

Lesson-2: The Cyclone

13 Periods (40 minutes each)



Learn better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters, Blackboard



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

Affirming better
I am calm.

Curricular Goals and Objectives (NCF)

To enable the students:

- to read the lesson independently.
- to enrich vocabulary with the new words introduced in the lesson, including 'ew' words, synonyms and 'tch' words.
- to understand the correct usage of collective nouns and abstract nouns.
- to improve speaking skills.
- to learn to write a notice.
- to learn to cook a non-fire recipe.
- to express thoughts in the 'My Scribble and Secrets'
- to think analyse and answer questions based on real-life situations.
- to revise homophones in the Little Book of Homophones.

Methodology

Period 1

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

SHOULD DO

15 MIN.



Teacher: First, sit up straight, place your hands on your desks and take a deep breath in... and out. Let us do that once more. Breathe in... and out. Well done.

Teacher: Today, we will begin a chapter called 'The Cyclone'. It sounds interesting, does it not? Before we dive into the story, we are going to use a tool called the KWL Chart to help us understand the topic better.

[The teacher moves to the notebook and draws three columns, labelling them 'K,' 'W,' and 'L.']

Teacher: Let us start by brainstorming what we already know about Lakes. I will write down your ideas in the 'K' column.

[The teacher waits for students to respond and writes down relevant points in the 'K' column.]

Teacher: Now, let us think about questions or things we are curious to learn. What do you want to know about the story, 'The Cyclone'.

[The teacher writes down the students' questions under the 'W' column.]

Teacher: Excellent work. As we read the chapter, we will

look for answers to these questions. At the end of the lesson, we will fill in the 'L' column with everything we have learned.

Teacher: Now, open your books to the chapter, 'The Cyclone' and let us begin reading together.

K	W	L

Re-KAP

Teacher: Every lesson begins with a Re-KAP activity. These activities help us understand concepts in different ways. KAP stands for Kinaesthetic, Auditory and Pictorial. Let us start with a Kinaesthetic activity.

MUST DO

25 MIN.



Kinaesthetic

Re-KAP

SPD

Kinaesthetic

Work in pairs. Write the name of a person and a thing that you can see, in your notebook. Meanwhile, your partner will write the name of an animal and a place of their choice. Now, exchange notebooks. Write sentences with those words using an apostrophe s ('s). Read your answers to each other once you are done.

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Teacher: Alright, everyone. Let us pair up for a fun activity. Each of you will write the name of a person and a thing that you can see around you in your notebook. Meanwhile, your partner will write the name of an animal and a place

of their choice. Are you ready? Start now.

Teacher: Now that you have written your words, exchange your notebooks with your partner. Your task is to write sentences using an apostrophe s ('s) with the words your partner provided. Remember, apostrophe s is used to show possession. Once you are done, read your answers to each other. Let us see who can create the most interesting sentences.

Auditory

Auditory*

Listen to your teacher carefully. Your teacher will read out a few sentences. Rewrite the sentences using possessive form of noun ('s) in your notebook.

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Teacher: Now, let us practise our listening skills. I will read out a few sentences and I want you to listen carefully. Your task is to rewrite these sentences in your notebook using the possessive form of nouns.

Teacher: For example, if I say 'The book belongs to Sarah,' you should write 'Sarah's book.' Are you ready? Here is the first sentence: 'The bag of my brother is blue.' Write it down using the possessive form.

Teacher: Great. Let us do a few more. Listen carefully, write the possessive form correctly and we will review the answers together.

Period 2

Pictorial

Pictorial - PS

Look at the pictures given below. Spot the differences. Frame sentences using possessive nouns for any two differences, in your notebook.



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Teacher: Good morning, everyone. I hope you are all feeling refreshed and ready to learn. Let us start with a quick warm-up exercise. Stand up, stretch your arms high and take a deep breath in. As you let it out slowly, think about the things you have in your room. Now, let us play an observation game. I will hold up an object and you need to describe it using a possessive noun. For example, if I show you a book, you might say 'the teacher's book.' Are you ready? Let us begin.

Teacher: Now, let us focus on the pictures on the screen. Take a moment to observe carefully and spot any differences between them. What do you notice? Raise your hand when you find one. Look closely at the details,

such as objects, colours and positions.

Teacher: Excellent observations. You all have sharp eyes. Now, let us take it a step further. Open your notebooks and write sentences using possessive nouns for any two differences you found. For example, 'The girl's book is on the floor in the first picture.' Remember to write in full sentences and ensure your handwriting is neat.

Interacting better



Interacting better

ICL

Discuss and solve the riddle with your partner.

I grow when I eat but die when I drink. I can cause disasters. Who am I?

22

Teacher: Now, let us challenge our thinking skills with a fun riddle. Discuss with your partner and try to solve this: 'I grow when I eat but die when I drink. I can cause disasters. Who am I?' Take a few minutes to think and share your answers.

Teacher: What do you think 'eat' and 'drink' mean in this context? Does it remind you of something you have seen in real life?

Teacher: Talk to your partner and come up with as many ideas as possible.

Teacher: Great efforts. Let us discuss the answer together and see how many of you got it right. The answer is 'fire.'

Teacher: Now, let us think of some more riddles related to nature. Can you come up with one and ask your partner to solve it?

Teacher: Let us now get creative. Imagine you are explaining these picture differences to a friend who cannot see the images. How would you describe them using possessive nouns?

Teacher: Think about how you can describe the objects in the pictures clearly. For example, instead of saying 'the book', say 'the girl's book.'

Teacher: Take your time and write a short paragraph in your notebook.

Teacher: Once you are done, read your paragraph aloud to your partner and see if they can visualise the differences based on your description.

Teacher: Remember to listen carefully to your partner's description and provide feedback.

Differentiated Activities

110 km/hr



Create and present riddles using possessive nouns, illustrate them, and write a short explanatory paragraph.

80 km/hr



Write three riddles with possessive nouns in pairs, solve each other's riddles, and discuss clarity.

40 km/hr



Identify and rewrite possessive nouns in pre-written riddles, then read them aloud in pairs.

Home Task

Observe items in your room and write five sentences using possessive nouns to describe them.

Period 3

Teacher: Good morning, everyone. I hope you are all doing well today. Let us begin with a quick warm-up. Close your eyes and imagine you are outside when suddenly the wind starts blowing strongly. What do you feel? How would you react?

SHOULD DO

10 MIN.



Teacher: Now, let us share our thoughts. Can anyone give an example of a natural disaster

Teacher: Great responses. Now, let us read the story of 'The Cyclone' from The Wonderful Wizard of Oz. Pay close attention to how the characters react to the cyclone.

Teacher: Now, open your books to page 22 and start reading the chapter 'The Cyclone' Follow along carefully as we read together.

MUST DO

20 MIN.



Ryan and Lina are talking about natural disasters.

"Last year, a cyclone hit the coastal area in Odisha. The event caused widespread destruction. I wonder why such incidents happen," says Lina. Ryan says, "I have a story to tell you about such an event."

He then tells Lina the story 'The Cyclone' from the novel **The Wonderful Wizard of Oz**.



Dorothy lived with Uncle Henry and Aunt Em. Their house was small and stood in a grassland somewhere in America. The house had four walls, a floor and a roof, which made one single room.

The room had a trapdoor in the middle of the floor. Down a ladder, it led to a small hole dug in the ground. This was the family's cyclone cellar. The family could hide here in case of a cyclone.

Dorothy had a small black dog, Toto. He had long silky hair and small black eyes. Toto made Dorothy laugh. They played together all day long. Dorothy loved him dearly.

That day, however, they were not playing. Uncle Henry sat upon the doorstep and looked anxiously at the sky. The sky was greyer than usual.



22

Teacher: Now that we have read the passage, let us discuss it. What do you think Dorothy felt when she saw the grey sky?

Teacher: Let us take turns sharing what we would do if we were in Dorothy's place. Would you feel scared or brave?

Discovering better

Teacher: Let us discover something new. Look at the word 'grassland' from the passage. What do you think it means? Let us explore its meaning and usage.

Understanding better

Teacher: Now, let us focus on understanding the situation in the story. Why do you think Uncle Henry looked anxiously at the sky? Discuss with your partner and write your thoughts.

Exploring better

Teacher: Let us explore a new term today.



You may show the **Animation** video, given on a digital platform to practise the concept.

Differentiated Activities

110 km/hr



Write a short diary entry as Dorothy, describing what she saw and felt during the cyclone using descriptive words.

80 km/hr



Create a simple conversation between Dorothy and Uncle Henry about the approaching cyclone using three describing words.

40 km/hr



Find and list five describing words from the passage and use each in a sentence of your own.

Home Task

Draw a picture of a cyclone and write three sentences describing it using words from the story.

Period 4

Teacher: Good morning, everyone. I hope you are all feeling energetic today. Let us start with a quick warm-up. Imagine that your house is spinning in the air. How would you feel? Excited? Scared? Close your eyes for a moment and picture it.

Teacher: Now, take a deep breath and slowly open your eyes. Can anyone describe what they imagined?

Teacher: Wonderful! Now, let us open our books to page 23 and read the next part of the story carefully. Pay attention to Dorothy's emotions and Toto's reactions.

Teacher: As you read, think about how the story makes you feel and what you would do if you were in Dorothy's place.

COULD DO

10 MIN.



Understanding better

How could the family reach the cyclone cellar?

22

Discovering better

grassland: a large area of open land covered with grass

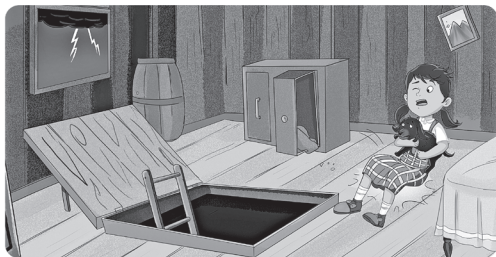
anxiously: worriedly or nervously

Exploring better

cyclone: from the Greek word, 'kudlona', meaning 'coiled snake'; it is a storm in which strong winds move in a circle.

22

Dorothy stood at the door with Toto in her arms and looked at the sky too. Aunt Em was busy washing the dishes. Suddenly, they heard a low wail of the wind coming from the far north. The long grass bowed in waves. Then came a sharp whistling in the air from the south. A storm was coming. Suddenly, Uncle Henry stood up. "There's a cyclone coming, Em," he called to his wife. Then he ran towards the sheds where the cows and horses were kept. Aunt Em dropped her work and came to the door. She knew a great danger was at hand. "Quick, Dorothy!" she screamed. "Run for the cellar!" Toto jumped out of Dorothy's arms and hid under the bed. Aunt Em, frightened, opened the trapdoor and climbed down the ladder. Dorothy caught Toto and started to follow her aunt. When she was halfway across the room, there came a great shriek from the wind. The house shook so hard that she lost her footing.



Then a strange thing happened. The house whirled around two or three times. It rose slowly through the air. Dorothy felt as if she was going up in a balloon. The north and south winds met where the house stood. They made the house the centre of the cyclone.

The great pressure of the wind raised the house higher and higher. It was now at the very top of the cyclone. The house was carried miles and miles away as easily as a feather.

But Dorothy was at ease. After the first few whirled, she felt as if she was being rocked gently, like a baby in a cradle.


Discovering better
LAD
walk: long, loud, high noise
whistling: loud, high sound
whirled: moved in a circle at a very high speed

23

Teacher: Now that we have read the passage, let us discuss it. How do you think Dorothy felt when the house was whirling? Did she feel scared or excited? Think about her emotions as she went higher into the sky.

Teacher: Imagine you were in Dorothy's situation. Would you have reacted the same way? How would you have comforted Toto? Discuss with your partner and compare your answers.

Teacher: Let us take a moment to reflect. What thoughts might have been running through Dorothy's mind when she realised she was far above the ground?

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

Toto did not like it. He ran about the room barking loudly. Dorothy sat still on the floor and waited to see what would happen.

At one point, Toto got too close to the edge of the trapdoor and fell out. At first, Dorothy thought she had lost him. Just then, she saw one of Toto's ears sticking out. The air was keeping him up. She crept to the hole and caught Toto and drew him back inside. She closed the trapdoor so that no more accidents could happen.

Hour after hour passed, and slowly Dorothy got over her fright. The wind made loud noises around her. Dorothy wondered if she would get hurt when the house would fall again. But as time went by, nothing terrible happened. She stopped worrying. At last, Dorothy crawled to her bed and lay down upon it. Toto followed and lay down beside her. Though the house swayed and the wind wailed, Dorothy closed her eyes and fell asleep.

-adapted extract from The Wonderful Wizard of Oz by L. Frank Baum



Did you know?

Kansas City, where the story is based, is famous for tornadoes. However, L. Frank Baum, the author of the story, used the word 'cyclone' instead of tornado.

Connecting better

Later that evening, Ryan asks Aha! "How do buildings get old, Aha!?" What are they made of? "Buildings are made of different materials, depending upon the climate of that area. For example, in warmer areas, they are made of bricks and cement. The buildings get old with time. Sometimes, extreme climate can also cause damage to them," Aha! replied.

Giving better

During natural disasters, people often lose their belongings. In such times, we can help them by donating some basic things, such as food and clothes.



Lawing better PLH
Dilly: Did hear the story about the tornado?
Roli: Yes, it had a twirl at the end.

25

Discovering better

Teacher: Let us explore the meaning of the word 'whirled'. How does it help us understand Dorothy's experience? Find other words in the passage that describe movement.

COULD DO

10 MIN.

Did You Know

Teacher: Did you know that in Kansas, where the story is based, tornadoes are common? The author of The Wonderful Wizard of Oz used the word 'cyclone' instead of tornado.

Differentiated Activities

110 km/hr



Write a diary entry from Dorothy's perspective about her experience in the cyclone.

80 km/hr



List three ways Dorothy kept herself and Toto safe during the cyclone.

40 km/hr



Draw a picture showing what happened to Dorothy's house during the cyclone.

Home Task

Write a short story imagining yourself in a situation where a strong wind changes your surroundings.

Period 5

SHOULD DO

10 MIN.

Teacher: Good morning, everyone. I hope you all are feeling energetic today. Let us start with a quick warm-up.

Teacher: Close your eyes for a moment and imagine standing in the middle of a strong wind.

Teacher: Feel the breeze against your face and the sound of leaves rustling.

Teacher: Now, open your eyes and take a deep breath in... and out.

Teacher: Wonderful. Now, let us think about how buildings age over time.

Teacher: Buildings are made of different materials and they respond differently to weather conditions.

Teacher: For example, in warmer areas, they are made of bricks and cement.

Teacher: The buildings get old with time and the extreme climate can cause damage too.

Teacher: Let us discuss ways to protect them from damage.

Teacher: Can you think of any solutions we can use to make buildings last longer?

Teacher: Think about things you have seen around your neighbourhood.

Recalling better

Recalling better

- Dorothy lived with Uncle Henry and Aunt Em.
- Dorothy had a dog named Toto.
- One day, they heard the winds whistling. A cyclone was coming.
- Everyone tried to hide in the cyclone cellar. But Dorothy and Toto couldn't reach it.
- The house whirled around and reached the top of the cyclone.
- After the first few whirls, Dorothy felt as if she was being rocked gently, like a baby in a cradle.
- However, Toto ran about and fell out of the trapdoor. Dorothy saved Toto by catching him and pulling him back inside.
- Dorothy stopped worrying when she realised nothing terrible had happened. Dorothy and Toto went to bed.

CING

26

Teacher: Now, let us recall what happened in the story 'The Cyclone' from page 26.

MUST DO

20 MIN.

Teacher: First, Dorothy lived with Uncle Henry and Aunt Em.

Teacher: One day, they heard the winds whistling.

Teacher: A cyclone was coming and everyone tried to hide in the cyclone cellar. But Dorothy and Toto could not reach it.

Teacher: The house whirled around and reached the top of the cyclone.

Teacher: Dorothy felt as if she was being rocked gently like a baby in a cradle.

Teacher: However, Toto ran out and fell out of the trapdoor.

Teacher: Dorothy saved him by catching him and pulling him back inside.

Teacher: Finally, Dorothy stopped worrying when she realised nothing terrible had happened.

Teacher: They both went to bed. Let us now summarise this story in your own words in your notebooks.

Teacher: Think about each event and write it down clearly.

Laughing better

COULD DO

10 MIN.

Excelling Comprehension

Teacher: Let us have some fun now. I will share a joke with you. Did you hear the story about the tornado? It had a twist at the end.


Teacher: Now, I want you all to create your own jokes related to storms and natural disasters.

Teacher: Think creatively and write them down.

Teacher: Once done, share your jokes with your partner.


Teacher: Humour helps us to remember concepts better.

Teacher: Use this activity to make learning fun and memorable.

 You may show the **Chapter Summary**, given on digital platform to practise the concept.

Differentiated Activities

110 km/hr

 Act as a news reporter and give a live weather report describing the cyclone's arrival using descriptive words from the passage.

80 km/hr



In pairs, role-play a conversation between Dorothy and Uncle Henry about the approaching cyclone, using at least three descriptive words.

40 km/hr



Participate in a group discussion where each student describes how they would feel and react if they were in Dorothy's place during the cyclone.

Home Task

Ask an elder at home about a time they experienced a storm or strong winds. Listen carefully and note how they describe it. Then, narrate their experience in your own words to a family member, using at least three describing words from the lesson.

Period 6

SHOULD DO

10 MIN.

Teacher: Good morning, everyone.

Let us begin with a positive thought.

Repeat after me: I am focused and ready to learn.

Teacher: Great. Now, please turn to the Learning better section on page 26. Today, we will focus on comprehension activities to strengthen our understanding of the story.

Teacher: Let us quickly review the key points we discussed in the previous class. Who can recall what happened when the cyclone arrived?

Teacher: Excellent. Now let us move on to today's tasks.

Learning better

Learning better

CBA FULL

Comprehension

A Circle the correct answers.

- The small hole dug in the ground was a trapdoor / cyclone cellar.
- Uncle Henry sat upon the doorstep / inside the house.
- Uncle Henry ran towards the shed / cellar.
- Toto jumped and hid under the trapdoor / bed.
- When the house shook, Aunt Em / Dorothy lost her footing.

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

- "There's a cyclone coming, Em."
 - Who said this?
 - How did the speaker know that a cyclone was coming?
 - What did the speaker do next?
- "Quick, Dorothy! Run for the cellar!"
 - Who said this?
 - Why did the speaker ask Dorothy to run for the cellar?
 - What was the speaker's emotion when she/he said this?

C Write short answers in your notebook.

- Why was Uncle Henry anxious?
- How is the wind described in the story?
- What did Toto not like? Why?

26

Teacher: Let us start with Exercise A, Circle the correct answers. Read each question carefully and choose the correct option. I will give you five minutes to complete this.

MUST DO

20 MIN.


Teacher: Once you are done, we will discuss the answers together.

Teacher: Now, move on to Exercise B, Read the lines from the story. Read the given lines carefully and answer the questions in your notebook. Think about who said the lines and what their feelings were at that moment.

Teacher: After you have completed this, we will have a discussion.


Teacher: If you finish the previous tasks early, turn to Exercise C and read the questions carefully. Think about how short answers provide key details from the story.

Teacher: After that, look at Exercise D and observe how these questions require longer responses. Pay attention to the details in the story that help you answer them. We will discuss these together in class.


 You may show the **Concept Map**, given on digital platform to practise the concept.

Differentiated Activities


110 km/hr

 Students will role-play the key moments from the story, focusing on the characters' emotions and responses to the cyclone.

80 km/hr

 Students will create a mind map summarising the key points of the story, highlighting characters, events and the cyclone's impact.

40 km/hr

 Students will illustrate the sequence of events in the story using simple drawings and captions to show what happened during the cyclone.

Home Task

Create a simple 'cyclone safety kit' using items from home. Find things like a torch, a small water bottle, a whistle, or a notebook to list emergency contacts. Decorate a small box or bag to keep them in. Bring it to class, and we will talk about why each item is important during a cyclone.


Period 7

Teacher: Good morning, everyone. Let us start with a positive thought. Repeat after me: I am always learning and growing.

Teacher: Please open your books to the Vocabulary section on page 27. Today, we will focus on learning new words and their meanings. Let us begin by reading the instructions for Exercise E together.

Teacher: Now, look at the words ending with 'ew' in the box—flew, crew, drew, grew and threw. Think about their meanings and how they can fit into the blanks in the sentences.

Excelling Vocabulary

 Vocabulary

DING WR P

E Fill in the blanks with words from the box. Read them aloud.

flew crew drew grew threw

- Dorothy caught Toto and _____ him back inside.
- The birds _____ to their nests.
- The children _____ the garbage in the bin.
- The sound of the wind _____ louder and louder.
- The _____ decorated their ship before the journey.

F Match each word with its synonym.

1. small	<input type="radio"/>	<input type="radio"/>	a. howl
2. look	<input type="radio"/>	<input type="radio"/>	b. frightening
3. scream	<input type="radio"/>	<input type="radio"/>	c. little
4. terrible	<input type="radio"/>	<input type="radio"/>	d. begin
5. start	<input type="radio"/>	<input type="radio"/>	e. view

27

Teacher: Let us complete Exercise E, Fill in the blanks with words from the box. Read each sentence carefully and choose the correct word that fits best. Once you have completed all the blanks, we will read them aloud to check the answers together.

Teacher: Now, move on to Exercise F, Match each word with its synonym. Read the words carefully and find their correct match from the options given.


Teacher: After completing both exercises, we will discuss the correct answers and talk about the meaning of the words.

Teacher: If you finish early, you can write a short paragraph using at least three of the new words you have learned today. Think of a creative situation where you can use words, such as flew, crew, threw as so on.


Teacher: You can also try finding other synonyms for the words given in Exercise F and write them down in your notebooks.

Differentiated Activities


110 km/hr

 Students will create a short story using all the words from the vocabulary exercise and present it to the class.

80 km/hr

 Students will write sentences using each of the new words learned and share them with a partner.

40 km/hr

 Students will illustrate the meanings of the words through drawings and label them with the correct vocabulary words.

Home Task

Chapter 2: The Cyclone

Read *The Wizard of Oz*. Write its summary on the computer. Add pictures from the Internet.*

You can follow the steps given below.

- You can visit one of the .edu or .org websites to read *The Wizard of Oz*.
- Type *The Wizard of Oz* on the search bar. Click on the search button.
- Write down the summary on your computer.
- Find suitable pictures on the Internet to go with your summary using the same method.

Theme 2: Why Do Disasters Happen?

ICT PRO 21st CS

2

Complete the project from the 'Book of project ideas' and submit it in the class.

Period 8

Teacher: Good morning, everyone. Let us begin with a positive thought. Repeat after me: I enjoy learning new things every day.

SHOULD DO

10 MIN.

Teacher: First, we will focus on spellings. Please open your books to the Spelling section and look at Exercise G, Fill in the blanks with 'tch' to complete the words. Think carefully and fill in the missing letters.

Teacher: Take a few minutes to complete it and we will review the answers together.

Excelling Spelling

Spellings

G Fill in the blanks with tch to complete the following words.

1. la _____
2. ma _____
3. ca _____
4. pa _____
5. ba _____

H Use the tch words to complete the given sentences.

1. The fresh _____ of cupcakes are delicious.
2. Mohini is watching the football _____.
3. Please close the window and _____ it.
4. How many fish did you _____?
5. My puppy has a brown _____ of fur on its eye.

27

Teacher: Now, let us move to Exercise H, Use the 'tch' words to complete the given sentences. Read each sentence and choose the correct word from your previous answers.

MUST DO

20 MIN.

Teacher: Once completed, we will read the sentences aloud to practise pronunciation and discuss the meanings of the words.

Teacher: Please turn to worksheet 1 under the theme The Cyclone. Read the passage carefully and then complete Exercise A, Write true or false. Take your time to understand the passage and decide whether the statements are correct or not.

Teacher: After you finish, we will go through the answers together and discuss any doubts.

Theme 2: Why Do Disasters Happen?

2. Surviving the Cyclone

Worksheet 1

Comprehension

Read the passage carefully.

'Drinking water' is water that is safe for people to drink and to use for cooking, washing and bathing. Water is cleaned and purified before it is ready to drink. Water is pumped from a river, lake or dam into a tank. A chemical called alum is added to the water so that impurities thicken into small particles called flocs. The water is then transferred to a sediment tank. The flocs attract dirt and sink to the bottom as sediment. The clear water above is pumped out, ready for the next stage, filtration. The water is filtered through layers of sand, gravel or charcoal to remove tiny particles that have not become sediment. This works in the same way that rocks and soil filter groundwater. The filtered water is then disinfected, often with chlorine, to kill bacteria and any harmful microscopic organisms. In some countries, fluoride is added to the water to help prevent tooth decay.

A. Write true or false.

1. 'Drinking water' is water that is used for cooking. _____
2. Water is pumped into rivers, lakes or dams from a tank. _____
3. Flocs are important for purification of water. _____
4. Flocs cannot be formed without alum. _____
5. Filtration is the third stage of purification of water. _____

B. Fill in the blanks.

1. Water is _____ before it is ready to drink.
2. The clear water is _____ out.
3. Alum allows impurities in water to _____.
4. Flocs attract dirt to form _____.
5. Chlorine is used to _____ water.

C. Answer the following questions in your notebook.

1. Define 'drinking water'.
2. Which chemical is added to purify water?
3. How is water filtered after sedimentation?
4. Which chemical is added to disinfect water?
5. Why is fluoride added to water?

05

Teacher: If you finish early, try to create sentences using the words you filled in the blanks earlier.

COULD DO

10 MIN.

Worksheet 1

Teacher: You can attempt the Fill in the blanks section in part B of the worksheet. Read the passage again if needed and find the correct answers. If you finish quickly, move to part C and answer the questions in your notebooks.

You may show the **Dictionary**, given on digital platform to practise the concept.

Differentiated Activities

110 km/hr



Students will create a flowchart showing the sequence of events in the story, highlighting key moments and character actions.

80 km/hr



Students will summarise the passage in their own words and present it to a partner.

40 km/hr



Students will illustrate the main events of the story using simple drawings and label each scene to show what is happening.

Home Task

Write five new words that contain 'tch' and use them in sentences.

Period 9

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

(Show the CRM signs to settle the class)

Teacher: Please open your books to the Grammar section. Today, we will learn about collective and abstract nouns. Let us read the definitions and examples provided at the top of the page.













Teacher: Who can give me an example of a collective noun from your daily life?

Teacher: Excellent. Now let us move on to our activities. (Note: Show the poster of this theme to students and discuss the same and then paste it in the class.)

English Theme 2: Why Do Disasters Happen?

Types of Nouns

Collective Nouns

For People	For Animals	For Things	For Places
 A choir of singers	 A school of fish	 A cluster of balloons	 A chain of mountains
 A troupe of dancers	 A pack of wolves	 A bundle of sticks	 A flight of stairs
 A class of students	 An army of ants	 A palette of colours	 A forest of trees

Abstract Nouns

Feelings/Emotions	Ideas	Qualities
joy	faith	beauty
calmness	truth	courage
happiness	freedom	honesty
curiosity	justice	bravery
pride	silence	patience
affection	peace	kindness
satisfaction	honour	strength
excitement	childhood	loyalty

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Excelling Grammar

Teacher: Let us complete part I, Write the collective noun for the following. Look at the words in the box—band, flock, bouquet, bundle and team. Read each sentence carefully and choose the correct collective noun to fill in the blanks.

Grammar

A **collective noun** is the name given to a collection of people or things that are taken as a whole and spoken of as one.

- The herd of cows was grazing in the field.
- The crew decided to sail towards the lighthouse.

Words that name a feeling or quality are called **abstract nouns**.

- Hour after hour passed, and slowly Dorothy got over her fright.
- The dove is a symbol of peace.

1 Write the collective noun for the following.

band flock bouquet bundle team

- _____ of players
- _____ of flowers
- _____ of sheep
- _____ of sticks
- _____ of musicians

2 Underline all the abstract nouns in the following sentences.

- Dorothy felt great relief after the storm was over.
- Meera is proud of her child's honesty.
- Rishi was rewarded for his bravery.
- Writing a book requires a lot of patience.
- Your positive attitude is your biggest strength.

28

Teacher: Once you are done, we will discuss the answers together and understand why each word fits where it does.

Teacher: Now, let us move to Exercise J, Underline all the abstract nouns in the following sentences. Read each sentence carefully and identify words that name feelings or qualities.

Teacher: After completing this section, we will review the answers and discuss the meanings of the abstract nouns.


Teacher: If you finish early, write five sentences using both collective and abstract nouns. Try to create meaningful sentences that show your understanding of both types of nouns.

Teacher: You can also work with a partner to share your sentences and discuss any new nouns you can think of.


 You may show the **Pronunciation**, given on digital platform to practise the concept.

Differentiated Activities


110 km/hr

 Students will create a short paragraph that includes at least five collective and five abstract nouns and present it to the class.

80 km/hr

 Students will create a matching game by writing collective and abstract nouns on cards and matching them with their definitions.

40 km/hr

 Students will draw illustrations representing different collective nouns and label them correctly.

Home Task

List ten collective nouns and ten abstract nouns you find at home and write them in your notebooks.

Period 10

Teacher: Good morning, everyone. Let us start with a positive thought. Repeat after me: 'I listen carefully and learn new things every day.'

SHOULD DO

10 MIN.

Teacher: Today, we are going to practise our listening skills with an interesting passage. Can anyone tell me why listening carefully is important.

Teacher: Great responses. Listening helps us understand information better and respond accurately. Now, please open your books to Excelling Concentration section.

Teacher: Look at Exercise K. You will hear a passage and your task is to listen carefully and choose the correct answers. Are you all ready to focus?

Teacher: Good. Make sure you pay close attention to details and think about what the passage is telling us. Let us begin.

Excelling Concentration

Concentration*

K Listen to your teacher carefully. Tick (✓) the correct answers.

1. What is a tornado?		
a. a mass of clouds	<input type="checkbox"/>	b. a swirling column of wind
c. a spinning cloud	<input type="checkbox"/>	d. a thunderstorm
2. What does a tornado look like?		
a. a wind tunnel	<input type="checkbox"/>	b. a thunder cloud
c. a spinning top	<input type="checkbox"/>	d. a giant funnel
3. Which words mean the same as column?		
a. pillar	<input type="checkbox"/>	b. bunch
c. cone	<input type="checkbox"/>	d. post

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

28

Teacher: Now that you have listened to the passage, look at question one.

What is a tornado? Is it a mass of clouds, a swirling column of wind, a spinning cloud or a thunderstorm? Think carefully before ticking your answer.

Teacher: Let us go through the next question. What does a tornado look like? Remember the passage described it using some visual comparisons. Take your time to find the correct answer.

Teacher: For question three, which words mean the same as column? Think of what a tall and cylindrical shape might be called.

Teacher: The last question asks why a tornado is dangerous. Do not just guess. Think about what was mentioned in the passage.

Teacher: Once you have finished, we will discuss the answers together and understand the reasoning behind each correct answer.

Teacher: If you finish early, I want you to write down three additional questions based on what you have learned today. Think about what you found interesting about tornadoes and frame your questions accordingly.

Teacher: You can also write a short summary of what you

MUST DO


20 MIN.

COULD DO

10 MIN.

understood from the listening passage. How would you explain it to a friend?

Teacher: If you like drawing, try sketching a tornado and label parts of it based on what you heard.

 You may show the **Spelling Activity**, given on digital platform to practise the concept.

Differentiated Activities

110 km/hr



I would like you to work in pairs and create a short presentation about tornadoes. Think about what they are, why they happen and their dangers. You can write it in simple points and present it to the class.

80 km/hr



Write a short paragraph explaining how people can stay safe during a tornado. What steps should they take. Think about shelters, warnings and what people should do to protect themselves.

40 km/hr



Draw a tornado and label it with words such as wind speed, destruction and safety. Use your imagination to make it informative and neat.

Home Task



Research one famous tornado that happened somewhere in the world. Write a short paragraph about where it happened, how it affected people and any interesting facts you find.

Period 11

Excelling Language

Language

L Look at the before and after pictures of a house hit by strong winds the night before. Find six differences.

Work in pairs. Take turns to describe the differences between the two pictures. Discuss the differences in class.

29

Teacher: Good morning, everyone. Let us start with a positive thought. Repeat after me: 'I observe and learn new things every day.'

Teacher: Please open your books to the Language section. Look at the before and after pictures of the house hit by strong winds. Can you spot any differences between the two pictures?

Teacher: Work with your partner and take turns describing the differences you see. Think about changes in the roof, trees and other objects.

Teacher: Once you have discussed it, I will ask a few of you to share your observations with the class.

Teacher: Let us now take a closer look at the pictures. Observe carefully and list six differences you find between them.

MUST DO

20 MIN.



Teacher: Write down your observations in your notebook and discuss them with your partner to ensure you have found all the differences.

Teacher: After that, we will review the differences together and check if everyone has spotted them correctly.

Excelling Expression

Expression

A notice is a written announcement or piece of information or instructions. It is usually short in length. Here is an example of a notice.

Convent of St Mary School, Pallakkad

NOTICE

1st August 20xx

Golden Jubilee Celebration

The school will be celebrating its Golden Jubilee on 9th August. Students interested in participating in the cultural programme are requested to give their names to their respective class teachers by the end of this week.

For more information, contact the undersigned.

Aarti Dutta
(Head girl)

12 A

29

Teacher: Now, let us move to the Expression section. Look at the example notice on page 29. A notice is a short, formal announcement that provides important information. Can anyone tell me what details should be included in a notice?

Teacher: Excellent. A notice should have a heading, date, subject and details of the event. It should also include the name and designation of the person issuing it.

Teacher: Now, you are the school captain of Lady Sophia International School, Ernakulam. Your school is organising a safety drill. Write a notice to inform the students and teachers about the event in about 50 words. Follow the format given in the example on the page.

Teacher: Take your time to structure your notice properly. Once you are done, exchange your work with a partner to review.

Teacher: If you finish early, try to describe how the house looked before and after in complete sentences.


COULD DO

10 MIN.



Imagine you are explaining it to someone who has not seen the pictures.

Teacher: You can also draw your own set of before and after pictures showing changes due to different weather conditions.

 You may show the **Quiz**, given on digital platform to practise the concept.

Differentiated Activities

110 km/hr



Students will create a notice board with multiple notices for different school events, such as annual day, field trips and competitions.

80 km/hr



Students will write an expanded version of their notice, adding more details, such as rules to follow during the event and the importance of participating.

40 km/hr



Students will copy the example notice from the book and underline the key components, such as date, subject and details.

Home Task

Write a notice for an upcoming birthday celebration in their family, ensuring it includes all the important details such as date, time and venue.

Period 12

Creating better

Creating better

Make some chatpata mixed rice at home. It is quick and easy to make.

Ingredients:

- 1 small bowl of leftover rice
- chopped coriander leaves
- 1 small bowl of aloo bhujia or any namkeen
- pickle or any leftover sabzi
- salt to taste
- a medium or big-sized bowl to mix in

Method

Mix all the ingredients in the bowl. Your dish is ready!

30

Teacher: Good morning, everyone. Let us begin with a positive thought. 'Repeat after me: I am creative and can make new things.'

SHOULD DO

10 MIN.



Teacher: Today, we will learn how to make chatpata mixed rice at home. This is a quick and easy recipe that you can make using leftover ingredients.

Teacher: Please look at the ingredients listed in your books. Can you tell me which ingredients you have seen or used before at home?

Teacher: Great. Now, let us go through the method. What do you think is the first step in making this dish?

Teacher: Excellent. Mixing all the ingredients together is simple and fun. Now, imagine how this dish would taste and what additional ingredients you might like to add to make it even better.

Teacher: Discuss with your partner what other simple dishes you can prepare using leftover food at home.

Holistic Teaching

Mathematics

Teacher: Now, let us focus on the Maths section in Chapter 2: The Cyclone. Look at the given group of numbers and find a common multiple for each set.

COULD DO

20 MIN.



Chapter 2: The Cyclone

Theme 2: Why Do Disasters Happen?

A Maths

Write a common multiple for the given group of numbers.

1. 3, 9 _____
2. 5, 2, 10 _____
3. 4, 2, 6 _____

2

Teacher: Let us take the first set, 3 and 9. Think about which number both 3 and 9 can divide evenly into. What do you think the answer is.

Teacher: Great. Now, complete the remaining questions and be sure to check your work before moving on.

Teacher: Once you are done, we will review the answers together and discuss different methods to find common multiples.

Science

B Science

Write true or false.

1. *Kuccha* houses are made up of mud and **thatch**. _____
2. A **bigger** budget means a **larger** house. _____
3. Wooden houses are better in earthquake zones. _____
4. Flatter roofs and thicker walls of a house in hot climates keep the **heat** away. _____
5. Bamboo and wood are the most suitable materials to build houses near the sea. _____

3

Teacher: Let us now move on to the Science section. Read the true or false statements carefully. Think about what you have learned regarding houses and materials used in different environments.

Teacher: For example, do you think wooden houses are better in earthquake zones. Discuss your answer with a partner and write 'True' or 'False' in the blank.

Teacher: Continue working through all the statements and once finished, we will go over each one and discuss why it is true or false.

Social Studies

C Social Studies

Answer the following question in your notebook.

What do you call it when forests **catch** fire due to human activities or lightning?

3

Teacher: Finally, let us look at the Social Studies question. What do you call it when forests catch fire due to human activities or lightning.

Teacher: Think about what happens when dry leaves and high temperatures combine with human negligence. Write your answer in your notebook and we will discuss how such disasters can be prevented.

Teacher: Once completed, be ready to share your answers with the class.

Thinking better

Thinking better

COD HOTS 2LCS

Think and answer in your notebook.


1. If you were Dorothy, what would you have done differently?
2. In case of a cyclone or a flood, what five measures will you take inside your house?

30

Teacher: Now that you have answered the questions given, let us take it a step further. Think about the challenges Dorothy faced and imagine yourself in her situation.

Teacher: If you finish early, pair up with a classmate and share your thoughts. Discuss what actions you both think would have been the best choices in that situation.

Teacher: Additionally, make a list of emergency items that should be kept at home to stay safe during a cyclone or flood. Compare your list with your friends and see who has the most comprehensive list.

 You may show the **Slideshow**, given on digital platform to practise the concept.

Differentiated Activities

110 km/hr



Students will work in groups to create an emergency preparedness plan for their home in case of a cyclone or flood. They will include steps such as securing valuables, gathering emergency supplies and ensuring communication with family members.

80 km/hr



Students will create a poster illustrating the five key safety measures to take inside the house during a cyclone or flood. They will use drawings and short descriptions to explain each measure.

40 km/hr



Students will list five simple steps they can take to stay safe during a cyclone or flood and write one sentence about why each step is important.

Home Task

Interview a family member or neighbour and ask about their experience during a natural disaster, such as a cyclone or flood. They will write a short paragraph summarising the safety measures that were taken and any lessons learned from the experience.

Period 13

Choosing better

SHOULD DO

10 MIN.

Teacher: Good morning, everyone. Let us begin with a positive thought. Repeat after me: I make wise choices every day.

Choosing better

EXL LSV 2LCS

It is late evening and you are in your room. Your grandparents are sleeping in the next room. There is nobody else around. Suddenly, there is a powercut. The room becomes dark. Would you panic and run to your grandparents? Would you stay calm and wait the power to get restored? Give reasons for your answer.

30

Teacher: Look at the Choosing better section in your book. Read the scenario about the power cut. Imagine yourself in this situation. Would you panic and run to your grandparents or stay calm and wait for the power to be restored.

Teacher: Think about your answer and write down your response in your notebook with a reason for your choice.

Worksheet 2

Vocabulary and Grammar

Worksheet 2
Vocabulary

A. For the words given below, circle the one which is not a synonym.

1. happy –	delighted	furious	merry
2. sad –	content	gloomy	upset
3. shine –	sparkle	glow	natural

A. Match the following.

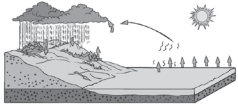
1. a herd of	•	a. soldiers
2. a battalion of	•	b. cows
3. a school of	•	c. fish

Listening / Speaking / Writing

A. Your teacher will read out a few clues. Listen to them carefully to find words in the word search.*

A	P	P	L	C	C	Y
H	D	R	A	E	O	X
G	B	Z	E	R	O	M
C	E	R	E	E	K	B
R	I	C	E	A	I	O
F	A	P	P	L	E	G
C	A	R	R	O	T	J

B. Look at the picture given below. Describe it to your partner in five sentences.



C. Your school is organising a short drill to raise awareness against animal cruelty. You are the monitor. Write a notice in about 50 words, informing all the students about the event.

Grammar

Listening / Speaking / Writing

6

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

Teacher: Now, let us turn to Worksheet 2. Look at Exercise A under Vocabulary. You need to circle the word that is not a synonym for the given words. Let us do the first one together.

Teacher: Read through each set of words carefully and circle the odd one out. Once finished, move on to Exercise B.

Teacher: In Exercise B, you will match the correct collective nouns to the groups of animals or people. Take your time and make the correct matches.

Teacher: Once completed, we will review the answers and discuss them together.

Revising better

Revising better

DBL

Dorothy's family heard a low wail. Or was it veil? Do you know other words that sound like wail/veil? Write in your Little Book.

30

Teacher: Let us now look at the Revising Better section. Dorothy's family heard a low wail. Or was it veil. Think about words that sound similar but have different meanings.

Teacher: Write a list of words like wail/veil in your Little Book and share them with a partner.

Teacher: If you finish early, move to Worksheet 2, Exercise C. Look at the picture and describe it in five sentences to your partner.

You may show the **I Explain**, given on digital platform to practise the concept

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

L (What I have Learnt)*
ICL
30

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



Students will create a short story based on the Choosing better scenario, imagining how they would react and what they would do in case of a power cut.

80 km/hr



Students will work in pairs to create a list of safety measures to follow during a power cut and present them to the class.

40 km/hr



Students will draw a picture showing what they would do during a power cut and label the key actions they would take.

Home Task

Complete the Pledging Better section. Write a pledge in your notebook on how you will help conserve water and electricity at home.

Also, complete Worksheet 2, Exercise C, by writing a notice about your school's short drill to raise awareness against animal cruelty. Use about 50 words and follow the given format.

Learning Outcomes

The students will:

Domain	Development Area
Physical Development	<ul style="list-style-type: none"> • prepare the non-fire recipe for evening snacks. • solve the puzzle by listening to the clues attentively. • compare and describe the two pictures.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"> • engage in meaningful conversations with peers and teachers confidently. • express emotions when they felt hurt by someone in their Secret Journal. • think, analyse and answer their plan of action if they ever faced floods or any other situation the character in the story.
Cognitive Development	<ul style="list-style-type: none"> • read and infer from the text. • frame meaningful answers to the text-based questions independently. • compare and describe the two pictures. • think, analyse and answer their plan of action if they ever faced floods or any other situation the character in the story.
Language and Literacy Development	<ul style="list-style-type: none"> • read the lesson independently with a deliberate focus on pronunciation. • practise the correct usage of 'ew' and 'tch' words. • use the newly learnt vocabulary in their day-to-day conversations. • learn to use collective and abstract nouns appropriately. • write a notice about the safety drill to be organised in the school. • write the homophones that sound like wail/veil in their own Little Book of Homophones.
Aesthetic and Cultural Development	<ul style="list-style-type: none"> • write a summary of The Wonderful Wizard of Oz using efficiently with illustrations from the Internet.
Positive Learning Habits	<ul style="list-style-type: none"> • learn to prepare the non-fire recipe for evening snacks. • express their emotions when they felt hurt by someone in their Secret Journal. • use the newly learnt vocabulary in their day-to-day conversations.

Starry Knights

Could you prepare the learners for any natural disaster that might occur? Which activity did you enjoy the most with them?

Award yourself a STAR for being so wonderful.

