

Lesson-8: The First Flight

13 Periods (40 minutes each)



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



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

Continuing better
I am mindful of the benefits of gadgets.

Curricular Goals and Objectives (NCF)

To enable the students:

- to develop curiosity and appreciation for real-life innovations and inventions.
- to understand and reflect on the use of technology in daily life.
- to read and comprehend informational texts with focus on sequence, cause and effect.
- to recognise and apply grammatical structures such as prepositions and past tense forms (was, were).
- to build vocabulary through the use of thematic words, similes and homophones.
- to express thoughts clearly through oral conversation, writing and creative expression.
- to engage in collaborative learning through partner activities, discussions and group tasks.
- to demonstrate critical thinking by making choices and analysing real-life problem scenarios.
- to enhance creativity through drawing, designing and imaginative writing tasks.
- to connect learning across subjects through integrated tasks in language, science and social studies.

Methodology

Period 1

Affirming *better* I am mindful of the benefits of gadgets. **PLP** 91

Teacher: Good morning students.
How are you?

(Use CRM sign to settle the class)

SHOULD DO

5 MIN.

Teacher: Now, let us have a quick conversation. Today's affirmation is 'I am mindful of the benefits of gadgets'.

Teacher: What do we mean by 'being mindful'?

Teacher: Being mindful means being aware and thoughtful. When we say we are mindful of something, we are careful and respectful about how we use it.

Teacher: Can you think of some gadgets we use every day? Yes, like mobile phones, tablets, computers and televisions.

Teacher: Now tell me, how do these gadgets help us?
(Allow students to share.)

Teacher: Good. Some gadgets help us learn, like watching videos or reading books online. Some help us stay in touch with our family and friends.

Teacher: But can using gadgets too much be harmful?

Teacher: Yes. If we use gadgets for too long, our eyes may get tired, we may not get enough sleep or we may not

play outdoors.

Teacher: So when we say 'I am mindful of the benefits of gadgets', it means we understand both their good uses and their limits. We use them wisely and for the right purpose.

Teacher: Let us all say the affirmation together 'I am mindful of the benefits of gadgets'.

Teacher: Well done. Now let us move ahead with today's lesson.

K (What I Know)* ICL W (What I Want to Know)* 91

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

MUST DO

25 MIN.

Teacher: Now we will begin a new chapter, 'The First Flight'. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same column in your notebooks.

K	W	L

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

Teacher: You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic,

Auditory and Pictorial activities today to make our learning exciting.

Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 91.

Kinaesthetic

Kinaesthetic

Work with a partner. Read the prepositions given below. Your partner will locate objects at their correct positions. Write a sentence with each object and preposition in your notebook. Read them aloud.

below behind beside near under between

91

Teacher: Since we are talking about using gadgets wisely, let us now do a fun activity using our bodies and surroundings to understand something new.

Teacher: We will now work in pairs to explore prepositions. Prepositions are words that tell us where things are placed.

Teacher: I will say a preposition from the list on the board – 'below', 'behind', 'beside', 'near', 'under' and 'between'.

Teacher: Your task is to look around and find any object that fits with the preposition. For example, if I say 'under', you might find a pencil under your desk.

Teacher: Then you and your partner will write a sentence using that object and the preposition in your notebooks. For example, 'The pencil is under the desk'.

Teacher: After writing the sentence, read it aloud to your partner. Help each other if needed.

Teacher: Let us begin. Choose your partner and be ready to move around carefully and observe things mindfully.

Teacher: Remember, we are using our senses and space around us wisely, just like we discussed being mindful of using gadgets.

Teacher: Let us start. I will say the first preposition – 'behind'. Look around and start writing.

Auditory

Auditory*

Listen to your teacher carefully. Your teacher will read out a story. Write the prepositions in your notebook.

91

Teacher: Now that we have used our bodies to learn prepositions, let us now use our ears.

Teacher: I will read out a short story. You need to listen very carefully.

Teacher: While listening, write down the prepositions you hear in your notebook. Do not worry about writing the whole sentence, just note the preposition when you hear it.

Teacher: Be ready with your pencils. Let us begin.
(Listening text on the page 120)

Teacher: In a small town, beside a beautiful lake, lived Lily the curious cat. One sunny day, she sat near a tall oak tree. She spotted a butterfly fluttering above her. Excited, she ran towards the tree but found only fallen leaves below. Lily climbed on a strong branch of the tree. She spotted the butterfly between the branches. As she went closer, a gust of wind blew her hat off. The hat landed behind a rock. Lily peeked behind the rock, where her hat sat. With a happy purr, she picked it and put it back on. Lily had had her playful adventure under the warm sun.

Teacher: Well done! Now look at your notebook. Can you read out some of the prepositions you found?

Teacher: Good. We have used our ears to catch the words that tell us our position. This is how prepositions help us describe where something is.

Teacher: Let us move to the next activity.

Pictorial

Pictorial PS

Look at the pictures. Where is the ball in each picture? Discuss with your partner.



Teacher: Look at the pictures on the screen or in your book. In each picture, you will see a ball placed somewhere.

Teacher: Your task is to look carefully and decide where the ball is. Use prepositions like 'in', 'under', 'beside', 'behind', 'between' or 'on' to describe the position of the ball.

Teacher: Work with your partner and discuss each picture. For example, in the first picture, you may say 'The ball is in the bin'.

Teacher: Say the sentences aloud with your partner. After that, you may write a few of those sentences in your notebook.

Teacher: Remember, you are becoming experts at using prepositions to describe where things are. Let us begin observing now.

Teacher: You have all done very well today. We used our bodies, ears and eyes to learn how to describe positions using prepositions.

Teacher: Now let us revise what we have learnt. Can someone tell me where the ball was in the picture with the chair?

COULD DO

10 MIN.

Teacher: Good. It was 'under' the chair. What about the one in the bin?

Teacher: Yes, that was 'in' the bin.

Teacher: Now think about the story of Lily the cat. Where was the butterfly when Lily spotted it?

Teacher: Correct, it was 'above' her. You have understood prepositions very well.

Teacher: Let us now do one more short activity before we end today's class.

Differentiated Activities

110 km/hr



Write five sentences using different prepositions from the lesson. Use five different objects from your classroom.

80 km/hr



Draw two objects and show one object 'under', 'beside' or 'between' the other. Write a sentence to match your drawing.

40 km/hr



Look around your classroom. Choose any object and write one sentence to describe its position using a preposition like 'on', 'under' or 'near'.

Home Task

Observe any two items at home and write two sentences to describe their position using prepositions.

Period 2

Interacting better



Interacting better

If you could travel in a time machine, would you go to the future or back to the past? Talk about it in class.

ICL

92

Teacher: Good morning, students.

Open your Main Coursebook to page 92.

SHOULD DO

10 MIN.

Teacher: Look at the yellow box under 'Interacting better'. It asks us something very interesting.

Teacher: If you could travel in a time machine, would you go to the future or back to the past? Think for a moment.

Teacher: Now, turn to your partner and share your answer. One minute each. Then we will talk about it as a class.

Teacher: Alright. Who would like to share what their partner said?

Teacher: Interesting choices. Some of you want to see the future, while others want to go back in time. That is exactly what we will explore through today's story.



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

Teacher: Now look at the blue box on the same page. Maria and her friends are on a school trip. Read it silently.

MUST DO

25 MIN.

STEP TML

Maria and her friends go on a school trip to the Tech Expo. The guide shows them a model of a very old plane. "It is called the Kitty Hawk Flyer. It is the first ever plane in the history of flying," he says. After the trip, the teacher asks the students to write an essay on aeroplanes.

That night...

92

Teacher: What did the guide show them?

Teacher: Yes, it was a model of a very old plane. What was the name of the plane?

Teacher: That is right, the Kitty Hawk Flyer. It was the first plane in the history of flying.

Teacher: Why do you think the teacher asked the students to write an essay?

Teacher: Yes, to help them learn more about aeroplanes.

Teacher: Now, let us read the next paragraph aloud together.

(Read aloud or call on students to read.)

Teacher: What is Maria using to find information?

Maria was worried. It was almost dinner time. She had not made any progress with her English project. Her class had been asked to write an essay on aeroplanes. As she looked through her mother's **tablet** to gather information, a unique sound filled her room.

Suddenly, the lights started **flickering** and a little **tornado** started to **whirl** out from her tablet.

At that very moment, an **invisible** force sucked Maria into the tablet. She started falling through a tunnel of white light. Finally, she landed on her feet on solid ground.



Teacher: Yes, her mother's tablet. What strange things start to happen in her room?

Teacher: The lights flicker, a tornado forms and something strange pulls her into the tablet. How exciting.

Teacher: What do you think will happen next? Let us keep reading the story in the next period.

Discovering better

Teacher: Now let us move to 'Discovering better' on page 92.

Teacher: Look at the words in the blue box — 'tablet', 'flickering', 'tornado', 'whirl', 'invisible'. These are all words from the story.

Teacher: Let us read them one by one and understand their meanings. I will read and you will repeat. (Read and repeat together.)

Teacher: Excellent. Now look at the picture beside the

COULD DO

5 MIN.

paragraph. Can you describe what is happening using two of the new words?

Teacher: Great. You are learning to use new words to explain what you see. That is exactly what a good reader does.

Differentiated Activities

110 km/hr



Write three sentences using any three words from 'Discovering better'. Try to use them in a mini story of your own.

80 km/hr



80 km/hr: Match any two words from the box with the correct meanings from the story. Then write one sentence with each.

40 km/hr



Copy any two new words from the box and draw a small picture to show their meaning.

Home Task

Write one sentence to describe what happened to Maria using any one word from 'Discovering better'.

Period 3

Teacher: Good morning, students. Let us recall what happened in the last part of the story.

SHOULD DO

10 MIN.



Teacher: Who remembers where Maria was taken after she was sucked into the tablet?

Teacher: Yes, she landed somewhere with lights and strange sounds.

Teacher: Today, we will read what Maria saw next. Look at page 93 of your Main Coursebook. What do you see in the picture?

Teacher: Yes, computers everywhere. What else do you notice?

Teacher: Let us read and explore this exciting place together.

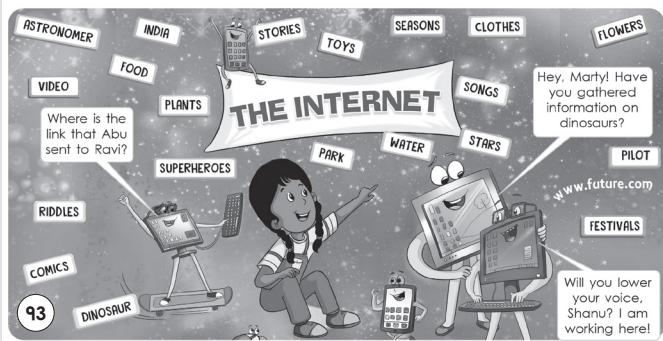
Teacher: I will read the story aloud. Follow along as I read.

MUST DO

25 MIN.



Maria looked around. She was standing in the middle of a huge room. There were computers everywhere. The strangest thing was that just like humans, the computers were talking to each other. Some were even linked together in a network. They were interacting in low machine voices!



(Read the page aloud slowly and clearly.)

Teacher: Why was Maria shocked?

Teacher: Yes, because the computer started talking to her.

Teacher: What colours were the buttons that Maria saw?

Teacher: Correct, red, green and yellow. What words were written on the buttons?

Teacher: Good. There were words like 'RIDDLES', 'COMICS', 'SUPERHEROES' and 'DINOSAUR'.

Maria was shocked to find a computer talking to her. She stood as still as a statue, amazed by her surroundings. She noticed glowing buttons in every possible colour: red, green, yellow. The buttons had different labels on them, such as VIDEO GAMES, RIDDLES, SUPERHEROES. Maria also saw flying letters that looked like URLs*. She had never seen anything like this! "Is this magic?" Maria said loudly.

That was when everything around her went quiet. All the computers started looking at her.



Teacher: What do you think the flying letters were?

Teacher: Right, they were URLs or links on the internet.

Teacher: What happened when Maria shouted, 'Is this magic?'

Teacher: Yes, everything went quiet and all the computers stared at her. This part of the story is getting more interesting.

Teacher: Now look at the second picture. What is the computer asking Maria?

Teacher: And what is her reply?

Teacher: Great. Let us now discuss what Maria might do next. Think quietly for a moment.

Understanding better

Understanding better

How were some computers linked?

93

ICL

COULD DO

5 MIN.



Teacher: Now let us look at 'Understanding better' on the right side of the page.

Teacher: The question is — 'How were some computers linked?' Let us find the answer from the story.

Teacher: Yes, the computers were linked in a network. That means they were connected to share information.

Teacher: Can you think of any place where computers are linked in your daily life?

Teacher: Good. In schools, offices and even your homes, devices are often linked through Wi-Fi or networks.

Differentiated Activities

110 km/hr



Write a short paragraph describing what you would do if a computer suddenly started talking to you.

80 km/hr



Write three things Maria saw on the screen and one sentence for each to describe it.

40 km/hr



Draw and label two glowing buttons Maria saw — one with the word 'DINOSAUR' and one with 'COMICS'.

Home Task

Imagine you are Maria. Write two sentences about how you felt when the computers started talking to you.

Period 4

Teacher: Good morning, everyone. Let us recall what happened last in our story.

SHOULD DO

5 MIN.

Teacher: Where did Maria find herself when the computers started looking at her?

Teacher: Yes, in the middle of the Internet. And then a computer started talking to her.

Teacher: Open to page 94 of your Main Coursebook. What is the computer doing in the first picture?

Teacher: Yes, it is gliding on a skateboard. That is a fun way to move, is it not?

Teacher: Let us continue reading to find out what happens next.

A computer came gliding towards her on a skateboard. "Where am I?" asked Maria.

"You are in the one and only hub: THE INTERNET!" the computer replied.

"The Internet? Is it an actual place?"

"Yes, THE INTERNET. You can find everything you are looking for here. Is there anything you want to know?"

Maria thought for a second. She wondered if she could get some help with her essay on aeroplanes. She told the computer on skates about the project. "Follow me," it said and guided her across the room.



94

Teacher: I will read the passage aloud. Follow along and imagine the scene. (Read the full text on the page aloud.)

MUST DO

25 MIN.

Teacher: Where is Maria now?

Teacher: Yes, in a room inside the Internet. What does the computer tell her?

Teacher: That the Internet is a place where she can find all the information she needs.

Teacher: What does Maria ask the computer to help her with?

Teacher: Correct, with her school essay on aeroplanes.

Teacher: Where does the computer guide Maria?

Teacher: Yes, to a green button that says 'AEROPLANE'.

Teacher: What happens when she presses the button?

They stopped in front of a green button. The word AEROPLANE was glowing brightly. "Go ahead, press it," the computer encouraged Maria. Maria was now excited. She was curious to know what would happen next. She pressed the button. A big door appeared. It was hanging in the air. The door opened but Maria could not see anything. She stepped inside. Once again, she started falling through a tunnel of white light.



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21st CS

Imagining better

If I were a pilot...



Discovering better

LAD

gliding: here, moving smoothly

skateboard: a flat, narrow board with four small wheels

hub: here, centre of network

Internet: a system by which people all over the world can communicate with each other by using their computers

Teacher: A door appears, she steps in and then she starts falling through a tunnel of light again.

Teacher: This story is full of imagination and surprises. Let us now try to use our imagination too.

Imagining better



Imagining better

If I were a pilot...

94

COULD DO

10 MIN.

Teacher: Now let us look at the blue box titled 'Imagining better'.

Teacher: It says, 'If I were a pilot'. Take a moment to think. What kind of pilot would you be? What would you fly?

Teacher: Turn to your partner and share your idea in one or two lines.

Teacher: Great. A pilot would not go under the sea or operate a submarine. Some of you would fly in space, some over jungles, but not under the sea. Now write your idea in your notebook.

Discovering better



Discovering better

LAD

gliding: here, moving smoothly

skateboard: a flat, narrow board with four small wheels

hub: here, centre of network

Internet: a system by which people all over the world can communicate with each other by using their computers

94

Teacher: Let us now look at 'Discovering better' below.

Teacher: Read each word and its meaning with me — 'gliding', 'skateboard', 'hub' and 'Internet'.

(Read each aloud and let students repeat.)

Teacher: Well done! These words will help us understand the story better and use them in our writing later.

Differentiated Activities

110 km/hr



Write a short paragraph (3–4 sentences) imagining that you are travelling inside the Internet like Maria. What do you see and hear?

80 km/hr



Write two sentences using the words 'gliding' and 'Internet' based on the story.

40 km/hr



Copy the word 'skateboard' and draw a small picture to show its meaning.

Home Task

Write one sentence about what you would like to explore if you could travel inside the Internet like Maria.

Period 5

Teacher: Good morning, students. Let us continue Maria's journey. In the last part, Maria had pressed the green button labelled 'AEROPLANE'.

SHOULD DO

10 MIN.



Teacher: Who remembers what happened after that?

Teacher: Yes, she entered a tunnel of white light.

Teacher: Now open your Main Coursebook to page 95. Look at the pictures. What do you think she saw this time?

Teacher: That is right. She has travelled back in time and is now watching the first flight ever. Let us read and find out more.

Teacher: Follow along as I read the story aloud.

MUST DO

20 MIN.



(Read the full text on the page.)

Teacher: Who were the two men Maria saw in the field?

Teacher: Correct, they were the Wright Brothers.

Teacher: What were they trying to do?

Teacher: Yes, they were making their aeroplane fly.

Teacher: What did Maria witness?

Teacher: She saw the world's first flight. That must have been amazing. The book says it was a 'sight to behold'. What do you think that means?

Teacher: Yes, something so wonderful that it must be seen.

Teacher: What happened after the aeroplane took off?

Teacher: A red button with the word 'CLOSE' appeared and Maria pressed it. Where did she land?

Teacher: Back in her room, wearing pyjamas. And what was on the screen?

Teacher: The page titled 'The Wright Brothers and the First Flight'. What a journey.

Exploring better



pyjamas: from the Urdu words *pay* and *jama* meaning leg clothing

KoI

95

Teacher: Let us now look at the purple box titled 'Exploring better'. It tells us something interesting about the word 'pyjamas'.

COULD DO

10 MIN.



Teacher: Did you know the word comes from Urdu? It is made of two words 'pay' and 'jama', meaning leg clothing. Let us all say it together 'payjama'.

Teacher: Well done! Now look at the blue box titled 'Discovering better'. Read the meanings of these words with me 'a sight to behold', 'appeared' and 'tumbled'.

Discovering better



Discovering better

a sight to behold:

something or someone wonderful that must be seen

appeared: to come into view

tumbled: to fall and roll over

LAD

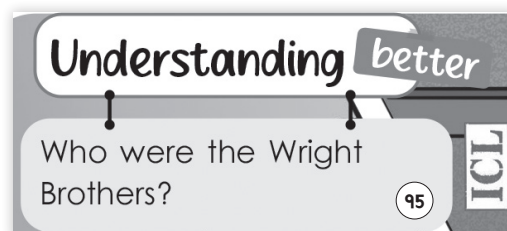
95

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

Teacher: Great try. Keep using these words in your writing to make it more interesting.

Teacher: Now look at the red tag titled 'Understanding better'. It asks 'Who were the Wright Brothers?'

Understanding better



Understanding better

Who were the Wright Brothers?

95

ICL

Teacher: From the story, can we tell who they were?

Teacher: Yes, they were the first people to make and fly an aeroplane successfully. They made history.

Teacher: Why do you think Maria was sent back to see them?

Teacher: Because she was researching aeroplanes and this was the best way to learn about the first one. Good thinking.

Differentiated Activities

110 km/hr



Imagine you are Maria. Write a short diary entry (3 to 4 lines) about how it felt to watch the first flight in history.

80 km/hr



Use the word 'tumbled' or 'appeared' to write a sentence based on what Maria experienced in the story.

40 km/hr



Draw a picture of Maria watching the Wright Brothers fly the aeroplane. Label it with the words 'aeroplane' and 'first flight'.

Home Task

Write two sentences to describe what you would do if you could travel back in time like Maria.

Period 6

Laughing better, Matching better, Connecting better

Laughing better PLH

Diley: Who invented the first airplane that wouldn't fly?

Roli: The Wrong Brothers!

Matching better LTL

odd: strange
behold: see

Connecting better

Back home, Maria tells her parents about the fun they had at the Tech Expo. She asks Mumma if she can go again the following Saturday. She would like to see the section on simple machines as she has been learning about those at school. Mumma asks her for an example of a simple machine Maria uses in her everyday life. Maria smiles and replies, "My cycle wheel is an example of wheel and axle."

MDA HoLL 96

Teacher: Good morning, students. Let us begin with something fun. Look at 'Laughing better' on page 96.

SHOULD DO

15 MIN.

Teacher: Diley asks, 'Who invented the first aeroplane that would not fly?' What do you think the answer is?

Teacher: Roli says, 'The Wrong Brothers'. That is a joke using a play on words. The real answer is the Wright Brothers, but the joke says 'Wrong Brothers'. Clever, right?

Teacher: Now let us move to 'Matching better'. We have two words — 'odd' and 'behold'. Can anyone guess what they mean?

Teacher: 'Odd' means strange. 'Behold' means to see something wonderful. Great. Let us remember these as we continue.

Teacher: Now let us go to 'Connecting better'. Maria is back home and tells her mother about her day. What did her mother ask her?

Teacher: Yes, for an example of a simple machine she uses daily. What example did Maria give?

Teacher: She said 'My cycle wheel is an example of wheel and axle'. Very good. That shows how learning connects to real life.

Recalling better

Recalling better

CING

- Maria was researching for her English project on her mother's tablet.
- Suddenly, a tornado whirled out from the tablet. She got sucked into it.
- Maria fell into a tunnel and landed in a huge blue room. The room was full of computers.
- The computers were talking to each other in machine voices.
- A computer on a skateboard glided up to her and told her that she was inside the Internet.
- The computer said that she could find everything in the room. Maria asked for help for her English project on 'aeroplanes'.
- The computer took her to a green button. It was labelled 'Aeroplane'. She pressed the button.
- She fell through a tunnel of white light and landed in a field.
- She saw the Wright Brothers. They were flying the first aeroplane in history.
- A red button labelled, 'Close' appeared beside Maria. She pressed it.
- She again tumbled down a white tunnel and landed back in her room.

96

Teacher: Let us now look at 'Recalling better'. This section helps us remember the story step by step.

MUST DO

10 MIN.

Teacher: I will read each sentence aloud. If you agree it happened in the story, give me a thumbs up.

(Read each sentence from 'Recalling better' one by one and encourage students to react and recall.)

Teacher: Well done! You remembered the story very clearly. Now we are ready for a short comprehension task.

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

Learning better – Excelling Comprehension

Learning better

CBA FULL

Comprehension

A Circle the correct answer in brackets.

- Maria was worried as she had not completed her (English / Science) project.
- A little (tornado / tsunami) started to whirl out from her tablet.
- The computers were strange because they could (give information / talk like humans).
- Maria saw the model of the first aeroplane at the (Science Museum / Tech Expo).
- The (Wright Brothers / Right Brothers) were trying to fly the first aeroplane.

96

Teacher: Now let us move to 'Learning better' and complete Exercise A.

COULD DO

15 MIN.

Teacher: This is a comprehension task. You will see sentences with two options in brackets. You need to choose the correct one based on the story we read.

Teacher: Let us look at the first sentence. Think about what Maria was doing at the beginning of the story. That will help you choose the right word.

Teacher: For the next one, try to remember what came out of the tablet when the strange sound filled the room.

Teacher: Some sentences ask about what made the computers different or where Maria saw the first aeroplane. Try to recall the scenes we discussed.

Teacher: Read each sentence carefully and choose the correct answer that fits what happened in the story.

Teacher: Once you are done, we will go over the answers together and see how well we remembered. Take your time.

Differentiated Activities

110 km/hr



Write any three words from today's lesson that were new to you. Write one sentence for each.

80 km/hr



Match two words from 'Recalling better' with their meanings and use one of them in a sentence.

40 km/hr



Write two words from the story that you found easy and draw a picture for each.

Home Task

Fill 'My Scribbles and Secrets.'

Period 7

Teacher: Good morning, everyone. Let us begin by thinking back to Maria's journey.

Teacher: She experienced many new things in the story — a talking computer, a tunnel of light, the Internet and even the Wright Brothers' flight.

Teacher: Today, we will use that understanding to answer a few important questions based on the chapter.

SHOULD DO

5 MIN.



B Read the lines from the story and write the answers in your notebook.

1. "What is happening?"
 - a. Who said this line?
 - b. Why did the speaker say this line?
2. "You can find everything you are looking for here. Is there anything you want to know?"
 - a. Who said these lines and to whom?
 - b. Which place is the speaker talking about in the above lines?

97

Teacher: Let us begin with Exercise B. These are lines taken from the story. You have to think about who said them and why.

MUST DO

25 MIN.



Teacher: For the first line, remember the moment when Maria was surprised. Try to recall what was happening around her when she said those words.

Teacher: For the second one, think about the talking computer. Who was it speaking to and what place was it describing?

Teacher: Now let us move to Exercise C. These are short answer questions.

Teacher: Think about why Maria was worried in the beginning and what made her feel amazed. These answers should be 1 to 2 lines.

Teacher: Lastly, Exercise D asks for long answers. For the first question, try to describe what Maria saw, heard and felt in the big blue room.

Teacher: For the second one, you need to explain why this story is called 'Maria's First Flight'. What do you think made it special for her?

Teacher: Write all your answers in your notebook. Use complete sentences and make sure your thoughts are clear.

Teacher: Before we end today's class, let us share some of your answers aloud.

COULD DO

10 MIN.



Teacher: Who would like to share their answer about what Maria saw in the big room?

Teacher: Good. Did anyone write why Maria's journey felt like her first flight?

Teacher: Excellent. You are all doing a wonderful job using details from the story.

Teacher: Now take one minute to check your answers and make any corrections needed.

Differentiated Activities

110 km/hr



Write a paragraph imagining what Maria might discover next if she pressed another glowing button in the Internet room.

80 km/hr



Write three words from the chapter that describe Maria's feelings. Use each in a short sentence.

40 km/hr



Copy any two sentences from your notebook work today and draw a small picture to go with one.

Home Task

Think of one real person from history you would like to meet like Maria met the Wright Brothers. Write their name and one reason why.

Period 8

Teacher: Good morning, students. Let us begin with a quick recap game.

SHOULD DO

10 MIN.



Teacher: I will say a part of a sentence and you have to complete it using the correct word from our last class.

Teacher: Ready? Here we go.

Teacher: Maria saw the Wright _____ flying the first aeroplane. (Brothers)

Teacher: Maria pressed a glowing green _____ to travel further. (Button)

Teacher: She travelled through a tunnel of _____ light. (White)

Teacher: Wonderful. You remembered all of it well. Now let us work on some exciting new words.

Excelling Vocabulary

Teacher: Open your Main Coursebook to page 97. Let us start with Exercise E. We will match similes.

MUST DO

20 MIN.





Teacher: Similes compare two things using 'as'. They help us describe things more clearly.


Teacher: Read each line with me. 'As still as a...' What do you think is still? Look at the pictures and match.


Vocabulary


E Match the columns to complete the similes.

1. as still as a ☐ a. 

2. as green as ☐ b. 

3. as busy as a ☐ c. 

4. as sweet as ☐ d. 

5. as cold as ☐ e. 

97

Teacher: Yes, the answer is 'statue'. A statue does not move, so we say 'as still as a statue'.

Teacher: Now complete the rest of the matching. Use both the pictures and your thinking.

Teacher: Let us now move to Exercise F. Look at the box with the words: 'unique', 'technique', 'plaque', 'cheque', 'mosque'.

F Read these words aloud.

unique technique plaque cheque mosque

97-98

Fill in the blanks with the correct answers. Use words from the box above.

- Every note has a _____ code which cannot be copied.
- May I pay by _____ in place of cash, please?
- Jama Masjid is a famous _____ in Delhi.
- My teacher taught me a new _____ to solve the problem.
- The children saw a new brass _____ outside the school gates.

Teacher: Read the words aloud after me. These words have special spellings and sounds.

(Read each word aloud and have the class repeat.)

Teacher: Now look at the sentences below. The first one says something about a code. Which word means something special or one of a kind?

Teacher: Yes, 'unique'. Now complete the rest of the blanks using the correct words from the box.

Teacher: Once you are done, we will read each sentence together and check your answers.

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

Teacher: Now I will read out each completed sentence. Repeat after me.

Teacher: This will help you remember the spelling and pronunciation of each word.

Teacher: Who can tell me what a 'mosque' is?

Teacher: And what is a 'cheque'? When might we use it?

Teacher: Excellent. Now use any two words from this page to make your own short sentence in your notebook.

Differentiated Activities

110 km/hr



Create your own simile using the word 'as fast as'. Write a sentence with it.

80 km/hr



Choose two words from the word box and use each in a meaningful sentence.

40 km/hr



Copy any two similes from Exercise E and draw a picture to match one.

Home Task

Write one sentence using the word 'unique' and one sentence using the word 'technique'.

Period 9

Teacher: Good morning, students. Let us begin today with a quick brain teaser.

SHOULD DO

5 MIN.

Teacher: I will say a sentence with a missing word. You will guess the correct word.

Teacher: Maria asked for some advice. Did she need advice or advise?

Teacher: Yes, she needed advice, the noun. Very good.

Teacher: Now we will practise more such words where spelling makes a big difference.

Excelling Spelling

Spelling

G Fill in the blanks by choosing the correct options from the brackets.

- The computers became _____ when they saw Maria. They found her _____ strange. (quiet / quite)
- Bipin and Gargee are going to the library. _____ friends are waiting for them _____. (there / Their)
- This ring is too _____ for me. I am afraid that I might _____ it. (lose / loose)
- Everyone will _____ the new rules _____ the two brothers. (accept / except)

98 Maria asks her parents for _____. They _____ her to browse the Internet for information. (advise / advice)

Teacher: Open your Main Coursebook to page 98. Look at Exercise G.

MUST DO

25 MIN.

Teacher: Some words sound similar but have different meanings. In each sentence, you will find two words in brackets. Only one is correct. Choose the word that fits the sentence best.

Teacher: For example, think about the sentence where something is too tight. Should it be 'lose' or 'loose'?

Teacher: Think about the meaning. 'Loose' means not tight. So, what do you think?

Teacher: Good. Continue with the rest on your own. Read aloud if it helps you decide.

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

Grammar

Grammar

CING

A **preposition** is a word that connects nouns and pronouns to the other words in a sentence. It often shows where something is. Some examples of prepositions are **in, over, on, to, inside, across, above, below, behind, outside, in front of** and **near**.

Maria was **inside** a huge blue room.
There is a cake shop **across** the street.
He was standing **in front of** the line.
She put her hand **over** her mouth.
There is a garden **outside** the house.

98

Teacher: Let us look at the orange grammar box on the page. It tells us about prepositions.

Teacher: Prepositions are words that show where something is placed. They help us describe position or direction.

Teacher: Some examples are in, on, under, near, across, behind and inside.

Teacher: Look at the examples in the box. They show how prepositions tell us where something or someone is.

Teacher: Now turn to Exercise H. Look carefully at each picture. You will see two options in each sentence.

Teacher: Choose the correct preposition by looking at what is happening in the picture. Let us try the first one together.

H Look at the pictures. Circle the correct prepositions in the following sentences.

PS

1. The cat jumped **under** / **over** the box.



2. There is a post office **across** / **behind** the road.



3. He found a pen **inside** / **outside** his shirt pocket.



4. The boy is standing **near** / **over** the bus.



5. The cars are parked **inside** / **outside** the bank.



98-99

Teacher: Let us do the first one together. The cat jumped under or over the box?

Teacher: Yes, over the box. The cat is clearly above it.

Teacher: Now complete the rest by observing the pictures carefully.

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

Teacher: Now that we have practised prepositions and tricky spellings, let us try to make our own sentences.

COULD DO

10 MIN.

Teacher: Choose any one pair from the spelling exercise and create a new sentence using the correct word.

Teacher: Then, choose one preposition from the grammar box and use it in a new sentence.

Teacher: Share your favourite sentence with your partner and check each other's work.

Differentiated Activities

110 km/hr



Write two sentences using any two prepositions from Exercise H. Underline the preposition in each sentence.

80 km/hr



Choose one word pair from Exercise G and write one new sentence using the correct word.

40 km/hr



Copy one preposition sentence from Exercise H and draw a picture to match it.

Home Task

Choose one sentence from today's class and rewrite it in your notebook using a new preposition or correct word from Exercise G.

Period 10

Poster

English Theme 8: How Does Technology Work?

40

Similes

Complete the similes given below.
Take help from the pictures.

as light as a	_____			
as clear as	_____			
as white as	_____			
as strong as an	_____			
as gentle as a	_____			
as sweet as	_____			
as curious as a	_____			
as cold as	_____			
as quiet as a	_____			
as brave as a	_____			

8


Teacher: Good morning, students. Today, I am going to show you a special poster.

Teacher: Look at this poster. It is full of colourful images and beautiful words. Can anyone guess what this is about?

Teacher: Yes, it is all about similes. Similes compare one thing with another using the word 'as'. For example, 'as light as a feather'.

Teacher: Let us read a few of them together. I will put this up on the wall so that you can always come and look at it for inspiration.

Teacher: This poster will help us describe things better in stories and poems. Let us now work on similes in our books.

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

SHOULD DO

15 MIN.



Differentiated Activities

110 km/hr



Create your own simile using the phrase 'as fast as'. Then write a short sentence using it.

80 km/hr



Use the word 'inside' and 'outside' to make two separate sentences about a place or object.

40 km/hr



Draw a picture for any one simile from the exercise and write the full simile below your drawing.

Home Task

Complete any one of the similes from today's class using your own idea. Then write one sentence using it.

Period 11

Teacher: Good morning, students. We have reached the last part of our story.

Teacher: Before we begin today's tasks, think for a moment. If you could step inside the Internet like Maria, what would you see first?

Teacher: Would it be a game, a website or a robot? Let us explore those ideas in today's activities.

Excelling Language

Language

2Lr CS LAD OLD

K Ask your partner three questions about their experience with searching and finding information on the Internet. Change roles. You may use the questions given below.

Do you use the Internet to search for information?
How do you do it?
I can find any information I want in detail.

Yes, I do.
Oh, I visit any of the .edu or .org websites to search for whatever information I want.
What do you like the most about the Internet?

100

Teacher: First, open to page 100 with the dialogue between the two students.

Teacher: This is Excelling Language. You will work with your partner and ask them three questions about how they use the Internet to find information.

Teacher: Use the questions given in the speech bubbles to help you. Then change roles.

Teacher: Remember to speak clearly and listen carefully to your partner's answers.

Excelling Expression

Expression

DBL 2Lr CS

L Imagine you could go into the World Wide Web like Maria. In your notebook, write a paragraph about what your experience would be like.

100

Teacher: Once done, let us move to Excelling Expression. Imagine you are inside the Internet like Maria.

I Complete the story using suitable prepositions from the brackets.

99

One day, little Kavya was sitting _____ (in / on) a bench. She was _____ (in / on) the park. She liked to watch the birds _____ (in / on) the sky. There was a little pond _____ (behind / outside) the tree. There was a red bridge _____ (above / on) the pond. Kavya smiled. She was happy to be at the park.

Teacher: Open your Main Coursebook to page 99. Let us begin with the similes activity.

Teacher: Look at the pictures. Each picture helps us complete a simile. For example, 'as light as a feather'. What about 'as clear as...'?

Teacher: Yes, 'as clear as crystal'. Use the pictures to complete the rest of the similes.

Teacher: Now let us move to the story in Exercise I. You need to choose the correct preposition from the brackets in each sentence.

Teacher: For the first one, Kavya was sitting in or on a bench?

Teacher: That is right, she was sitting on a bench. Use the pictures and your understanding to complete the rest of the blanks.

MUST DO

25 MIN.



Excelling Concentration

Concentration*

ABLE

J Your teacher will read out five sets of words. Each set has three words. From each set, write the word related to the words given below.

1. email _____

2. printer _____

3. computer _____

4. aeroplane _____

5. mobile phone _____

99

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

Teacher: Let us now do the listening activity. I will read out five sets of words. You have to write the word that connects all three.


(Teacher reads aloud the five word sets. Students listen and write the related word from the options.)

Teacher: Let us check the answers now. For 'email, computer, mobile phone' — what do they all relate to? (Listening text on page 120.)

Teacher: What would you see, hear or feel? What would you search for? Write a paragraph about your experience in your notebook.

Teacher: Now let us do something fun and creative. Turn to Creating better.

Creating better

 **Creating better**

On a plain sheet of paper, design a logo for a robot company. Give it a name as well as a slogan.

21st CS ArtI 100


Teacher: On a plain sheet of paper, you will design a logo for a robot company. Think of a name and write a slogan for the company too.

Teacher: Take your time and be creative. You can use your imagination to think of robots that help people in different ways.


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

Differentiated Activities


110 km/hr

 Write a short story with five to six lines about a robot you create. What can it do and how does it help people?

80 km/hr

 Think of a name for a new robot and write two lines to describe what it can do.

40 km/hr

 Draw a robot that helps at school. Write one sentence to describe how it helps.

Home Task

Write three sentences to describe one thing you learnt from Maria's Internet journey and how it helped you understand technology better.

Period 12

Teacher: Good morning, students.
Today we will think about everything we have learnt in this chapter.


SHOULD DO

5 MIN.

Teacher: Let us quickly revise Maria's journey. She used the Internet, travelled through a tunnel of light and even saw the Wright Brothers fly.

Teacher: Let us now move into reflection activities that will help us think more deeply.

Thinking better

 **Thinking better**

Think and answer in your notebook.

1. The Internet was not there until some years back. How did everyone search for information back then?

2. According to you, what are the advantages and disadvantages of technology? Make a list.

COD HOTS 21st CS 100

Teacher: First, let us begin with 'Thinking better'.

MUST DO

15 MIN.


Teacher: The Internet was not always there. How do you think people searched for information before it existed?

Teacher: Yes, they used books, newspapers, maps or even asked others. Now think and write your answer in your notebook.

Teacher: Now make a list of the advantages and disadvantages of technology. Think of both sides. You may use bullets or numbering.

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

Choosing better

 **Choosing better**

While making a digital presentation in class, the classroom computer crashes. You are now unable to show the slides you prepared. Will you continue to present without the computer? Or, discontinue the presentation?

EXL LSV 21st CS 100


Teacher: Now let us move to 'Choosing better'.

Teacher: Imagine you are presenting in class and your computer crashes. You cannot show your slides. Will you continue your presentation without the computer or stop it?

Teacher: Think and write your decision and explain why you would do that.

Teacher: Now open your Little Book for Revising better.

Revising better


 **Revising better**

What is the most confusing word you have read on the Internet? Write the word and its meaning in your Little Book.

DBL 100

Teacher: What is one word you read online that confused you at first?

Teacher: Write that word and its meaning clearly in your Little Book. This will help you remember it in the future.

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

Book of Holistic Teaching

Teacher: We are going to do a Book of Holistic Teaching now.

COULD DO

15 MIN.

Teacher: Let us begin with Maths. I am writing the question on the board.

Maths

Teacher: Varsha and Mohit want to measure the perimeter of their quilt. There are four sides of the quilt. The length of one side is 3 metres and the width is 2 metres. What is the perimeter?

Teacher: Perimeter means the distance around the shape. How do we calculate it for a rectangle?

Chapter 8: The First Flight

Theme 8: How Does
Technology Work?

A Maths

HoLL MDA

Varsha and Mohit want to measure the perimeter of **their** quilt. **There** are four sides of the quilt. If the length of one side of the quilt is 3 m and the width is 2 m, what is the perimeter of the quilt?

8

Teacher: Yes, we add all the sides. Let us do it step by step together and write the final answer in your notebooks.

Science

Teacher: Now we move to Science. I will write three statements on the board. You will write whether they are true or false.

B Science

Write true or false.

1. Work is done when force is applied on an object. _____
2. The Earth attracts every object **towards** itself with a force called gravitational force or gravity. _____
- 8 3. Frictional force is formed when two objects rub against each other. _____

Teacher: First, work is done when force is applied on an object. Is this true or false

Teacher: Second, the Earth attracts every object towards itself using gravitational force. What do you think?

Teacher: Third, frictional force is formed when two objects rub against each other. Write true or false for each one.

Teacher: Very good. Now let us look at Social Studies.

Social Science

C Social Studies

Name the types of industries.

1. This type of industry is set **inside** people's homes. People use simple tools and raw materials here. _____
2. People working in this industry type use small machines. They work **in** small factories. _____
3. A vast majority of this type of industry is located **near** or **in** big cities. _____

8

Teacher: I will write three sentences. You have to name the type of industry in each one.

Teacher: First, this industry is set inside people's homes and uses simple tools.

Teacher: Second, this industry uses small machines in small factories.

Teacher: Third, this industry is found near or in big cities.

Teacher: Think carefully and write the correct type of industry next to each point. If you need help, I will guide you.

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

SHOULD DO

5 MIN.

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

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

Teacher: 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 two advantages and two disadvantages of using the Internet in your daily life.

80 km/hr



Write one way technology helps in school and one way it causes problems.

40 km/hr



Draw a picture of someone using technology. Write one sentence to say what they are doing.

Home Task

Think about any new word you learnt in this chapter. Write the word, its meaning and use it in a sentence in your notebook.

Period 13

Worksheet- 1

MUST DO

20 MIN.

Teacher: Good morning, students. Today we will work in our workbooks.

Teacher: Open your workbook to Exercise 1 on page 26. It is about the story of Alexander Graham Bell and the invention of the telephone.

Teacher: First, we will read the passage together. Follow along with your finger as I read.

(Teacher reads the passage aloud with students.)

Teacher: Now look at Exercise A. These are True or False questions. Read each sentence carefully and write 'True' or 'False' in your workbook.

Read the passage carefully.

There is an interesting story behind the invention of the telephone. Alexander Graham Bell invented the telephone. He was a scientist and a teacher. During the day, he would teach deaf students. At night, he would work on experiments using a telegraph. The idea of making a telephone came to him during one such experiment. While Bell was stuck with an idea, his assistant, Mr Watson, accidentally pulled on a piece of thin metal. This created a sound. Graham Bell was able to hear it on his receiver. Surprisingly, he was in a different room! He understood that the sound of metal had travelled down to the receiver. He then started working on this idea regularly. Bell spilled some battery acid on his clothes while he was testing a new transmitter. He called for his assistant from his room. Mr Watson heard him clearly on the telephone and rushed into the room where Bell was working. The day was 10 March 1876. It was on this day that Bell spoke the first words on a telephone receiver. After this, Bell showed his invention to several people. Slowly, his invention gained popularity and it was used at homes and workspaces.

A. Write true or false.

- Alexander Graham Bell invented the telephone by accident. _____
- Graham Bell was a deaf student. _____
- Bell could hear the sound of thin metal on his receiver. _____
- Bell spoke on the telephone on 8 February, 1876. _____
- Mr Watson heard Graham Bell clearly on the telephone. _____

26

Teacher: If you are not sure, raise your hand and I will help you.

(Teacher guides students through each of the five questions.)

Teacher: Now go to Exercise B. These are fill-in-the-blank sentences. Think about what you read and write the missing words in the blanks.

B. Fill in the blanks.

- Bell worked as a _____ during the day.
- He taught _____.
- At night, Bell would work on _____ using a telegraph.
- Mr Watson was Bell's _____.
- Graham Bell spilled _____ while testing a new transmitter.

26

Teacher: Let us read the first one together. What did Bell do during the day?

(Teacher supports students through all five blanks.)

Teacher: Now let us move to Exercise C. This is a matching activity.

C. Match the following.

- | | | |
|---|---|--|
| 1. During the day, Graham Bell | • | • a. on his receiver. |
| 2. Bell heard the sound of thin metal | • | • b. on March 10, 1876. |
| 3. Bell spoke the first words on a telephone receiver | • | • c. would teach deaf students. |
| 4. He once spilled some battery acid on his clothes while | • | • d. to several people. |
| 5. Bell showed his invention | • | • e. he was testing a new transmitter. |

26

Teacher: Match each sentence on the left with the correct answer from the right side. Use a pencil and draw lines to connect them.

Teacher: Take your time and check carefully before matching.

Worksheet - 2

Teacher: Now open your workbook to page 27. Let us begin with the Vocabulary section.

MUST DO

15 MIN.

Vocabulary

- A. From the words given in the box below, write down the **que** words in the space provided.

antique plaque traffic unique
cheque lake physique boutique

27

Teacher: Look at Exercise A. There is a word box at the top.

Teacher: It has many words. Your task is to find and write only those words that have 'que' in them.

Teacher: Let us read the words aloud together — antique, cheque, plaque, lake, traffic, physique, unique, boutique.

Teacher: Now, find the words that have 'que' and write them neatly in the space provided.

(Teacher monitors as students complete the task.)

Teacher: Now let us begin the Grammar section.

Grammar

A. Circle the correct prepositions to complete the sentences.

- She is (at/in) her friend's place.
- The cat is sitting (above/under) the table.
- The horse fell (behind/below) in the race.
- Shyam kept the book (on/in) the table.
- Karishma is standing (among/between) her parents.

B. Read the words given in the box. Identify and list the prepositions.

on in from and between or at since below

27

Teacher: Look at Exercise A under Grammar. You have to circle the correct preposition in each sentence.

Teacher: For example, in the first sentence — She is (at / in) her friend's place. Which word fits best?

Teacher: Yes, the correct answer is 'at'. She is at her friend's place.

Teacher: Now complete the remaining sentences on your own. Read them carefully and circle the correct preposition.

(Teacher reads each sentence aloud and provides guidance if needed.)

Teacher: Now let us do Exercise B in the Grammar section.

Teacher: Look at the word box given. It has a mix of words.

Teacher: Read each word and decide which ones are prepositions.

Teacher: Write only the prepositions in the space below.

Teacher: Words like 'on', 'in', 'between' and 'from' are prepositions. Think carefully before writing.

(Teacher walks around to assist as needed.)

Teacher: Now we will complete the Listening, Speaking and Writing section.

Listening / Speaking / Writing

- Listen carefully to your teacher and write, in your notebook, as many words related to school supplies as you can identify.*
- Work in pairs. Ask your partner about the latest gadget that they have used. Ask questions to know more about its features.
- Write a short poem in about five to six lines about computers in your notebook.

27

Teacher: In Activity A, listen to me carefully. I will say the names of things you use in school. You have to write them down in your notebook.

(Teacher reads aloud from the listening script provided.)

Teacher: In Activity B, talk to your partner about a gadget they have used. Ask what it is called and what it does.

Teacher: You can take turns asking and answering.

Teacher: In Activity C, write a short poem about computers in your notebook. The poem should have five to six lines.

Teacher: You can write about what a computer can do or how it helps you.



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

Teacher: Let us revise what we just learnt about prepositions.

COULD DO

5 MIN.



Teacher: I will say a sentence and you will tell me the correct preposition.

Teacher: The boy jumped _____ the puddle. What will you say?

Teacher: Great. 'Over' the puddle. Let us do one more together.

Differentiated Activities

110 km/hr



Write five sentences in your notebook using five different prepositions. Underline the preposition in each sentence.

80 km/hr



Write three short sentences using 'in', 'on' and 'under'.

40 km/hr



Draw a picture of a table and show an object in, on and under the table with labels.

Home Task

Complete the project from 'Book of Project Ideas'.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"> • identify the main idea and supporting details from a factual passage. • recall and organise information using true or false, fill in the blanks and matching exercises. • understand and apply the use of similes and prepositions in context. • use appropriate grammar such as 'was' and 'were' while forming descriptive sentences. • differentiate between commonly confused words such as quiet and quite or lose and loose.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • listen to and respond to oral questions and instructions with understanding. • write short descriptive paragraphs using correct sentence structure and vocabulary. • identify and apply new vocabulary from reading passages and worksheets. • engage in guided partner conversations using sentence starters and prompts.
Cognitive Development	<ul style="list-style-type: none"> • design a logo and write a slogan using creative thinking. • express imaginative ideas about technology through drawing and poem writing.
Language and Literacy Development	<ul style="list-style-type: none"> • make independent decisions in hypothetical situations related to technology. • participate in classroom discussions by sharing opinions respectfully and clearly.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • show focus and active participation during reading, writing and speaking activities. • revise written work using the teacher's guidance and peer feedback.
Positive Learning Habits	<ul style="list-style-type: none"> • strengthen fine motor skills through handwriting, drawing and creative workbook tasks.

Starry Knights

Could you convey the moral of the story to the learners?

How did they react to the tortoise's action?

You are a fantastic teacher! Award yourself a STAR.

