

Lesson-5: Derek Discovers a Dragon

 14 Periods (40 minutes each)



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



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

Confirming better
I tell my parents everything.

Curricular Goals and Objectives (NCF)

To enable the students:

- to develop critical thinking by exploring concepts related to space, astronomy and scientific discoveries.
- to enhance reading comprehension by analysing texts, identifying key details and making inferences.
- to improve vocabulary by learning and applying synonyms, antonyms and contextual word meanings.
- to strengthen grammar and sentence structure through activities involving pronouns, possessive forms and punctuation.
- to foster creativity and expression by engaging in storytelling, scriptwriting and puppet show performances.
- to practise collaboration and teamwork through partner-based activities and role-playing exercises.

Methodology

Period 1

Teacher: Good morning, everyone. **SHOULD DO**  
How are you all today?
(Show CRM signs to settle the class)

Teacher: That is wonderful. Today, we will talk about something very important: expressing ourselves clearly.

Teacher: Imagine you have something exciting or important to share. Who would you tell first?

Teacher: That is right. Many of us share our thoughts with our parents. Talking to them helps us feel understood and supported.

Teacher: Now, let us say this together:
'I tell my parents everything.'
(Students repeat.)

Teacher: This means we trust them and feel safe sharing our thoughts and feelings. Good communication strengthens our relationships.

Teacher: Can you think of a time when you shared something important with your parents?
(Students respond.)

Teacher: That is wonderful. Always remember, sharing your feelings and thoughts helps you feel lighter and builds trust. Now, let us get started with today's lesson. **MUST DO**  

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

K	W	L

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

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

Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 57.

Kinaesthetic

Teacher: We are going to practise pronouns with a fun activity. You will work with your partner. Are you ready?

Students: Yes, teacher.

Kinaesthetic

Work with your partner. Say nouns, such as dog, sister, father and so on. Your partner will say the correct pronoun for each. Repeat the activity with other words.

Teacher: Great. One of you will say a noun and the other partner will respond with the correct pronoun. For example, if one of you says 'dog', the other partner will say 'it'.

Teacher: Now, pair up with your partner and let us begin. (Students pair up.)

Student 1: I will start. 'sister'.

Student 2: 'she'.

Student 1: Now, it is your turn. Say a noun.

Student 2: 'father'.

Student 1: 'he'.

Teacher: Excellent. Keep going with your partner. Say a few more nouns and use the correct pronouns.

(Students continue with their partner, saying nouns and responding with pronouns.)

Teacher: Well done, everyone. You all did a wonderful job. Let us wrap up by saying a few more nouns together.

Auditory

Teacher: Now, we are going to focus on listening and writing. I will read out some pronouns and you will write them in your notebook. After that, you will create sentences using those words. Are you ready?

Auditory*

Listen to your teacher carefully. Your teacher will read out some pronouns. Write them in your notebook. Make sentences using those words.

57

(Note: Open page 119 to get the words)

Teacher: Listen carefully. The first word is 'he'. Write it down. Now, think of a sentence using 'he' and write it in your notebook.

Teacher: Next word... 'she'. Write it down. Now, form a sentence using 'she'.

Teacher: Let us continue. The next word is 'they'. Write it down and then create a sentence.

Teacher: Excellent work. Now, let us read our sentences aloud. Who would like to share their sentence using 'he'?

Teacher: Great sentence. Now, someone shares a sentence using 'they'.

Teacher: Well done, everyone. You listened carefully and wrote fantastic sentences. Keep practising using pronouns correctly in your writing.

Pictorial

Teacher: Fantastic work in the last lesson. Now, it is your turn to lead the activity. You will describe the picture to your partner using pronouns, but this time, you will also add more details to your sentences.

Teacher: Let us start with an example. One student will describe an action from the picture and the partner will expand it by adding more details.

(Teacher points to a student pair.)

Pictorial PS

Look at the picture. Take turns to describe what is happening in the picture to your partner. Use pronouns.



57

Student 1: She is playing.

Student 2: She is playing with a colourful ball in the park.

Teacher: Excellent. Now, let us try another one.

Student 1: He is painting.

Student 2: He is painting a beautiful landscape while sitting on a stool.

Teacher: Well done. Now, pair up with your partner and take turns describing what is happening in the picture. One of you will say a simple sentence using a pronoun and the other will expand it.

(Students begin the activity in pairs.)

Teacher: Wonderful work. Now, let us share some of your sentences with the class.

(Teacher calls on students to share.)

Teacher: You all did an amazing job using pronouns and expanding your sentences. In the next class, we will begin the chapter, so get ready for that. Well done, everyone. Let us have a big round of applause for today's work.

Differentiated Activities

110 km/hr

Describe the entire picture using at least five different pronouns. Write three sentences that expand on what is happening in the scene.

80 km/hr

Identify three actions happening in the picture and describe them using pronouns. Write two sentences explaining what each person is doing.

40 km/hr

Point to three different people in the picture and say the correct pronoun for each. Write one simple sentence for each person using a pronoun.

Home Task

Look at a picture from your book and write five sentences describing it using pronouns.

Period 2

Interacting better

SHOULD DO

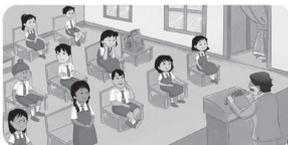
10 MIN.

Teacher: Good morning, everyone. I hope you are all excited for today's lesson. Before we begin, please open your books to page 58.

Interacting better ICL

If you get a chance to visit another planet, which one would it be? Why would you want to visit that planet? Tell your partner.

The students have gathered in the school auditorium. Two scientists are visiting today. Dr PN Ray addresses the students. He tells the students about telescopes and how they are used to observe the outer space. He then tells everyone the story, **Derek Discovers a Dragon**.



58

Teacher: Let us start with a fun question. If you could visit any planet, which one would you choose? Take a moment to think.

Teacher: If you would like to visit Mars, raise your hand. Why would you want to visit Mars?

Student 1: Mars is the most explored planet. Scientists say we might live there one day.

Teacher: That is a great reason. Now, who would choose Jupiter?

Student 2: Jupiter is the biggest planet. It also has a huge storm.

Teacher: Good thought. Jupiter's Great Red Spot is a giant storm that has lasted for many years. How about Saturn? Would anyone like to visit it?

Student 3: I would. Saturn has beautiful rings and I want to see them up close.

Teacher: That is a wonderful choice. Now, let us think about what we would need if we travelled to a planet. Would we need oxygen tanks?

Student 4: Yes, because most planets do not have air like Earth.

Teacher: Correct. Astronauts wear space suits to help them breathe. Now, imagine that a scientist comes to visit our school to talk about space. What questions would you ask them?

Student 5: I would ask how telescopes help us see planets.

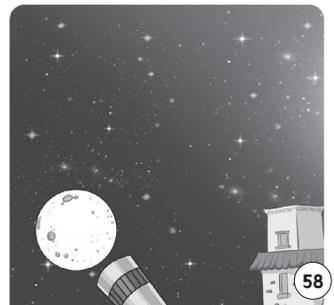
Student 6: I would ask if aliens exist.

Teacher: Excellent questions. Now, let us read about Derek, a boy who loved watching the night sky.

Teacher: Let us start reading. Follow along carefully as I read aloud.

Teacher: Derek was fascinated by the night sky and built a tower to observe it closely. He spent his nights looking at the stars through a telescope. What do you think he might have seen?

Derek, a young **astronomer**, once built a high tower. He set up a telescope on the roof of the tower. He spent all nights watching the night sky through the telescope. He saw wonderful things through that round piece of glass. He saw stars as bright as **fireflies**. The Moon **appeared** all silver, wide and beautiful against the night sky. It seemed to be on a journey. Sometimes, **blazing comets** sped by with their **burning tails**. Soon, Derek started spending all his time looking through the telescope. He completely forgot about his surroundings.



Teacher: Telescopes help us see faraway objects in space. Derek saw wonderful things, like stars shining brightly. Some stars were as bright as fireflies. Have you ever seen how fireflies glow at night?

Teacher: The Moon looked silver and wide in the sky. Sometimes, comets with burning tails passed by. These blazing comets moved quickly, leaving a bright trail behind them.

Teacher: Derek was so interested in the night sky that he forgot about everything else. His love for astronomy made him curious to learn more.

Discovering better

Teacher: Now, let us look at the 'Discovering better' section. These words will help us understand the story better.

COULD DO

10 MIN.

Discovering better LAD

astronomer: someone who studies the Moon, stars, planets, scientifically

fireflies: flying insects whose tails glow in the dark

appeared: seemed

blazing: extremely hot/burning brightly

comets: masses of dust that look like bright stars in the sky

burning tails: here, the rear end of comets, which appear to glow in the sky

58

Teacher: 'Astronomer' refers to someone who studies the Moon, stars and planets scientifically.

Teacher: 'Fireflies' are tiny insects that glow in the dark.

Teacher: 'Appeared' means 'seemed' or 'looked like'.

Teacher: 'Blazing' means extremely hot or burning brightly.

Teacher: A 'comet' is a bright object made of dust and ice that moves across the sky.

Teacher: 'Burning tails' refers to the glowing part of a comet that appears behind it.

Teacher: Now that we have gone through these words, let us understand the story even better.

Differentiated Activities

110 km/hr



Write three short sentences about what an astronomer might see in the night sky using words from the 'Discovering better' section.

80 km/hr



Write two simple sentences describing the night sky using any two words from the 'Discovering better' section.

40 km/hr



Match the words from the 'Discovering better' section with their meanings;

1. Astronomer (a) A mass of dust that looks like a bright star in the sky
2. Fireflies (b) A person who studies stars and planets
3. Appeared (c) A flying insect that glows in the dark
4. Blazing (d) Seemed or looked like
5. Comet (e) Extremely hot or burning brightly
6. Burning tails (f) The glowing trail of a comet

Home Task

Write three sentences about what you would like to see if you could use a telescope. Try to use at least one word from the 'Discovering better' section.

Period 3

Teacher: Good morning, everyone. Please open your books to page 59. Before we begin, let us quickly revise what we learned in the previous class.

SHOULD DO

5 MIN.



Teacher: Who can tell me what Derek loved to do every night?

Teacher: What did he see in the night sky?

Teacher: Why did Derek forget about everything else?

Teacher: Wonderful. Now, let us continue reading to find out what exciting discovery Derek makes next.

MUST DO

20 MIN.



One evening, Derek put his eye on the telescope and jumped in surprise. There was a dragon in the middle of the Moon! It had a strange shining body, as if made of opal. Its big, see-through wings shone purple and green in the moonlight. It had many legs, hairy and long. The strange being appeared to be fast asleep.

The young astronomer was so excited that he did not know what to do. He hurried down the stairs of the tower and ran around town. He woke up all his friends.

The matter was so exciting that most of his friends got up and rushed to the tower. Soon, a crowd of people gathered on the roof.

They waited for their turn to look through the telescope. Each one exclaimed aloud at the marvel.



59

Teacher: Let us read the next part of the story together. Follow along as I read aloud.

Teacher: Derek looked through his telescope one evening and saw something unbelievable. What do you think it was?

Teacher: Yes. He saw a dragon on the Moon. It had a shining body, big see-through wings and long hairy legs. What do you think Derek felt at that moment?

Teacher: That is right. He was so excited that he rushed down and woke up all his friends. Why do you think he did that?

Teacher: Exactly. He wanted to share his discovery with everyone. Soon, his friends gathered on the roof, eager to look through the telescope.

Teacher: Let us think about this. If you saw something amazing in the sky, who would you tell first?

Teacher: Very interesting answers. Now, let us move on to the next part of the lesson.

COULD DO

15 MIN.



Teacher: Now, let us look at the 'Discovering better' section. These words will help us understand the story better.

- 'Gathered' means came together'
- 'Exclaimed' means said something loudly in surprise'.
- 'Marvel' means 'a wonderful or surprising thing'.

Teacher: Can anyone use the word 'exclaimed' in a sentence?

Teacher: Well done. Now, let us look at 'Exploring better'. The word 'opal' comes from the Sanskrit word 'upala', which means a precious stone. What does Derek compare the dragon's body to?

Teacher: That is right. He says it shined like opal. Now, let us move to 'Understanding better'. Why was the young astronomer excited?

Teacher: Good answers. He had made a discovery that no one had ever seen before. Now, let us move to our class activity.



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

Differentiated Activities

110 km/hr



Imagine you are one of Derek's friends. Write three sentences describing your reaction when you saw the dragon through the telescope.

80 km/hr



Use the words 'gathered', 'exclaimed' and 'marvel' in three different sentences about the story.

40 km/hr



Match the words 'gathered', 'exclaimed' and 'marvel' with their meanings and write one sentence using 'marvel'.

Match the words with their meanings:

- | | |
|--------------|--------------------------------------|
| 1. Gathered | a. A wonderful or surprising thing |
| 2. Exclaimed | b. Came together |
| 3. Marvel | c. Said something loudly in surprise |

Home Task

If you could discover something new in space, what would it be? Write three sentences about your imaginary discovery.

Period 4

Teacher: Good morning, everyone. I hope you are ready for today's lesson. Please open your books to page 60.

SHOULD DO

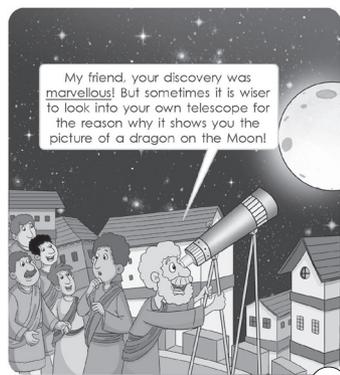
15 MIN.



Teacher: Before we start, let us recall what happened in the last part of the story. What did Derek think he saw on the Moon?

At last, it was the turn of an old and very clever astronomer named Felix.

As he looked carefully, his face wrinkled with a smile. Then, quietly, he turned the end of the telescope and looked at the glass. There, fast stuck against the glass, was a small fly!



— adapted from a fable by Aesop 60

Teacher: Good morning, everyone. I hope you are ready for today's lesson. Please open your books to page 60.

Teacher: Before we start, let us recall what happened in the last part of the story. What did Derek think he saw on the Moon?

Student 1: He thought he saw a dragon.

Teacher: That is right. And what did Felix do when it was his turn to look through the telescope?

Student 2: He checked the telescope carefully instead of getting excited.

Teacher: Correct. He examined the telescope before reacting. Now, let us read and understand this part of the story.

Teacher: Felix was an old and wise astronomer. Instead of getting excited, he wrinkled his face with a smile and turned the end of the telescope. What did he find?

Student 3: A small fly was stuck on the lens.

Teacher: Yes. This means the 'dragon' was actually just a tiny insect on the telescope's glass. What does this tell us about Felix?

Student 4: He was patient and wanted to be sure before believing what he saw.

Teacher: Exactly. He knew that things are not always as they seem.

Teacher: Now, let us move to 'Imagining better.' If you were an astronaut, what would you like to discover in space?

Student 5: I would like to find a planet where people can live.

Student 6: I want to see colourful stars and maybe even aliens.

Teacher: Wonderful ideas. Space is full of mysteries waiting to be discovered.

Teacher: Now, let us look at 'Discovering better.' The word 'wrinkled' means having folds or lines, often on the face. 'Can you think of a situation when someone's face might wrinkle with a smile?'

Student 7: When someone is very happy, they smile a lot and their face wrinkles.

Teacher: Well done. Now, let us move to our next activity.

Teacher: Now, let us explore 'Connecting better.' The passage explains how Maria teaches Reza about the universe. What do we call people who study space?

MUST DO

15 MIN.



Student 1: Astronomers.

Teacher: That is correct. And how many planets are there in our solar system?

Student 2: There are eight planets.

Teacher: Great. All of them revolve around the Sun.

Teacher: Now, let us look at 'Laughing better.'

Teacher: That is a funny answer. Now, let us do 'Matching better.' Match the word 'wrinkled' with its correct meaning.

Student 4: 'Wrinkled' means creased or crumpled.

Teacher: Well done. Now, let us move to the final part of our lesson.

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

COULD DO

10 MIN.



Teacher: Now, let us recall everything we have learned. Who can tell me what Derek built to observe the night sky?

Student 1: He built a high tower and set up a telescope.

Teacher: Correct. And what did he see one evening?

Student 2: He thought he saw a dragon on the Moon.

Teacher: Yes. What did his friends do when he told them?

Student 3: They all gathered on the roof to look through the telescope.

Teacher: That is right. Finally, what did Felix discover when he checked the telescope?

Student 4: He found that the 'dragon' was actually a small fly stuck on the lens.

Teacher: Excellent. This teaches us the importance of checking facts before believing something. Well done, everyone. Now, let us do our differentiated activities.

Differentiated Activities

110 km/hr

 Imagine you were Felix. Write three sentences about what you saw and what you told Derek.

80 km/hr

 Use the words 'wrinkled' and 'marvellous' in two different sentences related to the story.

40 km/hr

-  1. The old man's face _____ when he smiled.
2. The view from the top of the mountain was _____.

(Use the words 'wrinkled' and 'marvellous' to complete the sentences.)

Home Task

Write three sentences about a time when you thought something was true but later found out it was not. Also fill 'My Scribbles and Secrets'.

Period 5

Teacher: Good morning, everyone. **SHOULD DO** 
Let us quickly revise what we learned in the last lesson.

Teacher: What did Derek think he saw on the Moon?

Student 1: He thought he saw a dragon.

Teacher: That is right. And what did Felix find when he checked the telescope?

Student 2: He found that it was just a small fly stuck on the lens.

Teacher: Exactly. This shows us the importance of checking facts before believing something. Now, let us move to today's activity.

Learning better - Excelling Comprehension

Teacher: Please open your books to page 61 and look at 'Learning better.' We will begin with Exercise A, where you need to tick the correct answers. Read each question carefully and select the correct option. **MUST DO** 

Learning better CBA FULL

Comprehension

A Tick (✓) the correct answers.

- What did Derek build?

a. a house <input type="checkbox"/>	b. a castle <input type="checkbox"/>	c. a high tower <input type="checkbox"/>
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- What did Derek do at night?

a. sleep <input type="checkbox"/>	b. look at the sky <input type="checkbox"/>	c. swim in the ocean <input type="checkbox"/>
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- How did he look at the heavenly bodies in the night sky?

a. through special glasses <input type="checkbox"/>		
b. from the tower window <input type="checkbox"/>		
c. with the help of a telescope <input type="checkbox"/>		
- What was on the Moon?

a. a snake <input type="checkbox"/>	b. a dragon <input type="checkbox"/>	c. an old man <input type="checkbox"/>
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- What was the creature doing on the Moon?

a. sitting <input type="checkbox"/>	b. walking <input type="checkbox"/>	c. sleeping <input type="checkbox"/>
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61

Teacher: Now, let us move to Exercise B. I will guide you through this as well.

Teacher: Read the words in the box carefully: fly, strange, Moon, tower, dragon, clever, friends, old, shining, discovery and astronomer.

Teacher: Now, let us fill in the blanks to complete the story. I will guide you. **COULD DO** 

B Fill in the blanks to complete the story. Use words from the box.

fly strange Moon tower dragon
 clever friends old shining discovery astronomer

Derek, a young _____ watched the sky every night. One night, he saw a _____ on the _____. It had a _____ body. The young astronomer ran down the stairs of the _____ and started running around town. He woke up his _____. He told them about his _____. They all hurried **61**

to the roof of the tower to look at the strange being. Felix, an _____ and _____ astronomer informed everyone that it was actually a _____ and not a dragon. **62**

Teacher: Now that we have completed the comprehension activity, let us have a quick discussion. Imagine you were Derek and saw something unusual in the sky. What would you do?

Teacher: What steps would you take to verify if the creature you saw was real or not? Think about it for a moment and we can share our ideas.

Teacher: Great ideas. It is important to check things carefully and not jump to conclusions.

Differentiated Activities

110 km/hr

Write three sentences about how Derek felt when he thought he saw a dragon and how he felt after learning it was just a fly.

80 km/hr

Use the words 'astronomer' and 'discovery' in two sentences related to the story.

40 km/hr

Fill in the blanks using the correct words:

- Derek was a young _____ who loved looking at the sky.
- He was excited about his new _____.
(Choose from: astronomer, discovery)

Home Task

Look at the sky tonight and write one sentence about what you see. If you could use a telescope, what would you like to see in the sky? Write your answer in one sentence.

Period 6

Teacher: Good morning, everyone. **SHOULD DO** 
I hope you are all feeling ready for today's class.

Teacher: Please open your books to page 62, where we will begin by reviewing the story of Derek and the dragon.

Teacher: I want all of you to take a moment to think back to the key moments in the story. Who can quickly remind me of what happened around Derek?

Teacher: Think about his surroundings and the events that took place. This will help us dive deeper into the exercise today.

Teacher: We will now go over some important details in the story to make sure we have a clear understanding.

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

Excelling Comprehension

MUST DO

20 MIN.

Teacher: Let us move on to Exercise C. I will guide you through each question.

C Write short answers in your notebook.

1. Who forgot about the things happening around him?
2. Why did Derek rush to the town?
3. Who was the wisest of all the townsmen? Why?

62

Teacher: The first question is: 'Who forgot about the things happening around him?' Can anyone think of which character was distracted and did not pay attention?

Teacher: Consider Derek's actions carefully and who else might have been distracted during the event.

Teacher: Moving on to the next question: 'Why did Derek rush to the town?' Why do you think Derek was in such a hurry?

Teacher: Reflect on his feelings and the urgency behind his actions. What caused him to rush?

Teacher: For the third question, we need to identify: 'Who was the wisest of all the townsmen? Why?' Think back to the moment when someone shared wise advice.

Teacher: This person might have had an interesting perspective about the dragon. Can you remember who it was?

D Write long answers in your notebook.

1. Describe the dragon in your own words.
2. Why did Derek see a dragon? What does it tell us about him?

62

Teacher: Now, let us move to Exercise D, where we will write some long answers.

Teacher: The first question asks you to describe the dragon in your own words. Imagine how the dragon looked, what was unique about it and how it made you feel when you read about it.

Teacher: Remember to describe the dragon's features clearly. What made it stand out from other dragons in stories?

Teacher: The second question asks: 'Why did Derek see the dragon? What does it tell us about him?'

Teacher: Think about why Derek was able to see the dragon when others could not. What does this tell us about Derek's character and his perspective on things?

Teacher: Now that everyone has worked on the writing, let us take some time to share our answers with each other.

COULD DO

10 MIN.

Teacher: I would like each of you to discuss your answers with a partner. What did you write for the description of the dragon?

Teacher: Compare your ideas with your partner's. Did they describe the dragon in the same way or did you notice differences?

Teacher: This is an excellent way to improve your writing skills and creativity. By hearing other ideas, you will get new perspectives and maybe even add more details to your own work.

Teacher: After you have had some time to share, we will go over some of the best descriptions together as a class.

Differentiated Activities

110 km/hr



Describe the dragon in great detail and explore why only Derek could see it.

80 km/hr



Describe the dragon's appearance and explain why Derek could see it.

40 km/hr



Describe the dragon simply and mention why Derek rushed to the town.

Home Task

Write about the dragon's appearance, why Derek saw it and one lesson Derek learned.

Period 7

SHOULD DO

15 MIN.

Excelling Vocabulary

Teacher: Good morning, everyone.

I hope you are all ready and excited to begin today's lesson.

Teacher: Please open your books to page 62, where we will begin with an interesting vocabulary activity.

E Read these words aloud.

journey monkey chimney valley donkey

Fill in the blanks with **ey** words. Take help from words in the box.

1. The aliens went on a _____ through space.
2. The _____ ate all the grass in the field.
3. I can see smoke coming out of the _____.
4. The _____ climbed a tree.
5. We travelled through the _____.

62

Teacher: Let us start by reading the words aloud. Repeat after me: journey, monkey, chimney, valley, donkey.

Teacher: Excellent. Now, we are going to work on filling in the blanks in the sentences using these words. I will read each sentence and I would like you to help me choose the correct word.

Teacher: The first sentence is: 'The aliens went on a _____ through space.' Which word fits best here?

Teacher: The answer is 'journey.' The aliens went on a journey through space.

Teacher: Let us move to the next sentence: 'The _____ ate all the grass on the field.' Which word works here?

Teacher: Yes, 'donkey' fits well. The donkey ate all the grass on the field.

Teacher: Now, let us work through the remaining sentences together. I want you to think carefully about the meaning of each word and how it fits into the sentences.

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

F For each word given below, write two synonyms in the given columns. Choose the synonyms from the box.

amazing faithful starved famished large
devoted marvellous wet huge soggy

words	synonym 1	synonym 2
1. big		
2. loyal		
3. damp		
4. hungry		
5. wonderful		

62

Teacher: Great. Now, let us move on to another interesting part of our lesson, where we will be looking at synonyms.

MUST DO
15 MIN.

Teacher: I will introduce you to some new words and we will choose two synonyms for each one. Here is a list of words: amazing, faithful, starved, famished, large, devoted, marvellous, wet, huge and soggy.

Teacher: Let us start with the first word, 'big.' What two synonyms can we use for the word 'big'?

Teacher: Think carefully and consider words such as 'huge' or 'large.' These are both good choices.

Teacher: Now, let us move on to the next word: 'loyal.' Which two synonyms do you think are similar to 'loyal'?

Teacher: Yes, 'faithful' and 'devoted' are great choices. They both mean loyal.

Teacher: We will continue with the remaining words and I want you to think about which words are closest in meaning. For example, 'damp' could be a synonym for 'wet.'

Teacher: I will give you some time to write your synonyms for the rest of the words and then we will share our answers with each other.

Teacher: Now that we have worked on matching the synonyms, I want you to work with a partner.

COULD DO
10 MIN.

Teacher: Take a few moments to share the synonyms you wrote for each word with your partner. Discuss whether you both came up with the same synonyms or if there were any differences in your choices.

Teacher: This is a great opportunity for you to think critically about how different words can be used in similar ways. You might even come up with new synonyms based on your partner's ideas.

Teacher: After you have had a chance to share and discuss your answers, we will come together as a class to talk about some of the best synonyms you have found.

Teacher: I am looking forward to hearing all of your thoughts.

Differentiated Activities

110 km/hr

 Choose three synonyms for the word 'big.' For example: 'huge,' 'enormous,' and 'gigantic.'

Use these synonyms in sentences like:

- 'The house is huge.'
- 'The elephant is enormous.'
- 'The mountain is gigantic.'

Explain why each synonym fits well in the sentence.

80 km/hr

 Choose two synonyms for the word 'loyal.' For example: 'faithful' and 'devoted.'

Write a sentence with each synonym, such as:

- 'The dog is faithful to its owner.'
- 'She is devoted to her family.'

Show how the meaning of the sentence changes with each synonym.

40 km/hr

 Select one synonym for the word 'wet.' For example: 'soggy.'

Write a sentence using the synonym, like:

- 'The ground is soggy after the rain.'

Use this synonym in a simple context to show its meaning.

Home Task

Write five new words you learned today, such as starved, marvellous, damp, huge and loyal.

For each word, write a sentence showing its meaning, like:

- 'The dog was starved after a long journey.'
- 'The view from the mountain was marvellous.'
- 'The towel feels damp.'
- 'The car is huge.'
- 'She is loyal to her friends.'

Period 8

SHOULD DO
15 MIN.

Excelling Spelling

G Read the str words aloud. Find all the words in the word search.

U	S	T	R	E	E	T
S	T	R	A	N	G	E
P	R	L	B	J	D	E
K	A	S	T	R	A	W
C	I	V	N	E	J	K
Q	G	R	Z	S	M	H
A	H	F	G	D	T	I
S	T	R	I	N	G	Z

straw
string
street
strange
straight

63

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

Teacher: Please open your books to page 63 and look at the word search Exercise G. We will begin with the spelling activity.

Teacher: The words you need to find are: straw, string, street, strange and straight. Let us read each word aloud together first.

Teacher: Now, take a moment to find all of these words in the word search. Once you have found them, we will check them together.

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

Excelling Punctuation

Teacher: Now that we have completed the word search, we will move on to the punctuation activity.

MUST DO

15 MIN.

H Read the paragraph given below. Insert commas wherever necessary to punctuate the paragraph.

The Sun and the planets together form the solar system. The planets are Mercury Venus Earth Mars Jupiter Saturn Uranus and Neptune. Apart from these, there are moons that move around the planets. Like planets moons also reflect sunlight. Earth has one Moon Mars has two moons and Jupiter has more than fifty moons.

63

Teacher: I will read the paragraph aloud first. As I read, listen carefully to where my voice pauses. These pauses will help us decide where commas should be placed.

(Read the paragraph)

Teacher: Let us look at the second sentence: 'The planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.'

Teacher: Can you see an extra space before 'Earth'? There is also a missing comma before 'and Neptune'. In a list, we use commas to separate each item and we usually place a comma before the last item as well. So the corrected sentence would be:

Teacher: 'The planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.'

Teacher: Let us try the next sentence: 'Earth has one Moon, Mars has two moons and Jupiter has more than fifty moons.'

Teacher: Here, we have three ideas: Earth has one Moon, Mars has two moons and Jupiter has more than fifty moons. We must separate them with commas. So the correct version will be:

Teacher: 'Earth has one Moon, Mars has two moons and Jupiter has more than fifty moons.'

Teacher: Well done. Now let us go back and punctuate the whole paragraph together, thinking carefully about where commas are needed for clarity.

Teacher: Take your time and punctuate the paragraph in your book. Then we will check it together.

Teacher: Now that we have added the commas, I want each of you to work with a partner and compare your answers.

COULD DO

10 MIN.

Teacher: Discuss the commas you have placed and see if you agree on where each one should go.

Teacher: After discussing with your partner, we will review your answers as a class. This will help us ensure everyone understands where commas should be placed in a sentence.

Differentiated Activities

110 km/hr

 Focus on identifying the main clauses and where commas are needed to separate them. Write the paragraph with commas inserted, making sure each part is clear.

80 km/hr

 Look for simple places where commas can be inserted, like separating items in a list. After inserting commas, read the paragraph out loud to ensure it flows smoothly.

40 km/hr

 Read the paragraph slowly and add commas between simple ideas or items. Try to listen for natural pauses in the sentence as you read it aloud.

Home Task

Write a paragraph (50-70 words) about the planets in our solar system. Use commas in the correct places, especially when listing planets or explaining ideas. Make sure to check your punctuation before submitting it.

Period 9

SHOULD DO

10 MIN.

Excelling Grammar

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

Pronouns are words that are used in place of nouns. They are used to avoid repetition of words. I, we, you, he, she and they are examples of pronouns. Read the following sentences.

- I will go to school tomorrow.
- He set up a telescope on the roof of the tower.
- They bought a house by the river.

Possessive pronouns are used to show possession. When we talk about something that belongs to us or someone else, we use possessive pronouns. They are used in place of possessive nouns. Some examples of possessive pronouns are his, hers, theirs, mine, yours and ours.

63

Teacher: Please open your books to page 64 and look at the grammar section about pronouns and possessive pronouns.

Teacher: Let us first read the definitions together. Pronouns are words like 'I,' 'you,' 'he,' 'she,' and 'they.' These words help avoid repetition of nouns.

Teacher: Possessive pronouns are words like 'his,' 'hers,' 'theirs,' 'mine,' 'yours,' and 'ours.' These show possession. Let us quickly go through some examples of each.

Teacher: Now, let us move on to the exercises.

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

1 Fill in the blanks with the correct pronouns from the brackets.

- _____ am writing a book. (I / Me)
- _____ is not in town. (His / He)
- _____ knows a lot about wild animals. (She / Her)
- That house belongs to _____. (they / them)
- _____ will not be able to attend the event. (They / Them)

63

Teacher: Let us begin with the first sentence. You need to choose the correct pronoun that completes the sentence. The first sentence says, '_____ am writing a book.'

MUST DO
20 MIN.

Teacher: Think about which one feels right between 'I' and 'Me.'

Teacher: 'I' is the correct pronoun because it refers to the person doing the action.

Teacher: In the second sentence, '_____ is not in town,' you need to choose between 'His' and 'He.'

Teacher: 'He' is the correct choice here, because it's a subject pronoun and fits the sentence structure.

Teacher: For the third sentence, '_____ knows a lot about wild animals,' we need either 'She' or 'Her.'

Teacher: The correct answer is 'She,' because it is the subject of the sentence.

Teacher: Moving on to the next sentence, 'That house belongs to _____,' choose between 'they' or 'them.'

Teacher: 'Them' is the correct choice because it's used as the object of the preposition 'to.'

Teacher: In the last sentence, '_____ will not be able to attend the event,' choose between 'They' or 'Them.'

Teacher: 'They' is correct here, as it is a subject pronoun.

Teacher: Now, let us move on to the next exercise. In the first sentence, think about the right possessive pronoun: 'What is mine is _____.'

1 Circle the correct answers.

- You are my friend. What is mine is **hers** / yours.
- "This is not my pen. It is **their** / his," said Shyam pointing at Raman.
- I bought that pen. It is **my** / mine.
- That notebook belongs to Dia. It is **hers** / her.
- We will take the ball. It is **mine** / ours.

64

Teacher: 'Yours' is the correct choice because it's the possessive pronoun referring to something belonging to the person you're talking to.

Teacher: In the second sentence, 'This is not my pen. It is _____,' we need to choose between 'their' or 'his.'

Teacher: 'His' is the correct choice, because the pen belongs to a male.

Teacher: For the third sentence, 'I bought that pen. It is _____,' you should choose between 'my' or 'mine.'

Teacher: 'Mine' is the correct possessive pronoun here because it shows that the pen belongs to the speaker.

Teacher: In the next sentence, 'That notebook belongs to Dia. It is _____,' choose between 'hers' or 'her.'

Teacher: 'Hers' is the correct choice because it shows possession.

Teacher: Finally, for 'We will take the ball. It is _____,' choose between 'mine' or 'ours.'

Teacher: 'Ours' is the correct possessive pronoun here, showing that the ball belongs to the group.

Poster

English Theme 5: How Does the Universe Work?

THESAURUS SYNONYMS

Read the words and their synonyms. Find more synonyms of the words in bold.

<p>wet</p> <p>damp moist soaked drenched dripping soggy</p>	<p>brave</p> <p>courageous fearless valiant heroic bold daring</p>	<p>big</p> <p>large great huge enormous extensive massive</p>	<p>easy</p> <p>simple basic clear smooth effortless</p>
<p>fast</p> <p>quick rapid hasty swift brisk speedy</p>	<p>funny</p> <p>humorous amusing laughable comical hilarious witty</p>	<p>happy</p> <p>joyful cheerful merry pleased satisfied gleeful</p>	<p>smart</p> <p>clever bright sharp brilliant intelligent</p>

Teacher: Students, now I have something very interesting to share with you. Look at this poster. Can anyone tell me what it is about?

COULD DO
10 MIN.

Student 1: It has words and their meanings.

Teacher: Yes, good observation. This is a 'Thesaurus Synonyms' poster. A 'thesaurus' is a tool that helps us find different words with similar meanings. Why do you think it is useful to know more than one word for the same meaning?

Student 2: It helps us use different words when we write.

Teacher: That is absolutely right. Using synonyms makes our writing richer and more interesting. Let us take a look at the words on this poster.

Teacher: Let us start with the word 'wet'. Can you find some synonyms for it?

Student 3: Damp, moist, soaked.

Teacher: Great job. Now, if we say 'The clothes are wet', how can we change it using one of these synonyms?

Student 4: The clothes are soaked.

Teacher: Wonderful. It means the same but sounds different and more descriptive. Now, let us look at the word 'brave'. What synonyms do we have here?

Student 5: Courageous, fearless, bold.

Teacher: Fantastic. Now, let us think of a sentence: 'The firefighter was brave.' Can you replace 'brave' with one of these words?

Student 6: The firefighter was fearless.

Teacher: Excellent. Now, let us quickly go through some more words. What are the synonyms for 'big'?

Student 7: Large, huge, enormous, massive.

Teacher: Perfect. If we say 'The elephant is big.', how can we make it more descriptive?

Student 8: The elephant is enormous.

Teacher: Yes. That sounds so much better. Learning synonyms helps us improve our vocabulary, write better and speak more expressively.

Teacher: Now, let us do something fun. I want each of you to find a synonym from this poster and use it in a sentence. Take one minute to think and then we will share. (Students think and share their sentences.)

Teacher: Well done, everyone. I will now paste this poster in our classroom so you can look at it whenever you need help finding the right words. Every day, try to use at least one new synonym in your writing.

Teacher: Let us give ourselves a big round of applause for learning something new today.

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

Differentiated Activities

110 km/hr

 For this group, I want you to write five original sentences using both pronouns and possessive pronouns. Focus on making your sentences varied and using the pronouns in different contexts. You can also challenge yourself by including some compound sentences where you use more than one pronoun.

80 km/hr

 For this group, write three sentences using pronouns and possessive pronouns. Try to use a variety of pronouns and place them correctly in your sentences. You can also try using two pronouns in one sentence for added practise.

40 km/hr

 For this group, I want you to write two sentences using pronouns and possessive pronouns. Focus on keeping your sentences simple but correct. You can use the examples we have done in class to help guide your sentences.

Home Task

Write five sentences using both pronouns and possessive pronouns. Use the correct form in each sentence and

make sure you show possession with words like 'mine,' 'hers,' or 'ours.'

Period 10

Excelling Concentration

SHOULD DO

15 MIN.

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

K Your teacher will read out a few sentences. Listen carefully and write true or false.

1. A satellite is a planet. _____
2. The Moon is a natural satellite. _____
3. Artificial satellites are made by humans. _____
4. Natural satellites can take pictures of the Sun, Earth and other planets. _____
5. There is only one satellite in the entire universe. _____

64

Teacher: Please open your books to page 65. We will start with an exciting listening activity where you will need to listen carefully to the sentences I read out and decide if they are true or false.

Teacher: I will read five sentences about satellites. As I read, think about what you know about satellites and mark them as true or false in your notebooks.

Teacher: Let us begin.

Teacher: Now, after you mark the answers, we will review them together.

(**Note:** Read aloud to the class the listening text on the last page 111.)

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

Excelling Language

Teacher: Let us move on to the next exercise, where we will practise making requests and responding to them.

MUST DO

15 MIN.

Teacher: Here are some examples:

Example 1:

One person asks: 'Will you come to my dance programme?'

The other person replies: 'Yes, I will.'

L Work with a partner. Take turns to make requests to your partner. You can follow these examples.



64

Example 2:

One person asks: 'Could you please share your book with me?'

The other person replies: 'Yes, I can.'

Teacher: Now, it is your turn. Pair up with a partner and take turns making requests. You can follow the examples as a guide, but feel free to create your own requests.

Teacher: Some examples for you to try:

- 'Will you play a game with me?'
- 'Could you help me with my homework?'

Teacher: After you ask your question, wait for your partner's response and then switch roles. This will help you practise how to make polite requests and how to respond in English.

Teacher: Now that you have practised making requests with your partner, let us make this even more interesting.



Teacher: Work with your partner to create new requests and responses that relate to your everyday life.

Examples:

1. Can you pass me the pen?
2. Would you like to join me for lunch?

Teacher: Once you and your partner have created a few new requests, we will come together as a class and share them. This will help us build more confidence in speaking and responding to requests.

Differentiated Activities

110 km/hr



For this group, create a dialogue with your partner that includes at least five different requests. Each request should be unique and you should focus on using polite language and different ways of asking. Feel free to include some new vocabulary.

80 km/hr



For this group, create a dialogue with your partner that includes at least three requests. Make sure to alternate between asking and responding. Pay attention to how you respond politely.

40 km/hr



For this group, practise two simple requests with your partner. Focus on clear and short questions like 'Can you help me?' or 'Will you give me that?'. Ensure that your responses are polite.

Home Task

Write a dialogue between two people, including at least five different requests, using polite language, full sentences and proper punctuation and submit it in the next class for review.

Period 11



Excelling Expression

M Work with a partner. Write a script for a puppet show based on the story 'Derek Discovers a Dragon'. You could also make puppets and perform the show in class. You may —

1. Create the puppets and the costumes.

64

2. Make a stage.

3. Practise the puppet show and then perform it in front of the class.

Materials needed for puppets and costumes:

old socks, old cardboard/cereal boxes, used ice-cream sticks or anything that is available at home

65

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

Teacher: We have been reading about Derek's exciting discovery. Today, we will bring the story to life by creating a puppet show.

Teacher: Have you ever watched a puppet show? What makes it interesting?

(Students respond)

Teacher: That is right. Puppets, expressions and voices make the story come alive. Today, you will work in pairs to create a short puppet show based on 'Derek Discovers a Dragon'.

Teacher: First, let us plan our puppet show. What are the main events in the story that we want to include?

MUST DO

15 MIN.

Teacher: Let us list the key moments together. Derek sees something unusual in the sky, he tells his friends and Felix investigates and finds the truth.

Teacher: Now, work with your partner to write a short script. Make sure to include dialogues and actions for the characters. I will give you 10 minutes for this.

(Students write their scripts.)

Teacher: Great work. Now, let us move on to making puppets and costumes. You can use old socks, cardboard, cereal boxes and ice-cream sticks. Work with your partner to create at least two puppets for your show.

(Students work on their puppets and costumes.)

Teacher: Now that you have your puppets and script ready, let us practise performing your show with your partner. Think about how the characters would speak and move.

Creating better

Teacher: Now, let us use our imagination for a creative task. Imagine you saw something unusual in the night sky, just like Derek.

COULD DO

10 MIN.

Creating better

21 CS Art1

Imagine you saw something unusual in the night sky. Draw and colour what you saw. Give it a name.

65

Teacher: It could be a new planet, a glowing creature or even something magical. What would it look like? What would you name it?

Teacher: Open your notebooks and draw what you saw in the night sky. Use colours to make it as detailed as possible.

Teacher: After drawing, write one sentence giving it a name and describing what it looks like.

(Students work on their drawings and descriptions.)

Teacher: Wonderful. Who would like to share their

discovery with the class?

(Students share their drawings and descriptions.)

Teacher: These are amazing ideas. You all have such creative imaginations.

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

Differentiated Activities

110 km/hr

 Write a detailed script with at least five dialogues for each character. Use expressions and stage directions.

80 km/hr

 Write a short script with three dialogues for each character. Ensure each puppet has a role in the show.

40 km/hr

 Write a two-line dialogue for each character. Focus on clear storytelling with simple expressions.

Home Task

Write five sentences describing your puppet show experience. What did you enjoy the most? How did it feel to perform in front of the class?

Period 12

Thinking better

SHOULD DO

10 MIN.

Teacher: Good morning, everyone. Today, we will start with an interesting question about how people in ancient times understood the weather.

 **Thinking better** COD HOTS 2L CS

Artificial satellites tell about the weather. In ancient times, there were no artificial satellites. How did the people find the correct weather and time back then? Think and write the answer in your notebook. 65

Teacher: Today, we have satellites that help us predict the weather, but long ago, there were no artificial satellites. How do you think people predicted the weather back then?

Teacher: Think about nature, the sky and animals. Did people use the Sun, Moon and stars to tell the time and season?

Teacher: Now, take a few minutes to write your answers in your notebooks. Think about old methods like observing the sky, animal behaviour and nature's signs. (Students write their answers.)

Teacher: Fantastic ideas. People relied on nature, just like farmers today look at clouds to predict rain.

Choosing better

Teacher: Now, let us move to an important life skill—making the right choices.

MUST DO

10 MIN.

 **Choosing better** EXL LSV 2L CS

You hear from a student of a different section that your class will be going on a picnic. You are excited and want everyone to know about it. Will you wait for more information about the picnic? Will you spread the news as soon as you hear it? Give reasons for answers. 65

Teacher: Imagine this: You hear from a student in another section that your class is going on a picnic. You feel excited. What would you do? Would you spread the news immediately or would you wait for confirmation?

Teacher: Think carefully. What could happen if you spread the news without checking first? (Students discuss.)

Teacher: That is correct. If the news is wrong, people might be disappointed. It is always good to verify information before sharing it.

Teacher: Now, write down your response, explaining whether you would wait or spread the news and why. (Students write their answers.)

Teacher: Great responses. Always remember to check facts before sharing information.

Revising better

Teacher: Now, let us strengthen our vocabulary. Open your newspaper or any reading material.

COULD DO

10 MIN.

 **Revising better** DBL

Read two articles in the newspaper. Highlight two confusing words. Write their meanings. Use them in sentences in your Little Book. 65

Teacher: Find two words that seem confusing or new to you. Once you find them, highlight or underline them. (Students find words in their newspapers or books.)

Teacher: Now, write their meanings. If you are unsure, use a dictionary or discuss it with a friend.

Teacher: Finally, write a sentence using each word in your notebook. (Students write their sentences.)

Teacher: Excellent work. Learning new words every day makes us better readers and writers.

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

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

SHOULD DO

10 MIN.

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

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

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

Differentiated Activities

110 km/hr



Write three sentences about how ancient people predicted the weather using natural signs.

80 km/hr



Write two examples of how people predicted the weather in the past.

40 km/hr



Write one sentence about how people used the sky to predict the weather.

Home Task

Complete the project from the 'Book of Project Ideas' and submit it in the classroom.

Period 13

Book of Holistic Teaching

COULD DO

20 MIN.



Maths

Teacher: Let us begin with Maths. I am writing two numbers on the board—25 and 10. You need to find their factors. Who remembers what factors are?

A Maths

HoLL MDA

Answer the following.

Write the factors of the given numbers in the blank space.

1. 25 _____
2. 10 _____

If we divide 22 by 2, the remainder would be _____.

This indicates that 22 is _____ by 2. 5

Student: Numbers that divide a given number exactly.

Teacher: Correct. Now, think and write down the factors of these numbers.

(The teacher gives students time to complete.)

Teacher: Now, look at the next question. If we divide 22 by 2, what will be the remainder?

Student: Zero.

Teacher: That is right. Since 22 is evenly divisible by 2, what can we say about it?

Student: It is divisible by 2.

Teacher: Well done. Now, let us move to Science.

Science

Teacher: I will now write some sentences with missing words on the board. You will fill in the blanks using the correct words from what we have learned.

B Science

Fill in the blanks.

Stars are heavenly bodies that give out **their** own _____. **They** form a galaxy. The Sun is the star closest to _____. Planets do not have their own _____. There are eight planets in **our** _____.

The Sun is the largest _____ body in the solar system. It is a star that contains hot _____.

6

(The teacher writes the fill-in-the-blank questions on the board.)

Teacher: The first sentence says that stars give out their own... what?

Student: Light.

Teacher: Good. The Sun is the closest star to what?

Student: Earth.

Teacher: Planets do not have their own...?

Student: Light.

Teacher: Excellent. Now, write your answers neatly in your notebooks.

(The teacher allows time for students to complete.)

Social Studies

Teacher: Now, let us move to Social Studies. We are going to talk about satellites. What do satellites help us with?

C Social Studies

Fill in the blanks.

Certain satellites help us map parts of the Earth. **They** tell us more about different _____ and different features, such as mountains, rivers, islands and plateaus. Satellites help farmers greatly. **They** _____ rainfall and provide estimates in advance. Farmers can then _____ **their** crops in a better way.

6

Student: They help map the Earth and provide information about landforms.

Teacher: Very good. I am writing some sentences on the board. You need to fill in the blanks with the right words.

(The teacher writes the fill-in-the-blank questions on the board.)

Teacher: Satellites help farmers predict... what?

Student: Rainfall.

Teacher: Correct. Farmers use this information to... what?

Student: Grow their crops better.

Teacher: Well done. Now, complete the remaining blanks in your notebooks.

(The teacher gives students time to write.)

Teacher: Fantastic work today. Remember to review your answers at home. Let us give ourselves a big round of applause.

MUST DO

20 MIN.



Worksheet 1

Read the passage carefully.

Defining the universe is not an easy task, because all that exists can be called as the universe. All planets and stars, the Solar System, the Milky Way and other galaxies together form the universe. The universe is also known as the 'cosmos'. There is a lot that we do not know about the universe. Scientists use the telescope and other things to find out more about the universe. It is known that the universe has no centre. There are big empty spaces present in the universe that are called voids. Some scientists believe that the universe is flat. The universe is so huge that the Earth would seem like a speck of dust within it. Even light takes eight minutes to travel from the Sun to the Earth. A very great part of the universe is yet to be explored because astronauts have only seen a small part of it. They make space expeditions to find out about the universe.

A. Fill in the blanks with words from the passage.

1. Everything that exists is a part of the _____.
2. The universe is also known as the _____.
3. Scientists use the _____ to find out more about the universe.
4. The Earth would look like a speck of _____ within the universe.
5. Some scientists believe that the universe is _____.

14

Teacher: Now open your workbooks to page 14 and read the given passage in worksheet 1. Have you ever wondered how big the universe is?

Student 1: It is very big.

Teacher: Yes, but do you think anyone has seen the entire universe?

Student 2: No, only a part of it.

Teacher: That is correct. Scientists use special tools to study space, but a huge part of the universe is still unknown. Now, let us read the passage carefully to learn more about it. Open your books and follow along as I read aloud. (The teacher reads the passage, emphasizing key ideas.)

Teacher: Now that we have read the passage, let us complete these sentences. The answers are in the passage, so think carefully before responding.

Teacher: Everything that exists is a part of the _____. What word does the passage use to describe everything that exists?

Student 1: Universe.

Teacher: Yes, well done. The universe includes planets, stars, galaxies and more.

Teacher: The universe is also known as the _____. Sometimes, we use a different word to describe the universe. What is it?

Student 2: Cosmos.

Teacher: Excellent. The cosmos means the entire universe.

Teacher: Scientists use the _____ to find out more about the universe. When we want to look at faraway objects in the sky, what do we use?

Student 3: A telescope.

Teacher: That is right. Telescopes help scientists see distant stars and planets.

Teacher: The Earth would look like a speck of _____ within the universe. If you compare Earth to the entire universe, how does it appear?

Student 4: A speck of dust.

Teacher: Yes. This shows just how massive the universe is.

Teacher: Some scientists believe that the universe is _____. Do all scientists agree on the shape of the universe?

Student 5: No, some think it is flat.

Teacher: That is right. While some believe it is endless and has no centre, others think it has a flat shape.

Teacher: Well done. These answers help us understand

the vastness of space. Now, let us answer some quick questions using just one word.

B. Answer in one word.

1. What do all planets and stars, the Solar System, the Milky Way and other galaxies together form? _____
2. Name the big empty spaces present in the universe. _____
3. How many minutes does light take to travel from the Sun to the Earth? _____
4. What do scientists use to find out more about the universe? _____
5. Who makes space expeditions to find out more about the universe? _____

14

Teacher: What do all planets and stars, the Solar System, the Milky Way and other galaxies together form? What is the term for everything in space?

Student 1: Universe.

Teacher: Perfect. That is the correct answer.

Teacher: Name the big empty spaces present in the universe. There are regions in space with almost nothing in them. What are they called?

Student 2: Voids.

Teacher: Yes. Voids are large empty spaces between galaxies.

Teacher: How many minutes does light take to travel from the Sun to the Earth? Does light reach Earth instantly?

Student 3: No, it takes time.

Teacher: How many minutes does it take?

Student 4: Eight.

Teacher: Excellent. That is the speed of light—very fast, but not instant.

Teacher: What do scientists use to find out more about the universe? We talked about an important tool. What is it?

Student 5: Telescope.

Teacher: Correct. It helps us see objects far away in space.

Teacher: Who makes space expeditions to find out more about the universe? Who are the people who travel to space?

Student 6: Astronauts.

Teacher: Yes. Astronauts go on missions to explore space.

Teacher: Fantastic. These words help us understand space exploration better. Now, let us look at some statements. We need to decide which ones are correct.

C. Tick (✓) the correct sentences.

1. Some scientists are of the belief that the universe is flat.
2. The universe is small.
3. The Earth is also known as the cosmos.
4. The universe seems like a speck of dust within the Earth.
5. Astronauts, who travel to space, have seen the entire universe.

14

Teacher: Some scientists believe that the universe is flat. Is this statement true?

Student 1: Yes. Some scientists think so.

Teacher: That is correct.

Teacher: The universe is small. Is this correct?

Student 2: No. The universe is huge.

Teacher: That is right. The universe is not small.

Teacher: The Earth is also known as the cosmos. Is Earth called the cosmos?

Student 3: No, the cosmos means the whole universe.

Teacher: Yes. That means this statement is incorrect.

Teacher: The universe seems like a speck of dust within the Earth. Is this true?

Student 4: No. The Earth is a speck of dust in the universe, not the other way around.

Teacher: Exactly. That means this statement is incorrect.

Teacher: Astronauts, who travel to space, have seen the entire universe. Have astronauts seen all of space?

Student 5: No, only a small part of it.

Teacher: That is correct. The universe is too big for anyone to see completely.

Teacher: Well done, everyone. We now know which statements are true and which are not.

Teacher: Now that we have learned so much about the universe, let us think about something fun. Imagine you had the chance to travel into space. What would you want to explore?

(Students share their ideas—some might say planets, stars or even aliens.)

Teacher: Those are amazing ideas. Space is full of mysteries waiting to be discovered. Scientists and astronauts continue to explore and learn new things about the universe.

Teacher: Well done, everyone. You have all worked very hard today. Give yourselves a big round of applause.

Differentiated Activities

110 km/hr



Write a short paragraph explaining why scientists use telescopes to explore space. Include two interesting facts about the universe from the passage.

80 km/hr



Write three sentences about what makes the universe so vast and mysterious. Use words like cosmos, astronaut and telescope in your sentences.

40 km/hr



Match the words with their meanings:

- Telescope → (a) A tool used to see distant objects in space
- Astronaut → (b) A person who travels to space
- Cosmos → (c) Another name for the universe

Write one sentence using any of these words.

Home Task

Imagine you are an astronaut on a space mission. Write three sentences about what you would like to discover in space. Use at least one new word from today's lesson.

Period 14

Teacher: Good morning, everyone. Today, we will complete vocabulary and grammar exercises in your workbooks. Open your workbooks to page 15.

SHOULD DO

20 MIN.



Vocabulary

Vocabulary

A. Fill in the blanks with a synonym of the word given in brackets.

1. Ria has beautiful _____ (clothes)
2. She has been very _____ (occupied) lately.
3. Please fill the _____ (bucket) with warm water.
4. Sunaina could not come because she is _____ (sick)

15

Teacher: Look at Exercise A. You need to fill in the blanks with a synonym for the word given in brackets.

Teacher: Let us do the first one together. 'Ria has beautiful _____ (clothes).' What is another word for clothes?

Student: Attire.

Teacher: Yes, well done. Now, complete the remaining blanks on your own. Raise your hand if you need help. (The teacher walks around and assists students as needed.)

Vocabulary

B. Fill in the blanks with str.

1. _____eam
2. _____eet
3. _____ide
4. _____ike

15

Teacher: Now, let us look at Exercise B. You need to complete the words using 'str' at the beginning.

Teacher: Look at the first one: '_____eam.' What word do you think it is?

Student: Stream.

Teacher: Good. Now, try the rest on your own. Think about common words that start with 'str.'

(The teacher gives students time to write.)

Grammar

Grammar

A. Fill in the blanks with suitable pronouns.

1. Mother is packing her bag. _____ will go to grandmother's house today.
2. Nishitha bought a new laptop. This laptop is _____.
3. My mother is a teacher. _____ teaches Mathematics.
4. Rahul is a hard-working boy. _____ scored well in the test.

B. Match the given pronouns to their possessive forms.

- | | | | |
|---------|---|---|-----------|
| 1. I | • | • | a. theirs |
| 2. you | • | • | b. his |
| 3. she | • | • | c. mine |
| 4. he | • | • | d. yours |
| 5. they | • | • | e. hers |

15

Teacher: Now, turn to Exercise A under Grammar. You will fill in the blanks with suitable pronouns.

Teacher: The first sentence says, 'Mother is packing her bag. _____ will go to grandmother's today.' Which pronoun fits here?

Student: She.

Teacher: Correct. Now, complete the rest of the sentences in your workbook.

(The teacher observes students as they write.)

Teacher: Now, move to Exercise C. You need to match pronouns to their possessive forms.

Teacher: Let us try one together. 'I' matches with...?

Student: Mine.

Teacher: That is right. Now, match the remaining ones in your workbook.

(The teacher gives students time to complete the activity.)

Teacher: Well done, everyone. You have completed vocabulary and grammar exercises in your workbooks. Before we finish, check your answers and correct any mistakes. Keep practicing synonyms and pronouns at home. Great job today.

Teacher: Now let us go to worksheet - 3.

Teacher: Good morning, everyone. Today, we will focus on listening, speaking and writing skills. Open your workbooks to Worksheet 3. Listen carefully as I read a short passage and then you will answer the questions.

MUST DO

20 MIN.

Exercise A

Teacher: I will now read a passage about Ria and her pet. Listen carefully because you will answer whether the statements given are true or false.

(The teacher reads a short passage about Ria's wish for a pet, her parents' response and how she takes care of it.)

Teacher: Now, let us go through the statements.

A. Listen carefully to your teacher and write true or false for the following statements.*

1. Ria wanted a pet for her birthday. _____
2. Her parents did not agree to her request. _____
3. Ria's parents gifted her a beautiful, white kitten. _____
4. Ria named her kitten 'Darcy'. _____
5. She took good care of her pet. _____

16

Teacher: The first statement is: 'Ria wanted a pet for her birthday.' Is this true or false?

Student: True.

Teacher: That is correct. Let us move to the next one. 'Her parents did not agree to her request.'

Student: False.

Teacher: Yes. Her parents actually gifted her a kitten. Now, complete the remaining statements in your workbook.

(The teacher gives time for students to write their answers.)

Exercise B

Teacher: Now, let us move to the next activity. Look at Section B. You are given answers and you need to write a question for each. Let us do the first one together.

B. Work in pairs. Ask questions for the following answers.

1. _____
Yes, I will call her. She is my friend.
2. _____
Sure, you can have some of my rice.
3. _____
Okay, I will convey your message to him.
4. _____
Yes, you can surely come along with us.
5. _____
Yes, you can have my pin.

16

Teacher: The answer is: 'Yes, I will call her. She is my friend.' What could the question be?

Student: 'Will you call her?'

Teacher: Great job. Now, try the next one: 'Sure, you can have some of my rice.'

Student: 'Can I have some of your rice?'

Teacher: Well done. Now, complete the rest of the questions in your workbook. If you need help, raise your hand.

(The teacher moves around to check students' work.)

Exercise C

Teacher: Now, for the last part of today's lesson, we will use our imagination. Look at Section C. You need to think of your favourite folktale and write a short script based on it.

C. Which is your favourite folktale? Based on it, write a short script in your notebook.

16

Teacher: What are some folktales you know?

Student 1: The Thirsty Crow.

Student 2: The Lion and the Mouse.

Teacher: Fantastic choices. Imagine you are writing a short conversation between the characters in the story. Try to include dialogue, like how they would talk to each other.

Teacher: Take your time and write your script neatly. I will check your work once you are done.

(The teacher allows students time to write and gives feedback as needed.)



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

Differentiated Activities

110 km/hr



Write a short dialogue between two characters from your favourite folktale. Use at least five lines of conversation, including a greeting, a question and a response.

80 km/hr



Write three lines of dialogue between two characters from a folktale you like. Make sure one character asks a question and the other answers.

40 km/hr



Write one question and one response between two characters from a folktale. Example:

- Character 1: 'Can you help me find food?'
- Character 2: 'Yes, follow me.'

Home Task

Think of a different folktale from the one you used in class today. Write a short script with at least three dialogues between the main characters. Be ready to share it in the next class.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">engage in kinaesthetic activities such as role-playing, puppet-making and performing actions related to the story 'Derek Discovers a Dragon'.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">demonstrate teamwork and cooperation while working in pairs for question-formation, puppet show activities and discussions about responsibility in caring for pets.
Cognitive Development	<ul style="list-style-type: none">develop logical thinking by analysing comprehension questions, completing fill-in-the-blanks and forming correct sentences using grammar exercises
Language and Literacy Development	<ul style="list-style-type: none">enhance vocabulary by learning synonyms, antonyms and contextual word meanings
Aesthetic and Cultural Development	<ul style="list-style-type: none">engage in creative expression by writing a short script based on a folktaledraw and name imaginary objects seen in the night skyparticipate in storytelling
Positive Learning Habits	<ul style="list-style-type: none">build critical thinking skills by making informed decisions in comprehension exercisesconstruct meaningful questionsreflect on ethical situations such as spreading news responsibly

Starry Knights

How was the learners' response to the speaking exercise? Did you enjoy their response?

Give yourself a STAR for being an efficient teacher.



Poem: Moon So Round and Yellow

5 Periods (40 minutes each)

Learn Better (Main Coursebook)

Animation, eBook, Slideshow

Continuing better
I tell my parents everything.

Curricular Goals and Objectives (NCF)

To enable the students:

- to develop an appreciation for poetry and its expressions.
- to enhance vocabulary and comprehension skills through reading and discussion.
- to apply critical thinking by analysing and interpreting the poem's themes.
- to express thoughts creatively through writing and artistic activities.
- to build confidence in communication by sharing ideas and engaging in discussions.
- to cultivate curiosity about celestial bodies and their significance in daily life.

Methodology

Period 1

Teacher: Good morning, everyone. **SHOULD DO** **10 MIN.** Let us begin today with a fun activity called 'Moon Mirror'. It will help us wake up our minds and get ready to imagine.

Teacher: I want you to pair up with the person sitting next to you. One of you will be the 'Moon' and the other will be the 'Mirror'. The 'Mirror' must copy every movement the 'Moon' makes – slowly, gently and gracefully, just like moonlight reflecting on water.

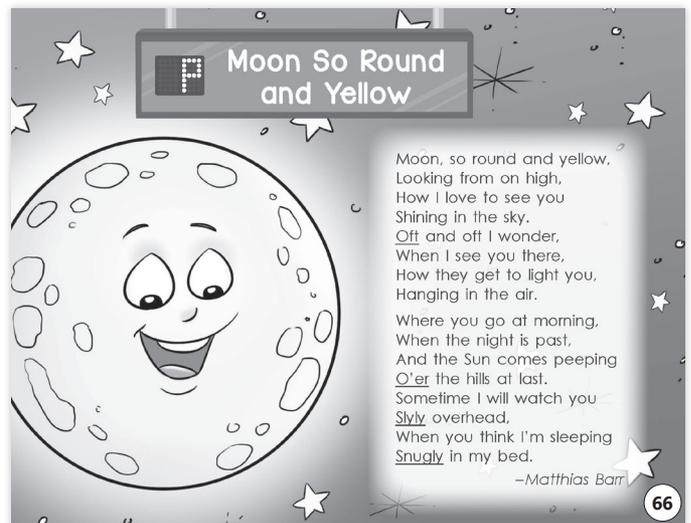
Teacher: Now switch roles. The 'Mirror' becomes the 'Moon' and the 'Moon' becomes the 'Mirror'. Well done. You all look like gentle moonbeams dancing. Please sit down.

Teacher: The Moon appears bright in the sky, but it does not have its own light. It shines because of the Sun. Today, we will read a beautiful poem called 'Moon So Round and Yellow' by Matthias Barr.

Teacher: Open your books to page 66. This poem describes the Moon in a very interesting way. Let us begin.

Teacher: Let us start by reading the poem aloud. **MUST DO** **20 MIN.** Follow along in your books as I read.

(The teacher reads the poem with proper intonation and pauses.)



Teacher: Now, let us understand the poem better. The poet describes the Moon as round and yellow, shining in the sky. He wonders how it gets its light and how it stays up in the air. The poem also talks about the Moon disappearing when the night is over, as the Sun rises.

Teacher: The poet imagines the Moon watching us secretly. The word 'slyly' is used to describe this. Similarly, the word 'snugly' means warmly and comfortably. Let us identify other words in the poem that help us visualise the Moon's beauty.

Teacher: This poem creates a peaceful and calm feeling, making us appreciate how the Moon shines every night.

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

Discovering better



Teacher: Look at this box titled 'Discovering better' on the page. It gives us the meanings of some important words from the poem. These words may look different, but they are commonly used in poetry. Let us go through them one by one.

Teacher: The first word is 'off', which means 'often'. It is an old-fashioned way of saying 'many times' or 'frequently'. For example, in daily life, we say: I often read books before bedtime. In poetry, the same sentence might be: I off read books before bedtime.

Teacher: The next word is 'o'er', which means 'over'. In poetry, words are sometimes shortened to maintain rhythm. Instead of saying over the hills, the poet might say o'er the hills. Can you think of a sentence where we use 'over'?

Teacher: The third word is 'slyly', which means 'secretly' or 'quietly without being noticed'. Imagine a cat walking slyly toward a mouse. The poet uses this word to show that the Moon watches us secretly.

Teacher: The last word is 'snugly', which means 'warmly and comfortably'. Imagine yourself wrapped in a cosy blanket on a cold night. You are snugly resting. The poet says the Moon watches us while we are snugly in bed.

Teacher: These words help make the poem more interesting and rhythmic. Let us try to use them in sentences together.

Differentiated Activities

110 km/hr



Write three lines of your own poem about the Moon. Use words from the poem, such as shining, slyly, snugly.

80 km/hr



Find and write three words from the poem that describe the Moon. Use them in sentences.

40 km/hr



Match the words from the poem with their meanings:

- | | |
|----------|----------------------------|
| Off → | (a) Secretly |
| Slyly → | (b) Often |
| Snugly → | (c) Warmly and comfortably |

Home Task

Look at the Moon tonight and write two sentences about how it looks. Try to use one word from the poem.

Period 2

Teacher: Good morning, everyone. Let us quickly recall what we learned in the last class. We read a poem that describes the Moon beautifully.

Teacher: Before we begin, let us play a quick game called 'Moon or Sun'. I will say a statement and if it is about the Moon, raise both hands. If it is about the Sun, tap your desk once.

Teacher: Now, let us open our books to page 67 and continue our lesson.

Learning better - Excelling Comprehension

A Circle the correct answers.

1. The Moon appears to be oval and dark / round and yellow.
2. The Moon shines in the sky / room.
3. The poet wonders who hangs and lights / talks to the Moon at night.
4. The Moon / Sun disappears when the Moon / Sun appears in the morning.
5. Sometimes, the poet slyly watches the planets / Moon.

67

Teacher: Now, let us start with Exercise A, where you need to circle the correct answer. Read each sentence carefully before choosing the best option. Let us go through the questions together.

Teacher: Look at the first question: 'The Moon appears to be oval and dark / round and yellow.' Think about how the poet describes the Moon. What shape does he mention? Is it dark or does it shine?

Teacher: Good thinking. Now, move to the second question: 'The Moon shines in the sky / room.' This one is simple. Where do we see the Moon - inside our house or outside?

Teacher: Let us look at the third question: 'The poet wonders who hangs and lights / talks to the Moon at night.' The poet is curious about something. Does he think someone talks to the Moon or does he wonder who makes it shine?

Teacher: Great. Now, read the fourth question: 'The Moon / Sun disappears when the Moon / Sun appears in the morning.' Think about what happens in the morning. When the Sun rises, does the Moon stay or go?

Teacher: The last question says: 'Sometimes, the poet slyly watches the planets / Moon.' The poet uses the word 'slyly', which means secretly. What does he secretly observe?

Teacher: Now that we have discussed each question, go ahead and circle the correct answers in your books.

B Read the given lines. Answer the following questions in your notebook.

'Where you go at morning,
When the night is past,
And the Sun comes peeping
O'er the hills at last.'
1. Who is 'you' in the first line?
2. Why must 'you' go when the night is past?
3. Who comes peeping after 'you' goes?

67

Teacher: Now, let us look at Exercise B, where we have a short extract from the poem. Read the lines carefully before answering the questions. I will help you understand them.

MUST DO

20 MIN.

Teacher: The first question is: 'Who is 'you' in the first line?' The poet is speaking to someone. Who disappears when the night is over?

Teacher: That is right. The poet is asking about something that leaves in the morning. Think carefully and write your answer.

Teacher: The second question says: 'Why must 'you' go when the night is past?' When the Sun rises, something must disappear. What happens to the Moon in the morning?

Teacher: Good. Now, let us think about the third question: 'Who comes peeping after 'you' goes?' The poet describes something arriving after 'you' leaves. What does 'peeping' mean?

Teacher: Great. When the Moon disappears, what do we see next? Write your answer in your notebook.

Teacher: Now, let us move to Exercise C. These questions require short answers. Think about each question before writing.

C Write short answers in your notebook.

1. Why does the poet love to see the Moon?
2. What does 'the Sun comes peeping' mean?
3. Why does the poet slyly watch the moon?

67

Teacher: The first question is: 'Why does the poet love to see the Moon?' The poet finds the Moon very special. What does he admire about it?

Teacher: Very good. Now, look at the second question: 'What does 'the Sun comes peeping' mean?' The poet uses this phrase to describe something. How does the Sun appear in the morning?

Teacher: That is right. The Sun does not appear suddenly; it rises slowly. Now, look at the last question: 'Why does the poet slyly watch the Moon?' The word 'slyly' means secretly. Why do you think the poet watches the Moon in this way?

COULD DO

10 MIN.

D Write long answers in your notebook.

1. Where do the Sun and the Moon go?
2. Do you think that someone hangs the Moon in the sky by a thread? Give reasons for your answer.

67

Teacher: Now, let us move to Exercise D. These questions require longer answers, so take your time to think and write carefully.

Teacher: The first question asks: 'Where do the Sun and the Moon go?' Think about how the Sun and the Moon seem to disappear. Do they really go somewhere or do they just move out of our sight?

Teacher: Great ideas. Now, for the second question: 'Do you think that someone hangs the Moon in the sky by a thread? Give reasons for your answer.' The poet imagines that the Moon might be held up by something. Is this real or is it just imagination? What do you think?

Teacher: Very interesting answers. Now, take your time to write your responses in your notebook.

Teacher: Well done, everyone. You have done a fantastic job thinking and answering these questions. Keep observing the Moon at night and see how it changes. We will continue learning more in the next class.

Differentiated Activities

110 km/hr



Imagine the Moon could talk. Write three sentences about what it would say to the Sun.

80 km/hr



Write two sentences describing what happens to the Moon when the Sun rises.

40 km/hr



Fill in the blanks: The Moon shines at _____. The Sun appears in the _____.

Home Task

Write three sentences about the Moon using words from the poem, such as slyly, snugly or off.

Period 3

Teacher: Good morning, everyone. Let us begin today's class with an energizing warm-up activity. I will say a word that ends with 'y' and makes a long 'i' sound. You will repeat after me and think of another word that follows the same pattern.

SHOULD DO

10 MIN.

Teacher: For example, if I say 'July,' you might say 'dry.' Let us take turns and see how many words we can come up with.

Teacher: Now, open your books to page 67. We will explore words that follow this pattern and learn how to use them in sentences.

MUST DO

20 MIN.

Excelling Vocabulary

E Read the words in the box aloud. These words end with y and make the long i sound. Fill in the blanks with the words.

1. I will go to Bangalore in the month of _____.
2. _____ your knowledge and solve the sum.
3. She did not _____ to my messages.
4. The children could not _____ eating the whole cake!
5. Do you have a _____ towel?

reply
apply
July
deny
dry

67

Teacher: Look at Exercise E. You need to choose the correct word from the box and complete the sentences. Let us go through each one together.

Teacher: In the first sentence, the blank space comes after 'I will go to Bangalore in the month of...'. Think about which word from the box is a month's name.

Teacher: For the second sentence, the phrase 'your knowledge and solve the sum' gives us a clue. What do we do when we use our knowledge to solve something?

Teacher: In the third sentence, it says 'She did not ____ to my messages.' If someone does not answer, what word fits here?

Teacher: Now, the fourth sentence says 'The kids could ____ not eating the whole cake.' What do we say when someone refuses to do something?

Teacher: The last sentence asks, 'Do you have a ____ towel?' What happens when a towel has no water in it?

Teacher: Great thinking, everyone. Now, write your answers in your books.

Teacher: Now, let us look at Exercise F. We have a list of words and we need to match each word with its correct synonym.

F Match each word with its synonym.

1. wonder	2. easy	3. calm	4. peak	5. start
a. simple	b. think	c. top	d. begin	e. quiet

68

Teacher: The first word is 'wonder.' What do we do when we wonder about something? Do we think?

Teacher: The second word is 'easy.' What does it mean? Is it something difficult or does it mean simple?

Teacher: The third word is 'calm.' When someone is calm, are they quiet or do they start something new?

Teacher: The fourth word is 'peak.' This means the highest point of something. Which option best matches that?

Teacher: The last word is 'start.' What do we do when we start something? Which word in the options means 'to begin'?

Teacher: Now, go ahead and match each word to its correct synonym. **COULD DO**

Teacher: Now, let us practise using synonyms in sentences. Work with your partner and take turns using each of the words from Exercise F in a sentence. After that, your partner will say a sentence using its synonym.

Teacher: For example, if one of you says, 'The mountain has a high peak,' the partner could say, 'The top of the building is very tall.'

Teacher: This will help you understand how different words can have similar meanings. Let us begin.

Differentiated Activities

110 km/hr



Write five sentences using any of the words from the exercise along with their synonyms.

80 km/hr



Write three sentences using words from the exercise, ensuring that you replace them with synonyms in each sentence.

40 km/hr



Fill in the blanks:

- The weather is very _____ today. (Use a synonym for 'calm'.)
- I saw the _____ of the mountain. (Use a synonym for 'peak'.)

Home Task

Write four new words ending in 'y' that make a long 'i' sound and use them in sentences.

Period 4

Teacher: Good morning, everyone. Before we begin today's lesson, let us have a quick warm-up activity. I will describe a **SHOULD DO** place and you have to guess what **15 MIN.** it is.

Teacher: It is a place where we learn about space, planets and stars. It has a big dome where we watch shows about the universe. What is it?

Teacher: Great. Yes, it is a planetarium. Today, we will learn about an exciting trip to the Nehru Planetarium. Open your books to page 68 and let us begin.

Excelling Concentration

Teacher: Now, I will read a short paragraph about Rajat's trip to the planetarium. Listen carefully and fill in the blanks in your books as I read. **MUST DO** **15 MIN.**

G Your teacher will read out a paragraph. Listen carefully and fill in the blanks.

1. Rajat's school organised an _____ trip to the Nehru Planetarium.
2. _____ and his friends were excited about the trip.
3. The planetarium was beautifully _____.
4. Rajat and his friends felt like they had stepped into _____.
5. They learned about planets, satellites, space and the _____.

68

Teacher: Now, read what you have written and check if it makes sense. We will discuss the answers together.

(*Read aloud to the class the listening text on page 119.)

Teacher: Imagine I am planning a small trip for our class. How would you ask me to take you to a science park or a planetarium?

H Imagine your teacher is planning a small trip for the class. Make a request to your teacher to take you to a science park or a planetarium. You may take help of the words in the box.

would like to visit curious fun science

68

Teacher: Look at the words in the box: 'would like to visit, curious, fun, science.' Use these words to form your request.

Teacher: For example, you might say, 'Teacher, we would like to visit the planetarium because it will be fun and help us learn more about science.'

Teacher: Now, take a few minutes to write your request in your notebook.

Excelling Language

Teacher: Now that we have read and discussed the poem, let us think about what the poem is about.

1 Write a summary of the poem you just read. Write in your notebook what you liked about the poem in your notebook.

68

Teacher: If you had to explain this poem to someone who has not read it, how would you summarise it?

Teacher: Think about the main idea. What does the poet describe in the poem? Does the poet admire something? What feelings do you think the poem conveys?

Teacher: You will now write a short summary of the poem in your notebook. Try to include what the poem talks about and what the poet feels about the Moon.

Teacher: After that, I want you to think about what you liked the most about this poem. Was it the way the poet describes the Moon? Was it the way the poem makes you imagine the night sky?

Teacher: Take a few minutes to write your response and then we will share some of our thoughts with the class.

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

Teacher: Let us now discuss satellites. Look at the paragraph under 'Excelling Concentration.' What is a satellite?

COULD DO

10 MIN.

Teacher: The Moon is a natural satellite. What is the difference between a natural satellite and an artificial satellite?

Teacher: Artificial satellites take pictures of planets and help in communication. Can you name any satellites you have heard of?

Teacher: Well done. Now, let us move to our differentiated activities.

Differentiated Activities

110 km/hr

 Write four sentences explaining the difference between a natural satellite and an artificial satellite.

80 km/hr

 Write two sentences describing how artificial satellites help us.

40 km/hr

 Fill in the blanks: The Moon is a _____ satellite. Satellites help scientists by taking _____ of planets.

Home Task

Write a short paragraph about a place you would like to visit for a school trip and explain why.

Period 5

Teacher: Good morning, everyone. Let us begin with an interesting question. Imagine you are outside at night looking at the sky. What is the most beautiful thing you see?

SHOULD DO

10 MIN.

Teacher: Yes, the stars, the Moon and sometimes even constellations. Today, we will learn more about constellations and think creatively about the Moon and the Sun. Open your books to page 68 and let us begin.

Creating better

Teacher: Everyone, please look at the 'Creating better' section in your book. We are going to do an interesting activity today.

MUST DO

20 MIN.

Creating better

Draw your favourite constellation on a black chart paper. Use foil paper to highlight the stars. Write down three facts about the constellation.

2LCS ArtI

68

Teacher: You will draw your favourite constellation on a black chart paper. To make the stars stand out, you can use small pieces of foil paper to highlight them. This will make your constellation look bright and realistic, just like in the night sky.

Teacher: But before we begin, let us understand what a constellation is. A constellation is a group of stars that form a pattern in the sky. Long ago, people gave names to these patterns and created stories about them. These names and stories often came from mythology.

Teacher: Can you think of any famous constellations? Yes orion, Ursa Major and Cassiopeia are some examples.

Teacher: Once you finish your drawing, you will write three interesting facts about your constellation. You may include things like its shape, how it got its name or any myths or legends related to it.

Teacher: Take your time and let your creativity shine like the stars.

Thinking better

Thinking better

Think and answer in your notebook.

COD HOTS 2LCS

1. One day, if the Sun turns purple then what would the Moon look like?
2. What are the holes in the Moon called? Why are they there?

68

Teacher: Now, let us think creatively. Look at the first question: If the Sun turns purple, what do you think the Moon would look like?

Teacher: Think about how the Moon gets its light. If the source of light changes, what would happen to the Moon's colour?

Teacher: For the second question, the Moon has many holes on its surface. Do you know what these holes are called? Think about how they were formed.

Choosing better

Choosing better

Between the Sun and the Moon, if you could keep only one in the sky, which one would you keep? Give reasons for your answers. **68**

Teacher: Here is an interesting question. If you had to choose between keeping only the Sun or the Moon in the sky, which one would you keep?

Teacher: Think about how both the Sun and the Moon help us. What happens if we do not have sunlight? What about nighttime—would it feel different without the Moon?

Teacher: There is no right or wrong answer, but you must explain why you made your choice. Take a few minutes to write your answer in your notebook.

Teacher: Here is an interesting question. If you had to choose between keeping only the Sun or the Moon in the sky, which one would you keep?

COULD DO

10 MIN.



Teacher: Think about how both the Sun and the Moon help us. What happens if we do not have sunlight? What about night-time—would it feel different without the Moon?

Teacher: There is no right or wrong answer, but you must explain why you made your choice. Take a few minutes to write your answer in your notebook.

Differentiated Activities

110 km/hr



Write four sentences explaining how constellations were named and why they are important in astronomy.

80 km/hr



Write two sentences about your favourite constellation and why you like it.

40 km/hr



Fill in the blanks: The holes on the Moon are called _____. They were formed by _____.

Home Task

Write three sentences about why you think the Moon changes shape at night.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> develop fine motor skills through drawing constellations and writing activities.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> express thoughts and choices confidently while respecting different perspectives.
Cognitive Development	<ul style="list-style-type: none"> enhance critical thinking skills by analysing the poem and answering reasoning-based questions.
Language and Literacy Development	<ul style="list-style-type: none"> improve vocabulary, comprehension and sentence formation through reading and writing exercises.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> appreciate poetic expressions and artistic representation of celestial objects.
Positive Learning Habits	<ul style="list-style-type: none"> cultivate curiosity and develop the habit of questioning and exploring ideas creatively.

Starry Knights

What strategies did you use to engage the learners in this unit? Mention here.

Give yourself a STAR for being a fabulous teacher.

