

Lesson-7: The Robot Show

Theme 7: What Keeps Us Going?

12 Periods (40 minutes each)



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



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

Confirming better

I handle everything with care.

Curricular Goals and Objectives (NCF)

To enable the students:

- to read aloud the text with appropriate pronunciation, pauses and intonation to develop fluency and expression.
- to understand and use new words and phrases in the appropriate context to enhance vocabulary.
- to demonstrate comprehension by inferring meaning, analysing content and answering questions based on the text.
- to recognize and spell words correctly, especially those with silent letters like 'b' and 'k', to improve phonemic awareness.
- to identify and mark words with specific endings (-sh and -ch).
- to learn and use new vocabulary in oral and written sentences to build language proficiency.
- to understand the role of adverbs in modifying actions in sentences and use them appropriately in speech and writing.

Methodology

Period 1

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

SHOULD DO

10 MIN.



Confirming better I handle everything with care.

PLH

79

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

Teacher: Today, we are going to talk about something very important and it is about being careful and gentle in all that we do.

Teacher: Can anyone tell me why it is important to handle things like our belongings, books, toys and even our words with care?

Students 1: So that we do not break anything or hurt anyone.

Teacher: That is right. When we handle things and our actions with care, we show responsibility, kindness and respect. It also helps us keep our classroom and world safe and happy.

Teacher: Now, let us say this affirmation together: 'I handle everything with care.'

Students: 'I handle everything with care.'

Teacher: Wonderful. Always remember, when we are gentle and thoughtful, we make our surroundings better and become more caring people.



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

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

79

Teacher: Now we will begin a new chapter, 'The Robot Show'. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same column in your notebooks.

MUST DO

30 MIN.



K	W	L

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

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

Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 79.

Kinaesthetic

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

Re-KAP
SPD

Kinaesthetic

Work in pairs. Think of an action word and do the action. Ask your partner to guess the action word and add -ly to it. Pat their shoulder if they say both words correctly.

79

Teacher: You will work in pairs. Please sit facing your partner and get ready.

Teacher: In this game, one of you will think of an action word like 'jump,' 'run,' or 'clap' — and do the action without saying the word.

Teacher: Your partner will guess the action word and then add -ly to it to make a new word. For example, if the action is clap, your partner might say clap and then clap-ly. Oh. That does not sound right.

Teacher: But if the action is run, they can say run and quickly. That works.

Teacher: When your partner says both words correctly that is the action word and the adverb give them a friendly pat on the shoulder. Let us remember to be gentle and kind when we do that.

Teacher: Take turns, help each other and most of all, have fun while learning.

Auditory

Auditory*

Listen to your teacher carefully. Your teacher will read out a few words. Add -ly to the words and write them in your notebook. Use the words to make sentences.

79

Teacher: Now we will begin our auditory activity, so I need everyone to listen to me very carefully. Keep your notebooks and pencils ready.

Teacher: In this activity, I will read out some describing words — also called adjectives.

You will listen to the word, then add -ly to it to make a new word to form an adverb.

Then, you will write the new word in your notebook and use it in a sentence.

Teacher: Let us try one together. If I say 'happy', you will change it to 'happily' and then write a sentence like: She danced happily at the party.

Teacher: Ready? Let us begin. I will say each word twice.

Teacher: Word 1: Slow

Students 1: Slowly.

Teacher: Yes. Slow becomes slowly. A sentence could be: 'He walked slowly to the classroom.' Write it down.

(Repeat the above steps for all the words given below)

Words: Slow, Quick, Quiet, Loud, Soft, Careful, Happy


Teacher: Now, everyone, please check your words and sentences. Make sure your spelling is correct and your sentence makes sense.

Teacher: Great listening and writing, everyone.

Pictorial

Pictorial
PS

Look at the picture carefully. Use -ly words to describe the actions happening in the picture. You may take help from the box.



happily
fondly
gladly
loudly
quickly

79

Teacher: Now we are going to do a fun pictorial activity. Please look carefully at the picture on the page.

Teacher: In this picture, many things are happening at a birthday party. We will describe what we see using -ly words from the box. The words are: happily, fondly, gladly, loudly, quickly.

Teacher: These are called adverbs. They tell us how someone is doing something.

Teacher: Let us do the first one together.

Teacher: Look at the two children dancing near the table. How are they dancing?

Students 1: Happily.

Teacher: Yes. We can say: The children are dancing happily at the party.

(Repeat the above steps for the remaining words given in the activity. Use CRM signs to help students take turns during the activity)

Teacher: Great job, everyone. You all used your -ly words so well. Let us now look around the classroom and try using some more -ly words to describe what your friends are doing.

Differentiated Activities

110 km/hr



Write a short story or dialogue using at least 5 different -ly words. Underline the -ly words you use.

80 km/hr



Fill in the blanks with the correct -ly word from the box and write your own sentence using that word.

Word Box: happily, loudly, quickly, softly, carefully

- The baby is sleeping _____.
- The boy ran _____ to the gate.

3. She sang _____ in the choir.
4. He opened the gift _____.
5. The teacher spoke _____ during the assembly.

40 km/hr



Add -ly to the given words to make a new word.

1. Happy
2. Soft
3. Quick
4. Loud
5. Careful

Home Task

Look around your home. Think of how people are doing things. Write 5 sentences using -ly words.

Example:

- My brother is eating quickly.
- Mom is talking softly on the phone.

Period 2

Interacting better

Interacting better

Tell your partner about a gadget or device that you use at home. What are the advantages of that gadget or device? Discuss.

ICL 80

Teacher: Good morning, everyone. Let us start our day with a short speaking and sharing activity.

Teacher: Today, we are going to talk about something we all use gadgets and devices.

Can you think of one gadget or device you use at home? It could be something like a fan, washing machine, mixer, TV, mobile phone, or tablet.

Teacher: Now turn to your partner and take turns speaking. Tell your partner:

- What gadget or device you use.
- What it does.
- One or two advantages of using it.

Teacher: For example, I might say: I use a washing machine at home. It helps wash clothes faster. The best part is, it saves time and energy.

Teacher: You will each get two minutes to talk and listen. Ready? Begin your discussion now. (Students pairs begin discussing.)

Teacher (after 2-5 minutes): Alright, time is up. Who would like to share what their partner talked about?

(Allow students to take turns to share what they discussed)

Teacher: Thank you. That was a great example of how we use gadgets to make our work easier. Now let us proceed with the story.

Teacher: Now, we will begin reading our new story 'The Robot Show'.

SHOULD DO

10 MIN.

MUST DO

20 MIN.



Teacher: Please open your coursebook to page 80. This story is about Sam and his family who go to a science centre to see a robot show. Doesn't that sound exciting?

Teacher: Let us read it together, one paragraph at a time. I will begin reading the first part. Then I will invite a few of you to continue.

(Read aloud the paragraph and then invite students to continue reading the next part. Explain the story and ask students to share their thoughts)

Teacher: Let us think and talk about what we just read. Where was the robot show?

Teacher: Yes. It was at the Science Centre.

Teacher: Who did they meet there?

Teacher: Right, they met Tony who showed them around.

Teacher: Now, let us pause for a moment. Has anyone ever been to a robot show before? Or maybe heard of robots before?

(Wait for students to respond)

Students (Possible responses):

- 'I have seen robots on TV.'
- 'My uncle works with robots at his job.'
- 'I think robots are like machines that can do things on their own.'
- 'I saw a robot in a movie once.'

Teacher: Those are great answers. Robots can be machines that help us with many tasks, like cleaning, talking and even dancing. What do you think a robot might look like? Can anyone describe what you imagine a robot would look like?

(Allow time for responses)

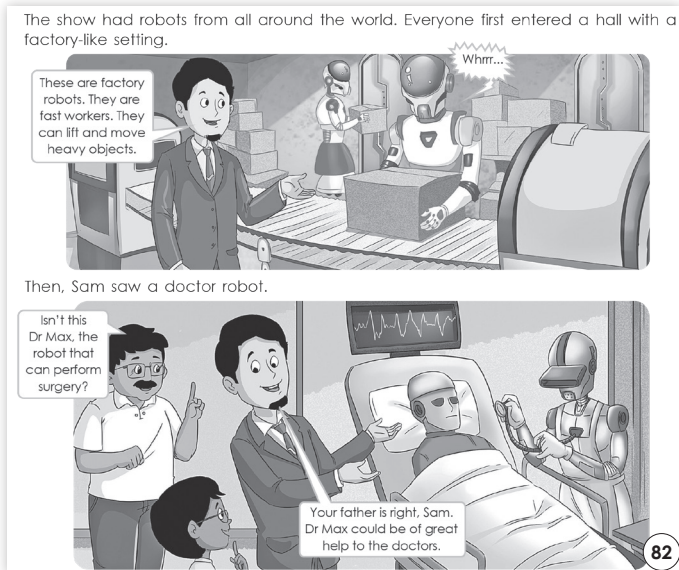
COULD DO

10 MIN.

Students (Possible responses):

- 'A robot might be silver and have lots of buttons.'
- 'I think robots can have eyes and arms like humans.'
- 'Maybe they look like a big toy or a computer.'

Teacher: Wonderful ideas. Robots can look many different ways, depending on what they are designed to do. Now, let us continue with the story.



Teacher: Alright, let us continue with the story. Sam and her family are still at the robot show.

Teacher: The show had robots from all around the world. Everyone first entered a hall that looked like a factory. Then, Sam saw a robot and it was a doctor robot. What do you think a doctor robot might do?

(Wait for students to respond)

Students (Possible responses):

- 'It might help the doctor during surgery.'
- 'Maybe it can give medicine to people.'
- 'I think it can help with checking if someone is sick.'

Teacher: Good ideas. In the story, Sam thought the robot looked familiar. He asked, 'Isn't this Dr Max, the robot that can perform surgery?' Do you think a robot like Dr Max could really help doctors with surgery?

(Wait for responses)

Students (Possible responses):

- 'Maybe. Robots can do a lot of things that people can't.'
- 'It might be scary if a robot did surgery instead of a doctor.'

Teacher: Great thoughts, everyone. Sam's father agreed, saying, 'Dr Max could be of great help to the doctors.' So, Dr Max could help with surgeries and other important jobs in the hospital. Isn't that amazing?

Teacher: Now, we will stop here for today. Next time, we will find out what happens next in the story. So, be sure to think about Dr Max and how robots might help in the future.



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

Differentiated Activities

110 km/hr



Write 3-5 sentences about how Dr. Max could help doctors. Include what kinds of tasks it could do and why it might be useful in a hospital.

80 km/hr



Draw a picture of Dr. Max, the doctor robot and label its parts (for example, 'arms,' 'computer,' 'surgery tools').

40 km/hr



Draw a picture of Dr. Max, the robot doctor, based on your understanding from the story.

Home Task

Think of one robot you would like to have. Write down what the robot would do to help you or others. Be creative and think about how this robot could make tasks easier or solve a problem.

Period 3

COULD DO

5 MIN.



Teacher: Good morning, everyone. Let us get started with a fun energizer to get our minds ready for today's lesson.

Teacher: I will say the name of a robot and you will quickly tell me what it can do. Ready?

Teacher: Dr. Max

Students: Performs surgery.

Teacher: Tony (the guide robot)

Students: Shows people around.

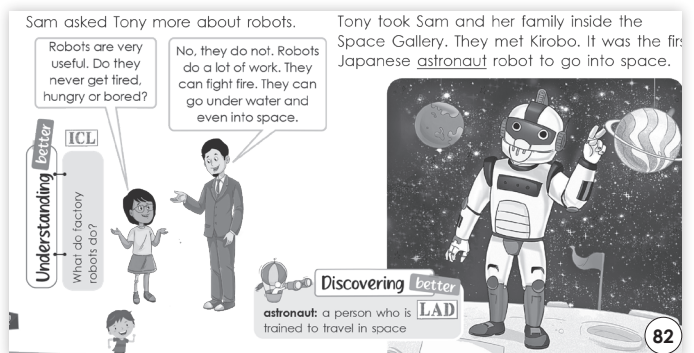
Teacher: A robot chef

Students: Cooks food.

Teacher: A cleaning robot

Students: Cleans the house.

Teacher: Awesome. Let us continue the story to find out what happens next.



Teacher: Sam is learning more about robots and how useful they can be.

MUST DO

10 MIN.



Teacher: Sam asked Tony, 'Robots are very useful. Do they never get tired, hungry or bored?'

Teacher: Tony smiled and said, 'No, they do not. Robots can work without getting tired or hungry, and they don't get bored. They can do so many things to help people.'

Teacher: Sam was curious, so she asked Tony, 'What else can robots do?'

Teacher: Tony then took Sam and her family inside the Space Gallery, where they met a very special robot—Kirobo, the first Japanese astronaut robot to go into space.

Teacher: Sam was amazed and said, 'Isn't this Dr. Max, the robot that can perform surgery?'

Teacher: Tony replied, 'No, this is Kirobo, the space robot. But robots like Dr. Max can do many important jobs, too. Robots can fight fires, go underwater, and even travel into space.'

Teacher: Wow, isn't that incredible? Robots can do so many things that humans can't do on their own.

Teacher: Now, let us continue with the story.

(Invite students to take turns to read the passage and dialogues)

MUST DO

20 MIN.



Sam walked into the cafeteria with her family. They ordered juice. A robot served them their drinks.



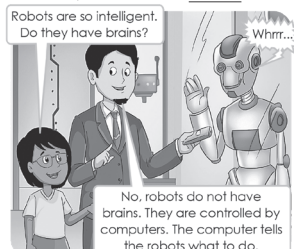
While walking out of the cafeteria, they saw a robot sweeping the floor.



The tour was over. Sam and her family walked towards the exit gate.



Finally, the tour came to an end. However, Sam was still curious.



Sam was thrilled. She saw many robots at the robot show. She couldn't stop talking about them all the way home. She wished that she could have a robot of her own.



Teacher: Sam smiled and said, 'Yes, thank you. Let us get one for our home, Baba. Robots are so intelligent.'

Teacher: Sam was really impressed, but she wondered, 'Do robots have brains?'

Teacher: Tony explained, 'No, robots do not have brains. They are controlled by computers. The computer tells the robot what to do.'

Teacher: Sam nodded but was still curious. She did not stop thinking about robots and their amazing abilities. As they were walking out of the cafeteria, they saw another robot, this time sweeping the floor.

Teacher: Baba says that robot is perfect for our house. It will help clean the floors when we are tired. It is a dream machine.'

Teacher: Just then, the robot spoke. 'Hello. I am Roxy. Enjoy your drinks. I hope you all are having fun.'

Teacher: The tour was coming to an end, but Sam's mind was still full of thoughts about robots. As they walked towards the exit gate, Sam couldn't stop talking about all the robots she had seen.

Teacher: She was so thrilled and said, 'I wish I could have a robot of my own.'

Teacher: Sam's excitement shows just how amazing robots can be. What do you think? Would you want a robot to help you at home? What kind of robot would you choose? (Allow students to share their thoughts and ideas)

Teacher: Now, let us look at the 'Understanding Better' section.

COULD DO

5 MIN.



Teacher: It asks, 'What did Roxy serve Sam and her family?'

(Pause to allow students to think and answer)

Teacher: The correct answer is that Roxy, the robot, served them juice in the cafeteria.

Teacher: Let us move on to the 'Discovering Better' box. It explains the word cafeteria. A cafeteria is a small restaurant where you can buy snacks and drinks.

Teacher: It also explains the word curious. When you are curious, it means you are interested in knowing more about something, just like Sam was curious about robots.

Teacher: Well done, everyone. You did an amazing job today. I am so proud of how well you participated. Keep reading, stay curious and I will see you in the next class.

Differentiated Activities

110 km/hr



Write two sentences comparing robots like Dr. Max and Kirobo.

80 km/hr



Answer in one word:

1. What did Roxy serve Sam and her family?
2. What is the first robot Sam meets at the robot show?

Teacher: After visiting the Space Gallery, Sam and her family walked into the cafeteria.

Teacher: They ordered some juice, and guess what? A robot served them their drinks.

40 km/hr



Choose the correct answer:

1. Who is the first robot Sam meets at the robot show? (Dr. Max / Tony)
2. What does Roxy do in the cafeteria? (Serve drinks / Sweep the floor)

Home Task

Draw your robot and give it a name. Label the different parts of your robot that help it do its job (for example, arms, sensors, or wheels). Write a sentence explaining what your robot does and how it helps you or others.

Period 4

Teacher: After the robot show, Sam excitedly tells Ajoba all about her visit.

She explains how robots are smart machines that are controlled by computers.

SHOULD DO

10 MIN.



Connecting better

Sam tells Ajoba about her visit. She explains how robots are smart machines. They are controlled by computers. Ajoba says, "Sam, robots can also be controlled by smartphones." Sam wonders, "Ajoba, how is that possible?" Ajoba explains that smartphones are like mini-computers. Their main use is to communicate. They are also used to click photographs, play games, read newspapers, books and so on. They can also control devices, such as a television or a robot, from a distance.

MDA HOL 84

Teacher: Ajoba smiles and says, 'Sam, did you know that robots can also be controlled using smartphones?'

Teacher: Sam is surprised and asks, 'Ajoba, how is that possible?'

Teacher: Ajoba explains, 'Smartphones are like small computers. We mostly use them to talk to people, but they can do much more. You can click photos, play games, read books or news and even control devices like televisions—or robots—from a distance.'

Teacher: Isn't that interesting? Technology is amazing. Just like Sam, we all use smartphones every day. Now we know they can also help us control smart machines like robots.

Teacher: Let us now look at 'Exploring better'.



human: from the old French word 'humain' meaning 'of or belonging to man'

84

Teacher: Today's word is human. Did you know that the word human comes from the old French word humain? It means 'of or belonging to man.'

Teacher: So, when we say human, we are talking about people—like you and me. It reminds us that we are different from machines or robots, because we have feelings, thoughts and emotions.

Teacher: Isn't it interesting how words come from different languages and travel through time?

Teacher: Can you think of other words you know that describe people or things that only humans can do?

(Allow students to discuss in pairs and share their ideas)

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

MUST DO

10 MIN.



Teacher: At home, we all use gadgets like smartphones, televisions, computers and tablets. These devices are important and should be taken care of properly.

Giving better

Help your parents take care of all the gadgets and electrical devices at home. Use them carefully. Protect them from dust and dirt. Use a soft cloth to clean them. Make a group of volunteers and do so in school also.

Sev 84

Teacher: You can help your parents by using these gadgets carefully. Always keep them away from dust and dirt. Use a soft cloth to clean them gently. Never use water or harsh materials.

Teacher: You can do the same at school too. Make a group of volunteers with your classmates and help take care of the computers, smartboards, or any other devices used in class.

Teacher: Remember, being responsible with gadgets shows that we respect the things we use and that is a great way to give back and help others.



Matching better

perfect: ideal

thrilled: excited

LTL

84

Teacher: Let us do a quick word match to build our vocabulary.

Teacher: Match the words with their meanings:

- 'Perfect' means 'ideal'
- 'Thrilled' means 'excited'

Teacher: Great job. These words were also used in the story. Can you remember who felt thrilled at the end of the robot show?

(Pause for students to respond)

Teacher: Yes. It was Sam.

Recalling better

SHOULD DO

20 MIN.



Teacher: Next, let us recall what we have learnt so far in the story.

Teacher: Please open your book to page 84 and look at the Recalling Better section.

Recalling better

- Sam went to a robot show with her family.
- She saw different kinds of robots there.
- She learnt that toys were the first machines made by humans. Robots are smart machines.
- Sam learnt that robots that look and behave like humans are called humanoids.
- Tony told Sam that robots can be controlled by computers.
- Finally, the tour ended and Sam returned home.

CING

84

Teacher: I will read each point aloud. Follow along and think about what happened at each step of the story.

Teacher: Sam went to a robot show with her family. She saw many different kinds of robots there. She learnt that toys were the first machines made by humans. Robots are smart machines.

Sam also learnt that robots that look and behave like humans are called humanoids. Tony told Sam that robots can be controlled by computers. Finally, the tour ended and Sam returned home, full of excitement.

Teacher: Now, let us take a moment to picture the whole visit—from the beginning at the science centre to the end of the tour.

Teacher: Excellent. Now that we have refreshed our memory, let us check how well we have understood the story through a short comprehension activity.

(Ask students to summarize the story in their own words or given them some question to discuss in pairs and say the answer)



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



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

Differentiated Activities

110 km/hr



What if robots were your classmates? What would school be like? Write a short paragraph imagining how robots would learn, talk, or help in class.

80 km/hr



1. What is a humanoid robot?
2. How are robots controlled?

40 km/hr



Choose the Correct Answer.

Who did Sam go to the robot show with?

- a. Her friends
- b. Her family
- c. Her teacher

What did Roxy, the robot, do in the cafeteria?

- a. Clean the floor
- b. Serve juice
- c. Play music

Home Task

Think of a problem at home or school that a robot could help solve. Describe the problem and explain how your robot would fix it. Share your thoughts with your class.

Period 5

Learning better – Excelling Comprehension

MUST DO

20 MIN.

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

Teacher: Take out your favourite colour. We will solve Exercise A in the book. I will read each question and you will mark the correct option as we go.

Learning better

CBA FULL

Comprehension

A Circle the correct answers.

1. Sam went to a car / toy / robot show.
2. Robots are humans / machines / cars.
3. Humanoids have limbs made of plastic / metal / rubber.
4. Roxy was the waiter / cleaner / astronaut robot.
5. Sam's father wanted a robot that could clean / lift heavy objects / drive.

84

Teacher: Question 1: Sam went to a car / toy / robot show. Let us read all the options. Hmm... was it a car show? No. A toy show? Not this time. Yes. It was a robot show. So, I am circling robot.

Teacher: Now it is your turn. Read each sentence carefully and circle the correct answer. Take your time and try your best.

(Once all students are done, go through each question together as a class. Encourage students to explain their answers and connect them to the story.)

B Read the lines from the story. Answer the questions in your notebook.

1. "Some toys are simple machines."
 - a. Who said these words and to whom?
 - b. What did the speaker say after this?
2. "Dr Max could be of great help to the doctors."
 - a. Who said these words and to whom?
 - b. Who is Dr Max? Why is Dr Max a great help to doctors?

84

Teacher: Now let us look at the next activity. Read the lines from the story and answer the questions in your notebook. I will do the first one with you and then you will try the next one by yourself.

Teacher: Let us read the question together: Some toys are simple machines.

- a. Who said these words and to whom?

Hmm... Let us remember. These words were said by Tony to Sam.

- b. What did the speaker say after this?

Tony explained that toys were the first machines made by humans.

Now it is your turn to try the next one.

Teacher: Now, open your notebooks. We will solve Exercise C from the textbook.

MUST DO

20 MIN.

C Write short answers in your notebook.

1. Who gave Sam and her family a tour of the robot show?
2. What are humanoids?
3. Name a toy that is a machine.

85

Teacher: I will read the questions aloud, and you will write short answers in your notebook. Remember to keep your answers brief and to the point.

Teacher: Question 1: Who gave Sam and her family a tour of the robot show?

Take a moment and write your answer in your notebook.

Teacher: Question 2: What are humanoids?

Think about the robots Sam saw and write your answer in your notebook.

Teacher: Question 3: Name a toy that is a machine.

Remember the toys mentioned in the story and write your answer in your notebook.

Teacher: Now write the long answers from Exercise D.

D Write long answers in your notebook.

1. Describe Sam's experience at the robot show.
2. According to you, what is the main difference between humans and robots?

85

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

Differentiated Activities

110 km/hr



Imagine you are Sam. Write a short diary entry (4-5 sentences) about your visit to the robot show. In your diary, mention one robot you saw, what it does and how it made you feel.

80 km/hr



Make a list of any four things Sam learnt about robots during the tour.

40 km/hr



Complete the sentences:

1. Sam went to a _____ show.
2. The robot that served drinks in the cafeteria was called _____.
3. Dr. Max is a robot that can _____.
4. Humanoids are robots that look like _____.

Home Task

Fill 'My Scribbles and Secrets'.

Period 6

Excelling Vocabulary

Teacher: Now, turn to Exercise E which is Excelling Vocabulary.

MUST DO

15 MIN.

Teacher: Now, let us practise some words that have interesting pronunciations. I will read the words aloud first, and you will repeat after me.

Teacher: The first set of words are: know, knit, knot, knack, knock

Teacher: The second set of words are: limb, plumber, thumb, climb, crumb

Teacher: Now, after practicing the pronunciation, I want you to make sentences with any five of these words. Write the sentences in your notebook.

Teacher: Now, let us move on to a new activity where we will practise synonyms.

MUST DO

10 MIN.

Teacher: Look at the words in the box: people, clean, clever, gadget. We will use these words to fill in the blanks with the correct synonym.

Vocabulary

DING WR

E Read these words aloud. Pronounce the words as given in brackets.

know (n-o)	knit (n-i-t)	knot (n-o-t)	knack (n-a-k)	knock (n-o-k)
limb (l-i-m)	plumber (plu-mer)	thumb (th-u-m)	climb (cl-i-m)	crumb (cr-u-m)

Now, make sentences with any five of these words in your notebook.

85

Teacher: Write your answers in your notebook. After everyone has finished, we will discuss the answers together.

Excelling spellings

Teacher: Next, let us move to exercise G

MUST DO

15 MIN.

F Fill in the blanks with the correct synonym, as shown. Use words from the box.

people clean clever gadget

1. wash	_____	2. device	_____
3. smart	_____	4. humans	_____

85

Teacher: Look at the list of words: wish, lunch, rush, munch, dish, enter, two, bath, crunch, cash, bench, fresh

Teacher: You have to circle all the words that end with -sh and underline the ones that end with -ch.

Teacher: After you finish, we will read all the circled and underlined words aloud together.

Teacher: Make sure to look carefully at the endings of each word. Let us begin.

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

Differentiated Activities

110 km/hr



Choose any 3 words from your coursebook story 'The Robot Show.'

- Find a synonym for each word.
- Use both the original word and the synonym in your own sentences.

80 km/hr



Choose the correct synonym from the box and fill in the blanks: (people, smart, gadget, wash)

1. A phone is a useful _____.
2. We should always _____ our hands.
3. Robots are very _____.
4. All _____ should take care of the Earth.

40 km/hr



Draw lines to match each word to its synonym:

Word	Synonym
clean	people
clever	smart
humans	wash
device	gadget

Home Task

Read the lesson at home.

Period 7

Teacher: Good morning, everyone. Let us begin our class with a quick energiser.

COULD DO

5 MIN.

Teacher: I will say three words one by one. You have to tell whether each word is a machine, a person, or a place.

Teacher: Ready? Here we go – robot, doctor, science centre.

Teacher: Wonderful. Let us do a quick recap of what we learnt in the previous session with the poster.

Poster

Teacher: Let us learn about some special kinds of words and those are words with silent letters and words that have interesting endings.

SHOULD DO

20 MIN.

English Theme 7: What Keeps Us Going?

Read the given words aloud. Look for more such words in the chapter (or outside it). Write them in the empty boxes.

Silent k				Silent B			
know			knack			plumber	
		knot				limb	
		knit				climb	
		knock		crumb		thumb	
Words ending with -ch				Words ending with -sh			
lunch		bench		rush			
		munch				dish	fresh
			march			cash	
		touch		wish			

Teacher: Look at the top part of the poster. You will see two columns: one for Silent K and one for Silent B. Silent K means the letter 'K' is there, but we don't say it when we read the word.

Let us read these words aloud together:

- know (say: no)
- knot
- knit
- knock
- knack

Teacher: Did you notice? We don't say the k. It is silent. Now, let us look at the Silent B words. These words have a 'B' at the end, but we don't pronounce it either.

Repeat after me: plumber, limb, climb, crumb, thumb

Teacher: Great reading. Can anyone think of another word with a silent k or b? Let us try to add them to the empty boxes.

Teacher: Now let us move to the bottom part of the poster. On the left, we have words ending in -ch. These have a strong 'ch' sound. Let us read them aloud.

(Read the words aloud to students and ask them to spot -ch sound in the words)

Teacher: Can anyone think of more words that end with -ch?

(Allow students to work in pairs to come up with more -ch words)

Teacher: On the right, we have words ending in -sh. They have a soft 'shh' sound.

(Read the words aloud to students and ask them to spot -sh sound in the words)

Teacher: Can anyone think of more words that end with -sh?

(Allow students to work in pairs to come up with more -sh words)

Teacher: Now, in your notebooks or on the poster, add at least one word to each column. Use what you have learnt or look around your classroom, books, or even think of objects at home.

Excelling Grammar

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

MUST DO

15 MIN.

Grammar

Adverbs are words that tell us when, where or how something happened or how someone did something.

Read these sentences.

Sam saw many robots today. (when)

They are playing inside. (where)

Rina rides her bicycle carefully. (how)

85

Teacher: Adverbs are special words. They tell us more about a verb — like when, where, or how something happens.

Teacher: Let us read a few examples together.

Sam saw many robots today.

The word today is an adverb. It tells us when Sam saw the robots.

They are playing inside.


The word inside tells us where they are playing.

Rina rides her bicycle carefully.

The word carefully tells us how Rina rides her bicycle.


Teacher: So remember, adverbs answer the questions: when? where? how?

Teacher: Now, I want you to look at some sentences from the story 'The Robot Show' and see if you can spot any adverbs. Let us underline them together.


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

Differentiated Activities

110 km/hr


 Write a short paragraph (3–4 sentences) using at least 3 words with silent letters (like know, climb, thumb) and 2 words ending with –ch or –sh.

80 km/hr

 Fill in the blanks with the correct words from the word box: Word box: know, climb, dish, bench

1. I sat on the _____.
2. My sister washed the _____.
3. I _____ how to ride a bike.
4. Be careful when you _____ the stairs.

40 km/hr

 Sort and list the following words into two groups: Silent letters and words ending in -ch/-sh

Words to sort: bench, know, climb, touch, thumb, dish, knock, rush

Home Task

Look around your home or in a storybook. Find 2 words that end in –ch or –sh. Write them in your notebook.

Period 8

Excelling grammar

MUST DO

20 MIN.

Teacher: Hello everyone, I hope you remember the grammar topic we learnt in the previous session. Can you tell me what did we learn?

H Underline the adverbs in the given sentences.

1. Sam explored the robot show excitedly.
2. The family drove back home quickly.
3. The children are outside the gate.
4. We bought some fresh fruits yesterday.
5. Maria wrapped the gift beautifully.

86

(Encourage students to share their learning from the previous session)

Teacher: Wonderful. Today, let us practise them in the book.

Teacher: Open your books to Exercise H. Today, we will learn how to identify adverbs in sentences.

Teacher: Adverbs are special words that tell us how, when, or where something happens. Let us look at a few examples to spot them.

Teacher: I will read the first sentence aloud: 'Sam explored the robot show excitedly.'

Can anyone tell me which word tells us how Sam explored the show? That is right – 'excitedly' is the adverb.

Teacher: Now, I want you to read the next four sentences quietly and underline the adverb in each. Think about whether the word tells us how, when, or where the action is happening.

Teacher: Do not worry if you are unsure — we will discuss all the answers together once everyone is done.

Teacher: Once you are done with Exercise H, move on to Exercise I.

I Fill in the blanks with the correct answers.

1. The mother massaged the baby (how) _____.
2. Children are playing (where) _____?
3. We arrived at the hotel (when) _____.
4. Fatima solved the problem (how) _____.

downstairs
thoughtfully
gently
yesterday

86

Teacher: In this activity you will fill in the blanks using adverbs. These adverbs will tell us how, when, or where something happened.


Teacher: Look at the words in the box on your worksheet: gently, downstairs, yesterday, thoughtfully

Teacher: I will do the first one with you: 1. The mother massaged the baby (how) _____.

Which word tells us how the mother massaged the baby? Yes — the correct word is gently. So we write: The mother massaged the baby gently.

Teacher: Now it is your turn. Read each of the remaining sentences and choose the adverb that best fits.

Teacher: Take your time and think carefully about whether the sentence is asking how, when, or where. Once everyone is done, we will check the answers together.

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

Excelling Concentration

MUST DO

20 MIN.

Teacher: Now we will do a fun activity to help you practise listening and concentration. Take out your notebook and pencil.

EXC Concentration*

I Listen to the story and write down the adverbs in your notebook.

AB10
86

Teacher: I am going to read a short story aloud. As you listen carefully, your task is to spot and write down the adverbs in your notebook. Remember, adverbs tell us how, when, or where something happens.

Teacher: Ready? Sit up straight, keep your ears open, and don't write anything until I am done reading the story.

On Sunday afternoon, Farhad's family decided to go for a long drive excitedly. Father said, 'Quickly get in the car.' Everyone climbed in the car cheerfully. Mother drove the car safely. It was a pleasant day. They saw open fields outside the window. After a while, everyone was very hungry. Mother stopped the car near a dhaba. Everyone ate hot puris and sabzi happily. They had a fun time together.'

Teacher: After that, we will go through them together and discuss what each adverb tells us like how, when, or where.

110 km/hr




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

80 km/hr



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

40 km/hr




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

In each sentence, use at least one adverb to show how, when, or where something happened.

Period 9

Excelling Language

Teacher: Open your books to Exercise K. You will see picture boxes with clues.



English Language

K **Work in pairs. Imagine you are going to a shop to buy a robot. Make a conversation with the shopkeeper.**

Hi! I would like to see the latest toy robot.

Yes, sure! This robot works by a remote. You can use the remote to control the robot and play with it. It can walk and speak.

21. CS **LAD** **OLD**


Clues: more options, price, discount, delivery date

- What does the robot do?
- Are there more options?
- How much does it cost?
- Is there a discount?
- When can it be delivered?

Teacher: Once you finish, I will ask a few pairs to come up and present their conversation to the class.

Excelling Expression

Teacher: Now let us turn to Exercise L. Today, we are going to imagine that we are getting ready to visit a Science Park. What an exciting trip that would be.



Expression

Make a list of all the items that you would take on your trip to a Science Park.

EXL

Item	Number of item	Done
notebook	1	✓

86

- What will you wear?

- Will you carry food or water?
- Do you need anything to take notes or click photos?

Teacher: You will now make your own list in your book. One example has been given for you. Can you tell me why do we need a notebook for the trip?

(Pause for students to respond)

Teacher: That was a thoughtful answer. Now think of 4 more useful things you would pack for your Science Park visit.

Teacher: Once you have written your list, add a ✓ in the 'Done' column if it is something you already have at home. I will give you 10 minutes. Let us begin.

(As students work, move around the classroom to support and encourage.)

Teacher: Once you are done, you can share your list with your partner or group. Let us see how many of your items match.

Differentiated Activities

110 km/hr



Answer these questions in 2-3 sentences each.

1. Why was Sam excited after the visit to the robot show?
2. What did Sam learn about how robots are controlled?

80 km/hr



Complete the sentences using the correct word from the box.

Word Box: robot, space, cafeteria, humanoid

1. Sam went to the _____ show with her family.
2. They met a _____ robot named Kirobo.
3. Roxy served them juice in the _____.
4. A robot that looks and moves like a human is called a _____.

40 km/hr



Read the lesson and number the events in the order they happened.

- Sam saw a robot performing surgery.
- The family visited the Space Gallery.
- A robot served them juice.
- Sam talked about the robot show all the way

Home Task

Creating better

Make a robot of your own.

Creating better

ArtI

2LCS

Make a robot of your own.

Materials needed:

- chart papers
- 12 pieces of strings (you should be able to tie them around your arms and legs comfortably)
- drawing and colouring material

Follow the steps given below:

1. On a chart paper, draw upper and lower parts of the arms and the face of a robot.
2. With the help of an adult, cut these out.
3. Attach them to your own arms and face with a string.

Have fun pretending to be a robot!

87

Period 10

MUST DO

15 MIN.

Thinking better



Thinking better

COD **HOTS** **2LCS**

Think and answer in your notebook.

1. If you had to make a robot, what all qualities would it have? What all activities would it be able to do? Discuss in class.
2. Who do you think is more intelligent – humans or robots? Give reasons for your answer.

87

Teacher: Now let us do some critical thinking. Open your books and look at the Thinking Better section.

Teacher: Let us read the question: If you had to make a robot, what all qualities would it have? What all activities would it be able to do?

Think about the robots Sam saw in the show. What made them useful or fun? Write your answer in full sentences in your notebook. Then, we will have a short class discussion to hear your ideas.

Teacher: Now the second question: Who do you think is more intelligent – humans or robots? Give reasons for your answer.

Think carefully. Robots are smart, but who makes them? Who teaches them what to do? Write your thoughts with reasons. Use your own words to explain.

Teacher: When you are done writing, turn to a partner and share your answers. We will take a few responses after that and discuss together.



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

Choosing better

MUST DO

15 MIN.

Teacher: Now, let us look at the Choosing Better section in your book.



Choosing better

EXL **LSV** **2LCS**

You miss your grandparents who live in a different city. You want to talk to them as soon as possible. What will you do? Will you write them a letter or will you find a different way to reach them? Give reasons for your answers.

87

Teacher: Imagine this—You miss your grandparents who live in a different city. You really want to talk to them as soon as possible. What would you do?

Teacher: Would you write them a letter, or would you choose a different way to reach them? Think about the fastest way to talk to someone and the reason behind your choice. Write two or three sentences in your notebook explaining what you would do and why you would choose that method.

Teacher: Once you finish, you can share your answer with a partner sitting next to you.

Teacher: Let us take a quiet moment to think about someone you miss maybe your grandparents, a cousin, or a friend who lives far away.

Teacher: Imagine you are sending them a message. What would you write to let them know you are thinking of them?

COULD DO

10 MIN.

Teacher: Take a sheet of paper and write a short message to that person. You can tell them how you feel, ask how they are, or share something special that happened recently.

Teacher: Try to make your message kind and thoughtful something that would make the other person smile. When you are done, you can decorate your message and take it home to share or even send it if you like.

Differentiated Activities

110 km/hr



Write a short paragraph (4–5 sentences) to summarize the story 'The Robot Show.'

80 km/hr



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

40 km/hr



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

Home Task

Revising better

In your Little Book, write the antonym of 'exit gate'. Draw and colour it.

Revising better

In your Little Book, write the antonym of 'exit gate'. Draw and colour it.

DBL

87

Period 11

Teacher: Now that we have come to the end of this lesson, let us take a moment to take the pledge to care for our surrounding.

MUST DO

10 MIN.



Pledging better

With my whole heart, I pledge to:

not draw or write on the walls of my house, school, buildings or monuments.

SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE

87

Teacher: In this lesson, we saw how robots can help people and how important it is to take care of the things we build. Just like in the story, when we keep our surroundings clean and respect machines, buildings, and public places, we help make our world smarter and better.

Now, we are going to make a special promise something we say with our whole heart. It is a pledge to show that we are responsible citizens who care for our homes, schools, and the world around us.

(Pause. Let students stand and settle.)

Teacher: Let us all stand up straight, place your right hand on your heart and repeat after me.

(Read the pledge slowly and clearly)

With my whole heart, I pledge to: Not draw or write on the walls of my house, school, buildings, or monuments. Because clean and strong places help us grow, learn and build new things.

I promise to be a responsible builder of the future.

Teacher: Well done, everyone. You are now young builders of a better world—just like in the robot show.

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

MUST DO

10 MIN.



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

Teacher: Think about the topics we have learnt and write them neatly in the 'L' column of the chart. (Wait for students to fill in the chart.)

Teacher: Great job, everyone. Let us proceed to the workbook.

Worksheet 1

SHOULD DO

20 MIN.



Teacher: Please open your workbook to page 23. Let us begin by looking at the passage at the top of the page. Read the passage about Asaki, the firefighting robot, silently and carefully.

Theme 7: What Keeps Us Going?

7. The Robot Show

Worksheet 1

Comprehension

Read the passage carefully.

This is Asaki. It is a firefighting robot from Japan. Firefighting robots work at fire stations. Asaki finds fire and puts it out. It is a robot on wheels. It has a water tank on its body. The water tank is filled with pipes. At the time of a fire, the pipes spray water over long distances. It is controlled with a smartphone. Asaki has saved many lives.

A. Write true or false.

- Asaki is a Chinese robot.
- The firefighting robots work at fire stations.
- Asaki sprays foam on fires.
- Asaki is a smartphone.
- Asaki has saved many lives.

23

(Pause and give students time to read.)

Teacher: This passage tells us about Asaki—what kind of robot it is, where it works and how it helps people. Try to remember the important details.

Teacher: Now let us move to Exercise A. You need to read each sentence and decide if it is true or false based on what you read in the passage.

Teacher: Let us look at question 1 together: Asaki is a Chinese robot.

Think, does the passage say it is from China or somewhere else?

Teacher: Good. Now try the rest on your own. Read each statement carefully and check the passage before answering. Take your time.

(Once students finish, discuss the answers before moving to the next exercise)

Teacher: Next, let us move to exercise B.

B. Match the following.

- | | | |
|----------------------------------|---|-------------------------------------|
| 1. The firefighting robots work | • | a. water in tanks. |
| 2. Asaki finds fire and | • | b. spray water over long distances. |
| 3. The firefighting robots store | • | c. with a smartphone. |
| 4. The pipes are fitted to | • | d. puts it out. |
| 5. Asaki is controlled | • | e. at fire stations. |

23

Teacher: Look at the two columns carefully. In Column 1, we have sentences that start an idea. In Column 2, we have sentence endings that complete the meaning.

Teacher: Let us try one together. Look at number 1: 'The firefighting robots work...'

Which option tells us where they work?

(Wait for answers.)

Teacher: Yes, 'at fire stations' — that is option e.

Teacher: Now, match the rest on your own. Read each sentence carefully and think about what makes sense based on the passage.

(Walk around and support students as needed. Discuss the answers once students complete)

Teacher: Next, let us work on exercise C.

C. Fill in the blanks with the correct options.

- Asaki has _____. (wheels / bells)
- The firefighting robot sprays water to _____ a fire. (light / put out)
- Asaki can fight _____ fires. (big / small)
- A smartphone is Asaki's _____. (camera / remote control)
- Asaki is a very _____ robot. (useful / useless)


23

Teacher: Read the given sentences carefully and choose the options to fill in the blanks. You may work in pairs to complete this. Once you finish, we will discuss the answers together.

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

Differentiated Activities


110 km/hr

 Rearrange the words and add one or two of your own to make the sentence more interesting. Don't forget the punctuation.

- controlled / smartphone / is / Asaki / a / with
- lives / saved / many / it / has
- robot / fast / a / moves / The / very


Example: Asaki is controlled with a special smartphone used by firefighters.

80 km/hr

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

- robot / is / Asaki / smart / a
- at / works / fire / the / station / it
- sprays / pipes / water / the
- fire / out / puts / Asaki / the

40 km/hr

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

- Asaki / is / robot / a / firefighting
→ Asaki is a firefighting robot.
- It / wheels / on / moves
→ It moves on wheels.
- Has / a / tank / water / it
→ It has a water tank.

Home Task

Draw a picture of Asaki doing its job.

Period 12

Worksheet 2

Teacher: Good morning, everyone. I hope you are ready for an exciting revision today. We are going to practise some vocabulary—specifically, synonyms. Does anyone remember what a synonym is?

SHOULD DO

20 MIN.

Worksheet 2

Vocabulary

A. Match the following words with their synonyms.

- | | | | |
|------------|------------|---------------|-----------|
| 1. workers | 2. tour | 3. machine | 4. torch |
| a. trip | b. helpers | c. flashlight | d. gadget |

24

(Pause for students to respond)

Teacher: That is right. A synonym is a word that has a similar meaning to another word.

Teacher: Please open your workbooks to page 24 and look at the vocabulary section.

Teacher: In Part A, you will see a list of words in one column and in the other column, there are words that mean the same or almost the same thing.

Teacher: Let us try the first one together: 'Workers' — who are people that help or do tasks. So the synonym is?

(Pause for responses)

Teacher: Yes. Helpers — that is option b.

Teacher: Now, match the rest on your own. Take your time, read each word carefully and try to say both words aloud to hear how they are similar.

Teacher: Once you have matched them, we will check the answers together as a class.

Grammar

A. Circle the correct options.

- Why don't you play **outside** / **between**?
- The nurse was talking **softly** / **heavily** to the patient.
- The girl held her mother's hand **loudly** / **tightly**.
- "Don't do that!" Meera said **angrily** / **beautifully**.

24

Teacher: Very good. Now, let us move on to some grammar revision.

Teacher: Today, we are going to practise choosing the correct word in a sentence. These words are called adverbs—they tell us how something is done.

Teacher: Please look at Activity A on page in the grammar section. You will see sentences with two word choices. You have to read the sentences carefully and circle the adverbs that suits best.

(Give time for students to work on the task independently. Once, they complete, discuss the answers with the class)

Listening / Speaking / Writing

A. Listen to your teacher carefully. Write one word to describe every action given below.*

1. accept _____ 2. ran _____ 3. clap _____

4. call _____ 5. congratulate _____

B. Ask questions for the following answers and have a conversation with your partner. Use Would you like to. The first two sentences are given below.

1. _____
Yes, I would like to go to the robot show with you.

2. _____
Yes, I would like to bring another friend of mine.

C. Imagine that you visited a Science Centre with your friends. In your notebook, make a list of the things that you saw there. Try to write as many things as you can.

24

Teacher: Next, let us move on to the listening, speaking and writing activity.

Teacher: Look at exercise A. I will read you a short passage about Rita, and after that, I will give you some actions. You have to listen closely and write one word to describe each action. The words will tell us how the actions were done.

Teacher: Let us begin with the passage: Rita was a young girl. She created computer games. One day, she won a gaming competition. She cheerfully accepted the award. She excitedly ran out of the assembly hall. She saw her parents clapping loudly. She happily called her friends to share the news. Everyone heartily congratulated her.

Teacher: Now, I will say the action and you need to write the word that describes how the action was done.

Teacher: Ready? Let us start.

(For each action, ask the students to identify how the action was performed, based on the description in the passage. Pause after each question to give students time to think and write down their answers.)

Teacher: Well done so far. Now, let us proceed with exercise B.

Teacher: In this exercise, we are going to practise speaking in pairs using polite questions. You will use the sentence starter 'Would you like to...'

This helps us ask someone if they want to do something with us.

Teacher: Let us look at the first example. I will read it and you listen:

Teacher: A: Would you like to go to the robot show with me?

Teacher: B: Yes. I would like to go to the robot show with you.

Teacher: Now it is your turn to try. Turn to your partner and take turns asking and answering.

Teacher: You can use these ideas or make your own:

- go to the library
- play a game
- visit the science room
- watch a robot video
- draw a robot together

Teacher: Remember to:

- Start with 'Would you like to...'
- Answer politely with 'Yes, I would like to...'

Teacher: Ready? Start your conversation now. I will walk around and listen to your conversations and help you if needed.

Teacher: I hope you had fun doing the previous activity. Let us move to exercise C.

Teacher: Imagine you went on a fun trip to the Science Centre with your friends. Can you picture it in your mind?

Teacher: There were so many exciting things to see robots, big models of planets, machines, science experiments and more.

Teacher: We are going to make a list in our notebooks of all the things we saw there.

Teacher: You don't have to write full sentences. Just make a list using short phrases or single words. For example:

- Robot displays
- A rocket model
- A skeleton of a dinosaur

Teacher: Try to write as many things as you can. Think about what you might see, hear or even touch in a Science Centre.

Teacher: After you are done, we will share our lists with the class. Maybe your friend saw something you didn't think of.

Teacher: Open your notebooks and begin your list now. Write neatly and have fun imagining.

Book of Holistic Teaching

COULD DO

20 MIN.

Teacher: Moving on, we are going to do a short activity based on three subjects: Maths, Science and Social Studies.

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

Maths

Teacher: Let us solve a word problem together. I will write the question on the board:

Chapter 7: The Robot Show

Theme 7: What Keeps Us Going?

A Maths

FLN HOLL MDA

It took three years to build a church. Convert the time into months.

It took _____ months to build the church.

8

'It took three years to build a church. Convert the time into months.'

Teacher: First, think—how many months are there in one year?

Wait for responses.

Teacher: Yes, there are 12 months in a year.

Teacher: Now, if one year is 12 months, then how many months are in three years?

Let us solve it step by step in your notebooks.

Teacher: Write this down: $12 \times 3 = ?$

Teacher: After solving, write your answer in a sentence like this:

It took ____ months to build the church.

Teacher: Once you are done, check your work and make sure your sentence is complete and makes sense.

Science

B Science

Rita travelled to a city. There, she faced many problems. Write the reasons.

1. There was white foam in the river. This is **commonly** known as _____.
2. The sky was **entirely** grey with smog. This is known as _____.
3. The streets were **totally** dirty and full of garbage **there**. This is known as _____.

8

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

Teacher: I am going to read two Science statements aloud. As you listen, think carefully about what makes a good house and what we usually do when someone gets injured.

Teacher: I will also write both statements on the board for you to see clearly.

Teacher: In your notebooks, all you need to do is write 'True' or 'False' next to each statement.

Teacher: Ready? Let us begin. Listen carefully.

(Write down the statements on the board and allow students to work on the task)

Teacher: Now write down the numbers 1 and 2 in your notebook and mark them as True or False based on what you know.

Teacher: Take your time. When you are done, we will check the answers together and talk about them.

Social Studies

C Social Studies

Fill in the blanks. Use words from the box.

telephone mini-computers
mobile phones fixed

_____ is one of the fastest means of communication. It works **effectively**. It has a _____ line and cannot be moved. **Today**, we use _____ to communicate. **Nowadays**, these phones work like _____.

8


Teacher: I will read the paragraph aloud first so you can listen and understand the meaning. Then we will look at the words in the box and fill in the blanks together.

Teacher: These are the words in the box: telephone, mobile phones, fixed, mini-computers

Teacher: Now listen as I read: The _____ is one of the fastest means of communication. It works effectively. It has a _____ line and cannot be moved. Today, we use _____ to communicate. Nowadays, these phones work like _____.

Teacher: Now open your notebooks. Try to fill in the blanks using the words from the box.

Teacher: Think about what makes sense in each sentence. You can work on your own first and then we will check the answers together as a class.

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

Differentiated Activities

110 km/hr



Write 3 to 5 sentences about a robot show or your visit to a Science Centre. Try to use describing words (adjectives) and action words (verbs).

80 km/hr



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

1. robot – fast – moves
2. we – Science – visited – Centre
3. mobile phone – calls – makes
4. fire – water – put out

40 km/hr



Complete the sentences using your own ideas.

1. I like to _____.
2. My robot can _____.
3. We went to the _____.
4. I saw a _____.
5. My friend and I _____.

Home Task

Project

Ask students to browse the internet to collect information about any one kind of robot and create a presentation about it.

Chapter 7: The Robot Show

Browse the Internet*. Look for more information on any one kind of robot. Create a presentation on the information. Use .edu or .org websites for your research.

You may follow these steps:

- Visit one of the .edu or .org websites.
- Type the name of any one kind of robot of your choice in the search bar.
- Click on the Search button.

Theme 7: What Keeps Us Going?

ICT PRO 2LCS

4

- Read the information available on the website.
- Note down the necessary information to prepare your presentation.
- Make the presentation on your computer or laptop.
- Choose a template for the slides.
- Add suitable information and images in the slides.

5

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> • create models of robots in drawings.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • demonstrate confidence and respect while reading aloud in groups or pairs. • show empathy by listening attentively to peers during oral reading or sharing ideas.
Cognitive Development	<ul style="list-style-type: none"> • recognize and spell words correctly, especially those with silent letters like 'b' and 'k', to improve phonemic awareness. • identify and mark words with specific endings (-sh and -ch). • understand the role of adverbs in modifying actions in sentences and use them appropriately in speech and writing.
Language and Literacy Development	<ul style="list-style-type: none"> • read aloud the text with appropriate pronunciation, pauses, and intonation to develop fluency and expression. • understand and use new words and phrases in the appropriate context to enhance vocabulary. • demonstrate comprehension by inferring meaning, analysing content, and answering questions based on the text. • learn and use new vocabulary in oral and written sentences to build language proficiency.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • appreciate the rhythm and expression in storytelling and read-aloud activities.
Positive Learning Habits	<ul style="list-style-type: none"> • show curiosity in learning new words, ask questions, and complete reading and grammar tasks independently.

Starry Knights


Did you enjoy teaching lesson on the new technology? How was the learner's response to the lesson of the future? Mention a few instances.

Give yourself a STAR for being a efficient teacher!!



Poem: Trains

Theme 7: What Keeps Us Going?

 5 Periods (40 minutes each)



Learn Better (Main Coursebook), CRM signs.



Animation, eBook, Slideshow

Confirming better

I handle everything with care.

Curricular Goals and Objectives (NCF)

To enable the students:

- to follow the model reading and recite the poem with correct pronunciation, rhythm and intonation.
- to understand the idea of different types of train conveyed by the poet.
- to list the rhyming words in the poem.
- to explain the theme of the poem that trains go through different terrains carrying passengers, loads and mails.
- to tell the synonyms of given list of words.

Methodology

Period 1

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

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

Teacher: Let us begin with a fun sound game. When I say 'Choo', you say 'Choo'. Ready?

Teacher: Choo.

Students: Choo.

Teacher: Great. One more time. Choo.

Students: Choo.

Teacher: Now let us pretend we are pulling the train whistle while we say it. Ready? Choo. (pulls imaginary whistle)

Students: Choo. (mimic the action)

Teacher: Excellent. Now let us make the sound of the train with our hands. Tap your laps like this – chug (tap), chug (tap), chug (tap).

Teacher: Let us go a bit faster – chug, chug, chug.

Teacher: Super. Our train is ready to go. Today, we are going to enjoy a lovely poem all about trains.

Teacher: Please look at the poem Trains on the screen (or in your book).

Teacher: Listen carefully while I read it aloud. Try to follow the rhythm, like the sound of a moving train.

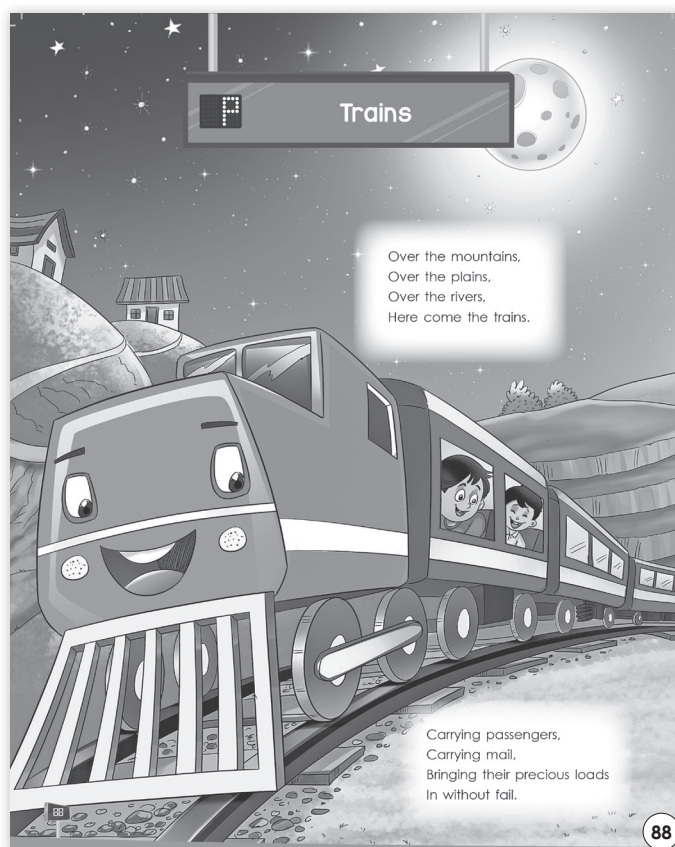
(Read the stanza aloud with expression, emphasizing the rhythm and beat.)

SHOULD DO

10 MIN.

MUST DO

20 MIN.



Teacher: Now let us look at the first few lines. What do you notice about where the trains are going?

Teacher: Yes – they are going over the mountains, over the plains and over the rivers. That is right.

Teacher: Does it sound like the trains travel to many places?

Teacher: Exactly – they seem to go everywhere.

Teacher: Let us read those lines together and tap our laps like a train moving – ready? 'Over the mountains, Over the plains, Over the rivers, Here come the trains.'

Teacher: Wonderful. Did you feel the rhythm? Like the chugging of a train?

Teacher: Now, what are the trains carrying?

Teacher: Yes – passengers and mail.

Teacher: And something more – what does the poet call them?

Teacher: 'Precious loads.' What do you think that means?

Teacher: Right – they are important things that need to reach safely.

Teacher: Let us say this line together – 'Bringing their precious loads in without fail.'

Teacher: What do you think 'without fail' means?

Teacher: Great. It means they are always on time, always reliable.

Teacher: Does the poem feel steady and rhythmic, like the sound of a train?

Teacher: Yes. That rhythm helps us imagine the trains moving across the land.

Teacher: Now let us end our session with a fun activity.

COULD DO

10 MIN.

Teacher: We are going to become trains and move like them across the classroom.

Teacher: First, let us make a train line. Everyone stand up and form a line behind me.

Teacher: As we move, we will say together:

'Over the mountains, over the plains,
Over the rivers, here come the trains.'

Teacher: While we say the lines, let us move slowly at first like a train starting out. Then we will speed up gently.

(Optional): Add sounds like 'Choo-choo.' or light tapping for the rhythm.

Teacher: Great job, trains. Now go back to your seats and think:

What would you carry if you were a train?



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

Differentiated Activities

110 km/hr



Write 4 words from the poem that describe the trains. Make a new sentence using any two of those words.

80 km/hr



Circle the rhyming words in these lines:
'Over the plains, here come the trains.'

'Bringing their precious loads, in without fail.'

40 km/hr



Write the words train, mail, and load from the board into your notebook.

Home Task

If you were a train, what would your 'precious load' be? A toy? Books? A message to a friend? Write it in your notebook.

Period 2

Teacher: Hello, everyone. Today we are going to continue reading the poem 'Trains'. Can you remember what sound a train makes?

SHOULD DO

10 MIN.

Teacher: That is right – Choo, choo. Let us all say it together.

Teacher: Choo, choo... Louder... Choo, choo.

Teacher: Well done. Now let us quickly recap. Where do the trains travel in the poem?

Teacher: Yes – over the mountains, plains, and rivers. That is a long journey.

Teacher: What are the trains carrying? Can anyone remember?

Teacher: Great. Passengers, mail and precious loads.

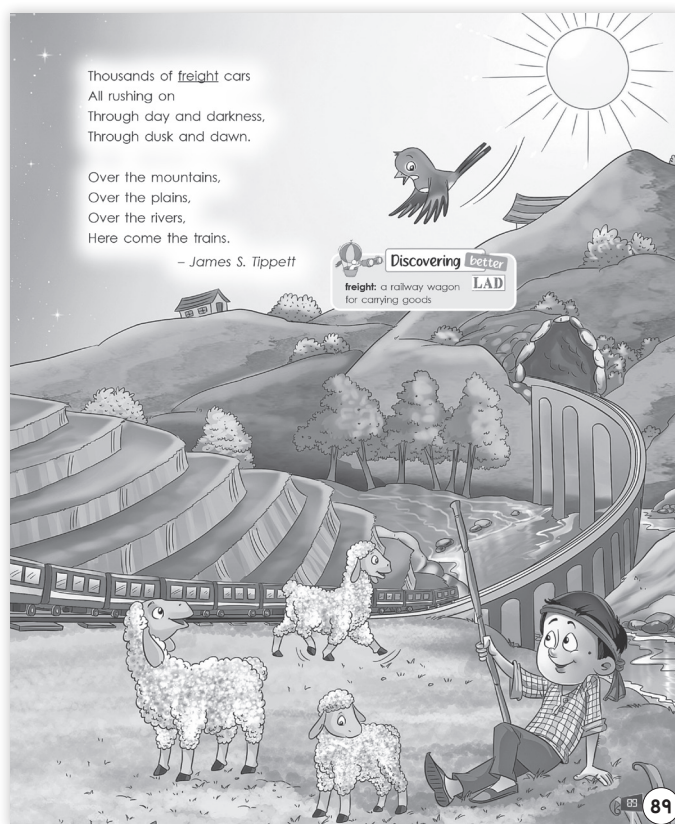
Teacher: Do they arrive on time?

Teacher: Yes – 'in without fail.'

Teacher: Now, can anyone try reading the next stanza for us?

MUST DO

20 MIN.



Teacher: Beautiful reading. You really captured the rhythm of the poem – just like the sound of trains rushing by.

Teacher: Let me ask you something – do trains really rush 'through dusk and dawn'?

Teacher: Not exactly in that way, right? But the poet is helping us imagine it.

Teacher: So how did the poet make the trains feel almost alive in this poem?

Teacher: Yes – the poet used strong action words like rushing and showed them traveling day and night, through different places.

Teacher: When we describe things like trains as if they can feel, move, or do things like people – it is called personification.

Teacher: In this poem, the trains are not just machines they are rushing, carrying and never failing. That makes them feel powerful and full of purpose.

Teacher: Can you think of another line in the poem that shows the trains doing something we don't usually think of machines doing?

Teacher: Yes – 'Bringing their precious loads in without fail.' That sounds like they are responsible, doesn't it?

Teacher: Excellent work, everyone. You all understood that the poet made the trains feel almost like characters on a journey. Well done.

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

Teacher: Let us now take turns to read the poem. Are you ready?

Students: Yes.

(Use CRM signs to allow students take turns and read the poem)

Differentiated Activities

110 km/hr



Pick any 4 action words (verbs) from the poem (e.g., rushing, carrying, bringing, coming). Write a short paragraph imagining yourself as a train. Use at least 3 of the action words in your paragraph.

80 km/hr



Read these lines:
'Through day and darkness,
Through dusk and dawn.'

1. What do these lines tell us about the trains?
2. Write 2 sentences to explain what time the trains travel and why that might be important.
3. Then, draw a small picture of a train moving at night or early morning

40 km/hr



Read these words from the poem: train, mail, loads. Copy each word into your notebook. Now write one simple sentence using any two of those words.

Home Task

Imagine you are going on a journey in a train.

- Where is the train going?
- What do you see outside the window?
- What are you carrying with you?

Write 4–5 sentences about your train journey.

Period 3

Learning better- Excelling Comprehension

MUST DO

20 MIN.

Learning better

CBA Full

Comprehension

A Circle the correct answers.

1. The cars / trains are coming over the mountains and plains.
2. The trains carry passengers / mountains and rivers / mails.
3. They bring their precious loads / words without fail.
4. There are thousands of red / freight cars rushing on.
5. They move through dusk / wind and dawn.

90

Teacher: Let us look at some sentences from the poem 'Trains.' Each one has two choices — only one is correct based on the poem.

Teacher: I will do the first one with you.

Teacher: Read with me:

'The cars / trains are coming over the mountains and plains.'

Teacher: Do cars come over the mountains and plains in the poem?

Teacher: No, right? It is trains.

Teacher: So we circle trains.

Teacher: Now it is your turn.

Teacher: Look at sentences 2 to 5 and circle the correct answers by yourself.

Teacher: Read each one carefully and think about what we learnt from the poem. I will walk around to help if you need me.

(Discuss the answers with the class once students finish the task)

B Read the lines from the poem. Answer the questions in your notebook.

Carrying passengers,
Carrying mail,
Bringing their precious loads
In without fail.

- a. What carried passengers and mail?
- b. Where do passengers and mail go?

90

Teacher: Let us move to exercise B. I am going to read it the give poem lines — listen carefully.

(Teacher reads the lines slowly and clearly.)

Teacher: Now, we will answer two questions in our notebooks. I will help you think about each one.

Teacher: First question: What carried passengers and mail?

Teacher: Think about the lines. Who is doing the carrying?

Teacher: Yes — the trains. So your answer can be:

'The trains carried passengers and mail.'

Teacher: You can write that in your notebook now.

Teacher: Ready for the second question? Where do passengers and mail go?

Teacher: The poem says the trains bring their precious loads in without fail.

Teacher: So where are they going?

Teacher: That is right — to their destination, their stations, or the places where people and mail need to go.

Teacher: You can write your answer in your own words. For example: 'They go to different places or stations.'

Teacher: Take a few minutes to write both answers neatly in your notebook. I will come around to check and help if you need it.

Teacher: Now we are going to answer questions based on the poem. But this time, we will work in teams.

SHOULD DO

20 MIN.

C Write short answers in your notebook.

1. What do the trains carry?
2. Are trains fast or slow? Which word in the poem tells you so?
3. What kind of places do trains pass through in their journey?

90

Teacher: First, let us read the questions together:

1. What do the trains carry?
2. Are trains fast or slow? Which words in the poem tell you so?
3. What kind of places do the train pass through the journey?

Teacher: I want each team to talk quietly and try to frame a short answer for both questions. You can use the lines from the poem to help you. I will give you a few minutes. (Allow discussion time and moves around to support teams. Once they finish the discussions ask the teams to share their responses and guide them to write the answers in their notebook)

Teacher: Moving on, let us do exercise D.

D Write long answers in your notebook.

1. How do trains serve people?
2. Describe the journey of a train in your own words.

90

Teacher: Now we are going to answer questions based on the poem.

Teacher: First, let us read the questions together:

1. How do trains serve people?
2. Describe the journey of a train in your own words?

Teacher: You can use the lines from the poem to help you. I will give you a few minutes.

(Allow students to take turns to share their thoughts. Once they finish the discussions ask the teams to share their responses and guide them to write the answers in their notebook)

Differentiated Activities

110 km/hr



If you were the train in the poem, what would your journey be like? Write 3-4 sentences describing it.

80 km/hr



What are the trains carrying in the poem?

40 km/hr



What moves over the mountains and rivers?

Home Task

Read the poem at home.

Period 4

Excelling Vocabulary

SHOULD DO

15 MIN.

Teacher: Look at the words on the board. They each have missing letters. Let us read them together and try to figure out what is missing.

Vocabulary

C Fill in the blanks with ai to complete the words. Read them aloud.

1. f _ _ _ l
2. m _ _ _ l
3. pl _ _ _ n
4. tr _ _ _ n
5. mount _ _ _ n

DING WR

90

Teacher: All of these words need the letters 'a' and 'i' — ai — to be complete. That is the sound we are focusing on.

Teacher: Let us do the first one together.

Teacher: Read this: f _ l. What happens when we add ai?

Students: It becomes fail.

Teacher: Correct. Fail is a word from the poem — 'In without fail.'

Teacher: Let us say it together — fail.

Teacher: Great job. Now you try the next ones on your own:

m _ l, pl _ n, tr _ n, mount _ n — all need the ai sound.

Teacher: Once you are done filling in the blanks, read each word aloud softly to yourself. And then, we will discuss the answers.

Teacher: Next, let us move to exercise F.

F Find the synonyms of the following words in the poem.

1. arrive _ _ _ _ _
2. post _ _ _ _ _
3. evening _ _ _ _ _
4. daybreak _ _ _ _ _
5. goods _ _ _ _ _

90

Teacher: Look at the given words. You will have to write the synonyms of the given words in the blanks.

Teacher: Synonyms are words that mean the same or nearly the same thing. I will show you a word, and you will try to find a word in the poem that means the same.

Teacher: Let us try the first one together: Arrive

Teacher: Can you find a word in the poem that means to arrive or to come in?

(Pause for thinking)

Teacher: Great. The answer is come.

Teacher: Now try the rest with your partner.

(Give time for students to work in pairs. Discuss the answers once they complete).

Excelling concentration

MUST DO

15 MIN.

Concentration*

C Listen to your teacher carefully. Your teacher will read out a poem. Repeat the poem after your teacher. Write down all the rhyming words in your notebook.

90

Teacher: I am going to read a poem. You have to listen carefully as I read each part — then repeat it after me.

Teacher: After that, you will write down the rhyming words you hear. Ready?

Teacher: Let us begin.

(Read one stanza at a time, pausing for students to repeat.)

Teacher:

Row, row, row your boat,

Gently round the lake.

Travelling, travelling on the water,

Boats are what you take.

Teacher: Now you say it after me.

(Pause for students to repeat the lines)

Teacher: Great. Did you hear any words that sound the same at the end? Yes — lake and take.

Teacher: Those are rhyming words. Write them down in your notebook.

Teacher: Let us try the next stanza. Listen first:

Drive, drive, drive your car,

Have a merry cruise.

Travelling, travelling on the road,

Cars are what you use.

Teacher: Repeat after me.

(Pause for students to repeat)

Teacher: Excellent. Now — what rhymes here? Yes — cruise and use.

Teacher: Write those down too.

Teacher: We will continue with the rest of the poem the same way. Listen first, repeat after me, and then spot the rhyming words.

Teacher: Let us keep going.

(Continue with the rest of the stanzas, pausing for repetition and rhyming identification after each.)

Fly, fly, fly your plane,

High up in the air.

Travelling, travelling through the sky,

Planes will get you there.

Chug, chug, chug your train,

Chug along the track.

Travelling, travelling on the rails,

Trains go there and back.

Stamp, stamp, stamp your feet,

Stamp them on the ground.

Travelling, travelling on your feet,

Walk to get around.

Teacher: Once we have finished, we will check the rhyming words together on the board. Keep your ears sharp and your notebooks ready.

Excelling Language

Teacher: Imagine you are on a train journey with your friend. Someone is walking by, selling books. You are going to act out a short conversation with your partner. Let us read the sample together first:

You: Excuse me, ma'am. Do you have any comics?

Language

Work in pairs. Imagine you and your classmates are on a train journey. Someone is selling books. Complete the conversation.

You: Excuse me, ma'am. Do you have any comics?

Partner: Yes, plenty! Would you like to see them?

You: Yes, please.

Partner:

Clues: robots, funny, drawing, colouring, activity, big/small, price, storybook

90

Partner: Yes, plenty. Would you like to see them?

You: Yes, please.

Partner: Here are some comics. They have funny robot stories and colouring pages.

You: Wow. How much is this one?

Partner: It is 30 rupees. It is a big activity comic.

You: Great. I will take it. Thank you.

Partner: You are welcome.

Teacher: Now, it is your turn. Work in pairs and make your own short comic-buying conversation. Use words like funny, drawing, storybook, small, big, robot, activity in your dialogue.

Teacher: I will come around and listen. You can act it out once you are ready.

(Once students complete, invite a few pairs to present. You may also give time for students to prepare in their leisure time and make the pairs present throughout the week by taking turns during the period)

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

Differentiated Activities

110 km/hr



Write five action words related to trains or travel.

80 km/hr



Draw yourself riding in a train. Name one thing you see out of the window.

40 km/hr



Say aloud one thing you like about trains.

Home Task

Talk to a family member about a time they travelled by train. Ask them:

- Where did they go?
- What did they see or do during the journey?
- What did they enjoy the most?

Period 5

Excelling Expression

Teacher: Hello everyone. Today let us continue working on the exercises that we started in the previous session. Let us begin with Excelling expression.

MUST DO

15 MIN.

Teacher: We are going to practise saying sorry — in a kind and respectful way.

Expression

1 Imagine you broke your neighbour's vase. Make a card to apologise for your mistake. You may use the given format.

Dear _____,

I'm sorry for _____

I promise to be careful in the future:

(your name)

90

Teacher: Imagine this: You were playing near your neighbour's house, and by mistake, you broke their vase.

Teacher: How would you feel?

Students: Sad... Sorry... Embarrassed...

Teacher: That is right. Saying sorry is a kind thing to do when we make a mistake. Now, we are going to make an apology card to show we are sorry.

Teacher: Look at the card on the board. Let us read it together.

(Read the template aloud to students. And encourage them to reflect on situations where they would like to convey an apology and ask them to write the message in the space given.)

Teacher: Think about what you want to write in your own apology card.

Use the same format — and write your name at the bottom.

Teacher: Once you finish, we will share a few aloud.

Thinking better

Teacher: Next, we are going to think about something very important safety while travelling.

SHOULD DO

15 MIN.

☐

Thinking better

What all safety measures should you follow while travelling? Make a list of the same. Always keep it with you.

COD HOTS 21a CS

90

Teacher: Can you tell me, what should we do to stay safe during a trip?

(Wait for responses: 'Hold hands,' 'Don't talk to strangers,' 'Wear seatbelt')

Teacher: Great ideas. Let us make a list together. You can write these down and keep them with you.

(Give time for students to make a list in their notebook and then invite a few to share what they have written.)

Teacher: Well done. Keep this list safe. It will help you be smart and safe while travelling.

Choosing better

Teacher: Imagine this, your parents promised to take you to your favourite

SHOULD DO

10 MIN.

☐

place, but now they cannot go because of some important work. How would you feel?

Choosing better

Your parents were going to take you to a place of your choice but they had to postpone the trip due to some work. What will you do? Will you share your feelings about the sudden change of plans with your parents? Will you keep quiet? Give reasons for your answer.

EXL LSV 21a CS

90

Students: Sad... disappointed... upset...

Teacher: That is natural. We all feel sad when plans change suddenly. But here is the big question — What will you do?

Teacher: Would you keep quiet and feel bad alone, or would you talk to your parents about how you feel?

(Wait for a few responses)

Teacher: Talking kindly about your feelings is always better. You can say something like: 'I understand you are busy, but I was really looking forward to our trip. Can we go another day?'

Teacher: This way, you are sharing your feelings without being rude or angry. That shows you care and understand — and that is the better choice.

Teacher: Now, I want you to think:

What would you say to your parents?

Why is sharing better than staying silent?

Take a minute to write or draw your thoughts. Then, we will share some together.

Differentiated Activities

110 km/hr

Write a short paragraph (4–5 sentences) describing:

- How you felt when plans changed.
- Why you think it is better to talk to your parents.

80 km/hr

Complete these sentences in your notebook:

1. I felt _____ when the trip was cancelled.
2. I want to tell my parents that _____.
3. I understand they are _____.
4. I hope we can _____ another day.

40 km/hr

Draw how you would feel if your trip was cancelled.

Home Task

Creating better

Make a steam engine.

Creating better

Make a steam engine with circles, triangles, rectangles and squares. Use old newspapers and chart paper. Colour the engine as shown in the image.

ArtI 21a CS

triangle square circle rectangle

90

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• participate in indoor and outdoor games, showing balance, coordination and body awareness.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• express feelings about travel, trains and public spaces respectfully; show care for community places like stations, parks and roads.
Cognitive Development	<ul style="list-style-type: none">• identify rhyming words from the poem and match vehicles (like trains, cars, planes) to their respective travel paths (rails, roads, skies).
Language and Literacy Development	<ul style="list-style-type: none">• listen to, recite and comprehend the poem using expression and clarity; engage in simple dialogues or activities about a train journey.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• respond creatively to the theme of trains through drawing, role-play or composing short travel-related verses or conversations.
Positive Learning Habits	<ul style="list-style-type: none">• show curiosity by asking questions about travel, trains and destinations; share personal experiences of train journeys with peers.

Starry Knights

Could you make the poem interesting for the learners through the activities listed? Which one did you enjoy teaching? Share your thoughts.

Give yourself a STAR for being a fabulous teacher!

☐