson with a quick guessing game. I will give you some clues and you have to guess the word. Ready?

**Teacher:** This is someone who comes from a different planet.

**Students:** Alien

**Teacher:** This is a vehicle that travels in space.

**Students:** Spaceship

**Teacher:** This word means the way someone acts.

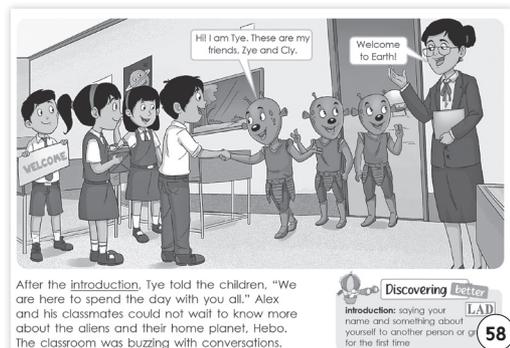
**Students:** Behaviour

MUST DO

20 MIN.

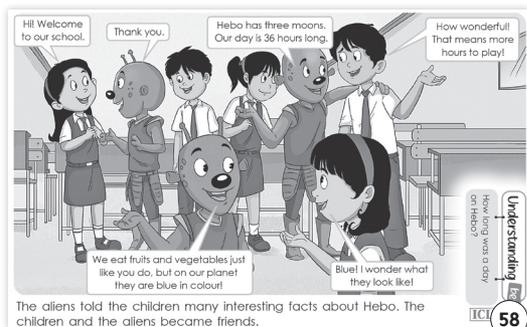
**Teacher:** Very well done. You all remembered these words from our last class. Now, let us continue the story.

**Teacher:** Read the paragraph below the picture. Tye tells the children, 'We are here to spend the day with you all.' The students start asking questions and the classroom is buzzing with conversations.



**Teacher:** The aliens share interesting facts about their home planet, Hebo. One of them says, 'Hebo has three moons. Our day is 36 hours long.' The students are amazed and one of them replies, 'How wonderful. That means more hours to play.'

**Teacher:** Another alien tells them, 'We eat fruits and vegetables just like you do, but on our planet, they are in colour.' The students are surprised and wonder what these colourful foods look like.



**Teacher:** The aliens and students continue sharing facts about each other. This exchange helps them become friends.

**COULD DO**

10 MIN.

**Teacher:** Now, look at the Discovering better section. The word introduction means saying your name and something about yourself when meeting someone for the first time.

**Teacher:** In the story, Tye introduced himself by saying, 'Hi. I am Tye. These are my friends, Zye and Cly.' The teacher also introduced the aliens by welcoming them to Earth.

**Teacher:** Now, let us practise introductions. Turn to your partner and say, 'Hi, my name is \_\_\_\_\_. I like to \_\_\_\_\_.' Just like Tye and his friends did.

**Teacher:** Look at the Understanding better section. The question here is, 'How was your school day different from Alex's?'

**Teacher:** Think about your normal school day. You come to class, meet your friends and study different subjects. But in Alex's school, something very special happened—aliens visited.

**Teacher:** Discuss with your partner how your usual school day is different from what Alex experienced in the story.

### Differentiated Activities

110 km/hr



Write three facts about the planet Hebo that the aliens shared with the children.

80 km/hr



Write two sentences about how the aliens introduced themselves and what they shared about their planet.

40 km/hr



Draw a picture of an alien and write one fact about Hebo next to it.

### Home Task

Imagine you are visiting another planet. Write two sentences about what you would tell the aliens about Earth.

### Period 4

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

**SHOULD DO**

10 MIN.

**Teacher:** I hope you are all ready to continue our story. But first, let us do a quick energising activity to wake up our bodies and minds.

**Teacher:** I will say a word from the story and you have to act it out. Ready?

**Teacher:** 'Alien' – Show me how an alien might walk or wave.

**Students:** (Acting like aliens)

**Teacher:** 'Spaceship' – Pretend you are flying a spaceship through space.

**Students:** (Flying action)

**Teacher:** 'Thirsty' – Show me what you do when you feel thirsty.

**Students:** (Pretending to drink water)

**Teacher:** 'Playing' – Show me your favourite game move.

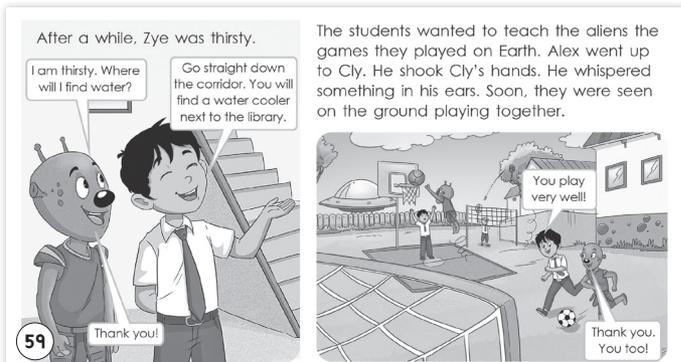
**Students:** (Acting out different games)

**Teacher:** Well done, everyone. You look full of energy now. Let us get back to our story.

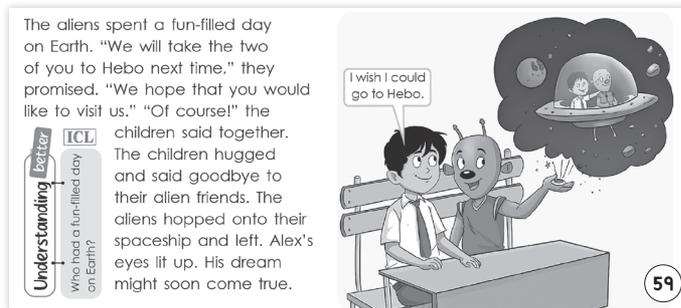
**MUST DO**

20 MIN.

**Teacher:** Read the paragraph about the aliens' experience on Earth. The students taught them how to play different games. The aliens enjoyed learning and playing just like their human friends.



**Teacher:** After a fun-filled day, the aliens promised, 'We will take the two of you to Hebo next time.' They also hoped that the students would visit their planet. The students happily agreed, saying, 'Of course.'



**Teacher:** The time had come to say goodbye. The students waved as the aliens boarded their spaceship. Alex watched with excitement as the spaceship lit up and flew away. He

**COULD DO**

10 MIN.

wished that one day, he could visit Hebo.

### Understanding better

**Teacher:** Look at the Understanding better section. The question here is, 'Who had a fun-filled day on Earth?'

**Teacher:** The aliens and the students had an exciting and fun-filled day. They played together, shared knowledge and learned from one another.

**Teacher:** Think about this: If you had an alien friend, what would you teach them about Earth?

### Differentiated Activities

110 km/hr



Write three sentences about what the students and aliens did together.

80 km/hr



Write two things the aliens learned on Earth and one thing the students learned from the aliens.

40 km/hr



Draw a picture of the aliens playing with the students and write one sentence about it.

### Home Task

Imagine you are visiting the planet Hebo. Write two sentences about what you would like to see or do there.

## Period 5

### Laughing better

**Laughing better** PLH

**Diley:** What did the scientist say to the alien?

**Roli:** You are out of this world.

59

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

**Teacher:** Let us start with some fun. Look at the Laughing better section.

There is a joke here. Diley asks, 'What did the scientist say to the alien?' Roli answers, 'You are out of this world.' This is a fun way to describe something amazing.

### Matching better

**Matching better** LTL

**guest:** visitor

**buzzing:** lively

59

**Teacher:** Now, look at Matching better, they are the synonyms. Here, we have two words:

- Guest means a visitor. The aliens were guests at Alex's school.
- Buzzing means lively and full of energy, just like the classroom when the aliens arrived.

**Teacher:** Let us use these words in sentences.

- The classroom was buzzing with excitement when the visitors arrived.
- The students welcomed their guests warmly.

### Imagining better

**Imagining better** 21st CS

if I were an alien visiting the Earth...

59

**Teacher:** Now, let us move to Imagining better. Think about this—if you were an alien visiting Earth, what would you find interesting? Discuss with your partner and share your ideas.

### Giving better

**Giving better** Seva

Collect the waste plastic bags in your house. Ask your parents to help you dispose of them properly. Use cloth bags instead of plastic bags.

59

**Teacher:** Now, turn to the 'Giving better' section. It reminds us about the importance of keeping our planet clean. The activity suggests that we collect waste plastic bags at home and ask our parents to help us dispose of them properly. Instead of using plastic, we should try to use cloth bags.

### Connecting better

**Connecting better** MDA HoL

Sam is curious to know more about the other planets. Baba tells her that there are 8 planets in the solar system. Mars is half the size of the Earth. Earth is the same size as Venus. Jupiter is the largest planet. Saturn is 10 times bigger than Venus. It has 82 moons. He asks Sam, "How many times more Moon does Saturn has compared to Earth?" Sam reasons that the Earth has one Moon. So, she divides 82 by 1 to answer Baba's question. "82!" she says. "Correct!" Baba says proudly.

60

**Teacher:** Now, let us move to Connecting better. Sam is curious about other planets. Baba tells her about the eight planets in the solar system. She learns that Mars is half the size of Earth, Jupiter is the largest and Saturn has 82 moons.

**Teacher:** Baba asks Sam how many times more moons Saturn has compared to Earth, which has only one. Sam divides 82 by 1 and says, '82.' Baba proudly says, 'Correct.'

**Teacher:** This helps us understand more about space, just like the students in the story learned about Hebo.

COULD DO

15 MIN.

### Recalling better

**Teacher:** Now, let us recall what we have learned. Look at the Recalling better section.

**Teacher:** The aliens visited Alex's school and the students eagerly waited for them. The class teacher reminded them to be on their best behaviour.

**Teacher:** The students saw the spaceship and three creatures entered the class. They waved, greeted everyone and introduced themselves as Tye, Zye and Cly. They also shared details about their planet, Hebo.

**Recalling better** CBA Full

- It was a special day. The aliens were visiting Alex's school.
- The children eagerly waited for the aliens.
- The class teacher reminded the children to be on their best behaviour.
- The children spotted the spaceship from the classroom window.
- Then, three creatures entered the class.
- They waved their hands and greeted everyone.
- The aliens introduced themselves as Tye, Zye and Cly. They told the children about their planet, Hebo.
- Zye was thirsty. Alex gave him directions to the water cooler.
- Alex became friends with Cly. They played football together.
- The aliens promised that they would take two children to visit their planet next time.
- The children hugged and said goodbye to their alien friends.
- Alex thought that his wish to visit Hebo might soon come true.

60

**Teacher:** Zye was thirsty and Alex guided him to the water cooler. Alex and Cly became friends and played football together.

**Teacher:** Before leaving, the aliens promised that next time, they would take two students to visit their planet. The students hugged their alien friends and said goodbye. Alex hoped that one day, his wish to visit Hebo would come true.

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

### Differentiated Activities

110 km/hr

 Write three sentences about what Sam learned from Baba about the solar system.

80 km/hr

 Write two sentences about what the aliens taught the students about Hebo and what the students taught the aliens about Earth.

40 km/hr



Draw a picture of Earth and Hebo, then write one sentence about each planet.

### Home Task

Fill 'My Scribbles and Secrets'.

### Period 6

#### Learning better- Excelling Comprehension

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

SHOULD DO

**Teacher:** We will now start the exercises of the chapter. Let us begin with some comprehension questions from the Learning better section.

10 MIN.

**Teacher:** In Exercise A, we will circle the correct answers. I will read the statements and you need to decide which one is the correct choice.

**Learning better** CBA Full

**Comprehension**

**A Circle the correct answers.**

1. Alex was sad / glad to go to school.
2. The aliens were red / green in colour.
3. The aliens belonged to the planet Hebo / Earth.
4. Zye was thirsty / hungry.
5. Alex was seen playing with Cly / Tye in the end.

60

**Teacher:** For the first question, think about how Alex felt when he was going to school. Was he sad or glad?

**Teacher:** Next, we need to remember what the aliens looked like. Were they red or green in colour?

**Teacher:** Then, think about where the aliens came from. Did they belong to Earth or a different planet?

**Teacher:** Zye felt a certain way, was it because he was thirsty or hungry?

**Teacher:** Lastly, after a fun day, who was Alex seen playing with in the end, was it Cly or Tye?

**Teacher:** Take a moment to circle the correct answers in your books.

MUST DO

10 MIN.

**Teacher:** Now, let us move to Exercise B. Here we have some questions based on the lines from the story.

**B Read the given lines and answer the following questions.**

1. "Our guests are about to arrive. Remember to be on your best behaviour."
  - a. Who said these words to whom?
  - b. Who were the guests?
2. "We are here to spend a day with you all."
  - a. Who said these words to whom?
  - b. Where had they come from?

60

**Teacher:** For the first question, there is a line where the teacher reminds the students to be on their best behaviour. Can you find who said this and to whom?

**Teacher:** In the next part, the aliens said, 'We are here to spend the day with you all.' Who said this and where had they come from?

COULD DO

20 MIN.

**Teacher:** Please tick the correct answers in your books.

**Teacher:** Now, we'll move on to Exercise C. In this exercise, you will answer a few questions in your notebooks.

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

1. What did the teacher tell the class?
2. Describe what the aliens looked like.
3. What do you think Alex whispered in Cly's ears? **61**

**Teacher:** The first question asks what the teacher told the class. What do you think the teacher said at the beginning?

**Teacher:** The second question is about describing the aliens. How would you describe their appearance based on what you read?

**Teacher:** The last question asks what you think Alex whispered to Cly. What could he have said during their conversation?

**Teacher:** Write your answers in your notebooks.

**Differentiated Activities**

**110 km/hr**



Write three sentences about what the aliens did on Earth.

**80 km/hr**



Write two sentences about what Alex and Cly learned from each other.

**40 km/hr**



Draw a picture of Alex and Cly playing together and write one sentence about it.

**Home Task**

Write two sentences about what you would do if you met an alien.

**Period 7**

**Excelling Comprehension**

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

1. What are the ways in which Hebo is different from Earth?
2. Why do you think the aliens promised to take two children to Hebo? **61**

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

**SHOULD DO**



**Teacher:** We will now complete three exercises in our notebooks. The first exercise is to answer the questions in Exercise D. Please take a moment to read the two questions carefully and then we will write the answers.

**10 MIN.**

**Teacher:** In the first question, we will think about how Hebo is different from Earth. Look closely at what the aliens said about their planet.

**Teacher:** The second question asks why the aliens promised to take two students to Hebo. What do you think their reason might be?

**Teacher:** Write long answers in your notebooks for both questions.

**MUST DO**



**15 MIN.**

**Excelling Vocabulary**

**Vocabulary**

**DING**

**61** Read the words aloud.

saw paw jaw claw

Now, circle the aw words. Make sentences with them in your notebook.

law bow draw grow lake thaw glow straw

**Teacher:** Now, let us look at Exercise E in our notebooks. We will read the words aloud together:

- saw
- paw
- jaw
- claw

**Teacher:** Now, you need to circle all the words with the 'aw' sound. After that, try to make sentences with each of the 'aw' words you circled.

**Teacher:** Write your sentences in your notebooks.

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

**COULD DO**

**15 MIN.**

**F** In your notebook, list everything that you can see in the picture.



**61**

**Teacher:** Look at Exercise F. There is a picture of the solar system. What can you see in the picture?

**Teacher:** For example, you might see the sun, planets or even a rocket.

**Teacher:** Take a moment to list everything you can see. Write down everything in your notebooks.

**Differentiated Activities**

**110 km/hr**



Write three detailed sentences about Hebo and how it is different from Earth.

**80 km/hr**



Write two sentences about what the aliens taught the students about Hebo.

**40 km/hr**



Draw the planets in the solar system and write one sentence about each planet.

**Home Task**

Write two sentences describing the planet Hebo and what you would like to explore there.

## Period 8

### Excelling Spelling

#### Spellings

Fill in the blanks with -ue to complete the word in each sentence. Read the -ue words aloud.

- The aliens ate bl\_\_\_\_\_ fruits and vegetables.
- The teacher gave the students a cl\_\_\_\_\_ for the question.
- Please pass me the gl\_\_\_\_\_.
- This book is a collection of tr\_\_\_\_\_ stories.

clue  
blue  
glue  
true

61

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

SHOULD DO

**Teacher:** Let us begin with Exercise G

10 MIN.

from our spelling section. Today, we will focus on words that contain the 'ue' sound. I will read the sentences and your task is to fill in the blanks with the correct word from the list.

**Teacher:** For example, in the first sentence, 'The aliens ate bl\_\_\_\_\_ fruits and vegetables.' Now, take a moment and think carefully. Which word fits in the blank?

**Teacher:** Can anyone guess the word? Yes, it is blue. We used 'ue' to complete the word.

**Teacher:** Now, please read through the next sentences and fill in the blanks with the correct words from the list. After you complete the exercise, write the sentences in your notebooks, making sure to use the correct spellings.

You may show the **Spelling**

MUST DO

**Activity** given on the digital platform.

15 MIN.

### Grammar

#### Grammar

CING

We use words, such as he, she and they in place of nouns. These words are called pronouns. We use these words when we do not want to repeat a noun.

We use the words he, she and they when we talk about people:

Alex went up to Cly. He shook Cly's hands.

Disha likes idlis. She eats them for breakfast.

The children were going for a picnic. They were excited to see the big bus.

We use the word it when we talk about an animal or a thing.

The kitten was hungry. It drank all the milk.

We use the words I and we when we talk about ourselves.

I am going to school. We are going to Chandigarh.

We also use me and us when we talk about ourselves.

Tye gave me a blue pen. Cly and I went to meet Alex. He taught us many games.

Here, us is used in place of Cly and I.

We use the word you for the person we are talking to.

Did you get the letter?

We use her/him when we talk about one person.

Alex liked Tye. Alex taught him football. Tye met Sam. Tye gave her a gift.

We use them when we talk about more than one person.

The aliens invited them to their planet.

62

**Teacher:** Now, let us move on to the grammar section. Today, we will focus on pronouns. A pronoun is a word we use instead of a noun to avoid repeating the same noun over and over again. Pronouns help make our sentences sound smoother and less repetitive.

**Teacher:** We use pronouns like 'he', 'she', 'it' and 'they' to talk about people, things or animals. For example, instead of saying 'Alex went to the school. Alex went inside,' we can say, 'Alex went to the school. 'He' went inside.'

**Teacher:** See how 'he' replaces 'Alex'? This makes the

sentence shorter and clearer. Now, let us think about a few other examples. If we are talking about a girl named Anna, instead of saying, 'Anna is playing. Anna is happy,' we can say, 'She is playing. She is happy.'

**Teacher:** Let us look at some more examples in your books. When we talk about a group of people, such as the children, we use the pronoun 'they'. So, instead of saying 'The students are going to the park. The students are excited,' we would say, 'The students are going to the park. They are excited.'

**Teacher:** Do you see how 'he', 'she' and 'they' replace the names of the person or people we are talking about? This helps us avoid repeating the same words.

**Teacher:** I will give you some sentences and you will need to identify and underline the pronouns in each sentence. After that, I will give you practise sentences in your books where you can use the correct pronouns.

COULD DO

15 MIN.

### Poster

English Theme 5: What Is a Solar System?

## PRONOUNS

He	Rahul is listening to music. He is happy.	She	Mummy is working. She is busy.	Us	Grandma told us many stories.
It	The elephant is splashing water. It is playful.	They	Daddy made biscuits today. They are tasty.	Him	Bilal acted well. They are clapping for him.
I	I am reading.	We	We love the mountains.	Her	Parul is feeling cold. She is putting on her jacket.
You	You can borrow this book.	Me	My grandfather gave me eid.	Them	Sabah's puppies want to play. She is playing with them.

© Pearson Education Ltd. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Pearson Education Ltd.

**Teacher:** Now, we will continue our work with pronouns. I have a poster here with me that I want you to look at carefully.

**Teacher:** (Show the poster) This poster will help us understand how pronouns like he, she, it and they are used in sentences. For example, look at the first sentence, 'Paul is playing. He is running.' Notice how he replaces Paul's name.

**Teacher:** Now, look at the next picture. It shows a girl named Riya. Instead of saying 'Riya is reading a book. Riya loves books,' we can use the pronoun she. The sentence would now be, 'She is reading a book. She loves books.' This makes the sentence clearer and shorter.

**Teacher:** I will now paste this poster in the classroom so that everyone can see it clearly. As you look at the rest of the pictures, think about the pronouns used. Write your thoughts in your notebooks.

**Teacher:** Take a moment to observe the pictures and the

sentences. Each one demonstrates how we use different pronouns like he, she, it and they. After that, write down your observations in your notebooks.

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

### Differentiated Activities

**110 km/hr**

 Write three sentences using different pronouns in each sentence. For example, use 'I' and 'we' to talk about yourself and your friends and 'he' or 'she' to talk about others.

**80 km/hr**

 Write two sentences using pronouns. You may use pronouns from the poster.

**40 km/hr**

 Draw pictures of people, animals or objects and label them with the correct pronouns.

### Home Task

Write two sentences describing your family using pronouns like he, she, we or they.

## Period 9

### Excelling Grammar

**H** Circle the correct pronouns in the given sentences.

- Alex was excited. **She** / He wanted to meet the aliens.
- Sam is hungry. **She** / He wants a sandwich.
- Ryan helped the little girl cross the street. **They** / He is very kind.
- Rita ate a chocolate cake. **He** / It was delicious.
- The players won the game. **They** / Us were happy.

**I** Fill in the blanks with the correct pronouns.

- I like to read. Mother bought a new book for \_\_\_\_\_.
- My sister made idlis. She packed them for \_\_\_\_\_.
- The boys cleaned up the park. Everyone thanked \_\_\_\_\_.
- We had a school picnic. Our teacher took \_\_\_\_\_ to a new park.
- Grandma was looking for a pen. I gave one to \_\_\_\_\_.

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

**Teacher:** Today, we are going to start by practicing 'pronouns'. Let us first look at 'Exercise H'. I will read the sentences aloud and I want you to 'circle the correct pronouns' in each sentence. For example, the first sentence is: 'Alex was excited. She / He wanted to meet the aliens.'

**Teacher:** Now, I want you to read the rest of the sentences carefully and circle the correct pronoun. Once you are done, write the sentences in your notebook and make sure the pronouns are used correctly.

**Teacher:** (After some time) Let us check the answers together. In the second sentence, 'Sam is hungry. She / He wants a sandwich.' Which pronoun fits here?

**Teacher:** Great. Let us continue checking together. Keep

your eyes on the sentences in your books.

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

**MUST DO**

15 MIN.

### Excelling Concentration

**Excelling Concentration\***

**J** Listen to your teacher carefully and follow the instructions.

**Teacher's Note:** \*Read aloud to the class the listening text on the last page. **62**

**Teacher:** Now, we will move on to an exciting activity called 'Excelling Concentration'. In this activity, you will listen carefully to me and follow the instructions. I am going to read some steps and you will draw an alien in your notebooks.

**Teacher:** I will explain each step slowly, so you can follow along. Are you ready? Let us start.

**Teacher:** First, open your notebook to a blank page. Draw a circle in the centre of the page.

**Teacher:** Next, draw two large eyes and a nose inside the circle.

**Teacher:** After that, draw two antennae on the top of the circle.

**Teacher:** Then, make a mouth.

**Teacher:** Now, draw the body of the alien.

**Teacher:** Add two legs and two hands.

**Teacher:** Your alien is ready. Colour it with your favourite crayons.

**Teacher:** This will be fun and it will help you practise following instructions.

**COULD DO**

10 MIN.

**Teacher:** Now, let us move on to 'Exercise I'. You will be working with the words 'aw' in this activity. We have already practised some 'aw' words earlier. In this exercise, you will read the words aloud and circle the words with the 'aw' sound.

**Teacher:** For example, we have the words 'law', 'bow', 'draw' and 'glow'. Which of these words have the 'aw' sound?

**Teacher:** Now, after you circle the 'aw' words, make sure to write a sentence for each word in your notebook.

### Differentiated Activities

**110 km/hr**

 Write three sentences using the 'aw' words you just circled. Try to use them in different contexts.

**80 km/hr**

 Circle three 'aw' words and write one sentence with each of them.

**40 km/hr**

 Circle two 'aw' words and draw pictures to match them.

### Home Task

Write a paragraph describing your alien. Use at least

three 'pronouns'.

## Period 10

### Excelling Language

**Language**

Take turns with your partner to give directions to the different areas of your school, as shown.

auditorium  
library  
staff room  
the principal's room

Where is the laboratory?

Go straight and turn left. The laboratory will be on your right.

63

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

**SHOULD DO**

15 MIN.

**Teacher:** Today, we will practise giving directions. In 'Exercise K', I want you to work with your partner. Take turns asking for directions to different areas of your school. For example, one of you could ask, 'Where is the laboratory?' and the other will give directions like, 'Go straight and turn left. The laboratory will be on your right.'

**Teacher:** Now, I want you to practise with these locations: auditorium, library, staff room and the principal's room. You will also have to use similar directions.

**Teacher:** When it is your turn to give directions, make sure to use clear and easy-to-follow steps. After practicing, we will discuss your answers together.

**MUST DO**

15 MIN.

### Excelling Expression

**Expression**

Write a factual paragraph about the Earth's moon in your notebook. Use the hints from the box. You may also take help from your science lessons.

no light of its own  
craters

revolves around the Earth  
27 days and 8 hours

63

**Teacher:** Now, let us move on to 'Exercise L'. In this task, you are going to write a factual paragraph about the Earth's moon. You will use the hints from the box to help you write.

**Teacher:** For example, 'The moon has no light of its own, but it reflects light from the sun.' You can add details like, 'It revolves around the Earth in 27 days and 8 hours' and mention its craters.

**Teacher:** Remember, this should be a factual description of the moon, so make sure to include all the key details mentioned in the box.

**Teacher:** Write your paragraph in your notebook and make sure it is well-organized and clear. Once everyone is done, we will share our paragraphs with the class.

**COULD DO**

10 MIN.

**Teacher:** After writing your paragraph, I want you to check your work. Make sure that you have included everything you needed, such as the fact that the moon has no light of its own, revolves around the Earth and has craters.

**Teacher:** If you missed anything, you can add it now and make sure your paragraph reads smoothly.

## Differentiated Activities

### 110 km/hr



Write a detailed paragraph about the Earth's moon and add some extra facts you may know about the moon that are not mentioned in

the box.

### 80 km/hr



Write a paragraph using the hints from the box and make sure to include all the facts about the moon. Check your work for clarity.

### 40 km/hr



Write two simple sentences using the hints from the box. Focus on writing clearly, making sure you include at least three facts about the moon.

## Home Task

Research one interesting fact about the moon, write a sentence about it and draw a picture of the moon with its features labelled.

## Period 11

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

**SHOULD DO**

10 MIN.

To start off, we are going to play a fun game called 'Simon Says.' This game is a great way to get our minds working and ready for the lesson ahead.

**Teacher:** In this game, I will give you an action to do. But here is the trick – you should only follow the action if I say 'Simon says' before giving it. If I do not say 'Simon says,' you should not do the action at all. It is important to listen carefully.

**Teacher:** For example, if I say, 'Simon says, touch your nose,' then you should touch your nose. But if I simply say, 'Touch your nose' without saying 'Simon says,' you should stay still and not touch your nose.

**Teacher:** Let us practise once more. I will say, 'Simon says, clap your hands.' Now, you can all clap your hands. Great job.

**Teacher:** Are you ready? I will start the game now. Remember to listen carefully. Here we go: Simon says, 'Jump up and down.'



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

**MUST DO**

20 MIN.

## Creating better

**Creating better**

**Puppet Alien.**

1. Draw and colour an alien on a chart paper. You may use the drawing you made for the listening activity.
2. Cut out the drawing and stick it on a cardboard sheet.
3. Cut out this sheet and stick it on an ice cream stick. Your alien puppet is ready! You can create more puppets and make a skit of your own.

63

**Teacher:** That was such a fun game. Now, let us get creative and work on a craft activity called 'Puppet Alien.' This activity will allow you to use your imagination and create something special.

**Teacher:** For this activity, I want everyone to create their own alien puppet. Here is what you need to do:

**Teacher:** First, take chart paper and draw and colour an alien. You may want to use the drawing of the alien you made earlier for the listening activity. Make your alien look as creative as you can. You can give it any colours and features you want – big eyes, antennas or even extra arms.

**Teacher:** Once you are done drawing, cut out your alien and stick it on a cardboard sheet. This will make your alien more sturdy and ready for the next step.

**Teacher:** Next, take an ice cream stick. Stick the cardboard with your alien drawing onto the stick. Now, you have your very own alien puppet.

**Teacher:** Once your puppet is ready, feel free to create more puppets if you want. You can make a whole group of alien puppets and you can even create a skit with them. You can make your aliens talk to each other, have them tell a story or even have an alien conversation with a human. Use your creativity to the fullest.

**Teacher:** I will be walking around to see your wonderful creations. **COULD DO**

**Teacher:** After you finish creating your puppet, I want you to think of a small skit that you can do with your alien. **10 MIN.**

**Teacher:** You can make your alien talk, introduce itself and even interact with you or other alien puppets. You can think about what your alien might say if it came to Earth. Maybe it wants to know about Earth or maybe it will talk about its home planet.

**Teacher:** You can also make your alien puppet ask questions. You can create a conversation with one of your classmates or with your other alien puppets.

**Teacher:** Remember, this is a fun and creative activity, so feel free to use any props or voices to make your skit more interesting.

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

## Differentiated Activities

**110 km/hr**

 You can create multiple alien puppets. Write a small script for each puppet and act out a scene with them. Let your puppets have their own personalities and create dialogues for them. Show everyone your mini skit.

**80 km/hr**

 Create one alien puppet and make a simple skit with it. Use your imagination to think about what the alien might say. For example, your alien could say, 'I come from a planet called Hebo. It is very different from Earth.'

**40 km/hr**

 Create one alien puppet and think of one simple

sentence it could say. Practise saying the sentence out loud with your puppet. You can say, 'I am an alien from space.'

## Home Task

In your notebook, draw the planet and write down some features of it. For example, does it have three suns, two moons or maybe it is covered in water? Let your imagination guide you.

## Period 12

### Thinking better

 **Thinking better**  **COD** **HOTS** **2L CS**  
Think and write the answer in your notebook. **63**  
If you had to live on another planet, what would you need? Make a list in your notebook.

**Teacher:** Good morning, class. Today, we are going to work on some fun and thoughtful exercises. First, we will think about living on another planet. **SHOULD DO**   
**10 MIN.**

**Teacher:** Let me ask you a question. If you had to live on another planet, what would you need? Think carefully about this. For example, would you need oxygen? Maybe water? Perhaps a space suit to keep you safe?

**Teacher:** Open your notebooks and I would like you to make a list of things you think you would need to survive on another planet. You can be as creative as you want, so think about things that might be different from what we need on Earth.

**Teacher:** Take a moment to write your list and we will share some of your ideas once everyone is done.

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

### Choosing better

 **Choosing better**  **EXL** **LSV** **2L CS**  
You and your classmates are joined by some students from a foreign country. Will you keep to yourself? Will you wait for them to come to you? Will you help them become familiar with your school? Give reasons for your answers. **63**

**Teacher:** Now, let us move on to another exciting task. This one is about helping others. Imagine this: You and your classmates are joined by some students from a foreign country. What would you do?

**Teacher:** Would you keep to yourself? Would you wait for them to come to you or would you help them get familiar with your school? I want you to think about these questions carefully.

**Teacher:** Now, I want you to write down your answers in your notebooks. Remember to give reasons for your answers. For example, you could say, I would help them because I would want them to feel welcome and comfortable at my school.

**Teacher:** Take your time and think about how you would make the new students feel included. **COULD DO**

**10 MIN.**

Write your responses down and we will discuss them once everyone has finished.

## Revising better

### Revising better

Create an antonym for the word you created in Chapter 4. Use it in two different sentences.

DBL

63

**Teacher:** Great work so far, everyone. Now, for the last part, we are going to work on a vocabulary task.

**Teacher:** In Chapter 4, you created a word. Now, I want you to create an antonym for that word. For example, if you created the word bright, the opposite(antonym) could be dark.

**Teacher:** Once you have your antonym, write two sentences using both words. For example, The bright light filled the room, but the dark shadows made it hard to see clearly.

**Teacher:** Please take a moment to do this in your notebooks. Once you are finished, we can share and discuss your creative sentences.

SHOULD DO

10 MIN.

## L (What I have Learnt)#

ICL

63

**Teacher:** 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 Learnt and write them neatly in the 'L' column of the chart. (Wait for students to fill in the chart.)

**Teacher:** Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.

## Differentiated Activities

### 110 km/hr



Think of multiple antonyms for the word you created in Chapter 4. Write two different sentences using these opposites. Create variations in your sentences to make them more interesting.

### 80 km/hr



Create one antonym for your word from Chapter 4 and write two sentences using both the word and its opposite. Try to make your sentences descriptive.

### 40 km/hr



Choose one antonym for the word you created in Chapter 4. Write one simple sentence using both the word and its opposite. Focus on making the sentence clear and simple.

## Home Task

Write a short paragraph about how you think life is on another planet, based on what you have learned in this lesson.

## Period 13

### Worksheet 1

**Teacher:** Good morning, everyone. Today we will be doing some exercises from our workbook. Please open your workbook to page 13.

SHOULD DO

20 MIN.

Theme 5: What Is a Solar System?  
5. A Strange Meeting

Worksheet 1  
Comprehension

Read the passage carefully.  
There are eight planets that travel around the Sun. The closest planets are Mercury, Venus, Earth and Mars. The next four planets are Jupiter, Saturn, Uranus and Neptune. Earth is the third planet from the Sun. It is the planet that we live on. It is the only planet with air that we can breathe. Mercury and Venus are both made of rocks. Mercury is the closest planet to the Sun. It is covered with craters (holes). Venus is the second planet from the Sun. Venus has many volcanoes. Mars is a red planet made of rock. Winds on Mars cause huge dust storms. Jupiter and Saturn are huge planets made of gas. Jupiter is the largest planet and it spins the fastest. Uranus and Neptune are the outermost planets. Uranus and Neptune are blue planets.

A. Fill in the blanks.

1. There are \_\_\_\_\_ planets in the solar system.
2. \_\_\_\_\_ is the closest planet to the Sun.
3. Earth is the \_\_\_\_\_ planet from the Sun.
4. \_\_\_\_\_ is the largest planet.
5. Uranus and Neptune are \_\_\_\_\_ planets.

13

**Teacher:** First, we will start with Exercise A. In this exercise, you will be filling in the blanks with the correct information.

**Teacher:** For example, think about how many planets revolve around the Sun. The first sentence in your exercise is asking you to fill in the number of planets. Can anyone remember how many planets we discussed?

**Teacher:** In the next question, you need to fill in which planet is closest to the Sun. Remember the first planet we mentioned.

**Teacher:** Now, let us continue. Earth is the third planet from the Sun. So, in the next sentence, you will fill in the position of Earth in relation to the Sun.

**Teacher:** Then, we have the largest planet. Can you remember which planet that is? Write that in the space provided.

**Teacher:** Finally, in the last sentence, think about the two outermost planets. You will fill in their names.

**Teacher:** Now, we move on to Exercise B. Here, you will answer in one word.

**Teacher:** For example, in the first question, you are asked about the second planet from the Sun. Can you remember the name?

### B. Answer in one word.

1. Name the second planet from the Sun. \_\_\_\_\_
2. Name the planet we live on. \_\_\_\_\_
3. Name the planet that is covered with craters. \_\_\_\_\_
4. Name the planet also known as the Red Planet. \_\_\_\_\_
5. Name the planet that spins the fastest. \_\_\_\_\_

13

**Teacher:** Moving on to the next question, we need to write down the planet we live on.

**Teacher:** After that, the next question asks about a planet that is covered in craters. Think about the planet that is

known for its craters.

**Teacher:** Now, remember, the Red Planet is another name for one planet. Write that name in the space.

**Teacher:** Lastly, think about the planet that spins the fastest. Write that planet's name in your notebook.

**Teacher:** For Exercise C, you will be underlining the correct statements.

### C. Underline the correct sentences.

1. All planets revolve around the Sun.
2. Mercury is the coldest planet.
3. Earth is the only planet where we can live.
4. Mars is the fifth planet from the Sun.
5. Uranus and Neptune are red planets.

13

**Teacher:** The first statement is about all planets revolving around the Sun. Check if that's true.

**Teacher:** The next statement mentions Mercury being the coldest planet. Does that sound correct? Underline the right answer.

**Teacher:** Then, there is a statement about Earth being the only planet where humans can live. Think about what we know. Underline the correct choice.

**Teacher:** The next statement is about Mars being the fifth planet. You will need to underline whether this is true or false.

**Teacher:** Finally, there is a statement about Uranus and Neptune being red planets. Underline the correct statement.

COULD DO

20 MIN.



## Book of Holistic Teaching

Chapter 5: A Strange Meeting

Theme 5: What is a Solar System?

**A. Maths**  
Write true or false.  
Ms Molly divides a class of 20 students into 4 groups. She will put 5 students in each group.

**B. Science**  
Circle the correct answers.  
1. Ayurveda / Yoga is an old science of medicine practised in India.  
2. Charaka is the father of Ayurveda. He wrote about it in his book Charaka Samhita/ Sushruta Samhita.

**C. Social Studies**  
Name the following people.  
1. He was an Italian explorer who discovered America.  
2. He was the first European to cross the Pacific Ocean.

6

**Teacher:** Now, we will do some holistic teaching questions. I will write the questions on the board. You will write the answers in your notebooks.

**Teacher:** In Math, you need to write whether this statement is true or false: 'Ms. Molly divides a class of 20 students into

4 groups. She will put 5 students in each group.'

**Teacher:** In Science, I want you to circle the correct answer to the question: 'Ayurveda or Yoga is an old science of medicine practised in India.'

**Teacher:** For Social Studies, you will be naming an Italian explorer who discovered America. Write his name in your notebook.

## Differentiated Activities

110 km/hr



Draw and label the solar system, including all planets and their key facts.

80 km/hr



List the planets in order and write a fun fact about each.

40 km/hr



Write the names of the first three and last two planets and draw the solar system.

## Home Task

Complete the Project from the 'Book of Project Ideas'.

## Period 14

### Worksheet 2

**Teacher:** Good morning, everyone.

Let us begin our class today by opening our workbooks to page 14. We are going to work on a vocabulary exercise and then move on to grammar. I hope you are ready.

SHOULD DO

20 MIN.



Worksheet 2

Vocabulary

A. Read the words aloud. Colour the aw words with a blue crayon.

raw, crow, yawn, flow, call, dawn, thaw, hall

B. Complete the words with ue.

a. cl \_\_\_\_ b. gl \_\_\_\_  
c. arg \_\_\_\_ d. fiss \_\_\_\_

14

**Teacher:** First, look at the vocabulary exercise. We will read some words aloud and colour the words with 'aw' sound using a blue crayon. Please look at the first word. I will read it aloud for you. 'raw.' Now, repeat after me. 'raw.' Can you hear the 'aw' sound? Yes, that is what we will focus on.

**Teacher:** Now, I want you to look at the next word. It is 'crow.' Listen carefully and you will notice the same 'aw' sound. Say it with me. 'crow.' Great job. Now, you can colour the word 'crow' with a blue crayon in your workbook.

**Teacher:** Let us move on to the next part. In exercise B, we need to complete the words with 'ue'. You will see the

word starts with 'cl' and 'gl,' like 'cl\_\_\_\_' and 'gl\_\_\_\_.' Let me give you a hint. Can you think of a word that starts with 'cl' and ends with 'ue'? Yes, the word is 'clue.' Now, try the other letters on your own.

**Teacher:** Well done, everyone. I can see you are doing a great job on these words. Now, we are going to work on some grammar. In exercise A, you have to write nouns under the correct columns. You will be given words like 'boy,' 'girl,' 'children,' and others. I want you to think carefully. Can you put 'boy' under 'he'? Yes, that is correct. Now, please write 'boy' in the 'he' column.

**Grammar**

A. Write the nouns under the correct columns.

boy	girl	aunt	father	mother	uncle
children	teachers	Rohit and Juhi			

he	she	they

B. Replace the underlined words with a pronoun. Write the pronouns in the blank space.

1. Please put the book in my bag. \_\_\_\_\_
2. Ravi is in class 3. \_\_\_\_\_
3. Shweta is nine-years old. \_\_\_\_\_
4. Mary and Nina are best friends. \_\_\_\_\_

14

**Teacher:** Now, let us move to the second part of the grammar exercise. It asks you to replace the underlined words with a pronoun. For example, look at this sentence: 'Please put the book in my bag.' What is the pronoun that can replace 'the book'? Yes, 'it' would be the correct pronoun. So, write 'it' in your notebook for the first sentence.

**Teacher:** Excellent. You are all doing a fantastic job. Keep up the good work. Let us continue practising and fill in the sentences with the correct pronouns. You have done well so far and I am confident you will complete this task perfectly.



### Worksheet 3

**Worksheet 3**

**Listening / Speaking / Writing**

Listen carefully to your teacher and follow the instructions.\*

**Work in pairs. Give your partner directions to the nearest park. Ask and answer, as shown.**

Partner 1: Where is the nearest park?

Partner 2: Go straight and turn left. The park will be on your right.

**Read the given sandwich recipe. Write a paragraph to explain it in the given space.**

Ingredients: bread slices, sliced cucumber, tomato and onion, butter, pepper and salt

Procedure:

- a. Take two slices of bread.
- b. Evenly spread butter on one side of both slices of bread.
- c. Then, place the sliced cucumber, tomato, onion on the buttered side of one slice.
- d. Sprinkle some salt and pepper on them.
- e. Now, cover with the other slice. The sandwich is ready.

15

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

doing well today. We will continue with Worksheet 3, so please open your workbooks to page 15. Let us begin with the first exercise. Today, we will focus on listening, speaking and writing.

**Teacher:** First, we will do a listening exercise. I will read some instructions aloud and I would like you to listen carefully. Follow the instructions as I read them.

**Teacher:** (Reading aloud) 'Take two slices of bread.' After I read each instruction, I would like you to do it. Let us continue with the next instruction now.

**Teacher:** Now, we will move on to the next part of the worksheet. I want you to pair up with a classmate. Partner 1, you will ask Partner 2 for directions to the nearest park. Partner 2, you will answer by giving the directions, just like in the example. Let us begin.

**Teacher:** (Demonstrating with a student) 'Where is the nearest park?' (Partner 2 answers). 'Go straight and turn left. The park will be on your right.' Fantastic. Now, you can work with your partner.

**Teacher:** Now, for the last part of the worksheet, you will write a paragraph about the sandwich recipe. Look at the ingredients and procedure carefully. Write a paragraph explaining how to make the sandwich, using the steps provided in the recipe.

**Teacher:** For example, you can begin by saying: 'First, take two slices of bread. Then, spread butter evenly on one side of both slices of bread.' Continue writing the rest of the steps in your own words. Make sure you explain each step clearly.

**Teacher:** Take your time to finish this task. Once you are done, review your writing to make sure you followed all the steps.

**Teacher:** I will be walking around and assisting anyone who needs help. You are doing great, keep up the good work.

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

### Differentiated Activities

**110 km/hr**

Write a detailed paragraph using complex sentences and describe how to make a sandwich.

**80 km/hr**

Write simple sentences to explain the steps of making a sandwich.

**40 km/hr**

Write the basic steps for making a sandwich using simple instructions.

### Home Task

Write a short paragraph about your favourite food and explain how to make it, using at least five words from the vocabulary list.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>practise hand-eye coordination through activities such as drawing, cutting and colouring.</li> <li>engage in physical movement and motor skills during the 'puppet alien' creation activity.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>develop their interpersonal skills by working in pairs to give and receive directions to different areas of the school.</li> <li>enhance their social awareness by discussing and sharing knowledge about various planets, including understanding others' perspectives(e.g., helping students from a foreign country).</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>enhance their ability to comprehend the story and factual information about planets, solar systems and their environment.</li> <li>build problem-solving and critical-thinking skills by participating in the vocabulary and grammar exercises, such as identifying and using correct pronouns in sentences.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>improve their listening and speaking skills through activities like following instructions and giving directions.</li> <li>practise using vocabulary related to space, such as names of planets and learn how to form and use pronouns correctly in sentences.</li> <li>expand their written expression by completing exercises like filling in blanks and writing about their favourite planets or aliens.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>express their creativity by drawing and colouring aliens and making puppet models, exploring imaginative play.</li> <li>explore cultural elements by learning about different planets and understanding how they relate to space exploration, fostering a sense of curiosity and cultural appreciation for science.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>build the habit of attentive listening and following step-by-step instructions to complete tasks.</li> <li>develop their ability to collaborate by participating in group activities like the 'puppet alien' project and pair work for giving directions.</li> <li>cultivate curiosity and a love for learning by exploring new concepts related to space, alien life and planets in an engaging, hands-on manner.</li> </ul>

### Starry Knights

Do you also believe in aliens? How was the learners' response to the story? Share a memorable incident from your class.

Give yourself a star for being a fantastic teacher...



## Poem-5: Planet Roll Call

 7 Periods (40 minutes each)



Learn Better (Main Coursebook)



Animation, eBook, Slideshow

Affirming better

I am eager to learn more about the universe.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- identify and name the eight planets of the solar system in the correct order.
- understand the characteristics of each planet and its position relative to the Sun.
- describe the basic properties of planets, including their distance from the Sun, size and special features.
- develop skills in listening and following instructions through activities such as identifying planets and describing their properties.
- express their understanding through drawing, creating projects and oral presentations about the solar system.
- enhance their creativity by engaging in art and craft activities, such as drawing planets or creating models using various materials.
- collaborate effectively with peers in partner and group activities to share knowledge and work on assignments related to the solar system.

### Methodology

#### Period 1

**Teacher:** Good morning, everyone.

Today, we will begin with a fun poem called Planet Roll Call. Let us start by looking at the poem on page 64 of your book.

**Teacher:** As we read the poem, we will listen to the names of the planets around the Sun. The poem will help us learn how to identify and describe the planets. Please open your books to page 64.

 You may show the eBook given on the digital platform to explain the poem.

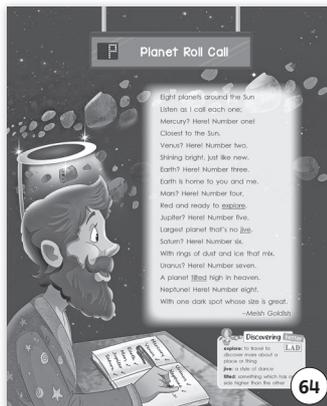
SHOULD DO



MUST DO



COULD DO



**Teacher:** Now that we have read the poem, let me explain it to you. This poem lists the planets of our solar system in a fun way. The first planet mentioned is Mercury and it is the closest to the Sun.

**Teacher:** Next, we have Venus, which is bright like a shining star. Then comes Earth, the planet we live on.

**Teacher:** Mars is described as being red and ready to explore and Jupiter is the largest planet in our solar system.

**Teacher:** Saturn has rings made of dust and ice. Uranus is another faraway planet and Neptune is the last planet. This poem gives us a fun look at these planets and their features.

**Teacher:** Do you notice how the poem gives each planet a special feature? For example, Mercury is the closest to the Sun and Mars is the red planet, while Saturn is famous for its beautiful rings.

**Teacher:** Now, let us look at some new words from the poem that will help us understand it better.

**Teacher:** The first word is explore. To explore means to travel to discover more about a place or thing. So, if we are going to explore a planet, we want to learn more about it. For example, when scientists send a spacecraft to Mars, they are exploring the planet.

**Teacher:** Next, we have the word jive. Jive is a style of dance. It is a fun, energetic dance, often performed with fast movements. You may have seen people jiving in music videos or at parties.

**Teacher:** Finally, we have the word tilted. Tilted means something which has one side higher than the other. For example, the Earth is tilted on its axis, which is why we have different seasons.

**Teacher:** Does anyone know what else in space might be tilted? Let us discuss.

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

## Differentiated Activities

110 km/hr

 Describe in detail which planet you find most interesting and explain why.

80 km/hr

 Choose a planet from the poem and describe one feature of that planet.

40 km/hr

 Name two planets from the poem and describe one thing about each planet.

## Home Task

Think of a planet that was not mentioned in the poem. Write a few lines about it, describing its features just like in the poem. Remember to use descriptive words.

## Period 2

### Excelling Comprehension

 **Learning Better** CBA FuLL

 **Comprehension**

**A Circle the correct answers.**

1. There are **five / eight** planets around the Sun.
2. **Mercury / Mars** is closest to the Sun.
3. Mars is **blue / red** in colour.
4. **Jupiter / Saturn** is the planet with rings.
5. **Neptune / Uranus** is the planet with a dark spot.

66

**Teacher:** Good morning, everyone. Today, we will start with a fun exercise to check your understanding of the poem we just read. Open your workbook to page 66 and look at Exercise A.

**Teacher:** I will read each statement and you need to circle the correct answer. Let us start with the first one: 'There are five or eight planets around the Sun.' Which one is correct?

**Teacher:** Yes, there are eight planets around the Sun.

**Teacher:** Now, let us move to the next one: 'Mercury or Mars is closest to the Sun.' Which planet is closest?

**Teacher:** That is right. Mercury is closest to the Sun.

**Teacher:** Let us go to the third one: 'Mars is blue or red in colour.' What do you think?

**Teacher:** Yes, Mars is red in colour, just like in the poem.

**Teacher:** Now, the fourth one: 'Jupiter or Saturn is the planet with rings.' Which planet has rings?

**Teacher:** Correct, Saturn is the planet with rings.

**Teacher:** Last one in this section: 'Neptune or Uranus is the planet with a dark spot.' Which one has a dark spot?

**Teacher:** That is right, Neptune has a dark spot.

**MUST DO**

15 MIN.

**B Write true or false.**

1. Planet Mercury is at number three. \_\_\_\_\_
2. Venus is at number two. \_\_\_\_\_
3. Earth is home to aliens. \_\_\_\_\_
4. Jupiter is the largest planet. \_\_\_\_\_
5. The tilted planet is Uranus. \_\_\_\_\_

66

**Teacher:** Now that we know the answers to Exercise A, let us move on to Exercise B. Open your workbook to the next exercise. Here, we need to write whether the statements are true or false. Let us start with the first one: 'Planet Mercury is at number three.'

**Teacher:** Is this statement true or false? No, it is false. Mercury is the closest planet to the Sun, so it is number one.

**Teacher:** Let us move to the second one: 'Venus is at number two.' Is this statement true or false?

**Teacher:** Yes, this is true. Venus is the second planet from the Sun.

**Teacher:** Now, the third one: 'Earth is home to aliens.'

**Teacher:** This one is false. We have not found aliens on Earth yet.

**Teacher:** Let us look at the next one: 'Jupiter is the largest planet.'

**Teacher:** Yes, that is true. Jupiter is the largest planet in our solar system.

**Teacher:** Last statement: 'The tilted planet is Uranus.'

**Teacher:** That is true. Uranus is the tilted planet in our solar system.

**Teacher:** Now, for the final section. I want you to look at the picture of the solar system on page 67 of your workbook. Write down everything you can see in the picture.

**Teacher:** Take your time to observe all the planets and their positions. You can see that the planets are arranged around the Sun in a specific order. Start from the closest to the Sun and move outward.

**Teacher:** Write the names of the planets in the correct order and describe any specific features you remember about them from the poem. For example, Mars is red and Saturn has rings. Let me know if you have any questions as you do this.

## Differentiated Activities

110 km/hr

 Write the names of all the planets in order from the Sun. Then, describe one interesting fact about

each planet. Remember, you can include things like their size, colour or any special features.

### 80 km/hr



Write the names of the planets you remember from the poem. Describe one feature of any planet. For example, tell me what makes Saturn special or what you know about Earth.

### 40 km/hr



Write the names of at least five planets and one thing you know about each planet. It could be their colour, size or something unique about them.

## Home Task

Create a model of the solar system using materials at home, label each planet and include one interesting fact about each planet.

## Period 3

**Teacher:** Good morning, everyone. I hope you are ready for another fun day of learning. Today, we will work on some exercises in your notebooks. Please open your notebooks to the first page and get ready to write down your answers.

SHOULD DO

10 MIN.



**Teacher:** Now, we will start with Exercise C. This exercise will help us recall the important details from the poem we read in the previous class. I will read each question carefully and you will write your answers in your notebooks. Ready? Let us begin.

**Teacher:** Question one, let us think about Saturn's rings. I know they are very interesting, so can anyone tell me what Saturn's rings are made of? Who can remember from the poem?

**Teacher:** That is right. Saturn's rings are made of ice and dust particles. Great job. Now, everyone, make sure to write that in your notebooks. Remember, details like this are important when we talk about the planets. Go ahead, take a moment to write.

**Teacher:** Okay, now for question two. How is Venus described in the poem? I want you to think about the words the poet uses to describe Venus. What kind of picture does the poet paint about Venus? Can someone share their thoughts?

**Teacher:** Yes, very good. Venus is described as shining bright, just like the Sun. It is a beautiful way to describe its brightness. Please write this in your notebook: Venus is described as shining bright, just like the Sun.

**Teacher:** Now, let us move on to question three. There is a line in the poem that says, 'Earth is home to you and me.' Let us think carefully about this. Who is 'you' in this line and who is 'me'? Can anyone figure it out?

**Teacher:** Exactly. 'You' refers to the planets and 'me' refers to Earth. It is a clever way to show that Earth is the

MUST DO

20 MIN.



home of all these planets in our solar system. Write that in your notebooks as well.

## Excelling Comprehension

### C Write short answers in your notebook.

1. What are Saturn's rings made of?
2. How is Venus described in the poem?
3. 'Earth is home to you and me.' Who is 'you' and who is 'me' in this line?

### D Write long answers in your notebook.

1. Write the names of all the planets revolving around the Sun.
2. What is the poet comparing the planets to? Look for a clue in the title.

66

**Teacher:** Great job, everyone. Now let us move to Exercise D. This is a bit longer, but it will help you remember everything we have learned about the planets.

**Teacher:** The first question asks you to write the names of all the planets that revolve around the Sun. Who can name the first planet? Yes, Mercury. Let us continue, who comes after Mercury?

**Teacher:** That is right, Venus comes next, followed by Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Now, go ahead and write all these planet names in your notebook.

**Teacher:** For the second question, what is the poet comparing the planets to? The title of the poem gives us a big clue. The poet is comparing the planets to a roll call. The planets are being called one by one, just like in a roll call. Does anyone know what a roll call is?

**Teacher:** A roll call is when someone calls out names in order and the person responds when their name is called. So, the poet is comparing the planets to a roll call in the poem. Write that in your notebooks as well.

**Teacher:** Well done, everyone. You are doing great so far. Now take a few moments to check your answers and let me know if you have any questions. We will continue with the next part after this.

COULD DO

10 MIN.



**Teacher:** Now that we have finished answering the questions, I want you to take your time and review your work. Go over your answers carefully to make sure everything is correct. You can check with your partner if you like.

**Teacher:** If you are confident with your answers, you can even add some extra details that you remember from the poem. It will help reinforce the information you have learned.

**Teacher:** Take another minute to double-check.

## Differentiated Activities

### 110 km/hr



For those of you who finish quickly, I want you to write a short paragraph describing one of the planets from the poem. Use details from the poem to explain why it is special.

### 80 km/hr



You will work on the same questions, but take your time. If you need any help with spelling or writing, raise your hand and I will come around to assist you.

40 km/hr



Do not worry if you are not able to finish everything right away. Focus on the short answers and write them clearly. If you need help with anything, just ask and I will help you through it.

### Home Task

Observe the night sky for the next few days. Try to spot any planets and note their positions in the sky.

### Period 4

**Teacher:** Good morning, class. Today, we will begin by revisiting the poem 'Planet Roll Call.' Please open your books to page 66. Let us take a few minutes to recall the planets mentioned in the poem. Can anyone name the first planet the poet calls out?

SHOULD DO

10 MIN.

**Teacher:** Yes, that is correct. The poet starts with Mercury. Now, who remembers what the poet says about Mars?

**Teacher:** Very good. Mars is 'red and ready to explore.' Let us keep this in mind as we read through the poem again.

**Teacher:** Now, I would like you to think about the poem's theme. What is the poet trying to tell us about the planets?

MUST DO

20 MIN.

### Excelling Vocabulary

**Teacher:** Let us move on to Exercise E on page 66. In this exercise, we will be focusing on words that contain the 'll' sound.

**EXCELLING Vocabulary**

**E** Read the words given below. Circle the 'll' words and read them aloud.

roll spelling elbow gorilla hollow below  
call clay trail glass villa plate

Now, write two new 'll' words in the blank space. Read them aloud.

**DING WR P**

66

**Teacher:** I will read the words aloud and as I do, please circle the words that contain the 'll' sound. Are you ready? Let us begin.

**Teacher:** Listen carefully as I read the words: 'roll,' 'spelling,' 'elbow,' 'gorilla,' 'hollow,' 'below,' 'call,' 'clay,' 'trail,' 'glass,' 'villa,' 'plate.'

**Teacher:** Great. Now that you have circled the 'll' words, I want you to come up with two new words that contain the 'll' sound. Write them in the blank spaces and read them aloud to me when you are done.

**Teacher:** Now, let us move on to Exercise F. For this task, I want you to write the names of all the planets we discussed earlier in alphabetical order. Please take your time and write them in your notebooks.

**Teacher:** Remember to start with 'Mercury,' as it is the first planet. After that, list them in order from 'Venus' to 'Neptune.' Let me know if you need any help.

COULD DO

10 MIN.

**F** Write the names of the planets in alphabetical order in your notebook. **66**

**Teacher:** Now that we have completed the exercise, let us take a moment to think. Can anyone tell me which planets are closest to the Sun and which ones are the furthest?

**Student:** Mercury is the closest and Neptune is the furthest.

**Teacher:** Great. Now, can anyone explain why Neptune is so far away?

**Teacher:** For the next task, let us write down the names of all the planets in alphabetical order. Who would like to give me the first three planets in order?

**Student:** The first three planets are Earth, Jupiter and Mars.

**Teacher:** Well done. Now, can someone complete the list for me?

### Differentiated Activities

110 km/hr



Write a sentence using the word 'spelling' or 'hollow'. Use it in the context of a planet.

80 km/hr



Write a sentence using one of the 'll' words from the list. Try to include a description of one of the planets.

40 km/hr



Write one sentence using the word 'roll' or 'call'. Draw a simple picture of a planet next to your sentence.

### Home Task

Write five sentences using the 'll' words from the exercise. For example, you can use words like 'roll', 'call', 'elbow', 'hollow', etc.

### Period 5

### Excelling Concentration

**EXCELLING Concentration\***

**G** Listen to your teacher carefully. Your teacher will read out a paragraph. Write it in your notebook.

66

**Teacher:** Good morning, everyone. I hope you are all ready for today's activity.

SHOULD DO

10 MIN.

**Teacher:** Please open your books to page 66, where we will start our first task.

**Teacher:** Today, we will begin with an exciting activity called 'Excelling Concentration.' You will need to listen carefully and follow instructions to draw your own alien.

**Teacher:** Let us get started. First, open your notebooks to a blank page.

**Teacher:** Now, draw a circle in the centre of the page; this will be the head of your alien. Make sure the circle is nice and big.

**Teacher:** Great. Next, draw two large eyes inside the circle.

**Teacher:** After that, we will add a nose right in the centre of the circle, below the eyes.

**Teacher:** Now, let us make two antennae on top of the head.

**Teacher:** Then, draw the mouth below the nose. Let us make it look fun.

**Teacher:** Next, we will draw the body of the alien. You can make it as funky as you like.

**Teacher:** Almost done. Add two legs and two hands. Let your creativity shine.

**Teacher:** Finally, colour your alien with your favourite crayons. Take your time and make it colourful.

**MUST DO**

20 MIN.



## Excelling Language

**Language** 2LCS LAD OLD

You need to buy some material for your project on the solar system. Role-play the scene at the shop with your partner. Take help from the box.

thermocool balls  
paints  
sticks  
cardboard

I need to buy some material for a project on the solar system.

Sure, we have all the material needed for your project. What do you need?

Please give us some spheres, paints, markers and wires.

67

**Teacher:** In this activity, you are going to imagine you are at a shop buying materials for your solar system project. I will play the role of the shopkeeper and you will be the customer.

**Teacher:** Let me show you how it works. The customer starts by saying, 'I need to buy some material for my project on the solar system.'

**Teacher:** As the shopkeeper, I will respond, 'Sure, we have all the material needed for your project. What do you need?'

**Teacher:** Then, you can ask for different items. For example, you might say, 'Please give us some spheres, paints, markers and wires.' You can refer to the list of materials on the page.

**Teacher:** After that, we will switch roles and you can practise being the shopkeeper while your partner asks for materials.

**Teacher:** This is a fun way to practise speaking, so be creative and use the words from the page.

**Teacher:** let us start and enjoy the role-play.

**Teacher:** Now that we have finished drawing our aliens, it is time to get creative.

**Teacher:** I want each of you to write a short description of your alien based on what you have drawn. Think about what your alien looks like and where it might come from.

**Teacher:** Once you are done writing, you will pair up with a partner and describe each other's alien using your own words.

**COULD DO**

10 MIN.



**Teacher:** You can describe its features, its home or even its favourite things. Let us have some fun with this.

## Differentiated Activities

110 km/hr



Create a story where the alien travels to a new planet.

80 km/hr



Write a sentence about the alien and where it comes from.

40 km/hr



Draw and label the body parts of the alien.

## Home Task

Write a short paragraph about how the alien might behave on Earth, including what it likes to eat and where it would live.

## Period 6

## Excelling Expression

**Expression**

Find out five things about Mars. Now, write a paragraph based on your findings in your notebook. You may begin like this:  
Mars is the fourth planet from the Sun. It is also known as the Red Planet.

67

**Teacher:** Good morning, everyone.

I hope you are all ready for an exciting lesson today.

**Teacher:** Please open your books to page 67. Let us explore something fascinating about Mars.

**Teacher:** Let us begin today's lesson with an exciting activity. We will learn about Mars, the fascinating Red Planet. Before we start, can anyone tell me what you already know about Mars?

**Teacher:** That is interesting. Mars is the fourth planet from the Sun and it has a reddish appearance due to iron oxide on its surface. Now, let us find out five more things about Mars.

**Teacher:** First, Mars has two small moons, Phobos and Deimos. They are much smaller than our Moon.

**Teacher:** Second, Mars has the largest volcano in our solar system called Olympus Mons. It is nearly three times the height of Mount Everest.

**Teacher:** Third, Mars has a very thin atmosphere, mostly made of carbon dioxide. This makes it difficult for humans to breathe there.

**Teacher:** Fourth, scientists have found evidence that Mars once had liquid water. There are dried-up riverbeds and ice at the poles.

**Teacher:** Lastly, Mars has extreme temperatures. It can be very cold, sometimes dropping below minus 100 degrees Celsius.

**SHOULD DO**

10 MIN.



**Teacher:** Now that we have discovered five key facts about Mars, I want you to write a paragraph about it in your notebooks. You may begin like this:

Mars is the fourth planet from the Sun. It is also known as the Red Planet.

**Teacher:** Think about the five facts we discussed and use them to complete your paragraph. Remember to write neatly and clearly.

**Teacher:** Well done, everyone. You are doing a great job exploring space through words. Keep writing and I will check your paragraphs soon.

**MUST DO**

30 MIN.



## Creating better

**Creating better**

**Rainbow Art**

You will need cellophane wrappers of different colours, glue, cotton balls and a sheet of paper.

Follow the steps given below:

1. With the help of an adult, cut cellophane wrappers of colours purple, indigo, blue, green, yellow, orange and red.
2. Paste the pieces in the same sequence as shown in the picture on a white sheet of paper.
3. Paste cotton on one side of the paper to give the impression of clouds.
4. Cut a yellow sheet of paper in the shape of the Sun. Paste it behind the clouds.



67

**Teacher:** Good morning, everyone. Today, we are going to do something creative and fun. We will be making Rainbow Art using colourful cellophane wrappers, glue, cotton balls and a sheet of paper. Please open your books to the Rainbow Art activity.

**Teacher:** Let us start by gathering our materials. You will need cellophane wrappers of different colours, glue, cotton balls and a white sheet of paper.

**Teacher:** First, with the help of an adult, cut cellophane wrappers of these colours: purple, indigo, blue, green, yellow orange and red. These are the colours of the rainbow.

**Teacher:** Now, paste these pieces in the same sequence as shown in the picture on a white sheet of paper. Make sure you place them carefully to form a beautiful rainbow.

**Teacher:** Next, take some cotton and paste it on one side of the paper. This will give the impression of fluffy white clouds.

**Teacher:** Finally, cut a yellow sheet of paper in the shape of the Sun and paste it behind the clouds. This will make our artwork look bright and cheerful.

**Teacher:** Take a moment to observe your work. Does your rainbow have all the seven colours? Are the clouds placed neatly?

**Teacher:** Well done, everyone. Your Rainbow Art looks beautiful. Keep practising your creativity and let us give ourselves a big round of applause.

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

## Differentiated Activities

**110 km/hr**



Draw and colour another rainbow using different materials like coloured paper, sketch pens or paints. Label the colours in the correct sequence.

Find out why a rainbow appears after rain and write a short explanation.

**80 km/hr**



Draw a rainbow on a new sheet of paper and colour it using crayons or coloured pencils. Write the names of the colours in order below the

rainbow. Think about where you have seen a rainbow before.

**40 km/hr**



Trace the outline of a rainbow provided by the teacher and colour it using crayons. Point to each colour as you say its name aloud. Try to remember

the order of the colours.

## Home Task

Find and write one interesting fact about rainbows. Draw a small rainbow in your notebook and label its colours. Think about when you have seen a rainbow and write one sentence about it.

## Period 7

### Thinking better

**Thinking better**

**COD HOTS 2LCS**

Think and answer in your notebook.

1. Who do you think is taking the roll call of the planets?
2. If you were given a chance to create a planet, what would it look like? What would you name it? What are the things that you would have there?

67

**Teacher:** Good morning, everyone.

**SHOULD DO**

I hope you are ready for an engaging session today.

10 MIN.



**Teacher:** Please open your books to the Thinking better section. Let us begin with some thinking activities.

**Teacher:** Look at the first question: Who do you think is taking the roll call of the planets? Let us think about this for a moment.

**Teacher:** Imagine a teacher on a planet, calling the planets in order. What would that look like? You can write your answer in your notebook.

**Teacher:** Now, the second question: If you were given a chance to create a planet, what would it look like? What would you name it? What are the things that you would have there?

**Teacher:** Take a few moments to think about this and write down your ideas in your notebooks.

**MUST DO**

15 MIN.



## Choosing better

### Choosing better

EXL LSV 2LCS

You and your classmate go to school in the same bus. One day, your classmate misses the bus. They are going to be late for the class. Will you inform your class teacher or not? Give reasons for your answer. **67**

**Teacher:** Well done, everyone. Now, we will move on to the next activity in your Choosing better section.

**Teacher:** The question is: You and your classmate go to school in the same bus. One day, your classmate misses the bus. They are going to be late for the class. Would you inform your class teacher or not? Give reasons for your answer.

**Teacher:** Take some time to think about this situation. Would you tell the teacher or keep it to yourself? Why or why not?

**Teacher:** Write your answer in your notebook and be sure to include your reasoning behind the decision.



**Teacher:** Well done, everyone. You are doing a great job. Now, let us move on to the next activity. This time, I want you to get creative and think about the questions we answered earlier.

**Teacher:** I will give you some options to choose from based on your comfort level. Think about the planet you would create or the situation of your classmate missing the bus. You can write about it, draw or even combine both.

## Differentiated Activities

### 110 km/hr



Write a detailed report about your planet, including its name, climate, creatures and unique features and draw a map.

### 80 km/hr



Draw a map of your planet, label key features and write a few sentences describing the planet's environment.

### 40 km/hr



Draw your planet with simple features and write one sentence describing what makes it special.

## Home Task

Write one sentence about how you would feel on your planet and draw a picture labelling at least two features.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• engage in hands-on activities like drawing and crafting, helping improve fine motor skills and coordination.</li><li>• develop their ability to use materials such as glue, cellophane, cotton balls and paper in creative ways.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• learn to express their ideas and feelings through creative tasks, encouraging confidence and emotional expression.</li><li>• be working on tasks that involve sharing ideas and expressing individuality, students will build positive relationships and teamwork skills.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• demonstrate the ability to think critically and creatively while creating their own planets and describing them.</li><li>• enhance their problem-solving abilities by exploring various ways to express their knowledge about planets and other creative tasks.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• expand their vocabulary and improve writing skills through descriptive tasks such as writing about their imaginary planets and the solar system.</li><li>• practise forming coherent sentences and developing their ideas in writing, thereby improving language fluency.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• express their creativity through drawing and crafting, developing an appreciation for the arts and visual design.</li><li>• be exploring the beauty and uniqueness of planets and the universe, students will learn to appreciate different aspects of the world around them.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• develop patience and attention to detail by engaging in step-by-step tasks.</li><li>• learn to follow instructions carefully and take pride in their work, fostering a sense of responsibility and ownership of their learning.</li></ul>

### Starry Knights

Did you enjoy teaching the poem on the Solar System as a class? How was the learners' response? Share your experience here.

Give yourself a star for being a proactive teacher.

