

## Lesson-7: Explorers of the World

Theme 5: What Is a Solar System?

12 Periods (40 minutes each)



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



Animation, Animated Activities, Concept Map, Dictionary, eBook, I Explain, Infographic, Quiz, Slideshow, Test Generator

Confirming better

I am curious

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to identify key geographical locations associated with explorers' journeys.
- to recognise the significance of different landforms and water bodies shown in maps.
- to describe the challenges faced by explorers during their journeys.
- to identify important geographical locations, historical figures or concepts from the lesson.
- to examine the socio-economic impact of exploration on different regions.

### Methodology

#### Period 1

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

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

SHOULD DO

10 MIN.

**Teacher:** That is wonderful to hear. Today, we are beginning an exciting new chapter - 'Explorers of the World'. Before we start, let us do a quick activity together.

#### Confirming better



Confirming better I am curious.

PLH

41

**Teacher:** Before we begin, let us say an affirmation to keep ourselves motivated. Repeat after me: 'I am curious and ready to explore.'

**Students:** 'I am curious and ready to explore.'

**Teacher:** Fantastic. Let us keep our curiosity alive as we embark on a journey to learn about some famous explorers and their adventures.

**Teacher:** We will learn about the 'Explorers of the World'. 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.

| K | W | L |
|---|---|---|
|   |   |   |

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

**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. Let us start with the Kinaesthetic activity.

#### Kinaesthetic Activity

**Teacher:** Now, let us play an exciting game of Pictionary. This will help us learn about different landforms in a fun way. Are you all ready?

MUST DO

10 MIN.

#### Kinaesthetic

Play pictionary with your partner. Draw landforms in your notebook. Your partner will guess its name.

41

**Students:** Yes, teacher.

**Teacher:** Great. You will work in pairs. One of you will draw a landform in your notebook and your partner will try to

guess what it is. Remember, you cannot use words or letters, only drawings.

**Teacher:** For example, if you are drawing a mountain, you might draw a tall triangular shape with snow on top. If you are drawing a river, you might sketch flowing water. Think carefully and be creative.

**Teacher:** Now, take a minute to decide who will draw first and who will guess. Once you are ready, start drawing. (Students begin drawing in their notebooks while their partners guess the landforms.)

**Teacher:** Fantastic work, everyone. Let us see what some of you have drawn. Raise your hand if you would like to share your drawing with the class.

(Some students share their drawings and others try to guess.)

**Teacher:** Well done. You all did an excellent job identifying different landforms. This activity helped us visualise and understand the shapes of mountains, rivers, plateaus and valleys. Let us now move on to our next activity. Now, let us listen carefully.

### Auditory

**Teacher:** Now, I will read a short passage about a famous explorer. Listen carefully and answer my questions afterwards.

**MUST DO**

10 MIN.



### Auditory\*

Listen to your teacher carefully. Answer the questions.

41

**Teacher:** Let us play a fun riddle game. I will read some riddles aloud, and you have to guess the type of land I am describing. Listen carefully and think before answering.

**Teacher** (reads aloud):

1. I remain covered with snow. I am very, very tall. I am the older brother of hills. (Students guess: Mountain)
2. I am flat and full of green grass. Rivers are my friends. People love me. (Students guess: Plain)
3. I am surrounded by water, both near and far. You can only reach me by boat or by car. What am I? (Students guess: Island)

**Teacher:** Well done, everyone. Now, let us use pictures to test our knowledge further.

### Pictorial

**Teacher:** Open your books to the 'Pictorial' section, given on page 41 and look at the pictures carefully.

**Teacher:** You will see six pictures. I want you to find the one that is not a type of land. Ready?

**Teacher:** Look at the first picture. It is a cliff. The second one is a pond. The third one is a mountain. The fourth is an ocean. The fifth is grassland. And the last one is the sky with clouds.

### Pictorial PS

Which of these is not a type of land? Circle your answer.



41

**Teacher:** Now, take a moment and think. Which one of these is not a type of land?

(Wait for students to respond.)

**Teacher:** Yes, that's right. The sky with clouds is not a type of land. The other pictures show different landforms.

**Teacher:** Well done, everyone. Keep up the good work

### Differentiated Activities

110 km/hr



Identify and describe three different landforms from the images provided.

80 km/hr



Observe the images and sort them into two groups: land and water.

40 km/hr



Look at the images and circle the one that is not a type of land. Say its name aloud.

### Home Task

Draw a landform of your choice in your notebook and write two sentences about it.

### Period 2

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

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

(Show **CRM sign** to settle down the class.)

**SHOULD DO**

5 MIN.



### Interacting Better



### Interacting better

Where would you like to go on a holiday? Discuss with your partner.

ICL

42

**Teacher:** I want you to imagine that you are an explorer. Where would you like to go on a holiday and why? Discuss with your partner and share your answers with the class.

**MUST DO**

10 MIN.



(Students turn to their partners and discuss where they would like to travel and why.)

**Teacher:** That was wonderful. Now, let us hear from a few of you. Raise your hand if you would like to share.

(Some students share their answers, mentioning places like mountains, islands or historical sites.)

**Teacher:** These are amazing choices. Just like you, explorers in the past travelled to new places out of curiosity. Now, let us learn more about them.

## Discovering Better

**Teacher:** The word 'explorer' means a person who travels to a new place to learn more about it. Can you think of any professions today which allow people explore for a living?

MUST DO

5 MIN.




**Discovering better**

**explorers:** people who travel to a new place to learn more about it

**LAD**

42


(Students respond with answers like astronauts, scientists, deep-sea divers and archaeologists.)

**Teacher:** Excellent thinking. People have always been curious about the world around them, whether they are exploring land, space or the ocean. Now, let us read a story and look at a picture to learn more.

MUST DO

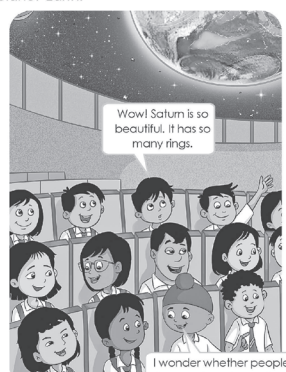
20 MIN.



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

Sam and her friends visit a planetarium\* on a class trip. They are amazed to see the solar system on the ceiling of the planetarium. They watch a show on the planets. Through it, they learn about how explorers discovered various parts of the planet Earth.

**STEP TML**



Wow! Saturn is so beautiful. It has so many rings.

The next day...

Children, what did you learn at the planetarium yesterday?

Ma'am, I learnt that the explorers discovered different parts of the Earth.

Ma'am, the explorers were also brave. They sailed in the sea even during storms.

I wonder whether people live on other planets too!

Since the beginning of time, people have explored various parts of our planet. There could be various reasons for this. Some were curious to know the land around them or discover new ones. Some wanted to make money from the natural resources found in the lands. These people were known as explorers.

During the mid-fifteenth and sixteenth centuries, various explorers from Europe set out to find a sea route to the East. Many of them wanted to trade with Asia, which was known for its spices and cloth. These items were in great demand in Europe. Portugal and Spain led in the quest of discovering the sea route to Asia. Map 7.1 shows us the different sea routes taken by the explorers.

**Discovering better**

**explorers:** people who travel to a new place to learn more about it

**LAD**

42

**Teacher:** Open your books to the picture on page 42. Look at the illustration carefully.

**Teacher:** I will ask some questions to help you describe the picture.

1. What is happening in the picture? (Students describe what they see.)
2. Where do you think the children are? (Students respond: Planetarium.)
3. What do you see on the ceiling? (Students: Planets and stars.)
4. How do you think the children are feeling? (Students: Excited, amazed.)
5. What do you think they are learning about? (Students: Space, explorers, discoveries.)

**Teacher:** That was fantastic. You all made great observations. This picture shows how learning about explorers can be fun and exciting. Just like how explorers discovered new places on Earth, astronomers and astronauts explore space today.

**Teacher:** Now, before we end, I want you to think about one new thing you learnt today. (Some students share their thoughts.)

**Teacher:** Well done, everyone. I am so proud of your participation. Keep your curiosity alive and we will continue learning about explorers in the next class.

## Differentiated Activities

110 km/hr



What do you think an explorer does when they find a new place?

80 km/hr



Why do some people become explorers??

40 km/hr



Who is an explorer?

## Home Task

Imagine you are an explorer. Draw a picture of the new land you have discovered. In your drawing, include one thing that makes this place special (e.g., unusual animals or unique plants).

Be creative and use your imagination.

## Period 3

**Teacher:** Let us play a fun game called 'Create Your Own Explorer's Journey.'

SHOULD DO

10 MIN.



**Teacher:** I want you to imagine that you are an explorer and you are about to set off on an exciting journey. Here is how it works:

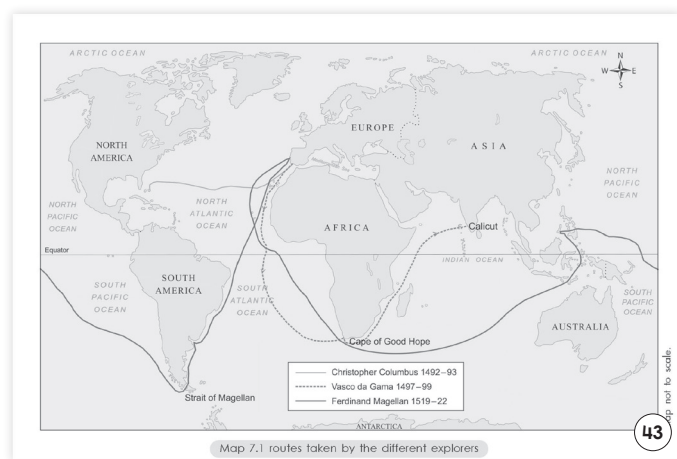
Step 1: Draw a map of your journey in your notebook. You can choose any place to explore. Will you explore the jungle, the mountains or a magical island? The choice is yours.

Step 2: Think about the following:

- Where will you start your journey?
- What kind of transportation will you use? (Ship, bike, on foot, hot air balloon, etc.)
- What do you hope to discover? (A hidden treasure, new animals or maybe a new land.)
- What are some fun or interesting things you might see along the way? (Waterfalls, wild animals, mountains, etc.)

**Teacher:** After you finish your drawing and writing, we will have some time to share your adventures with the class. You can even give your journey a name.

### Map (Map 7.1)



**Teacher:** Today, we will be exploring Map 7.1, which shows the routes taken by famous explorers: Christopher Columbus, Vasco da Gama and Ferdinand Magellan. Please open your books to page 43 and take a close look at the map.

**Teacher:** First, let us look at Christopher Columbus' route from 1492-93. He sailed across the Atlantic Ocean, aiming to find a new route to Asia but instead discovered the Americas. His route is shown by a solid line on the map.

**Teacher:** Next, let us examine Vasco da Gama's route from 1497-99. He sailed around Africa to reach India. His route is shown on the map through red line.

**Teacher:** Lastly, we have Ferdinand Magellan, who set sail between 1519 and 1522 and became the first explorer to circumnavigate the globe. His route is shown by another dashed red line.

**Teacher:** Now, I want you to work in pairs. Look at the map carefully and answer the following questions in your notebooks:

1. Which explorer sailed around the Cape of Good Hope?
2. What is the significance of the route Magellan took?

3. Can you identify any of the countries these explorers visited on their journeys?

**Teacher:** You have 5 minutes to work with your partner. After that, you will share your answers with the class.

**Teacher:** Now that you have completed the map activity, let us go over the answers. Please take a moment to review what we learnt today.


**Teacher:** I want everyone to share one thing they found interesting from the map.

- Which explorer's route was the most surprising to you?
- Why do you think these explorers' routes were important?

**COULD DO**

5 MIN.

**Teacher:** Well done, everyone. You have done an excellent job today and I'm proud of your effort in understanding how explorers shaped our world. We will continue our journey in the next class. Keep exploring.

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

### Differentiated Activities

**110 km/hr**



Which explorer sailed around the Cape of Good Hope and why was this route important?

**80 km/hr**



Why was Magellan's journey significant in history?

**40 km/hr**



Can you name one country that Vasco da Gama visited on his journey?

### Home Task

Imagine you are an explorer like Christopher Columbus or Vasco da Gama. Write about one thing you would like to discover on your journey and how you would travel there.

### Period 4

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

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

**SHOULD DO**

5 MIN.

**Teacher:** That is wonderful to hear.

Today, we are going to learn about two famous explorers: Christopher Columbus and Vasco da Gama. But before we begin, let us do a quick activity to get our minds ready.

**Teacher:** I will ask a few quick questions and you can answer by raising your hand. Ready?

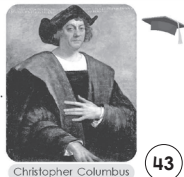
1. Who can tell me the name of one famous explorer?
2. Who do you think first sailed across the Atlantic Ocean to find new lands?
3. Can anyone name a famous explorer who sailed to India?

**Teacher:** Excellent. You all have gained good knowledge of explorers. Now, let us dive into today's lesson.

### Christopher Columbus

#### CHRISTOPHER COLUMBUS

Christopher Columbus was an explorer from Italy. In the year 1492, he set out from Spain to find a sea route to the eastern part of the world. However, he sailed towards the west and reached the Bahamas (an island country in the Atlantic Ocean). Columbus thought that he had discovered a new part of Asia. Although later, it was found that the place Columbus had discovered was a new continent. It was called the 'New World' at that time. Later, this continent was named America.



**Teacher:** Everyone, please open your books to page 43. We will start by reading about Christopher Columbus.

(Students will read and the teacher will explain.)

**Teacher:** Now, I want to ask you a few questions to help you understand this better.

**Teacher:** What was Columbus trying to find when he started his journey? (He was trying to find a sea route to Asia.)

**Teacher:** Where did Columbus end up instead of Asia? (He ended up in the Bahamas.)

**Teacher:** How do you think Columbus felt when he discovered a new land? (He must have felt surprised and excited.)

**Teacher:** What did Columbus think he had found? (He thought he found Asia.)

**Teacher:** Why is Columbus' discovery so important? (Because it led to the discovery of America.)

**Teacher:** Great job, everyone. Columbus' journey changed history and helped the world learn more about the Earth. Now, let us think about how this discovery might have changed life for the people in Europe and the Americas. What do you think?

(Allow students to respond.)

**Teacher:** Wonderful thinking. Columbus' discovery was very important and it helped open the doors for more exploration in the future. Well done.

### Discovering better

**Teacher:** Before we move on to Vasco da Gama, let us take a moment to review the word voyage. A voyage is a long journey, especially by sea.

MUST DO

5 MIN.



Discovering better

**voyage:** a long journey, especially by sea

LAD

43

**Teacher:** Now, I want you to think of a voyage. Can anyone think of a long journey that might not be by sea, but still exciting? What do you think?

(Wait for student responses and guide them to think about journeys by land, like a road trip or a journey to space.)

**Teacher:** Exactly. It is amazing to think about all the different types of voyages people have made throughout history. Now, let us move on and learn about Vasco da Gama.

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

### Vasco da Gama



#### VASCO DA GAMA

Vasco da Gama was an explorer from Portugal. In the year 1497, he started his **voyage** from Lisbon in Portugal. He first reached the Cape of Good, one of the southernmost points in Africa. In the year 1498, he reached Calicut (present-day Kozhikode), Kerala, in India. He was the first person from Europe to arrive in India.



Discovering better

**voyage:** a long journey, especially by sea

LAD

43

(Students will read and the teacher will discuss about Vasco da Gama.)

**Teacher:** Now, we are going to learn about Vasco da Gama, a famous explorer from Portugal. In 1497, he set out to find a sea route to India. He sailed around the southern tip of Africa, called the Cape of Good Hope and reached India in 1498.

**Teacher:** Now, please look at the picture of Vasco da Gama in your books on page 43. What do you notice about his appearance? What do you think he might have felt during his long voyage?

(Allow students to respond.)

**Teacher:** Vasco da Gama's voyage was very important because it helped open up trade between Europe and Asia. Can anyone think of why this journey was so significant for trade?

(Wait for responses.)

**Teacher:** Exactly. His journey helped establish new routes for trading goods like spices and silk between Europe and Asia.

**Teacher:** Let us answer a few questions based on what we just learnt. Please write your answers in your notebooks:

1. Why was Vasco da Gama's journey significant?
2. How did Vasco da Gama's journey help in trade between Europe and Asia?
3. What challenges do you think Vasco da Gama might have faced during his voyage?

(Allow students time to write their answers.)

**Teacher:** Great. Now, let us hear some answers. Who would like to tell me why Vasco da Gama's journey was so important?

(Wait for student responses.)

**Teacher:** Excellent. Vasco da Gama's journey opened up important trade routes and made it easier to trade goods between Europe and Asia.

**Teacher:** Well done, everyone. Vasco da Gama's journey was a key part of the Age of Exploration and his courage helped connect the world in new ways.

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

## Differentiated Activities

110 km/hr



Can you explain why Vasco da Gama's journey to India was so important for trade between Europe and Asia?

80 km/hr



What challenges do you think Columbus might have faced during his journey across the ocean?

40 km/hr



What country did Vasco da Gama sail from?

## Home Task

Write about your favourite explorer from today's lesson. Explain what they were trying to find, where they went and why their discovery is important. Draw a simple map showing their route.

## Period 5

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

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

**Teacher:** That's wonderful. Today, we will be learning about Ferdinand Magellan and exploring some other explorers. But before we begin, let us do a quick activity to check our understanding so far.

**MUST DO**

10 MIN.



## Understanding better

### Understanding better

Name the following.

- Which explorer discovered America?
- Which explorer was the first to arrive in India?

44

**Teacher:** Open your books to page 44. Let us review two important questions together.

**Teacher:** Can anyone name the explorer who discovered America? (Christopher Columbus.)

**Teacher:** Yes, that's right. Columbus' discovery of America is one of the most significant events in world history.

**Teacher:** Now, can anyone tell me which explorer was the first to arrive in India? (Vasco da Gama)

**Teacher:** Excellent. Vasco da Gama's journey to India was very important for opening trade routes between Europe and Asia.

**Teacher:** Great job, everyone. Let us move on and learn

about another explorer, Ferdinand Magellan.

## Ferdinand Magellan

### FERDINAND MAGELLAN

Ferdinand Magellan was another explorer from Portugal. Between the years 1519 and 1521, he sailed around the world. He discovered a passage between the Atlantic and the Pacific Oceans. This passage was later named the Strait of Magellan. He was also the first person to cross the Pacific Ocean.



Ferdinand Magellan 44

**Teacher:** Now, let us learn about Ferdinand Magellan. I want one of you to read the section about Magellan on page 44. Who would like to read?

(Wait for a student to volunteer or randomly choose a student.)

**Teacher:** Thank you for reading. Now that we have read about his journey, let me ask you a few questions to better understand his voyage.

- Why was Ferdinand Magellan's journey so important?
- What did Magellan discover during his voyage?
- How did Magellan's journey help in connecting different parts of the world?

**Teacher:** Fantastic answers, everyone. Magellan's journey was important because it helped connect different parts of the world and improved global trade. His courage to cross the Pacific Ocean opened up new routes for exploration and trade.

**Teacher:** Well done. Let us move on to the next part of our lesson.

**MUST DO**

15 MIN.



## Poster

**MUST DO**

15 MIN.



**They Discovered the World**

Theme 5: What is a Solar System?







|  |   |  |
|--|---|--|
|  <p><b>Marco Polo</b><br/>(1254-1324)<br/>He travelled from Europe to Asia through Silk Route. He remained in China for 17 years. Inspired by China, he introduced the concept of paper money to Europe.</p> |  <p><b>Bartholomew Diaz</b><br/>(1450-1500)<br/>He led the first European voyage to the Cape of Good Hope, the southern tip of Africa.</p> |  <p><b>Christopher Columbus</b><br/>(1451-1506)<br/>He made four successful voyages to America in a span of 10 years. Did you know Christopher Columbus wanted to discover India?</p> |
|  <p><b>Vasco da Gama</b><br/>(1469-1524)<br/>He was the first person to sail directly from Europe to India.</p>  |  <p><b>Ferdinand Magellan</b><br/>(1480-1521)<br/>He was the first explorer to sail around the whole world!</p>                            |  <p><b>James Cook</b><br/>(1728-1779)<br/>James Cook discovered Australia. He travelled to all seven continents, crossed both the Poles and sailed through all the five oceans.</p>   |

Photo credits: All icons and photographs courtesy Shutterstock.com and Wikimedia Commons

**Teacher:** Now, let us take a look at the poster. It features

many famous explorers and their journeys.

**Teacher:** I will ask you some questions about the explorers on this poster. Look carefully and think about the clues.

**Teacher:** Who can point out the explorers who traveled to India and helped open trade routes between Europe and Asia?

**Students:** Vasco da Gama.

**Teacher:** Who can tell me which explorer sailed across the Pacific Ocean?

**Students:** Ferdinand Magellan.

**Teacher:** Which explorer on the poster is known for discovering new lands in the Pacific and his name is associated with the continent Australia?


**Students:** James Cook.

**Teacher:** Excellent job. This poster shows just how many explorers helped shape our world. There are so many stories to learn from each one. Keep exploring and maybe one day, you will make your own discoveries.

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

### Differentiated Activities

110 km/hr

 What was the important thing Magellan discovered during his journey?

80 km/hr

 Which ocean did Magellan cross during his journey?

40 km/hr

 What was the name of the ocean that Magellan crossed?

### Home Task

Imagine you are an explorer like Columbus, Vasco da Gama or Magellan. Write about your journey. What challenges do you face along the way? What exciting things do you discover?

### Period 6

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

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

**Teacher:** That is great to hear. Before we begin today's activities, let us recall what we have learnt so far.

**Teacher:** I will ask a few quick questions. Raise your hand if you know the answer.

1. What was the name of the explorer who sailed around the world?
2. Who discovered America?
3. What does the word voyage mean?

**Teacher:** Excellent. Now, let us move on to some exciting activities.

### Connecting Better

**Teacher:** Open your books to page 44 and look at the section titled Connecting Better.

MUST DO

10 MIN.

Connecting better

Science

Later in the day, Sam and her friends discuss what they have learnt about the famous explorers. "Ferdinand Magellan sailed around the world between 1519 and 1521. He took two years to complete his voyage," says Sam. Maria adds, "The Earth must have completed two revolutions by then."

HOLL

44

**Teacher:** The text says that it took Ferdinand Magellan two years to complete his voyage around the world. Sam mentions that the Earth must have completed two revolutions by then.

**Teacher:** Let us think about this. The Earth takes one year to complete one revolution around the Sun. If Magellan took two years for his voyage, how many times did the Earth complete its revolution?

(Students respond: Two times.)

**Teacher:** That is correct. Now, let me ask you: How many revolutions would the Earth complete if a voyage took three years?

**Teacher:** Why do you think it was so difficult for explorers to sail for so many years?

**Teacher:** Excellent thinking. It was difficult because explorers had to deal with many challenges, such as bad weather, limited supplies, and unknown dangers. Magellan's journey was long and difficult, but it helped us learn more about the world. Now, let us move to the next part.

### Discovering better

**Teacher:** Look at the Discovering Better section on page 44. It introduces the word passage, which means a long narrow area connecting two sides.

MUST DO

5 MIN.

Discovering better

passage: a long narrow area connecting two sides

LAD

44

**Teacher:** Can you think of some examples of passages that we see around us?

(Students may respond with doorways, tunnels, bridges, rivers, canals, etc.)

**Teacher:** Yes. Passages help connect different places, just like the Strait of Magellan connects the Atlantic and Pacific Oceans.

## Caring better

**Teacher:** Look at the Caring Better section on page 44. It suggests creating a neighborhood group where children can take turns reading storybooks to elderly people and younger children.

**MUST DO**

10 MIN.



### Caring better

Create a neighbourhood group wherein kids can take turn to read out storybooks to elderly people and other children. Meet on weekends for an hour to conduct the story reading sessions. Take the help of an adult.

Seva

44

**Teacher:** Why do you think reading to elderly people and younger children is important?

(Students may respond: It makes them happy, helps them learn new things, builds friendships, etc.)

**Teacher:** That is right. Reading together can bring joy and build knowledge.

**Teacher:** Here is your task for home: Try reading a short story to your younger sibling, a grandparent or a neighbour. Share your experience in the next class.

## Helping better

**Teacher:** Look at the Helping Better section on page 44. It suggests using glass or copper bottles instead of plastic ones to store water.

**MUST DO**

5 MIN.



### Helping better

Store water in glass or copper bottles instead of plastic ones.

OL

44

**Teacher:** Why do you think plastic bottles should be avoided?

(Students may say: They cause pollution, harm animals, are not healthy for us, etc.)

**Teacher:** Yes, plastic waste is harmful to the environment. Can you think of other ways we can reduce plastic use in our daily lives?

(Students may respond: Using cloth bags, metal lunch boxes, avoiding plastic straws, etc.)

**Teacher:** Fantastic ideas. Let us all try to use less plastic and help our environment.

## Grasping better

**Teacher:** Look at the Grasping Better section on page 44. It explains the word planetarium, which is a building that shows mobile images of the night sky for education and entertainment.

### Grasping better

planetarium: a building that has a curved roof, that displays mobile images of the night sky; for educational and entertainment purposes

DING

44

**Teacher:** Who has visited a planetarium before? Can you share your experience?

**MUST DO**

5 MIN.



(Allow 1-2 students to share.)

**Teacher:** If you have not been to a planetarium, imagine what you might see inside. What do you think you would learn?

(Students respond: Planets, stars, space, astronauts, etc.)

**Teacher:** Yes. A planetarium is a great place to learn about space and the universe. Maybe one day, you can visit one and see the stars up close.



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

## Differentiated Activities

110 km/hr



Can you explain how passages, like the Strait of Magellan, help in connecting different places?

80 km/hr



How many revolutions does the Earth complete in two years?

40 km/hr



Why should we avoid using plastic bottles?

## Home Task

Try to use a glass or copper bottle at home for one day instead of plastic. Share how it felt in the next class.

## Period 7

**Teacher:** Today, we will start with a fun Quick Fact Match game. I will say an explorer's name and you will quickly tell me one fact about them.

**SHOULD DO**

5 MIN.



**Teacher:** Let us start.

1. Christopher Columbus – (Discovered America.)
2. Vasco da Gama – (First European to arrive in India.)
3. Ferdinand Magellan – (First to sail around the world.)

**Teacher:** Fantastic. You all remember the key facts well. Let us move on to today's activities.

## Recalling better

**Teacher:** Open your books to page 44 and look at the Recalling Better section. These are key facts about explorers that we have learnt.

### Recalling better

CING

- Explorers wanted to discover new lands or learn more about their own land.
- Christopher Columbus discovered America.
- Vasco da Gama was the first European to arrive in India.
- Ferdinand Magellan discovered a passage between the Atlantic and the Pacific Oceans.

44

**Teacher:** Let us read each point aloud together. (Students read together.)

**Teacher:** Now, I will ask some quick questions:

- Why did explorers want to discover new lands?
- Which explorer discovered a passage between the Atlantic and Pacific Oceans?
- Can you give one reason why Columbus' discovery of America was important?

(Wait for student responses and encourage participation.)

**Teacher:** Great. These facts will help us in the exercises we are about to do. Let us move to the next activity.

### Learning better

#### Exercise A

#### Learning better

CBA

A Tick (✓) the correct answer.

1. Which part of the world did the European explorers wish to find a sea route for?
  - a. the East ☐
  - b. the West ☐
  - c. the South ☐
2. Which country did Christopher Columbus belong to?
  - a. Italy ☐
  - b. Portugal ☐
  - c. France ☐
3. Which continent did Christopher Columbus discover?
  - a. the New World ☐
  - b. Asia ☐
  - c. Africa ☐
4. Which European explorer was the first to arrive in India?
  - a. Vasco da Gama ☐
  - b. Ferdinand Magellan ☐
  - c. Christopher Columbus ☐
5. Which of the following explorers discovered a passage between the Atlantic and the Pacific Oceans?
  - a. Vasco da Gama ☐
  - b. Ferdinand Magellan ☐
  - c. Christopher Columbus ☐

45

**Teacher:** Now, let us move on to Exercise A on page 45. This is a multiple-choice exercise where we will tick the correct option.

**Teacher:** I will read the first question:

'Which part of the world did the European explorers wish to find a sea route for?'

- a. the East
- b. the West
- c. the South

**Teacher:** Think carefully. Discuss with your partner for 30 seconds and raise your hand when you are ready to answer.

(Students discuss and respond.)

**Teacher:** Fantastic. The correct answer is the East. European explorers wanted to find a sea route to Asia.

(Follow the same pattern for the rest of the questions. Work in pairs, read the questions and tick the correct answer. I will walk around and check your responses.)

**Teacher:** Well done. Let us now discuss Exercise B.

### Learning better

#### Exercise B

B Fill in the blanks with the correct answers.

1. Christopher Columbus started his voyage from \_\_\_\_\_.
2. Vasco da Gama was an explorer from \_\_\_\_\_.
3. Vasco da Gama started his journey in the year \_\_\_\_\_.
4. Ferdinand Magellan was from \_\_\_\_\_.
5. \_\_\_\_\_ was the first person to name the Pacific Ocean.

45

**Teacher:** Now, let us turn to Exercise B on page 45. This is a fill-in-the-blank exercise. I will read the first sentence and we will solve it together.

**Teacher:** Christopher Columbus started his voyage from \_\_\_\_\_.

**Teacher:** Think about what we have learnt. Where did Columbus begin his journey? Discuss with your partner for 30 seconds.

(Students discuss and respond.)

**Teacher:** That's right. The answer is Spain. So, the full sentence is:


'Christopher Columbus started his voyage from Spain.'

(Follow the same pattern for the rest of the questions. Read each sentence, discuss it with your partner. Write the correct answer in the blank given in your book. I will walk around and check your answers.)

**Teacher:** Excellent work. Now, let us review some answers before we end today's class. Who would like to read out their answers?

(Selected students read their responses aloud and the teacher corrects mistakes, if any.)

**Teacher:** Well done, everyone. You have successfully completed the exercise. Keep up the great work.

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

### Differentiated Activities

110 km/hr



Mention one challenge explorers might have faced during their long journeys.

80 km/hr



Who was the explorer who sailed around the world?

40 km/hr



Where did Christopher Columbus start his voyage from?

### Home Task

Imagine you are an explorer in today's world. Instead of discovering new lands, you will discover something new about your neighborhood, school or city.

1. Find a new place – It could be a new shop, a park or a place you have never visited.

2. Observe – What makes this place special? What did you find interesting?
3. Describe what you 'discovered.'
4. Draw – Make a small sketch of your 'discovery' and label it.

## Period 8

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

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

**Teacher:** That is wonderful. Before we start writing, let us wake up our bodies and minds with a quick Explorer's Stretch & Move activity.

**Teacher:** Imagine you are an explorer setting out on a long journey. We need to stretch and move to get ready for our adventure. Follow my instructions:

'Row the Boat' – Pretend you are rowing a boat across the ocean like Vasco da Gama. Move your arms back and forth as if you are paddling.

(Students move their arms as if rowing.)

### Exercise C

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

1. Which explorer discovered the New World?
2. Who was the first European to arrive in India?
3. Ravi wants to discover new lands and learn more about his own land when he grows up. What does he want to become?

45

**Teacher:** Now, open your books to Exercise C on page 45. You will write short answers to the given questions in your notebooks.

**MUST DO**

20 MIN.



**Teacher:** I will read the first question aloud and we will solve it together.

**Teacher:** Which explorer discovered the New World?

**Teacher:** Think about what we have learned. Who discovered America?

(Students respond: Christopher Columbus.)

**Teacher:** That is correct. Now, in your notebook, write:

'Christopher Columbus discovered the New World.'

(Follow the same pattern for the rest of the questions.)

(Students write answers in their notebooks, while the teacher monitors and assists.)

**Teacher:** Great job, everyone. Now, let us move to our next exercise.

### Exercise D

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

1. Why have people wanted to explore their planet?
2. Why did the European explorers wish to find a sea route to the East?

45

**Teacher:** Now, let us turn to Exercise D on page 45. Here, you will write longer answers in your notebook.

**MUST DO**

20 MIN.



**Teacher:** I will read the first question aloud and we will solve it together.

**Teacher:**

Why have people wanted to explore their planet?

**Teacher:** Think about what we discussed in class. Why do you think people love to explore?

(Students respond: To find new places, for trade, for adventure, to learn about different lands.)

**Teacher:** Excellent. Now, write your answer in your notebook in 2-3 sentences and if you need any help just let me know.



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

## Differentiated Activities

**110 km/hr**



If you could invent a tool to help explorers in the past, what would it be and how would it work?

**80 km/hr**



What do you think the explorers did when they got lost at sea?

**40 km/hr**



Would you feel scared or excited if you were lost at sea? Why?

## Home Task

Tomorrow, we will be making our own Explorer Kit in class. Your task is to bring materials that will help you create it. What to bring?

1. A small empty shoebox or any small box.
2. Crayons, sketch pens, stickers, or any decoration materials.
3. Small items for the kit (example: a toy binocular, toy magnifying glass, a small notebook, a pencil, or a small flashlight).
4. Any extra creative item that you think an explorer might need.

Be creative. Think about what an explorer would carry on an adventure. Seek help from your parents.

## Period 9

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

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

**Teacher:** That is great. Today, we will be creating something fun and exciting. But first, let us put our minds to work.

**SHOULD DO**

5 MIN.



**Teacher:** If you were an explorer going on an adventure, what three things would you carry in your explorer bag? Think for 10 seconds and share your answers.

(Students share responses like binoculars, map, compass, food, etc.)

**Teacher:** Great answers. Every explorer needs tools to help them on their journey. Today, we will create our very own Explorer Kit.

## Creating better

**Teacher:** Open your books to Creating Better. We will be making an Explorer Kit in groups.

**MUST DO**

25 MIN.



Creating better

Art I 2L CS

**Make your own explorer kit.**

1. Take an old shoebox. Remove the lid.
2. Decorate it using crayons, sketch pens and stickers.
3. Add things like toy binoculars, a toy magnifying glass, a torchlight, a small notebook and a pencil to note your adventures.
4. Close the shoebox lid. Decorate it.

Your explorer kit is ready.

46

**Teacher:** I will divide you into groups of 5 students. Each group will make one Explorer Kit using the steps in the book.

Steps to Follow:

1. Take an old shoebox – This will be your kit.
2. Decorate it using crayons, sketch pens and stickers to make it look exciting.
3. Add things explorers need – You can make small toy binoculars, a magnifying glass, a small notebook, a torch and a pencil to note down adventures.
4. Give Your kit a name – Be creative. You can call it 'The Super Explorer Kit' or 'The Discovery Box'.

**Teacher:** You have 20 minutes to complete your kits. Work as a team and remember to be creative.

(Students work together in their groups while the teacher monitors and assists.)

**Teacher:** Well done, everyone. Now, each group will present their Explorer Kit and explain why they chose the items inside.

(Each group presents and the teacher encourages positive feedback.)

**Teacher:** These are fantastic. Just like real explorers, you have used creativity and teamwork to prepare for an adventure.

## Thinking better

Thinking better

2L CS HOTS

**Think and answer in your notebook.**

How do you think the explorers found routes?

46

**Teacher:** Now, let us think like real explorers. Open your books to Thinking Better given on page 46. Read the question:

'How do you think the explorers found routes?'

**Teacher:** Take 2 minutes to think. Then, write your answer in your notebook in two or three sentences.

(Students write in their notebooks.)

**Teacher:** Now, let us discuss. Who would like to share their answer?

**Teacher:** Excellent. Explorers had to be very smart and brave to find their way. You all did a great job thinking like real explorers today.

**MUST DO**

10 MIN.



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

## Differentiated Activities

**110 km/hr**



If you were an explorer, which modern technology would you use to find new places?

**80 km/hr**



Why do you think explorers needed a map?

**40 km/hr**



How did explorers travel across the ocean?

## Home Task

Write a Short Diary Entry as an explorer:

- What is the name of the place you discovered?
- What do you see around you?
- What challenges do you face?
- What is the most exciting thing you found?

## Period 10

### Gratitude Sheet

Gratitude Sheet

|                               |                                |                                |
|-------------------------------|--------------------------------|--------------------------------|
| <p>Thanks a bunch!</p>        | <p>You're awesome!</p>         | <p>Thanks a lot!</p>           |
| <p>Thank you so much!</p>     | <p>You're the best!</p>        | <p>Big thanks!</p>             |
| <p>Thanks, you're great!</p>  | <p>Thanks, you're super!</p>   | <p>I really appreciate it!</p> |
| <p>Thanks for helping me!</p> | <p>You're amazing, thanks!</p> | <p>Thanks, you're a star!</p>  |

**Teacher:** Good morning, everyone. I hope you are all doing great today. Let us start with something really fun and heartwarming.

**MUST DO**

10 MIN.



**Teacher:** I want you to take out your gratitude sheet. Who can tell me what a gratitude card is? (Pause for responses)

**Teacher:** That's right. A gratitude card is where you write a note to show appreciation to someone who has made a positive impact on your life.

**Teacher:** Now, I want you to take a moment to think. Can you remember a time when someone helped you? It could be your parents, teacher or anyone who helped you. (Pause for students to think)

**Teacher:** Got your person in mind? Great. Now, on your card, write a short note for that person. Tell them why you are grateful.

**Teacher:** As you are writing, I want you to think about this: How did their kindness or help make your day better? (Pause for a few students to reflect aloud)

**Teacher:** When you are done, we will share these messages with the class. I'm excited to hear your thoughts. This is going to be a wonderful way to spread positivity and gratitude.

### Choosing better

**Teacher:** Now that we have expressed our gratitude, let us move to another exciting activity.

**Teacher:** Imagine you and your friends are walking around the neighbourhood and you get lost. What would you do?

**MUST DO**

10 MIN.

**Choosing better**

LSY

Simran and her friends are walking around the neighbourhood. They have lost their way. They will

1. walk in a random direction.
2. use a compass / map to find their way back home.

46

**Teacher:** You have two choices:

1. Walk in a random direction.
2. Use a compass or map to find your way back home.

**Teacher:** Which option do you think is the best? Let us discuss why using a compass or map is the right choice in this situation.

### Revising better

**Teacher:** Now, let us take a moment to think about what we have learnt in our previous chapters.

**MUST DO**

10 MIN.

**Revising better**

DBL

In this chapter, you have learnt that explorers went on adventures and made discoveries. What does your dream adventure look like? Write in your Little Book.

46

**Teacher:** Explorers go on exciting adventures and make important discoveries. Imagine you are an explorer – where would you go and what would you discover?

**Teacher:** I want you to write about your dream adventure in your Little Book. What would it look like? What exciting things would you find?

**Teacher:** As you write, think about what makes your

adventure unique and why it is important to explore new things.

### Pledging better

**Teacher:** Now that we have explored some fun ideas, let us focus on something we can all do to make the world a better place.

**MUST DO**

10 MIN.

**Pledging better**

SDGs

With all my heart, I pledge to:

- turn off the tap while brushing my teeth when not in use.
- report a leaking tap to an adult immediately.

SDG 6: CLEAN WATER AND SANITATION

46

**Teacher:** I want you to think about the water in your home. Do you leave the tap running while brushing your teeth? What can we do to save water?

**Teacher:** I would like everyone to make a pledge today. Say it with me- I pledge to

- 'Turn off the tap while brushing my teeth when not in use.'
- 'Report a leaking tap to an adult immediately.'

**Teacher:** Think about how these small steps can make a big difference. See you all in the next class.

### Differentiated Activities

**110 km/hr**



What are some other ways you can conserve water at home and at school?

**80 km/hr**



Share one action you will take to save water and explain how it helps the environment.

**40 km/hr**



Why is it important to save water?

### Home Task

#### Project Ideas

#### Chapter 7: Explorers of the World

Theme 5: What is a Solar System?

ICT PRO 2L CS

Make a presentation on the computer about explorers you have learnt in this chapter. You may refer to the following topics:

- Introduction to explorers
- Christopher Columbus: A brief history, voyage and discoveries

20

- Vasco da Gama: A brief history, voyage and discoveries
- Ferdinand Magellan: A brief history, voyage and discoveries
- Fun Facts on explorers

21

(For project Ideas, please refer to the book of Project

Ideas, page 20 and 21 under the title 'Explorers of the World.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about explorers of the world through this engaging project.)

Period 11

Worksheet 1

**Teacher:** Good morning, everyone. How are you all today? I hope you are ready for another exciting lesson.

**Teacher:** Today, we will dive into some fun worksheets that will help us understand the journey of explorers. Are you excited?

MUST DO

15 MIN.

Theme 5: What Is a Solar System?

7. Explorers of the World

Worksheet 1

A. Fill in the blanks.

1. We live on planet \_\_\_\_\_.

2. \_\_\_\_\_ are people who wish to learn more about their own land.

3. 'New World' is the name given to the continent of \_\_\_\_\_.

4. The Cape of Good Hope is located in \_\_\_\_\_.

5. The first person to cross the Pacific Ocean was \_\_\_\_\_.

B. Which of the following has not been discovered by explorers? Tick (✓) your answer.

1. Earth ☐

2. Spain ☐

3. America ☐

4. Pacific Ocean ☐

5. Strait of Magellan ☐

C. Which of the following statements about Christopher Columbus and his voyage are true? Tick (✓) the correct answers.

1. Christopher Columbus was an Italian explorer. ☐

2. Christopher Columbus discovered a new part of Asia. ☐

3. The place Christopher Columbus discovered was a new country. ☐

4. In the year 1492, Columbus initiated his voyage from Spain to find a sea route to the east. ☐

5. Upon sailing towards the east, Columbus reached the Bahamas. ☐

20

**Teacher:** Let us complete the Exercise A – fill in the blanks then, we will move on to Exercise B – Which of the following has not been discovered by explorers? Tick your answer.

**Teacher:** Go ahead and read through the options and tick the correct answers.

**Teacher:** In Exercise C, we will look at Christopher Columbus and his voyage. Read through the statements carefully and tick the correct answers.

**Teacher:** Take your time to complete the worksheet. Let me know if you need any help.

Worksheet 2

Worksheet 2

A. Write the names of three explorers along with their nationality.

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

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

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

B. Rearrange the letters to make words.

1. SAIA \_\_\_\_\_ 2. PAISN \_\_\_\_\_

3. AOCNE \_\_\_\_\_ 4. ATRSIT \_\_\_\_\_

5. AGVOYE \_\_\_\_\_

C. Write true or false.

1. We live on planet Mars. \_\_\_\_\_

2. Christopher Columbus set sail on his voyage in 1492. \_\_\_\_\_

3. Vasco da Gama reached Calicut in India in 1498. \_\_\_\_\_

4. Ferdinand Magellan was a Portuguese explorer. \_\_\_\_\_

5. The Cape of Good Hope has been named after Ferdinand Magellan. \_\_\_\_\_

21

**Teacher:** Let us start with Worksheet 2 on page 21. Please open your worksheet and look at Exercise A first.

MUST DO

15 MIN.

**Teacher:** I want you to write the names of three explorers along with their nationalities. Here are a few examples to help you get started:

- Christopher Columbus – Italian
- Vasco da Gama – Portuguese

**Teacher:** Now, it is your turn. Take a moment to write down three explorers and their nationalities.

**Teacher:** Moving on to Exercise B, we have scrambled letters that need to be rearranged to form meaningful words. Let us try the first one together:

1. SAIA – (Answer: Asia)

**Teacher:** Now, go ahead and complete the rest of the scrambled words. Take your time.

**Teacher:** For Exercise C, you will see a list of statements. I want you to write 'true' or 'false' next to each statement based on what you know: (Students will complete the Exercise C.)

**Teacher:** Once you have completed the worksheet, please raise your hand if you have any questions. See you in the next class.

Holistic Teaching

(Refer to the Book of Holistic Teaching, page 34 under the title 'Explorers of the World.' Complete the activities mentioned in this section and ensure

COULD DO

10 MIN.

that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

**Chapter 7: Explorers of the World**

Theme 5: What is a Solar System?

A

English

FLN

HoLL

MDA

**Circle the pronouns in the given passage.**

Christopher Columbus was an Italian explorer. He set out for Spain to find a sea route to the East. The land he discovered was a new continent. We know it as America.

B

Maths

The cost of 15 compasses is ₹2,560. Find the cost of one compass.

---

C

Science

Find out the name of a scientist who discovered that plants also have life.

---

34

## Differentiated Activities

**110 km/hr**



Imagine you are an explorer. How would you prepare for a long journey?

**80 km/hr**



Can you name the passage that Magellan discovered between the Atlantic and Pacific Oceans?

**40 km/hr**



What do you think is the most exciting part of being an explorer?

## Home Task

Imagine you are an explorer and have discovered a new land. Write a letter to your friend describing the land you have found. Answer the following questions to help you write your letter:

1. What does the land look like?
2. What resources are in the land?
3. Why is this new land important?
4. What kind of adventures or exciting things have you experienced there?

## Period 12

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

**Teacher:** I hope you are ready for a productive lesson.

SHOULD DO

10 MIN.



Today, we will be working on two more exciting worksheets that will help us review our knowledge of explorers.

**Teacher:** Let us start by recalling what we learnt in our previous classes about explorers. Can anyone tell me what makes an explorer important?

**Teacher:** Great. Now let us dive into the worksheets to test ourselves.

## Worksheet 3

Worksheet 3

**A. Fill in the blanks using the options in the brackets.**

1. We \_\_\_\_\_ on planet Earth. (live/do not live)
2. Christopher Columbus wished to find a \_\_\_\_\_ route to the east. (sea/land)
3. Vasco da Gama started his voyage in the year \_\_\_\_\_. (1492/1497)
4. The Strait of Magellan was named after an \_\_\_\_\_. (explorer/mathematician)
5. The first person to cross the Pacific Ocean was \_\_\_\_\_. (Ferdinand Magellan/Vasco da Gama)

**B. Which of the following statements about Ferdinand Magellan and his voyage are true? Tick (✓) the correct answers.**

1. He sailed around the world between 1519 and 1521. ☐
2. He discovered a passage between the Arctic and Pacific Oceans. ☐
3. The Strait of Magellan is named after Ferdinand Magellan. ☐
4. He was not the first person to cross the Pacific Ocean. ☐
5. The Pacific Ocean was named after him. ☐

**C. Write five sentences about the voyage of Vasco da Gama.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

22

**Teacher:** We are going to work on worksheet 3 now. Please turn to page 22 in your workbooks and let us complete the exercises together.

MUST DO

15 MIN.



**Teacher:** This worksheet will help you reinforce your understanding of the voyages of famous explorers, like Vasco da Gama and Ferdinand Magellan. Ready? Let us begin with the first exercise, 'Fill in the blanks' using the options in the brackets.

**Teacher:** I will read each question and guide you through the answers.

**Teacher:** Once you have completed this exercise, let us move on to Exercise B – Which of the following statements about Ferdinand Magellan and his voyage are true? Tick the correct answers.

**Teacher:** I will read each statement and we will discuss which ones are true.

**Teacher:** Finally, let us move on to Exercise C, where you will write five sentences about Vasco da Gama's voyage. Think about the key points of his journey. I will give you a few moments to write your sentences.

**Teacher:** Fantastic job today, everyone. Let us do a quick recap. What are three things you have learned about Vasco da Gama's voyage?

(Pause for student responses)

**Teacher:** Excellent work. Let us now move on to the next worksheet.

#### Worksheet 4

Worksheet 4

**A. Fill in the blanks.**

1. People have explored different parts of the \_\_\_\_\_.
2. Such people who wish to learn more about their own land are known as \_\_\_\_\_.
3. \_\_\_\_\_ was an Italian explorer.
4. Vasco da Gama started his voyage from Lisbon in \_\_\_\_\_.
5. The Pacific Ocean was named by \_\_\_\_\_.

**B. Describe the reasons behind exploration of the planet Earth.**

**C. Write five sentences about the voyage of Christopher Columbus.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

23

**Teacher:** Turn the pages of your workbook to Worksheet 4 on page 23.

**MUST DO**

15 MIN.



**Teacher:** In Exercise A, we will fill in the blanks. I'll read each statement and we will work through them together.

**Teacher:** Once we finish filling in the blanks, let us move on to Exercise B – Describe the reasons behind the exploration of the planet Earth.

**Teacher:** Think about why people started exploring. What were they hoping to find? Write down your thoughts.

**Teacher:** Finally, in Exercise C, you will write five sentences about the voyage of Christopher Columbus. Think about what made his voyage so important and what he discovered.

**Teacher:** Excellent work, everyone. Let us take a moment to discuss what we have learnt. What was one major discovery made by Christopher Columbus?

(Pause for student responses)

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

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

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

(Wait for 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.



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

#### Differentiated Activities

**110 km/hr**



How do you think explorers talked to people from different places?

**80 km/hr**



If you were an explorer, what is one place you would like to explore?

**40 km/hr**



If you were on a ship with explorers, what job would you like to do?

#### Home Task

Create a journal as an explorer. Write about a day in the life of your journey, including where you are, what you have discovered and what challenges you are facing. Add sketches of your surroundings and any new creatures or plants you might have encountered.

## Learning Outcomes

The students will:

| Domain   | Learning outcome  |
|--|---|
| <b>Physical Development</b>                    | <ul style="list-style-type: none"> <li>enhance fine motor skills through map drawing and explorer kit creation.</li> </ul>  |
| <b>Socio-Emotional and Ethical Development</b> | <ul style="list-style-type: none"> <li>demonstrate civic sense by understanding the importance of keeping places clean and respecting the environment.</li> <li>work collaboratively in pairs or groups while discussing and presenting exploration journeys.</li> </ul>                      |
| <b>Cognitive Development</b>                   | <ul style="list-style-type: none"> <li>recall and identify famous explorers and their contributions.</li> <li>compare different landforms and water bodies using pictorial representations.</li> <li>analyse the challenges faced by explorers and their impact on global history.</li> </ul> |
| <b>Language and Literacy Development</b>       | <ul style="list-style-type: none"> <li>read and comprehend the narrative of explorers in context.</li> <li>express thoughts about a sea expedition in their Secret Journal using structured sentences.</li> </ul>   |
| <b>Aesthetic and Cultural Development</b>      | <ul style="list-style-type: none"> <li>appreciate historical exploration journeys and their significance in shaping cultures.</li> <li>create an artistic representation of an explorer's kit, integrating creativity and imagination.</li> </ul>   |
| <b>Positive Learning Habits</b>                | <ul style="list-style-type: none"> <li>show curiosity when exploring new historical topics.</li> <li>demonstrate perseverance in learning about challenging voyages.</li> </ul>   |

### Starry Knights

Did you enjoy taking up activities in the lesson? Are you satisfied with the timeline they made on the explorers? What suggestions did you give to improvise?

Commendable, indeed!! Give yourself a STAR.

