

## Lesson-3: In My Mind I Am Free

13 Periods (40 minutes each)



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



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

Affirming better

I am capable.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to interpret texts to develop comprehension and critical thinking.
- to apply language conventions to enhance vocabulary and grammar.
- to express ideas clearly in oral and written communication.
- to compose structured and coherent writing.
- to connect concepts across subjects for deeper learning.

### Methodology

#### Period 1

**Teacher:** Good morning, everyone. I hope you are all feeling refreshed and ready for today's English lesson. Let us take a moment to settle in and prepare ourselves.

SHOULD DO

15 MIN.



**Teacher:** Sit up straight, place your hands on your desk and take a deep breath in... and out. Let us do that once more. Breathe in... and out. Well done!

**Teacher:** Today, we are starting a new chapter called 'In My Mind I Am Free'. It is an interesting title, is it not? Before we open our books, let us take a moment to think about what it could mean.

**Teacher:** When you hear the words 'In My Mind I Am Free', what thoughts come to your mind?

(The teacher listens to a few responses and acknowledges them.)

**Teacher:** Those are thoughtful answers. This chapter will help us understand what freedom truly means and how a person can feel free even in difficult situations. But before we begin, we are going to use a tool called the KWL Chart to help us organise our thoughts about this topic.

(The teacher moves to the board and draws three columns, labelling them 'K', 'W' and 'L' and students will do it in notebooks)

**Teacher:** In the first column, 'K', we will list what we already know about freedom. Let us start by sharing some ideas.

(The teacher waits for responses and writes down relevant points in the 'K' column.)

**Teacher:** Now, in the 'W' column, we will write down what we want to learn about this topic. What questions do you have about freedom and what it means to different people?

(The teacher writes down the students' questions under the 'W' column.)

**Teacher:** Well done! As we read the chapter, we will try to find answers to these questions. At the end of the lesson, we will complete the 'L' column with everything we have learnt.

**Teacher:** Now, open your books to the chapter, 'In My Mind I Am Free' and let us begin reading together.

K	W	L

#### Re-KAP

**Teacher:** Let us begin with a Re-KAP activity. These activities will help us understand concepts in different ways. Let us start with a Kinaesthetic activity.

#### Kinaesthetic

**Teacher:** Now, let us play an interesting game to practise the simple present tense. You will work in groups of four.

MUST DO

25 MIN.



**Teacher:** Here is how we will play the game. One person will whisper a verb to the person sitting on their left. That person will think of a sentence in the simple present tense using that verb and enact it without speaking. The rest of the group will watch carefully and try to guess the sentence.

**Teacher:** Let me give you an example. Suppose someone whispers the verb 'jump'. The person acting might start jumping. Now, what sentence can we say in the simple present tense?

(The teacher pauses for responses and acknowledges them.)

**Teacher:** Yes, we can say, 'He jumps high' or 'She jumps every morning'. That is exactly how we will play. Think carefully about the verbs you choose, as they should be easy to act out.

### Kinaesthetic

Work in groups of four. Take turns to do this activity. Whisper a verb to the person sitting on your left. They will have to think of a sentence in simple present tense and enact it. Others will have to guess the sentence and say it.

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**Teacher:** Let us begin. Whisper your verbs and start the activity.

(The teacher moves around, observing and encouraging students.)

**Teacher:** Well done, everyone! That was a fun way to practise forming sentences in the simple present tense. Now, let us share some of the interesting sentences we came up with.

### Auditory

**Teacher:** That was a great activity. Now, let us practise changing sentences from the simple present tense to the simple past tense.

### Auditory\*

Listen to your teacher carefully. Your teacher will read out some sentences. Write them in your notebook. Re-write the sentences in simple past tense.

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**Teacher:** Listen carefully. I will read out some sentences. Your task is to write them down in your notebooks exactly as I say them. After that, you will rewrite each sentence using the simple past tense.

**Teacher:** Here is an example – if I say, 'Mehr writes a letter,' you will change it to 'Mehr wrote a letter.' Let us start.

**Teacher:** Now, get your notebooks ready. I will read the sentences one by one. Listen carefully and write them down.

**Teacher:** Sentence number one – Mehr writes a letter.

**Teacher:** Next sentence – Paula dances to the music.

**Teacher:** Now – Shoma eats idli in the morning.

**Teacher:** Next sentence – The children play in the garden.

**Teacher:** Listen to the next sentence – Manju laughs loudly at the joke.

**Teacher:** The last sentence – We go to the mall.

**Teacher:** Excellent job. Now take a minute to change these sentences into the simple past tense. Remember to read carefully and think before you write.

**Teacher:** Great work! Now, take a moment to rewrite the sentences in the simple past tense. Once you are done, we will go through them together.

## Period 2

**Teacher:** Good morning, everyone. I hope you are all feeling fresh and ready for today's lesson. Let us take a deep breath in... and out. Now, let us begin with an interesting activity.

SHOULD DO

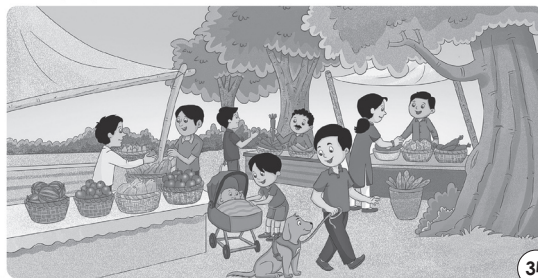
5 MIN.

**Teacher:** Open your Main Course Book to the Pictorial Activity. Look at the picture carefully. What do you see? Take a moment to observe and then we will discuss it together.

### Pictorial

#### Pictorial PS

Look at the picture carefully. Take turns with your partner to talk about it. Use simple present tense.



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**Teacher:** Look at the picture carefully. There are many things happening here. Take a moment to observe.

MUST DO

25 MIN.

**Teacher:** Now, let us describe what we see using simple present tense. I will start. A boy walks with his dog.

**Teacher:** Now, who can describe something else from the picture?

**Teacher:** Good. The woman sells fresh vegetables. What else do you notice? Look at the little girl in the stroller. What does she do?

**Teacher:** That is right. She sits in the stroller while her mother stands beside her. Now, turn to your partner and take turns describing different Exercises of the picture in simple present tense.

(The teacher moves around, listening and guiding students.)

**Teacher:** Great effort, everyone! Now, let us share some of the sentences you have come up with.

### Interacting better

**Teacher:** Look at the activity on page 35. This is a secret language. Can you see the different symbols? What do you think they might represent?

#### Interacting better

ICL

Decode the secret language with your partner. Discuss and find out which symbol is being used for which letter. Then, write the given words using the secret language.




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**Teacher:** These symbols stand for letters, just like in a code.

Our task is to find out which symbol represents which letter. Look at the first example. The word 'bat' is written using symbols. What do you think the first symbol stands for?

**Teacher:** Well done! Now, work with your partner to decode the words 'stall' and 'bulb' by identifying the correct letters for each symbol. Once you have found the letters, write the words in the secret language.

**Teacher:** Great effort, everyone! This was an interesting way to recognise patterns and think critically. Now, let us discuss how you decoded the words and compare your answers.

 You may show the **Animation**, given on the digital platform to recapitulate the content read so far.

**COULD DO**

10 MIN.



**Teacher:** Now, let us revise what we learnt today. Who can tell me one sentence about pictorial activity using simple present tense?

**Teacher:** Excellent! Now, let us recall the secret language. What was the word you decoded?

**Teacher:** Wonderful! You have understood both activities well. Let us now move on to some practise tasks.

## Differentiated Activities

110 km/hr



Write two sentences about what you see in the pictorial activity using simple present tense.

80 km/hr



Say one sentence about the pictorial activity and one about the 'Interacting better' task.

40 km/hr



Listen as the teacher says the words bat, ball and sun, then point to the correct symbols in the secret language.

## Home Task

Ask an elder at home about a challenge they faced when they were younger. Write two sentences about what the challenge was and how they overcame it.

## Period 3

**Teacher:** Good morning, everyone. I hope you are all feeling fresh and excited for today's lesson. Let us begin with a positive thought. I enjoy reading and learning new things. Say it with me.

**Teacher:** Today, we are starting a new chapter called 'In My Mind I Am Free'. Open your Main Course Book to page 35. Before we begin reading, let me share a short story.

**Teacher:** Maria and her friends visit the city library. Maria borrows a few books. One of the books is about a famous

scientist, Dr Stephen Hawking. The children go back to Maria's house, where Mumma tells them about Stephen Hawking's life.

**Teacher:** What do you think this chapter is going to be about?

(The teacher encourages students to share their thoughts.)

**Teacher:** That is interesting. As we read, underline new words and think about how Stephen Hawking overcame challenges in his life. Let us begin.

**MUST DO**

20 MIN.



**Teacher:** Today, we are going to read about a very inspiring person, 'Dr Stephen Hawking.' Open your Main Course Book to page 35. Before we start, tell me, have you ever been curious about how the universe works? Have you ever looked up at the stars and wondered about space?

Dr Stephen Hawking was a boy who enjoyed reading and playing with his friends. He grew up to be one of the world's most famous scientists. He was known for his work in cosmology and physics.



Stephen Hawking was born on 8 January 1942 in Oxford, England. His parents were well educated. Stephen had to change his school a few times. At the age of 10, he found a school he liked. There, he made good friends. He played board games and built model boats and aeroplanes with his friends. Stephen was interested in science. His Mathematics teacher, Mr Dikran Tahta, helped him and his friends build a computer. They built it from bits and pieces.

Stephen went to college to study physics. He found his studies very easy. He took great interest in extracurricular activities, such as rowing and music.

In his final year at college, he began to face health problems. He faced difficulties while rowing. One day, he fell on the stairs. When he went home during the Christmas holidays, his family noticed his problems. His speech was not clear and he had trouble walking. They took Stephen for a medical check-up. The doctors had bad news. Stephen had motor neurone disease, a disease that causes the body to stop working, though it may not affect the mind.



**Discovering better**

**cosmology:** the study of how the universe began  
**physics:** the study of matter and energy  
**board games:** any game played on a board, mostly using a dice and small pieces that are moved around  
**extracurricular:** not part of the usual course of work or studies at a school, a hobby  
**motor neurone disease:** a rare disease that affects the nerves. It causes the body to become weaker, though, as in the case of Stephen Hawking, the brain remains alert.

Understanding better  
Where was Stephen Hawking born?  
ICL

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(The teacher pauses to listen to students' responses, encouraging them to think.)

**Teacher:** That is wonderful. Stephen Hawking was one of the greatest scientists in the world. But do you know what makes his story even more special? He faced many challenges in his life but never gave up. Let us begin reading about his early life. I will read the first few lines and I want you to follow along.

(The teacher reads the first paragraph aloud, ensuring clarity and engagement.)

**Teacher:** From this, we learn that Stephen Hawking was a curious child who loved to read and play. He was like any other child, but he had a deep interest in science. Now, let us pause and understand some important words that will help us as we read further.

## Understanding better

**Teacher:** Let us check how well we have understood the chapter. Can anyone tell me where Stephen Hawking was born?

**Teacher:** Yes, he was born in 'Oxford, England, on 8 January 1942.' Now, can you find this information in the text and read the sentence aloud?

Understanding better

Where was Stephen Hawking born?

ICL

35

## Discovering better

Discovering better

LAD

**cosmology:** the study of how the universe began  
**physics:** the study of matter and energy  
**board games:** any game played on a board, mostly using a dice and small pieces that are moved around  
**extracurricular:** not part of the usual course of work or studies at a school, a hobby  
**motor neurone disease:** a rare disease that affects the nerves. It causes the body to become weaker, though, as in the case of Stephen Hawking, the brain remains alert.

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**Teacher:** Let us explore some important words from the 'Discovering better' box.

(Explain and discuss the meaning of the words given on page 35)

**Teacher:** Let us revise what we have learnt about Stephen Hawking. Where was he born?

**Teacher:** That is right. He was born in 'Oxford, England, on 8 January 1942.' Now, can anyone tell me what Stephen enjoyed doing as a child?

**Teacher:** Good. He loved reading, playing board games and building model boats and aeroplanes. Now, let us think what major challenge did he face in college?

**Teacher:** Yes, he was diagnosed with motor neurone disease, but despite his illness, he continued to work and achieve great things. Now, I want you to imagine you are a scientist like Stephen Hawking. What would you like to discover? Write two sentences about it and share with your partner.

## Differentiated Activities

110 km/hr



Write two sentences about a challenge you faced and how you solved it.

80 km/hr



Write two sentences about Stephen Hawking and his work.

40 km/hr



Listen as the teacher says the words cosmology, physics and board games, then say their meanings aloud in your own words.

## Home Task

Write five sentences about your daily routine using the simple present tense. Then, rewrite the same sentences in the simple past tense.

## Period 4

### Understanding better

SHOULD DO

10 MIN.



**Teacher:** Good morning, everyone.

Let us begin with a positive thought. 'I am capable of learning and growing every day'. Say it with me.

**Teacher:** Yesterday, we started reading about Dr Stephen Hawking's life. Before we move forward, let us recall some important details. Where was Stephen Hawking born? That is right. Now, what was the name of the disease he was diagnosed with?

Understanding better

What was the name of Dr Stephen Hawking's wife?

ICL

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**Teacher:** Yes, it was motor neurone disease. Today, we will read further about his life, his achievements and how he overcame challenges. Open your Main Course Book to page 36 and follow along.

**Teacher:** Look at the 'Understanding better' box in your book. It asks, 'What was the name of Dr Stephen Hawking's wife?' As we read, try to find the answer in the text and underline it. We will discuss it after reading.

**Teacher:** Now, I will read a section of the text aloud. Follow along in your books and underline important details. (The teacher reads the paragraph aloud.)

**Teacher:** From this, we learn that Stephen Hawking continued his work despite his illness. He married Jane Wilde, had three children and made significant contributions to science.

What field did he study?

(Pause for responses.)

Yes, he researched black holes. His discoveries helped scientists understand space better.

**Teacher:** As his health worsened, he found ways to communicate using technology. What do you think this tells us about his determination?

(Pause for responses.)

That is correct. It shows his never-give-up attitude. Now, let us look at some key words in this passage: 'adapt', 'operate', 'research'. Think about what they mean as we move forward.

**Teacher:** What challenges did Stephen Hawking face? How did he overcome them?

(Pause for responses.)

MUST DO

20 MIN.





**Teacher:** Now, think about this if you could invent a technology to help people with disabilities, what would it be? Write two sentences describing your idea and share them with your partner.

COULD DO

10 MIN.



The doctors told Stephen that he only had a few more years to live. While this made Stephen very sad, he did not give up hope. He finished his PhD and got married to his friend, Jane Wilde. Dr Hawking believed that, "However bad life may seem, there is always something you can do and succeed at. While there's life, there is hope."

Dr Hawking and his wife had three lovely children. The children brought great joy into their lives. Dr Hawking was also growing in his career. He carried out research on black holes. He received many awards for his scientific work. He became a professor of Physics at Cambridge University.

However, Dr Hawking's health was becoming worse with time. He had to use crutches and then a wheelchair to move around. He had an operation that left him with no voice.

To adapt, he created visual methods to learn. He started with raising his eyebrows to choose a letter on a spelling board. He was unwilling to give up. Later, he got to use advanced technology that made it easier for him to communicate with others. He could simply press switches to select words and phrases. He operated the computer's switch with his hand. When he lost control of his hand muscles as well, he used his cheek muscles to operate the computer. Finally, he used a software to help him select his words. He said, "Although I cannot move and I have to speak through a computer, in my mind I am free."

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## Differentiated Activities

110 km/hr



Write two sentences about how Stephen Hawking used technology to communicate.

80 km/hr



Write two sentences about Stephen Hawking's family and their support in his life.

40 km/hr



Listen as I say the words 'adapt', 'operate' and 'research'. Now, say their meanings in your own words.

## Home Task

Write five sentences about the impact of technology in today's world. How does it help people in different ways?

## Period 5

**Teacher:** Good morning, everyone. Let us begin with a positive thought. 'I am always curious to learn new things'. Say it with me.

**Teacher:** Yesterday, we read about how Stephen Hawking overcame his challenges and continued to work despite his illness. Let us recall a few details.

Who was Stephen Hawking's wife?

(Pause for responses.)

Yes, Jane Wilde. Now, what did he use to communicate when he lost his voice?

(Pause for responses.)

Correct, he used technology, first a spelling board and later a computer operated by his cheek muscles.

SHOULD DO

10 MIN.



## Understanding better

**Teacher:** Today, we will read further about his achievements, including his work in science, books and television appearances. Look at the 'Understanding better' box in your book. It asks,

'Name Dr Stephen Hawking's best-known book'. As we read, underline this detail and be ready to discuss it.

Open your Main Course Book to page 38 and follow along.

MUST DO

20 MIN.



### Understanding better

What was the name of Dr Stephen Hawking's wife?

ICL

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**Teacher:** I will read the next section aloud. Follow along in your books and underline key details.

(The teacher reads the paragraph aloud.)

Dr Hawking and his wife, Jane, together spoke for other people with disabilities. They wanted to spread awareness about the potential of people with disabilities. Dr Hawking took a flight into space. Describing his flight, he said, "I was Superman for those few minutes."

Dr Hawking wrote many books that have helped people understand the universe. His best-known

book is *A Brief History of Time*. In the book, he explains the beginning, growth and future of our universe, in simple language. He wanted to help people know more about science.

So, he acted in two popular television shows as well.

Dr Stephen Hawking was known for thinking of new ways to help us understand the universe. His studies in cosmology and physics won him many awards.



Understanding better  
Name Dr Stephen Hawking's best-known book?



Discovering better LAD

**research:** in-depth study of a subject to discover new information about it  
**black hole:** a part of space where gravity is so strong that even light cannot escape from it  
**adapt:** to change yourself in new situations in order to help or protect yourself  
**operate:** here, to make a machine work

36

**Teacher:** In this Exercise, we learn that Dr Hawking wanted to spread awareness about the potential of people with disabilities. He even took a flight into space and said, 'I was Superman for those few minutes'. What do you think he meant by this?

(Pause for responses.)

That is an interesting thought. Now, let us continue reading. (The teacher reads the next paragraph.)

**Teacher:** Stephen Hawking wrote many books to help people understand science. What was his most famous book?

(Pause for responses.)

Yes, 'A Brief History of Time.' This book explains the universe in simple language so that everyone can understand science.

## Discovering better

**Teacher:** Now, let us look at the words in the 'Discovering better' box. Read each word and think about how it relates to Stephen Hawking's life and work.


COULD DO

10 MIN.



**Teacher:** Let us reflect on what we have read. What did Stephen Hawking do to help people understand the universe?

(Pause for responses.)



**Discovering better** LAD

**research:** in-depth study of a subject to discover new information about it

**black hole:** a part of space where gravity is so strong that even light cannot escape from it

**adapt:** to change yourself in new situations in order to help or protect yourself

**operate:** here, to make a machine work

36

**Teacher:** Now, imagine you are writing a book like 'A Brief History of Time' to help people understand something complex. What topic would you choose? Write two sentences about it and share with a partner.

### Differentiated Activities

110 km/hr



Write two sentences about Stephen Hawking's contributions to science.

80 km/hr



Write two sentences about 'A Brief History of Time' and its purpose.

40 km/hr



Listen as I say the words 'research', 'black hole' and 'adapt'. Now, say their meanings in your own words.

### Home Task

Write five sentences about a book you have read that inspired you. What was it about and what did you learn from it?

### Period 6

#### Discovering better

SHOULD DO

10 MIN.




**Teacher:** Good morning, everyone. Let us begin with a positive thought. 'I always look for opportunities to learn and grow'. Say it with me.

**Teacher:** Yesterday, we learnt about Stephen Hawking's contributions to science, his books and his efforts to inspire people. Today, we will read about his final message and reflect on how his words continue to guide us.

**Teacher:** Before we start reading, look at the 'Discovering better' box in your book. It has two words overcome and curious. Can anyone tell me what it means to overcome something?

(Pause for responses.)

That is right. To overcome means to deal with a problem and find a way forward. Stephen Hawking overcame many challenges in his life, but he never stopped working.



**Discovering better** LAD

**overcome:** to deal with a problem

**curious:** interested to know more about something

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**Teacher:** Now, what does 'curious' mean?

Yes, it means being eager to learn new things. Stephen Hawking always encouraged people to be curious. Keep this in mind as we read today's passage. Open your Main Course Book to page 37 and follow along.


MUST DO

20 MIN.




**Teacher:** Now, I will read this passage aloud. Listen carefully and think about the message Stephen Hawking left for us.

(The teacher reads aloud while students follow.)



Dr Hawking passed away on 14 March 2018, at the age of 76. He lived his life facing many problems but adapted himself to overcome every challenge.

He said, "Remember to look up at the stars and not down at your feet. Be curious. And however difficult life may seem, there is always something you can do and succeed at."



**overcome:** to deal with a problem

**curious:** interested to know more about something

37

**Teacher:** Here, we learn that Dr Hawking passed away on 14 March 2018, but his message lives on. He said, 'Remember to look up at the stars and not down at your feet'. What do you think he meant by this?

That is right. He wanted us to focus on possibilities and never lose hope.

**Teacher:** He also said, 'However difficult life may seem, there is always something you can do and succeed at'. What does this tell us about his attitude toward life?

(Pause for responses.)

Good. It shows his belief in never giving up. Now, let us explore how we can apply his words in our lives.

#### Giving better

**Teacher:** Stephen Hawking used his life to help others. Look at the 'Giving better' box in your book. It says, 'Help your grandparents and other old people on stairs. Offer to carry their bags'. Why do you think small acts of kindness like these are important?

Yes, they show respect and care. Hawking's wife supported him and he, in turn, inspired millions. What are some ways you can help people around you?

#### Exploring better

**Teacher:** Now, look at the 'Exploring better' box. It defines the word universe. Stephen Hawking spent his life studying

the universe. Why do you think people have always been curious about space?

Yes, space is full of mysteries. Just like Hawking, scientists and explorers continue to search for answers. What is one thing about the universe that you would like to learn more about?

### Matching better

**Teacher:** Look at the 'Matching better' box. It has the words curious and difficult. How do these words relate to Stephen Hawking's life?

(Students should also know that the words given in the box are synonyms.)

Correct. He was always curious to learn more and he never let difficulties stop him. Now, let us think how does curiosity help us in everyday life?

### Connecting better

**Teacher:** Now, let us look at 'Connecting better'. It talks about a group of friends sharing a book. What do you think it makes learning more fun reading alone or discussing with friends?

Yes, discussing ideas helps us understand better. Just like Maria and her friends divided pages to read, we also learn better when we share knowledge. How can you make learning fun in your daily life?

COULD DO

10 MIN.

**Teacher:** Let us reflect on Stephen Hawking's message. How can we use his advice in our daily lives?

**Teacher:** Now, imagine you are writing an inspirational quote for younger students. What advice would you give them about never giving up? Write one sentence and share it with your partner.

### Differentiated Activities

110 km/hr



Write two sentences about Stephen Hawking's final message and what it teaches us.

80 km/hr



Write two sentences about how Stephen Hawking overcame challenges in his life.

40 km/hr



Listen as I say the words 'overcome' and 'curious'. Now, say their meanings in your own words.

### Home Task

Fill 'My Scribbles and Secrets' at home

### Period 7

**Teacher:** Good morning, everyone. Let us begin with a positive thought. 'I

SHOULD DO

10 MIN.

recall and apply what I learn'. Say it with me.

**Teacher:** We have been learning about Dr Stephen Hawking's journey his challenges, discoveries and contributions to science. Before we move forward, let us recall some key details.

### Recalling better

**Teacher:** Look at the 'Recalling better' box in your book. It lists some important facts about Dr Hawking's life. As I read them aloud, think about how each point connects to what we have discussed.

Recalling better

- Stephen Hawking was born on 8 January 1942 in Oxford, England.
- He had motor neurone disease that affected his nerves.
- It was difficult for him to walk and communicate.
- He adapted to various ways of communication.
- He was a successful physicist and cosmologist.
- Dr Hawking wrote books to help people understand the universe.
- His best-known book is A Brief History of Time.
- He passed away at the age of 76.

CING

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(Note: Read each point, pausing briefly.)

**Teacher:** Dr Hawking was born on 8 January 1942 and faced motor neurone disease, which made it difficult for him to walk and communicate. Yet, he found new ways to continue his work and made remarkable discoveries. He wrote 'A Brief History of Time' to help people understand the universe.

**Teacher:** Now, open your book to the next section. Let us see how well we remember what we have learnt.



You may show the **Chapter Summary**, given on the digital platform to recapitulate the content.

### Learning better ( Excelling Comprehension)

**Teacher:** Open your book to the Learning better section. There are some multiple-choice questions based on our reading. I will read each one aloud and you will think about the correct answer before marking it.

Learning better

CBA Full

Comprehension

A Tick (✓) the correct answers.

- Which of the following activities did young Stephen Hawking do with his friends?  
a. colouring ☐ b. rowing boats ☐ c. building planes ☐
- What change did Stephen's family notice in his final year of college?  
a. memory loss ☐ b. unclear speech ☐ c. inability to write ☐
- Which subject did Stephen study at college?  
a. Maths ☐ b. Physics ☐ c. Chemistry ☐
- For which cause did Dr Stephen and Jane Hawking raise awareness?  
a. space travel ☐ b. the potential of specially abled people ☐  
c. advanced writing technology ☐
- What is the name of the book written by Dr Stephen Hawking?  
a. A Brief History of Time ☐ b. A Brief History of Space ☐  
c. A Brief History of Humans ☐

37-38

(The teacher reads the first question.)




**Teacher:** 'Which of the following activities did young Stephen Hawking do with his friends?' Think about his childhood.

MUST DO

20 MIN.

(Pause for responses and continue reading and discussing each question.)

**Teacher:** Now, let us check our answers. I will read each question twice and you will tell me the correct option.


 You may show the **Concept Map**, **COULD DO** given on the digital platform to make them learn simple present tense and present continuous tense.  

**Teacher:** Now, let us take this a step further. Imagine you had a chance to interview Stephen Hawking. What would you ask him about his life or discoveries?


**Teacher:** Write down your question and then share it with a partner. Think about what you are most curious to know. (Pause while students write and discuss.)

## Differentiated Activities


**110 km/hr**

 Write three important facts about Stephen Hawking from the Recalling better section.

**80 km/hr**

 Write two questions from the Learning better section and answer them in full sentences.

**40 km/hr**

 Listen as I read one fact from the Recalling better section. Now, say it in your own words.

## Home Task

Read the Recalling better section again and write in your notebook.

## Period 8

**Teacher:** Good morning everyone. Let us begin with a positive thought. 'I can express my understanding clearly'. Say it with me.

**Teacher:** We have read about Dr Stephen Hawking's life and achievements. Before we move forward let us quickly recall some key details.

**Teacher:** I will say a few statements and you have to tell me if they are true or false. Listen carefully. (The teacher reads a few statements from the 'Write True or False' section and encourages students to respond.)

**Teacher:** Good. Now we will focus on writing answers based on what we have learnt. Open your book to the next section.

**SHOULD DO**





**MUST DO**





**B Write true or false.**

1. Stephen Hawking took interest in rowing and music. \_\_\_\_\_
2. Stephen Hawking had an enjoyable life at university. \_\_\_\_\_
3. Dr Stephen Hawking could not communicate throughout his life. \_\_\_\_\_
4. Dr Stephen Hawking and Jane Wilde had two children. \_\_\_\_\_
5. Dr Stephen Hawking travelled to space. \_\_\_\_\_

38

## Learning better ( Excelling Comprehension)

**Teacher:** Now let us complete some written exercises. Look at the 'True or False' section. Read each statement carefully and decide whether it is correct or not.

(Read the first statement aloud.)

**Teacher:** Think about what we read. Is this statement true or false? 'Stephen Hawking took interest in rowing and music.'

(Pause for responses.)

**Teacher:** Good. Now complete the rest of the statements on your own.

(Give students time to complete the exercise.)

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

1. How did Dr Stephen Hawking help people understand the universe?
2. What was Dr Stephen Hawking's profession?
3. As a young man, Stephen Hawking made model boats and aeroplanes. What quality of his does this display?

38

**Teacher:** Now look at the 'Write Short Answers' section. The first question asks 'How did Dr Stephen Hawking help people understand the universe?' Think back to his contributions. Write a short answer in your notebook.

(Pause while students write.)

**Teacher:** Once you are done, move to the next two questions. Answer them in complete sentences.

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

1. How did Dr Stephen Hawking overcome challenges?
2. What makes Dr Stephen Hawking's achievements unique? Give reasons.

38

**Teacher:** Now let us think more deeply. Look at the 'Write Long Answers' section.

**Teacher:** The first question asks 'How did Dr Stephen Hawking overcome challenges?' Reflect on what we have learnt. Write a detailed response using examples from his life.

(Give writing prompts and discuss the answer.)

**Teacher:** Now move to the second question.

'What makes Dr Stephen Hawking's achievements unique? Give reasons.' Think about his discoveries his perseverance and his contributions to science.

(Pause while students write.)

## Differentiated Activities

**110 km/hr**



Students play a Rapid Fire Hawking game where they answer quick questions about Stephen Hawking within five seconds, with the last student remaining as the 'Hawking Expert'.

**80 km/hr**



Students form a Memory Train where each person repeats the previous fact about Stephen Hawking and adds a new one, continuing until the last student recalls them all.



40 km/hr



In True or False Jump, students move to the correct side based on a statement read by the teacher, explaining their choice if they make a mistake.

## Home Task

Students share one interesting fact about Stephen Hawking with a family member and recount their family's reaction in the next class.

## Period 9

**Teacher:** Good morning everyone. Let us begin with a positive thought 'I enjoy learning new words and using them in my speech'. Say it with me.

SHOULD DO

10 MIN.



**Teacher:** Today we will explore some interesting words. Look at the vocabulary section in your book. Read the words aloud with me 'my, shy, by, fry, cry.'

(Read the words aloud and students repeat.)

**Teacher:** These words have something in common. Can you figure out what it is?

(Pause for responses.)

**Teacher:** Good. Now let us answer some questions using these words. Think carefully before you respond.

## Excelling Vocabulary

**Teacher:** Now let us answer the questions in your book using words that end with 'y'. Listen carefully to each question before responding.

MUST DO

20 MIN.



(Note: The teacher reads the first question.)

Vocabulary

Read these words aloud.

my shy by fry cry

In some words, the y at the end of the word makes the long i sound. Answer the questions with such y words in your notebook. Read the words aloud.

1. What is an action that birds can do but humans cannot?

2. What is blue in the morning and dark at night?

3. What action do you perform when you take things in exchange of money?

4. Fill in the blanks.

a. You make a towel wet when you \_\_\_\_\_ yourself.

b. Never give up before you \_\_\_\_\_.

DING

WR

P

38-39

**Teacher:** What is an action that birds can do but humans cannot?

(Pause for responses.)

**Teacher:** Good. Now let us move to the next one. What is blue in the morning and dark at night?

(Note: Continue reading the questions, encouraging students to answer aloud.)

**Teacher:** Now, let us complete 'Fill in the Blanks activity. Listen carefully, I will read the sentence and you will complete it with the correct word.

(Note: Read 'fill in the blank' sentences while students respond.)

**Teacher:** Well done. Now, open your book to the next section.

**Teacher:** Look at the word list in your book. There are words related to 'magic' and 'school'. I will read each word aloud and you will decide which column it belongs to.

(The teacher reads each word while students respond.)

**Teacher:** Now let us take turns saying a sentence using one of these words. Think of a creative sentence and say it aloud.

You may show the **Dictionary**, given on the digital platform to learn new words and their meaning in the chapter.

COULD DO

10 MIN.



## Differentiated Activities

110 km/hr



Students listen as the teacher calls out words from the word box and quickly say whether they belong to 'Magic' or 'School'.

80 km/hr



Students pick any two 'y' words from the vocabulary section and use them in two different spoken sentences, ensuring correct pronunciation.

40 km/hr



Students listen as the teacher says a word, repeat it aloud and use it in a simple sentence to reinforce meaning.

## Home Task

Find three new words ending in y from your surroundings and say them aloud in class the next day with a sentence for each.

## Period 10

## Excelling Spelling

**Teacher:** Good morning everyone.

Let us begin with a positive thought.

'I enjoy learning and using correct grammar in my speech'. Say it with me.

SHOULD DO

10 MIN.



Spelling

Complete the sentences with gh words. Take help from the box. Read the gh words aloud.

light tight brought night right

1. Ali \_\_\_\_\_ a little book of poems to school.

2. Aisha switched on the \_\_\_\_\_ in her room.

3. Owls come out during the \_\_\_\_\_.

4. We need to take a \_\_\_\_\_ turn from here.

5. These pants do not fit me anymore. They are too \_\_\_\_\_.


39

**Teacher:** Today we will explore spelling and grammar. Look at the Spelling section in your book. Read the given words aloud with me and listen carefully to their pronunciation.

(Read the words aloud and students repeat.)

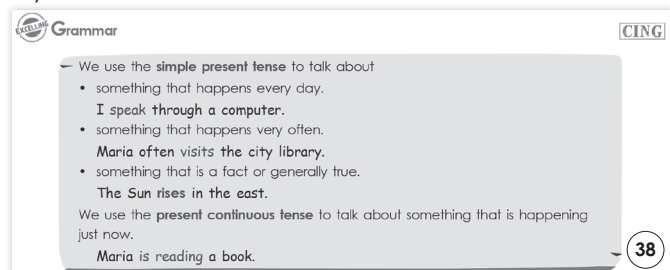
**Teacher:** Now let us complete the sentences using the correct 'gh' words. Listen as I read each sentence and say the correct word that fits.

(Read the sentences while students respond.)

 You may show the **Spelling Activity**, given on the digital platform to learn the spelling of new words from the chapter.

## Excelling Grammar

**Teacher:** Now let us focus on grammar. Look at the Simple Present Tense and Present Continuous Tense explanation in your book.



**Grammar CING**

We use the **simple present tense** to talk about

- something that happens every day.  
I speak through a computer.
- something that happens very often.  
Maria often visits the city library.
- something that is a fact or generally true.  
The Sun rises in the east.

We use the **present continuous tense** to talk about something that is happening just now.  
Maria is reading a book.

38

**Teacher:** I will read a sentence aloud and you will choose the correct verb form. Listen carefully.

**MUST DO**

20 MIN.

(**Note:** Read the first sentence from 'Underline the correct answers' and wait for student responses.)

**Teacher:** 'Every morning, the Sun is rising / rises in the East.' What is the correct answer?


(Pause for responses.)

**Teacher:** Good. Now let us do the next one together. 'She loves / is loving to play basketball.'

(The teacher continues reading the sentences, allowing students to respond aloud.)

**Teacher:** Now, look at the 'Fill in the Blanks' section. I will read each sentence and you will say the correct present continuous tense form of the verb.

(The teacher reads each sentence and encourages students to respond.)

 You may show the **Animated Activity**, given on the digital platform to practise the concept of simple present tense.

**COULD DO**

10 MIN.

**Teacher:** Now, I will show you a poster now, so everyone pay attention.

**Teacher:** This poster will help us learn how to form meaningful sentences.

**Teacher:** Look at the first scroll. It has subjects like 'The cat,' 'My friend,' and 'A scientist.' These are the starting points of a sentence.

**Teacher:** Now, look at the second scroll. It has question words such as 'Where is,' 'Who is at,' and 'How long.' These help in forming questions.

**Teacher:** The third scroll has expressions like 'Oh no!' and 'Congratulations!' These are used to express emotions.

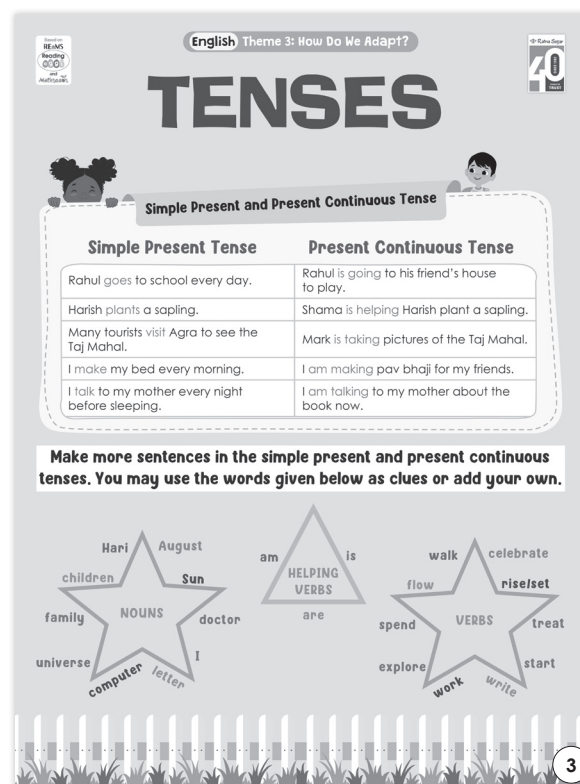
**Teacher:** The boxes have verbs like 'jump,' 'play,' and 'cook' and nouns like 'book,' 'door,' and 'cake.' You can use these to complete your sentences.

**Teacher:** Let us try forming a few sentences. If I take 'The postman' and add 'delivers letters,' we get 'The postman

delivers letters.' If I take 'Where is' and 'the book,' I can ask, 'Where is the book?'

**Teacher:** Now, it is your turn. Use the words and phrases to form your own sentences. Let us begin.

**Teacher:** I will now paste this poster in the classroom so you can refer to it whenever you need help in forming sentences.



English Theme 3: How Do We Adapt?

# TENSES

Simple Present and Present Continuous Tense

Simple Present Tense	Present Continuous Tense
Rahul goes to school every day.	Rahul is going to his friend's house to play.
Harish plants a sapling.	Shama is helping Harish plant a sapling.
Many tourists visit Agra to see the Taj Mahal.	Mark is taking pictures of the Taj Mahal.
I make my bed every morning.	I am making pav bhaji for my friends.
I talk to my mother every night before sleeping.	I am talking to my mother about the book now.

**Make more sentences in the simple present and present continuous tenses. You may use the words given below as clues or add your own.**

**NOUNS:** Hari, August, Sun, children, family, universe, computer, letter, doctor, I

**HELPING VERBS:** am, is, are

**VERBS:** walk, celebrate, rise/set, treat, start, work, write, explore, spend, flow

3

## Differentiated Activities

**110 km/hr**



Students act out an action while another student describes it using the present continuous tense.

**80 km/hr**



Students listen to a sentence in the present continuous tense and repeat it, changing the subject (e.g., 'I am reading a book' → 'She is reading a book').

**40 km/hr**



Students listen to verbs read aloud and say them in the correct present continuous tense form.

## Home Task

Observe five activities happening around you at home and be ready to describe them in the present continuous tense in the next class.

## Period 11

**Teacher:** Good morning everyone. Let us begin with a positive thought. 'I listen carefully and learn from inspiring people'. Say it with me.

**SHOULD DO**

5 MIN.

## Excelling Concentration

**Teacher:** Today we will listen to a passage about Nick Vujicic and learn how he overcame challenges. Listen carefully as I read and think about the answers to the questions in your book.

(**Note:** Read the passage aloud while students listen attentively.)

**Teacher:** Now let us discuss. Who is Nick Vujicic and what is he known for?

(Pause for responses.)

Concentration\*

**1** Your teacher will read out a passage. Listen carefully and answer the questions.

- Who is Nick Vujicic? What is he known for?
- What challenges did Nick Vujicic face when he was in school?
- How did Nick Vujicic turn his obstacles into opportunities?
- How has Nick Vujicic inspired millions of people?
- Write two things you learnt from Nick Vujicic.

40

**Teacher:** Good. Now think about the next question. What challenges did he face in school?

(Pause for responses and continue discussing each question.)

You may show the **I Explain**, given on the digital platform to help learners understand tense.

**MUST DO**

20 MIN.

## Excelling Language

**Teacher:** Now let us focus on communication. Look at the Language section in your book. We all use words to express our thoughts but what if we could not?

Language

**1** Work with your partner. Make your own sign language for the following:

- I am hungry.
- I want to play.
- I am sleepy.

Next time, use these actions to communicate in sign language.

40

**Teacher:** You will create your own sign language for the given actions. I am hungry I want to play and I am sleepy.

**Teacher:** Think of a simple gesture for each action and practise using it. Next time we will try to communicate only through these signs.

(Gives students time to create their own signs and practise.)

## Excelling Expression

**Teacher:** Now let us reflect on what we have learnt about inspiration. If you had to tell someone about Dr Stephen Hawking how would you explain why he is inspiring?

Expression

**1** Write a letter to your grandmother in your notebook. Tell her how you have been inspired by Dr Stephen Hawking.

You may begin like this:

Dear grandma,

I hope you and grandpa are well. Thank you for the gifts you sent. They are wonderful! Today, I want to tell you about Dr Stephen Hawking. His life and work are very inspiring. I read about him in our English book.

Dr Hawking was \_\_\_\_\_

40

**Teacher:** Stand up one by one and say a short sentence about what makes Dr Stephen Hawking's life special. Speak clearly and confidently.

## Holistic Teaching

**Teacher:** In every subject, we find ways to adapt, just like we learnt in the lesson 'In My Mind I Am Free'. Let me show you how different subjects connect with what we have learnt.

Chapter 3: In My Mind I Am Free

Theme 3: How Do We Adapt?

A

Maths

**Answer the following question.**

Maresh **collects** the same number of water bottles every day. If he collected 12 bottles in 6 days, how many bottles did Maresh collect on the fourth day? \_\_\_\_\_

B

Science

**Fill in the blanks.**

Only \_\_\_\_\_ can make their own food. Leaves **need** \_\_\_\_\_ and **sunlight** to make food. Leaves are also called the \_\_\_\_\_ of a plant. They have small openings called \_\_\_\_\_.

C

Social Studies

**Fill in the blanks.**

The first empire in the history of India was established by \_\_\_\_\_. The first ruler of this dynasty was \_\_\_\_\_. After Bindusara, \_\_\_\_\_ became the ruler of the Mauryan Empire.

4

**Teacher:** In Maths, we often solve real-life problems. Look at this question. Maresh collects the same number of water bottles every day. If he collected 12 bottles in 6 days, how many bottles did he collect on the fourth day? This teaches consistency and planning ahead, just like Stephen Hawking planned his work despite his challenges.

**Teacher:** Now, in Science, plants need sunlight, water and carbon dioxide to survive. They adapt to their environment to make their own food. Similarly, Stephen Hawking adapted to his situation and continued his research with the help of technology.

**Teacher:** In Social Studies, we study great leaders who shaped history. The Mauryan Empire was established by Chandragupta Maurya, who had to adapt to different challenges to build a strong empire. Just like leaders make changes for the better, Stephen Hawking changed how we understand the universe.

**Teacher:** Learning is about making connections across subjects. Whether it is planning in Maths, adaptation in Science or leadership in Social Studies, the ability to overcome challenges and find solutions is what helps us grow.

## Differentiated Activities

110 km/hr



Students explain how they would introduce themselves to a new friend in a new place.

80 km/hr



Students listen to a sentence about adapting to change and repeat it in their own words.

40 km/hr



Students listen as the teacher says a simple sentence and repeat it with correct pronunciation.

## Home Task

Complete the project from the book of project ideas and submit in the class.

## Period 12

**Teacher:** Good morning everyone. Let us begin with a positive thought. I can think creatively and apply my learning. Say it with me.

SHOULD DO

10 MIN.

## Creating better

### Creating better

Imagine that your doll or toy has scraped its knee and is unable to walk. Make it sit on a cardboard wheelchair to wheel it around. Follow the steps to make a cardboard wheelchair.

**Materials needed:**

- old, thick cardboard box
- pencil
- a pair of scissors
- glue
- ruler
- a small and a medium-sized round lid

Cut out the following shapes from the cardboard with the help of an adult.

- 1 square — 15 inch x 15 inch
- 2 squares — 5 inch x 5 inch each
- 1 rectangle — 15 inch length x 12 inch breadth
- 1 rectangle — 15 inch length x 6 inch breadth
- 2 big circles (use the medium-sized round lid)
- 2 small circles (use the small-sized round lid)
- 2 thin, long and 2 thin, short strips of cardboard for the handles and legs of the chair.

- Stick the long side of the 15 inch rectangle to one side of the square with the help of glue. You have the back and the seat of the wheelchair.
- Stick the two thin short strips to the two short sides of the rectangle horizontally in the middle.
- Stick the two thin long strips to the two outer sides of the square vertically in the middle. Join the short and long strips at the point where they meet. Now your figure should look like a chair with two armrests and two legs.
- Make footrests by joining two small square cardboard cutouts with two thin strips in the L shape. Stick them to the front edge of the chair.
- Next, stick the big circles on each side of the chair where the back meets the seat. Stick the small circles to the sides of the chair legs.

**Teacher:** Today we will do a creative activity. Imagine your doll or toy has scraped its knee and cannot walk. How can we help it move?

**Teacher:** Look at the Creating better section in your book. We will follow the steps to make a cardboard wheelchair. I will guide you through each step so listen carefully. (Briefly explains the materials needed and the process.)

You may show the **Slide Show**, given on the digital platform to know about some brave children.

## Thinking better

**Teacher:** Look at the pictures in your book. What do you see in the first image? Who do you think uses it?

### Thinking better

Think and answer in your notebook.

- What is this? Who uses it?
- What is this? Who uses it?

**Teacher:** Good. Now look at the second image. What is it used for? Who benefits from it?

MUST DO

15 MIN.

(Pause for responses and encourage discussion.)

You may show the **Quiz**, given on the digital platform to help students recollect their learning.

## Choosing better

**Teacher:** Imagine you have to stay with your grandparents in a different city for some time. Their routine and discipline are different from what you are used to at home.

**Teacher:** Think about it. Will you adapt to their new routine and discipline or will you continue as you have been doing?

### Choosing better

You have to stay with your grandparents in a different city for quite some time. The routine and discipline at their house are different from that at your parents' house. Will you adapt to your new routine and discipline? Or will you do as you have been doing thus far? Give reasons for your answer.

**Teacher:** Give reasons for your answer and reflect on how adapting to a new environment helps us grow.

## Revising better

### Revising better

What is the most confusing word you know? Use it in a sentence in your Little Book.

**Teacher:** Words can sometimes be confusing, especially when they have different meanings in different contexts.

**Teacher:** Think about the most confusing word you have ever come across. What makes it confusing?

**Teacher:** Now, use that word in a meaningful sentence and write it in your Little Book. This will help you remember it better.

## Pledging better

**Teacher:** Every small action we take can make a big difference in the world. Let us think about what we can do to make the world a better place.

### Pledging better

In my own little way, I pledge to:

- plant more trees.

SDG 13: CLIMATE ACTION

**Teacher:** In your own little way, what is something positive



that you can pledge to do?

**Teacher:** One example is planting more trees, which helps our environment. Think of something meaningful and say it aloud.

**Teacher:** I will say a word with a missing letter and you will quickly say the correct spelling. Listen carefully.  
(Call out words with missing letters and students respond.)

**Teacher:** Now let us play a quick grammar game. I will say an action and you must respond using the present continuous tense. If I say run, you will say I am running.  
(Continue with different actions while students respond.)

COULD DO

5 MIN.



## Differentiated Activities

110 km/hr



Students describe an action they are doing at the moment using the present continuous tense.

80 km/hr



Students listen to a sentence in the simple present tense and change it to the present continuous tense.

40 km/hr



Students listen as the teacher says a word with a missing letter and complete it aloud.

## Home Task

Complete your worksheet- 1 at home, we will discuss it in the next class.

**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 in notebook.)

**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.

L (What I have Learnt)<sup>#</sup>

ICL

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## Period 13

**Teacher:** Good morning, students. I hope you all had a wonderful evening yesterday.

**Teacher:** Great. Now, before we start today's lesson, let us quickly discuss the homework. Yesterday, I gave you Worksheet 1. Did everyone complete it?

SHOULD DO

20 MIN.



**Teacher:** Fantastic. Let us review a few sentences from the worksheet together. Open your worksheets.

**Teacher:** That is great.

## Worksheet 2

**Teacher:** Now let us work on some vocabulary exercises. Look at Worksheet 2 on page 9 in the workbook. I will read the first Exercise aloud.

**Teacher:** Fill in the blanks with y to complete the words. Read them aloud after filling them in.  
(Read the first word and students respond.)

**Teacher:** Now move to the next section. Fill in the blanks with 'gh' to complete the words. Think carefully before answering.

**Teacher:** Now let us work on grammar. Look at the sentences in Exercise A. You need to fill in the blanks using the present continuous tense of the given verbs.

Worksheet 2

Vocabulary

A. Fill in the blanks with y to complete the following words. Read them aloud.

1. dr \_\_\_\_ 2. pl \_\_\_\_ 3. fr \_\_\_\_ 4. fr \_\_\_\_ 5. cr \_\_\_\_

B. Fill in the blanks with gh to complete the following words.

1. ni \_\_\_\_ t 2. bri \_\_\_\_ t  
3. kni \_\_\_\_ t 4. tau \_\_\_\_ t

9

**Teacher:** Great! Now complete the rest of the sentences.

**Teacher:** In Exercise B, read the words in the box and write them in the correct columns. Simple Present Tense or Present Continuous Tense.

(Note: Monitor as students complete the exercise.)

**Teacher:** Let us have some fun with vocabulary and grammar.

MUST DO

20 MIN.



Grammar

A. Fill in the blanks with the present continuous form of the words given in brackets.

1. The Sun is \_\_\_\_\_ brightly. (shine)  
2. Rajveer is \_\_\_\_\_ breakfast. (have)  
3. Hamid is \_\_\_\_\_ a comic book. (read)  
4. The water is \_\_\_\_\_ on the stove. (boil)

B. Read the words in the box, carefully. Then write them in the correct columns.

come dancing speaking talking losing sing cook walking lose rise

Simple present tense	Present continuous tense

Teacher's Signature: \_\_\_\_\_

Remarks: \_\_\_\_\_

9

## Worksheet 3

**Teacher:** Now listen carefully as I read a short passage. You will answer the questions in your book based on what you hear.

### Worksheet 3

#### Listening / Speaking / Writing

**A. Listen to your teacher carefully. Now, answer the questions in your notebook.\***

1. Where are Sita and Mita playing?
2. How is Jonas going to the church?
3. Where is Kirti going?
4. What did Naazneen ask?
5. What is happening to Pushkar?

**B. Work with a partner. Make a sign language of your own for the following:**

1. Thank you
2. Hello
3. Play
4. Eat
5. Look

**C. Imagine that you travelled to a new place by train. On your journey, you made a friend. Now, write a letter to your aunt. Tell her about your new friend.**

Dear Aunt \_\_\_\_\_,

How are you doing? I'm doing fine. Recently, \_\_\_\_\_

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With love,

\_\_\_\_\_

**Teacher's Note:** \*Read the listening text on page 31.

Teacher's Signature: \_\_\_\_\_



Remarks: \_\_\_\_\_

10

(Read a passage aloud while students listen carefully.)

**Teacher:** Now answer the questions in Exercise A in your workbook.

(Give students time to write and then discuss the answers.)

**Teacher:** In Exercise B, you will create your own sign language for words like Thank you, Hello, Play, Eat and Look. Think about simple actions you can use.

(Allows students to create and demonstrate their signs.)

**Teacher:** Now look at Exercise C. Imagine you travelled to a new place and met a friend. Write a short letter to your aunt telling her about your new friend.

(Allow students to complete their writing.)

**Teacher:** Well done, everyone! Today, we have completed Theme 3. In the next period, we will start a new lesson. Get ready for more exciting learning!

### Home Task

Practise the worksheet at home.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• follow model reading of the lesson for correct pronunciation, pauses, stress and proper intonation.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• work in collaboration with peers on common tasks.</li> <li>• engage in thoughtful conversation with peers and teachers.</li> <li>• share similarities between Stephen Hawking and Nick Vujicic with their Secret Journal.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• describe the theme of the story.</li> <li>• infer from the text and frame meaningful answers to the questions.</li> <li>• apply the concepts learnt in Maths, Science and Social Studies to find solutions to the given questions.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• enrich their vocabulary with 'gh' words and words with 'y' as the sound of long 'i'.</li> <li>• frame meaningful sentences with the new words introduced in the lesson.</li> <li>• use simple present and present continuous tenses appropriately.</li> <li>• listen attentively to the text for specific information and answer the questions.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• invent their own sign language and communicate effectively.</li> <li>• research special people for the project using technology.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• frame meaningful sentences with the words they found confusing in the lesson and write them in their Little Book.</li> </ul>

### Starry Knights

Could you inspire the learners with the story? As a teacher, are you motivated enough to take up the challenges in the classroom?

Give yourself a STAR for being an ambitious teacher!

☐