

Lesson-8: How I Found My Wings

Theme 8: Why Is Technology Important?

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

Confirming better

I believe in my dreams.

Curricular Goals and Objectives (NCF)

To enable the students:

- to read and comprehend informational texts with understanding.
- to use correct grammar, spelling and punctuation in context.
- to apply vocabulary in meaningful sentence construction.
- to write structured paragraphs and reports using appropriate format.
- to express values like curiosity, dedication and inspiration through discussions and writing.
- to observe spelling variations between British and American English.
- to engage in creative expression through art-based and craft-based activities.

Methodology

Period 1

Teacher: Good morning, students. Today we are going to talk about something very special and very personal. It is something that belongs to each one of you and gives you a reason to smile. Can you guess what it is? (Use CRM Sign wherever needed) (Let students respond.)

SHOULD DO

5 MIN.



Teacher: I am talking about your dreams. Not the ones we see while sleeping, but the dreams we have for our future. Now, everyone please look at the 'Confirming better' section on the page. Read it carefully. What does it say?

Students: I believe in my dreams.

Teacher: Very good. Now think about it. What do you understand when you say, 'I believe in my dreams'? (Let students share a few responses.)

Teacher: Excellent thoughts. It means you trust your dreams and you are ready to work hard to make them come true.

Let me ask you, how many of you have ever imagined what you want to become when you grow up? (Raise hands and let a few students speak.)

Teacher: Wonderful. That is your dream. And believing in it is the first step to achieving it. So today, we are all going to repeat this powerful sentence together.

Teacher: I believe in my dreams.

Students: I believe in my dreams.

Teacher: Very good. Keep that belief strong. Your dreams are like seeds. The more care and effort you give, the more they grow. Never stop believing in them.



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

MUST DO

25 MIN.



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 Kinesthetic, Auditory and Pictorial activities today to make our learning exciting.



You may show the eBook given on the digital platform.

Re-KAP

Let us start with the Kinaesthetic activity. Open book to page 88.

Kinaesthetic

Re-KAP

SPD

Kinaesthetic*

Work in pairs. Look around yourself. Make sentences using prepositions – near, behind, below, in front of – about the objects that you see around yourself. Point at the objects while saying the sentences.

88

Teacher: Please open your Main Coursebook to page 88.

Teacher: We are going to do an activity that involves looking around, observing carefully and speaking clearly.

Teacher: You will work in pairs for this activity. Look around your classroom. What objects can you see?

Teacher: Now, I want you to make sentences using prepositions. Use words like near, behind, below and in front of.

Teacher: For example, you can say, 'The bag is near the bench' or 'The chair is in front of the blackboard.'

Teacher: When you say your sentence, point to the object. This will help us connect the word and the position.

Teacher: Begin now. Each pair will take turns speaking and pointing to objects. Try to use different prepositions each time.

Teacher: I am watching and listening. You are all doing a great job describing the space around you.

Teacher: Let us pause here. Would anyone like to share a sentence they said with their partner?

(Allow a few students to respond.)

Teacher: Very good. I am proud of how you used your eyes and words together. Give yourselves a big round of applause.

Auditory

Auditory*

Your teacher will read out a few sentences. Identify the prepositions and write them in your notebook. Now, make one new sentence each with the preposition.

88

Teacher: Now that we have completed our kinaesthetic activity, let us focus on our listening skills.

Teacher: This is our auditory activity. I will read out a few sentences. You have to listen carefully.

Teacher: Your task is to identify the preposition in each sentence and write it down in your notebook.

Teacher: After that, you will make a new sentence of your own using the same preposition.

Teacher: Let us begin.

Teacher: Sentence one – The birds flew over the lake. What is the preposition?

Student: Over

Teacher: Good. Now write the word 'over' in your notebook and make a new sentence using it.

Teacher: Sentence two – The car is parked in front of the house. Can you find the preposition?

Student: In front of

Teacher: Correct. Write it and then make your own sentence.

Teacher: Sentence three – There is a cherry tree outside my house.

Student: Outside

Teacher: Well done. Now do the same – write and make a new sentence.

Teacher: Sentence four – There is a library across the street.

Student: Across

Teacher: Very good. Write it and form a new sentence.

Teacher: Last one – The aeroplane was flying above the clouds.

Student: Above

Teacher: Great. Write it and make your own sentence using the word 'above.'

Teacher: I will give you two more minutes to complete your sentences.

Teacher: Very nice. Would anyone like to read one sentence they made?

(Allow a few students to share.)

Teacher: Excellent effort. You listened carefully and applied what you heard. Let us all give a big round of applause for our good listening and writing.

Listening text on page 120)

Pictorial


Pictorial

PS

Look at the picture carefully. Fill in the blanks with the correct prepositions. Take help from the box.

behind on near inside

- There is fish _____ the aquarium.
- The window is _____ the curtain.
- The laptop is kept _____ the table.
- The football is _____ the table.



88

Teacher: Now that we have used our ears, let us use our eyes for the next activity.

Teacher: Open your Main Coursebook to the page with the picture you see here. Let us look at it carefully.

Teacher: There is a room shown with many familiar things – a bed, a table, bookshelves, a chair and more. You also see a word box on top with prepositions: behind, on, near and inside.

Teacher: Your task is to look at the picture and fill in the blanks in the sentences below using the correct preposition from the box.

Teacher: Let us solve the first one together.

Teacher: Question one – There is fish _____ the aquarium. What do you think is the correct word?

Student: Inside

Teacher: Correct. There is fish inside the aquarium.

Teacher: Now try to do the next three questions on your own. Take your time. Look at the objects in the picture and choose the correct word from the box.

(Wait while students write.)

Teacher: Let us check your answers now.

Teacher: Question two – The window is _____ the curtain. What did you write?

Student: Behind

Teacher: Well done. Yes, the window is behind the curtain.

Teacher: Question three – The laptop is kept _____ the table.

Student: On

Teacher: Correct again.

Teacher: Question four – The football is _____ the table.

Student: Near

Teacher: Excellent. You have done a great job observing and applying prepositions. Let us clap for ourselves.

Teacher: Now that we have completed the kinaesthetic, auditory and pictorial activities, let us do a quick challenge.

Teacher: I will point to an object in the classroom and you must tell me its position using a preposition.

Teacher: Ready? What is the position of the whiteboard?

Student: In front of the class.

Teacher: Good. What about the dustbin?

Student: Near the door.

Teacher: Great observation. This helps us revise what we have learnt today. You may now take turns with your partner and quiz each other the same way.

Teacher: Keep it fun and speak clearly.

Differentiated Activities

110 km/hr



Write five sentences using different prepositions from today's lesson. All your sentences must describe real objects around you.

80 km/hr



Complete this table with any four prepositions you have learnt today and one example sentence for each.

40 km/hr



Match each preposition to a picture of an object in your classroom or textbook. Use labels like near, on, under, behind or in front of.

Home Task

Look around your home. Write three sentences using prepositions to describe where objects are kept.


Period 2

Interacting better

SHOULD DO



10 MIN.



Interacting better
Do you think technology has improved communication? Discuss in class.

ICL

89

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

Teacher: Let us begin today's class with a short discussion. Open your Main Coursebook to page 89 and look at the yellow box titled 'Interacting better'.

Teacher: It asks a question: Do you think technology has improved communication?

Teacher: Raise your hand if you have used a mobile phone or the internet to talk to someone.

Teacher: Yes, many of you have. Can someone tell us about a time when you used technology to stay in touch with someone?


Student: I called my grandmother on a video call.

Teacher: That is a lovely example. You could see her and talk to her even though she lives far away. That shows how communication has become faster and easier because of technology.

Teacher: Let us now begin the chapter and explore how technology and learning come together in this story.

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

Sam went to Chennai for a short vacation. She tells Ryan about her visit to Marina Beach. She tells Ryan that Dr APJ Abdul Kalam learnt about a bird's flight by visiting a beach. Sam says he even mentioned it in one of his speeches. Sam and Ryan search for Dr Kalam's speech on the internet. Sam says, "We can find any information on the Internet with one click. Technology has brought about numerous advantages." "That's true. Now, let's read his speech."



89

Teacher: Now, keep your books open to page 89. Let us begin reading the story. I will ask a few questions as we go.

Teacher: Sam is talking to Ryan about her visit to Marina Beach. What did she say Dr APJ Abdul Kalam learnt there?

Student: He learnt about a bird's flight.

Teacher: Very good. Why do you think that learning from observation is important?

Student: Because we understand better when we see something for ourselves.

Teacher: Well said. Now, Sam says we can find Dr Kalam's speech on the internet. What does this tell us about technology?

Student: It helps us learn more.

Teacher: Correct. Let us now read the next part of the story where Dr Kalam remembers his childhood.

Teacher: What is the name of his teacher?

Student: Sivasubramania Iyer.

Teacher: What did he teach them using a diagram?

Student: He taught them about how birds fly.

Teacher: Wonderful. We can see how much Dr Kalam respected his teacher and how simple things like a diagram on the board helped students understand big ideas.

Understanding better

Understanding better

What was the name of Dr Kalam's teacher?

TCT

89

Teacher: Now, look at the two 'Understanding better' boxes on the page.

COULD DO

10 MIN.



Teacher: The first one asks, Who was Dr Kalam's teacher? Let us answer that. Can someone tell?

Student: Sivasubramania Iyer.

Teacher: Correct. And what made him a committed teacher?

Student: He explained patiently and took students to see the birds when they did not understand.

Teacher: Exactly. He used real-life experience to help students learn.

Understanding better

Understanding better

Where was the seashore?

TCT

89

Teacher: Now look at the second 'Understanding better' box. Why did students enjoy Dr Kalam's class?

Student: Because he explained things clearly and used drawings.

Teacher: Very good. He made science interesting and easy to understand.

Discovering better

Teacher: Now look at the blue box called 'Discovering better'. It has two new words: roaring and marvellous. Who will read the meanings aloud?

Discovering better

LAD

roaring: making a loud, deep sound

marvellous: very good, wonderful

89

Student: Roaring means making a loud, deep sound. Marvellous means very good or wonderful.

Teacher: Great. Try using one of these words in your own sentence.

Student: I heard the roaring sound of thunder.

Student: The magician showed a marvellous trick.

Teacher: Wonderful use of vocabulary. Let us all clap for our great answers.

Differentiated Activities

110 km/hr



Write five describing words Dr Kalam used or remembered from the lesson and use them in your own meaningful sentences.

80 km/hr



Write the names of two people mentioned in the lesson and one sentence about how they helped others.

40 km/hr



Match the names to what they did:

- Dr Kalam – _____
- Sivasubramania Iyer – _____

(Use simple choices like: taught bird flight, gave a speech.)

Home Task

Write two sentences about how your teacher has helped you learn something new. Use one preposition and one describing word in your sentences.

Period 3

Teacher: Good morning, students. I hope you are all ready for another inspiring day.

SHOULD DO

05 MIN.




Teacher: Today, before we begin, let us have a quick warm-up. Think about the most interesting thing you have seen in nature. Maybe a flying bird, a colourful sunset or a crawling insect.

Teacher: Raise your hand if you have ever observed a bird flying closely.

Teacher: Wonderful. What do you think helps a bird to fly?

Teacher: Yes, wings are important. What else? Think about its tail or body movement.

Teacher: Very good. You already know so much. Let us now continue reading about how Dr Kalam learnt about flight from observing birds.



what they looked like when they were flying. We saw their wings flapping. He directed us to look at the tail and the combination of flapping wings and twisting tail. We looked closely and noticed that the birds used that mechanism to fly in the direction they desired.

Then he asked us a question. 'Where is the engine and how is it powered?' Birds are powered by their own lives and the motivation of what they want. All these aspects were explained to us in fifteen minutes, and we all understood the **dynamics** of bird flight from this practical example. How nice it was!

Our teacher was a great teacher; he could give us a **theoretical** lesson coupled with a live practical example from nature.

This, I feel, is real teaching. For me, it was not merely an understanding of how a bird flies. The bird's flight entered me and created a special feeling within. From that evening onwards, I decided that my future studies had to be in flight and flight systems. My teacher's teaching and the event that I witnessed decided my future career.

Understanding better
What question did Mr Iyer ask the students?
90

Teacher: Please open your Main Coursebook to page 90. We will continue reading about Dr Kalam's experience and how it shaped his life.


Teacher: His teacher explained everything using a real example from nature. What does the text say birds are powered by?

Teacher: Exactly. That means birds fly not just using muscles, but also because of a natural purpose.

Teacher: Dr Kalam says he understood the dynamics of bird flight in just fifteen minutes. What do you think helped him understand so quickly?

Then one evening, after classes, I asked the teacher, 'Sir, please tell me how to progress further in learning all about flight.' He patiently explained to me that I should complete my eighth-standard studies and then go to high school. He suggested that I should thereafter go to engineering college, where I could study flight. If I completed all my education with excellence, I might do something connected with flight sciences. This advice, along with the exercise he showed us, gave me a goal and a **mission** for the rest of my life.

When I went to college, I studied physics. When I went on to study engineering at the Madras Institute of Technology, I specialised in **aeronautical** engineering.



Thus my life was transformed into that of a rocket engineer, aerospace engineer and technologist. That one interesting lesson which was followed by a live example proved to be a turning point in my life. It eventually shaped my profession.

—extract from a speech given by Dr Kalam in Bhubaneswar, January 2014

Discovering better
LAD
dynamics: the way in which things behave
theoretical: related to the ideas and principles on which a subject is based
mission: work that you feel is your duty to do
aeronautical: related to the science of building aircraft
90

Teacher: Yes, sometimes a simple example teaches us better than a big book.

Teacher: What did Dr Kalam decide after this experience?

Teacher: Correct. That one lesson helped him find his mission in life.

Teacher: What advice did his teacher give him to pursue flight science?

Teacher: Very good. So, we can see how a teacher's encouragement and a student's curiosity together shaped a great future.


Understanding better
What question did Mr Iyer ask the students?
90

Teacher: Now, let us move to the 'Understanding better' box.

Teacher: Why do you think this lesson had such a big impact on Dr Kalam?

Teacher: Exactly. Sometimes learning goes beyond facts and becomes a deep experience.

Teacher: Let us now look at the 'Discovering better' box. It gives us some new words.



Discovering better
LAD
dynamics: the way in which things behave
theoretical: related to the ideas and principles on which a subject is based
mission: work that you feel is your duty to do
aeronautical: related to the science of building aircraft
90

Teacher: Who can read the meaning of the word 'dynamics'?

Teacher: Correct. And 'aeronautical'?

Teacher: Excellent. Try using the word 'mission' in a sentence.

Teacher: Well said. Learning new words helps us express our goals better.

Differentiated Activities

110 km/hr



List three ways in which Dr Kalam's teacher helped him understand the concept of flight. Explain in one sentence each how each way was useful.

80 km/hr



Write two sentences about why Dr Kalam decided to become a scientist. Use the words 'flight' and 'teacher' in your answers.

40 km/hr



Match the words with their meanings:

- Dynamics – _____
- Theoretical – _____
- Mission – _____

(Provide options for support: goal, movement, subject explanation)

Home Task

Fill 'My Scribbles and Secrets'.

Period 4

Teacher: Good morning, students. Let us begin our class with a warm-up activity.

Teacher: I will say a word and you have to tell me what it reminds you of.

Teacher: Ready? The word is 'space'.

Teacher: Now, the next word is 'mission'. Think of a goal or task.

Teacher: Great. Today's lesson will take us into space, science and imagination.

Teacher: Open your Main Coursebook to page 91. Let us begin with the 'Exploring better' box.

MUST DO

25 MIN.

Exploring better

science: from the Latin word 'scientia', meaning 'know, knowledge'

91

Teacher: The word science comes from the Latin word 'scientia', meaning 'to know'. That means science is all about gaining knowledge.

Teacher: Let us move to the 'Matching better' box. Match the words with their meanings.

Matching better

goal: aim, purpose LTL

marvellous: amazing, wonderful

91

Teacher: What does 'goal' mean?

Teacher: Correct. Aim or purpose.

Teacher: And 'marvellous'?

Teacher: It means amazing or wonderful.

Teacher: Great. Now read the joke in 'Laughing better'. Hopper asks, What do you call a fly without wings?

Laughing better

PLH

Hopper: What do you call a fly with no wings?

Diley: A walk.

91

Teacher: The answer is funny – a walk. Because a fly cannot fly without wings.

Teacher: Jokes can help us understand words in a playful way.

Teacher: Now, look at 'Connecting better'. Sam is reflecting on Dr Kalam's space journey.

Connecting better

Diley: A walk.

Sam feels inspired after reading the speech. She is curious to know whether Dr Kalam was able to fulfil his lifelong mission. Ryan tells her that Dr APJ Abdul Kalam was a great aerospace scientist. He was the project director of India's first satellite launch. The satellite was named Rohini. Sam asks Ryan, "Is satellite Rohini like Apollo 11?" Ryan tells her that the two satellites are different. While Apollo 11 landed on the Moon, Rohini was in a near-Earth orbit. They both feel excited to explore more about space.

MDA Ho 91

Teacher: Ryan talks about two satellites – Rohini and Apollo 11. He explains how they are different. Rohini was India's satellite and Apollo 11 took astronauts to the Moon.

Teacher: This shows how different missions have different goals, but they all require science and dedication.

Teacher: Let us now look at the 'Recalling better' section.

Recalling better

CING

- Dr APJ Abdul Kalam delivered a speech in January 2014.
- In the speech, he recalled an incident from his childhood.
- His teacher was giving the class a lesson on the flight of birds.
- At the end of the class, the teacher asked the students whether they had understood everything.
- Since the class had not fully understood the concept, he took everyone to the seashore for a practical lesson on how birds fly.
- Everyone enjoyed observing birds flying in beautiful formations at the seashore.
- They studied the mechanism birds use to fly.
- This practical lesson created a special feeling in Dr Kalam.
- That day, Dr Kalam decided that his future studies would be in flight systems.
- His teacher advised him to work hard and excel in his studies in order to fulfil his dreams.
- The teacher's advice and the experience at the seashore gave Dr Kalam a mission for life.

91

Teacher: I will read the points one by one and you must tell me if you remember them from the lesson.

Teacher: Dr Kalam delivered a speech in 2014. Do you remember that?

Teacher: Yes and what did he recall in the speech?

Teacher: His childhood and the bird flight lesson.

Teacher: His teacher took the class to the seashore and from that experience, Kalam found his life's mission.

Teacher: This is why real experiences are so powerful. Let us clap for all the wonderful ideas we have learnt today.



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

Teacher: Now, turn to your partner and discuss one idea you found most interesting today.

COULD DO

10 MIN.

Teacher: It could be about a word, a satellite or how Dr Kalam became a scientist.

Teacher: Share what inspired you and how it connects to your own dreams.

Teacher: After five minutes, we will listen to a few of you who would like to share.

Differentiated Activities

110 km/hr



Explain in two sentences how space missions like Apollo 11 are different from communication satellites like Rohini.

80 km/hr



Write the meanings of the words 'goal', 'marvellous' and 'science'. Use each in a short sentence.

40 km/hr



Match each word with its meaning:

• Goal – _____

- Science – _____
- Marvellous – _____

(Options: knowledge, amazing, aim)

Home Task

Write three things you learnt today about Dr Kalam or about space. Use one new word from the 'Discovering better' box in your answer.

Period 5

Teacher: Good morning, students. Let us begin with a quick recap of what we read about Dr Kalam and his teacher.

SHOULD DO

05 MIN.

Teacher: Can you name the place where Dr Kalam and his classmates observed birds?

Teacher: Yes, it was the seashore.

Teacher: And who inspired him to pursue flight sciences?

Teacher: Very good. Keep these thoughts in mind as we move to today's comprehension tasks.

Learning better – Excelling Comprehension

Teacher: Open your Main Coursebook to the 'Learning better' on page 91.

MUST DO

25 MIN.

Teacher: Let us begin with Exercise

A. Read each sentence and choose the correct answer from the two options. All the questions are based on the story you have read so far.

A Circle the correct answers.

1. Sivasubramania Sir taught the class how birds **take flight** / **hunt for food**.
2. The lesson on birds lasted for **an hour** / **twenty-five minutes**.
3. Sivasubramania Sir took the students to the **park** / **seashore** to explain the dynamics of bird flight.
4. Dr APJ Abdul Kalam decided to pursue a career in **computer engineering** / **flight systems**.
5. In college, Dr APJ Abdul Kalam studied **psychology** / **physics**.

91

Teacher: I will help with the first one, then you will do the rest. Solve questions 2 to 5 individually. We will review the answers together.

(Students complete the task. Then the teacher reviews answers one by one.)

Teacher: Now let us move to Exercise B. This section has questions from a specific paragraph in the story. Read the lines given and answer the questions in your notebook.

B Read the given lines from the story and answer the following questions in your notebook.

- "We saw the marvellous formations of the birds, moving with a purpose and we were all amazed. He asked us to pay attention to what they looked like when they were flying."
1. Where did the whole class go to look at birds?
 2. Who asked the students to pay attention to the birds?
 3. How many birds were flying in groups near the seashore?
 4. Why were the students amazed?

92

Teacher: The questions ask about where the students went, what they saw and why it amazed them. Answer in full sentences.

Teacher: Now move to Exercise C. These are short questions based on the overall story. Think about what

made the class interesting, how long it took to learn and how birds and aircraft are similar.

C Write short answers in your notebook.

1. Why did all the students love attending Sivasubramania Sir's class?
2. How long did the students take to learn about the flight of birds?
3. What is the similarity between a bird and an aircraft?

92

(Allow time for students to write. Move around to support as needed.)

Teacher: Now take a few minutes to silently re-read your answers from Exercise B or C.

COULD DO

10 MIN.

Teacher: Check if your answers clearly explain the ideas from the story. Think about whether you could add any detail or improve your sentence.

Teacher: This reflection will help you understand the story better and improve your writing.

Differentiated Activities

110 km/hr



Write a paragraph about how observing nature can inspire future careers. Use examples from Dr Kalam's story.

80 km/hr



Write three sentences about what Dr Kalam learnt from the birds and how it shaped his future.

40 km/hr



Fill in the blanks:

1. Dr Kalam's teacher's name was _____.
2. The birds were flying in groups of _____.
3. Dr Kalam studied _____ in college.

Home Task

Write two sentences about something you learnt by observing something in nature. Use one preposition and one describing word.

Period 6

Learning better – Excelling Comprehension

D Write long answers in your notebook.

1. What did Sivasubramania Sir do when the students did not fully understand his lecture? Why did he do that?
2. What did Sivasubramania Sir advise Dr Kalam to do? Why did he say that?

92

Teacher: Let us begin today's lesson with two important long-answer questions.

MUST DO

10 MIN.

Teacher: These are based on the role of Sivasubramania Sir in the story and how he guided Dr Kalam.

Teacher: For the first question, think about what the teacher did when students did not understand the topic in class.

Teacher: For the second question, recall what he advised Dr Kalam to do and how that influenced Dr Kalam's career.

Teacher: Write your answers in complete sentences using details from the story. Take your time and try to express your thoughts clearly.
(Allow time for writing and walk around to support where needed.)

Excelling Vocabulary

Teacher: Now turn to the vocabulary section. Look at the words ending with '-tion' in Exercise E.

MUST DO

20 MIN.



E Read the following words aloud.
explanation action option celebration motion

The letters tion make the sound /shun/. Write five more words that end with -tion.

92

Teacher: Read these words aloud with me – explanation, action, option, celebration, motion.

Teacher: These all end in '-tion', which makes the sound /shun/. Can you think of five more words that end with '-tion'?

Teacher: Write your five new words around the flower diagram on the page.

(Allow time for students to complete the word web.)

Teacher: Let us now move to Exercise F. You have pairs of words like 'telescope and microscope', 'book and notebook' and so on.

F Find the differences between the meanings of the given words. Make sentences with each word in your notebook.

1. telescope and microscope
2. book and notebook
3. dictionary and encyclopedia
4. planets and stars
5. computer and laptop

92

Teacher: Your task is to write the difference between each pair. Then, write one sentence with each word.

Teacher: For example, a telescope is used to see faraway objects like stars and a microscope is used to see tiny things like cells.

Teacher: Write clearly and check your spelling as you go.
(Allow time for completion and assist students as needed.)

Teacher: Now think of any other two words you know that are similar but used differently. For example, 'mobile and telephone'.

COULD DO

10 MIN.



Teacher: Write how they are different and use each one in a sentence.

Teacher: This will help you understand words more deeply and use them better in writing.

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

Differentiated Activities

110 km/hr



Write two long-answer type questions related to the story. Answer them using complete sentences with examples.

80 km/hr



List five words ending with '-tion'. Write one sentence using any two of those words.

40 km/hr



Circle the -tion word in each sentence and write it in your notebook.

1. We had a celebration in school.
2. My teacher gave a clear instruction.
3. This is the perfect location for the picnic.

Home Task

Write two sentences about something you learnt by observing something in nature. Use one preposition and one describing word.

Period 7

Teacher: Good morning, students. Let us begin with a quick recap of what we read about Dr Kalam and his teacher.

SHOULD DO

05 MIN.



Teacher: Can you name the place where Dr Kalam and his classmates observed birds?

Teacher: Yes, it was the seashore.

Teacher: And who inspired him to pursue flight sciences?

Teacher: Very good. Keep these thoughts in mind as we move to today's comprehension tasks.

Excelling Spelling

G British and American spellings are different for many words. Note how the given words sound similar and have the same meaning, but are spelt differently.

American spelling	British spelling
center	centre
color	colour
gray	grey

Look up and write the British spellings of the given words.

American spelling	British spelling
meter	
favor	
labor	
theater	
fiber	

93

Teacher: Please open your Main Coursebook to page 95. Let us start with the spellings section.

MUST DO


25 MIN.



Teacher: Look at the two columns comparing American and British spellings. Read the examples aloud with me.

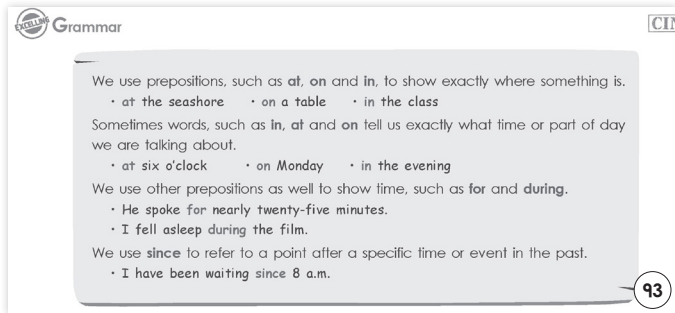
Teacher: Now look at the second table. You have five American spellings listed. Your task is to look up and write their British spellings.

Teacher: For example, 'favor' becomes 'favour'. Complete the rest and check your answers when done. (Allow time for students to complete. Review answers together.)

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

Excelling Grammar

Teacher: Now let us move to the Grammar section in your workbook. We will learn how to use some small but important words called prepositions. These words help us say where or when something happens.



Grammar

We use prepositions, such as *at*, *on* and *in*, to show exactly where something is.

- at the seashore
- on a table
- in the class

Sometimes words, such as *in*, *at* and *on* tell us exactly what time or part of day we are talking about.

- at six o'clock
- on Monday
- in the evening

We use other prepositions as well to show time, such as *for* and *during*.

- He spoke *for* nearly twenty-five minutes.
- I fell asleep *during* the film.

We use *since* to refer to a point after a specific time or event in the past.

- I have been waiting *since* 8 a.m.

93

Teacher: First, we will look at the words 'at', 'on' and 'in'. These help us talk about time and place.

Teacher: For example, we say:

- I wake up at 6 o'clock.
- We play games on Monday.
- I study in the evening.

Teacher: So, use 'at' when you talk about a short or exact time like 'at 8 a.m.'

Use 'on' when you talk about a day or date like 'on Sunday' or 'on 10 March'.

Use 'in' when you talk about a longer time like 'in the morning', 'in July' or 'in 2024'.

Teacher: Now let us learn three more words. These are 'for', 'since' and 'during'. These words help us talk about how long something happens.

Teacher: Look at these examples:

- I have been reading for 30 minutes.
- I have lived here since January.
- I fell asleep during the film.

Teacher: Use 'for' when you say how much time has passed.

Use 'since' when you say when something started.


Use 'during' when you say something that happened in the middle of another event.

Teacher: Now take your notebook. I want you to write three short sentences using these prepositions. You can start with:

- I woke up at...

- I have been playing since...
- I watched a cartoon during...

Teacher: I will help you as you write. Let us say the examples together once more.

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

Teacher: Let us do a fun revision. I will say a sentence and leave a blank. You tell me the preposition that fits best.


Teacher: I have been waiting ___ 8 a.m.

Teacher: Yes, 'since' is the correct answer. Try this one. She sat ___ the table.


Teacher: Good, 'at the table'. Let us keep practising to improve.

Differentiated Activities

110 km/hr

 Write two sentences using the preposition *since* and two sentences using *during*. Make sure your sentences clearly show the time or event being referred to.

80 km/hr

 Fill in the blanks with the correct prepositions (*at*, *on*, *in*, *during*, *for* or *since*):

1. I stayed at my cousin's house ___ the weekend.
2. We reached the beach ___ 5 o'clock.
3. He slept ___ the entire movie.
4. I have been living here ___ last year.

40 km/hr

 Match the prepositions to their correct usage:

- a. at – _____ (exact time)
- b. in – _____ (part of the day)
- c. on – _____ (specific day)
- d. since – _____ (starting point in time)

(Options: 1. on Monday 2. since 7 a.m. 3. at 6 o'clock 4. in the evening)

Home Task

Write five sentences using any British spellings you learnt today. Underline the spelling in each sentence.

Period 8

Poster

Teacher: Now, I have a very interesting poster to show you. It is all about 'American and British words'.

Teacher: Look at this colourful poster. Do you see two flags at the top? One is the American flag and the other is the British flag.



English Theme 8: Why Is Technology Important?

American and British Words

These words sound similar and have the same meaning but are spelt differently.

AMERICAN	BRITISH
honor	honour
defense	defence
license	licence
favorite	favourite
gray	grey
analyze	analyse
neighbor	neighbour
apologize	apologise
traveling	travelling

These words sound different but have the same meaning.

AMERICAN	BRITISH
cookie	biscuit
apartment	flat
garbage	rubbish
windshield	windscreen
fall	autumn
airplane	aeroplane
vacation	holiday
sick	ill
elevator	lift
gasoline	petrol

Teacher: Some words in English are spelt differently in America and Britain, even though they mean the same thing and sound similar.

Teacher: For example, in American English, we write 'honor' without the 'u', but in British English, we write 'honour' with a 'u'.

Teacher: Can anyone find another pair like this from the list? (Wait for students to respond.)

Teacher: Great. You can also see 'traveling' and 'travelling'. The British version has a double 'l'.

Teacher: Now look at the second part of the poster. These words sound different but still have the same meaning.

Teacher: In America, people say 'cookie', but in Britain, we say 'biscuit'.

Teacher: Another example is 'garbage' in American English. In British English, it becomes 'rubbish'.

Teacher: Are you starting to notice the pattern? These words are just different versions, but they mean the same thing.

Teacher: From today onwards, whenever we learn a new word, we will try to see both versions if there are two spellings or terms.

Teacher: I will now paste this poster on our classroom wall so that you can look at it whenever you want.

Teacher: Well done, everyone. Let us give ourselves a big round of applause.

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

Excelling Grammar

Teacher: Open your workbook to Exercise H. You will see sentences with blanks. Choose the correct word from the brackets and complete each sentence.

MUST DO

20 MIN.

H Choose the correct words from the brackets and fill in the blanks to complete the sentences.

1. Rajiv always keeps a map _____ his bag (in / at).
2. I was unwell _____ (during/for) a week.
3. I visited my grandparents _____ (at/during) the summer vacation.
4. I will meet my friend _____ the railway station (for / at).
5. It has been raining _____ (during/since) morning.

93

Teacher: Let us read the first one together. Rajiv always keeps a map _____ his bag. Should it be 'in' or 'at'?

Teacher: Yes, the answer is 'in'. A map stays in his bag.

Teacher: Now complete the rest of the exercise on your own. Read carefully and think about what fits best.

Teacher: Now let us move to Exercise I.

I Make sentences with the given prepositions.

1. at _____
2. on _____
3. for _____
4. since _____
5. during _____

94

Teacher: You will see five prepositions written here. You need to write one sentence for each.

Teacher: The first word is 'at'. You can write something like, 'I wake up at 6 a.m.'

Teacher: Now continue with the rest. Try to write meaningful and simple sentences.

Teacher: Let us now try something fun. I will say a phrasal verb and you tell me its meaning.

COULD DO

10 MIN.

Teacher: What does 'give up' mean

Teacher: Yes, it means to stop trying. How about 'look after'?

Teacher: Very good. It means to take care of someone. Now try using one of these in your own sentence and share it with your partner.

Differentiated Activities

110 km/hr



Write three phrasal verbs you learnt today. Use each one in a separate sentence in your notebook.

80 km/hr



Write two meaningful sentences using any two prepositions from Exercise I.

40 km/hr



Choose one phrasal verb from the poster and write one sentence using it in your notebook.

Home Task

Write three short sentences using any phrasal verbs from today's lesson. Underline the phrasal verb in each sentence.

Period 9

Excelling Concentration

SHOULD DO

10 MIN.

1 Your teacher will read out some sentences. Listen carefully and match the inventor with their invention.

- | | | |
|-----------------------|-----------------------|-------------------------------|
| 1. Peter Henlein | <input type="radio"/> | a. light bulb |
| 2. Aryabhata | <input type="radio"/> | b. calculator |
| 3. Johannes Gutenberg | <input type="radio"/> | c. watch |
| 4. Blaise Pascal | <input type="radio"/> | d. printing press |
| 5. Thomas Edison | <input type="radio"/> | e. zero and the number system |

94

Teacher: Good morning, students. Let us begin with an interesting listening task.

Teacher: I will read some clues about famous inventors and their inventions. You have to listen carefully and write down the correct inventor for each one.

(Teacher reads the clues from the Excelling Concentration section aloud slowly. Listening text on the page 120)

1. This device was invented by Blaise Pascal. It lets you do calculations. 2. This device tells us what time it is. It was invented by Peter Henlein 3. This invention can light up a room. It was invented by Thomas Edison. 4. The books we read are printed using this invention by Johannes Gutenberg. 5. An invention by A)

Teacher: Let us do the first one together. This device was invented by Blaise Pascal. It lets you do calculations. What is it?

Teacher: Yes, it is the calculator. Now write 'calculator' next to Blaise Pascal.

Teacher: Let us now complete the remaining four. Listen carefully and write the correct invention next to each name.

Excelling Language

K Choose a profession and say a few sentences about it in your class. Tell everyone what you would do and how you would help others.

You may begin like this.

If I were a teacher, I would teach new things to students every day.

94

Teacher: Now let us move to Excelling Language. I want you to think about any job you would like to do when you grow up.

MUST DO

20 MIN.

Teacher: It could be a teacher, doctor, artist, astronaut or anything else. Now tell us what you would do in that job and how you would help others.

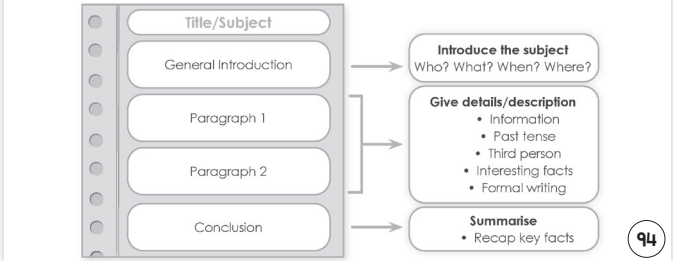
Teacher: For example, if I were a teacher, I would teach new things to students every day.

Teacher: Write three to four sentences about your dream job in your notebook.

(Students write. Give support where needed.)

Excelling Expression

L Imagine you have just come back from a visit to a Science Centre with your family. In your notebook, write a report describing your trip. Use the given format.



Teacher: Now let us turn to 'Excelling Expression'.

Teacher: Imagine you just came back from a Science Centre visit with your family. You need to write a short report about that trip.

Teacher: Use the format shown in your book. Start with a title and a general introduction. Then write two paragraphs giving more information. Finally, write a short conclusion.

Teacher: Remember to write in past tense, use full sentences and include any interesting facts you can think of.

Teacher: Let us have some volunteers share what they wrote about their dream job.

COULD DO

10 MIN.

Teacher: Who would like to read their paragraph aloud?

Teacher: Very good. Now one or two of you may read your Science Centre report.

Teacher: These are thoughtful and well-written. Keep it up.

Differentiated Activities

110 km/hr



Write a five-sentence report about your last museum or school field visit using the format in 'Excelling Expression'.

80 km/hr



Write three sentences about your favourite profession and what you would do in that role.

40 km/hr



Draw a picture of the job you want to do and write one sentence about it.

Home Task

Write five sentences about any one invention that you use at home. Mention who invented it and how it helps you.

Period 10

SHOULD DO

05 MIN.

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

Teacher: If you were going on a trip to the Moon, what three things would you carry?

Teacher: Very interesting. Today we are going to imagine just that. Let us get started.

Creating better

Creating better

ArtI 2L CS

Let's make a luggage tag for your trip to the Moon.

Materials needed:
a thick sheet of paper, ribbon - 24 cm long, colours and decorating material of your choice

1. Take the help of an adult to cut four pieces of thick paper of the same shape and size. The pieces should be big enough to fit your name, class and home address.
2. Stick the pieces of paper together. Punch a hole at one side. Pass the ribbon through it.
3. Decorate the tag. Don't forget to write your name and class on one side. You can write your home address on the other. Your luggage tag is ready!

95

Teacher: First, we will do the Creating better activity. We are going to make a luggage tag for our Moon trip.

MUST DO

30 MIN.



Teacher: Look at the steps given. You will need four small pieces of thick paper of the same size. Ask for help if you need to cut them.

Teacher: Then stick the pieces together and punch a hole on one side. Pass a ribbon through it.

Teacher: Decorate your tag and write your name and class on one side. On the other side, you can write your home address.

Teacher: Be creative with colours and drawings. Take your time and enjoy this task.

(Teacher supports while students work.)

Teacher: Once your tag is complete, keep it safely and return to your seats.



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

Thinking better

Thinking better

COD HOTS 2L CS

Write three things you can learn from birds and animals.

95

Teacher: Now let us do 'Thinking better'.

Teacher: Think about the things you can learn from birds and animals. Can you write three things?

Teacher: For example, we can learn teamwork from ants, kindness from dogs and patience from birds building nests.

Teacher: Now write three such things in your notebook using short and clear sentences.

Teacher: Let us hear what you wrote. Who would like to share one thing they learnt from animals?

COULD DO

5 MIN.



Teacher: Very thoughtful answers. Learning from nature is always meaningful.

Differentiated Activities

110 km/hr



Write a small paragraph about what it would be like to live on the Moon. Include two phrasal verbs from the previous lesson.

80 km/hr



Write three sentences about what you would pack in your bag for a trip to the Moon.

40 km/hr



Draw a picture of Moon.

Home Task

Write three sentences about your favourite animal and one thing you have learnt from it. Use complete sentences.

Period 11

Teacher: Good morning, students. I hope you are all ready for another exciting class.

SHOULD DO

10 MIN.



Teacher: Today I want to ask you something simple. Can you think of something that grows slowly over time?

Teacher: Raise your hands and share your answers. Yes, plants. Good. Anyone else?

Teacher: That is right. Babies grow into children. Trees grow tall. Even our knowledge grows over time.

Teacher: Now think carefully. Have you ever watched something grow closely day by day?

Teacher: Maybe you planted something or took care of a pet. What did you notice each day as time passed?

Teacher: Wonderful. When we observe something every day, we start to notice small changes. These changes help us understand it better.

Teacher: This is what we are going to talk about today. We will explore how to choose better ways to learn and understand things.

Teacher: For example, if we want to learn how a plant grows, should we only look at a plant once or should we watch it grow every day from a seed?

Teacher: Keep thinking about that. We will answer it in the next part of our lesson.

Choosing better

Choosing better

EXL LSV 2L CS

You want to learn about the growth of a plant. Which would be a better way to learn about the topic? Give reasons.

1. You would look at a plant to understand its growth.
2. You would sow a seed in a pot and observe its growth every day.

95

Teacher: Open your books to the Choosing better section.

MUST DO

15 MIN.



Teacher: You want to learn about the growth of a plant. Which of these two ways would be better?

Teacher: One, just looking at a plant. Or two, sowing a seed and observing it daily.

Teacher: Let us discuss this. Which way helps you understand the changes step by step?

Teacher: Yes, observing it daily. Now write your answer in your notebook and explain your reason.

Revising better

Revising better

Dr Kalam saw a live example that led him to live that example. Do you know more such examples? Write in your Little Book.

DBL

95

Teacher: Now let us move to the 'Revising better' section.

Teacher: Dr Kalam saw a real example that inspired him to follow a great path.

Teacher: Can you think of someone you know who was inspired by a real event?

Teacher: It could be someone in your family or from history.

Teacher: Think quietly, then write the example in your notebook. Try to write in two or three clear sentences.

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

Teacher: Let us share our ideas. Who would like to tell us the example they wrote?

COULD DO

10 MIN.

☐

Teacher: That is very inspiring. You are all thinking deeply and writing well. Keep up the good work.

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 four sentences explaining why real-life observation is better than just reading when learning about plants.

80 km/hr

Write two sentences about how Dr Kalam got inspired and one more real-life example.

40 km/hr

Write one sentence about what you can learn by watching a plant grow.

Home Task

Write about one real-life event that taught you an important lesson. Explain what you learnt in two or three sentences.

Period 12

Worksheet 1

Read the passage carefully.

On 29 August 2009, scientists at ISRO announced that the Chandrayaan had lost touch with scientists on Earth. It was no longer sending them messages. Chandrayaan was the first Indian-built vehicle that India sent to the Moon. Chandra means Moon and yaan means vehicle, so Chandrayaan was our 'vehicle to the Moon'. It was sent by the Indian Space Research Organisation on 22 October 2008. It reached the Moon and on 14 November, on Pandit Jawaharlal Nehru's birthday, the Indian flag was placed on the Moon. It was Pandit Nehru who started the Indian Space Programme in 1962 when he was the Prime Minister. The Chandrayaan was an unmanned mission. There were no scientists in the spacecraft. It was being controlled at the laboratory here in India.

A. Write true or false.

- Chandrayaan was a satellite.
- Chandrayaan was sent to study the Earth.
- The Indian Space Programme was started in 1962.
- Scientists controlled Chandrayaan from a laboratory.
- The meaning of unmanned means 'without a crew'.

25

Teacher: Open your workbook to page 25. We are going to work on Worksheet 1 titled How I Found My Wings.

MUST DO

15 MIN.

☐

Teacher: Let us begin with Part A – Write true or false. Read each sentence carefully. I will help you with the first one.

Teacher: Number one says, 'Chandrayaan was a satellite'. Is that true

Teacher: Yes, that is true. Now complete the rest on your own.

Teacher: After that, move to Part B. Read the given lines again and write short answers for each question.

B. Read the given lines and write very short answers for the following questions in your notebook.

'On 29 August 2009, scientists at ISRO announced that the Chandrayaan had lost touch with scientists on Earth. It was no longer sending them messages.'

- What is referred to as Chandrayaan in the given lines?
- What happened on 29 August 2009?
- What is the full form of ISRO?
- What do you understand by the phrase 'lost touch'?
- Which word in the given lines is an antonym of 'undecided'?

25

Teacher: Try to write answers in your own words and keep them short.

Teacher: Finally, do Part C. These are longer questions. You will write the answers in your notebook. If you need help, ask me and I will guide you.

C. Answer the following questions in your notebook.

- Where was Chandrayaan built?
- When was Chandrayaan sent to the Moon? Why do you think it was sent?
- What happened on November 14, 2008?
- What does the writer mean by "The Chandrayaan was an unmanned mission"?
- Name a spacecraft that you know of.

25

Book of Holistic Teaching

(Tell students that we are going to do 'Book of Holistic Teaching'.)

COULD DO

15 MIN.

☐

Maths

A Maths

Answer the following.

- Sarika walks in a square park of side 4 m. How much distance does she cover during her walk?

8

HoLL MDA

Teacher: Now open your notebooks and write the heading 'Maths'.

Teacher: I will write one word problem on the blackboard. It is from my teacher manual, so you do not have this question in your book.

Teacher: When I finish writing the question, you will copy it neatly in your notebook.

Teacher: After that, solve the question using the formula for perimeter. Think carefully and take your time.

Teacher: Let me know if you want me to explain anything while you work.

Science

B Science

Fill in the blanks with the correct answers.

- The Moon completes one cycle of its phases in a _____.
- Craters were formed on the Moon when huge pieces of _____ fell onto its surface.
- The Moon comes **between** the Sun and the Earth during _____.
- Space travellers, such as Rakesh Sharma, Kalpana Chawla and Sunita Williams, have inspired many to go in _____.

8

Teacher: Now skip a few lines and write the heading 'Science'.

Teacher: I will now write four fill-in-the-blank questions on the blackboard. These are also from my teacher manual.

Teacher: You will copy all four questions and then write the correct answers in the blanks.

Teacher: These questions are about the Moon and space travel, which we have already discussed.

Teacher: Do not guess. Think about what we learnt in the last few classes and then write.

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

Social Studies

C Social Studies

Write true or false for the statements given below.

- The weather near the seashore is similar to the weather on a mountain. _____
- Climate refers to the weather conditions that prevail in a large area, over a short period of time. _____
- Water bodies heat up and cool down at a slower rate than land. _____
- Most Himalayan peaks are covered with snow and ice even during summer. _____

9

Teacher: Now write the heading 'Social Studies'.

Teacher: I will write four true or false statements on the blackboard. You will copy each one in your notebook and write true or false next to it.

Teacher: Again, these are from my teacher resource book, so please wait until I have written all four before you begin writing.

Teacher: Once you finish, check your work carefully. Let me know if anything is unclear.

Teacher: Well done. Keep your notebooks ready for the next task.

Teacher: Let us revise what we learnt today. Who can tell me what 'unmanned mission' means?

COULD DO

10 MIN.

Teacher: Good. Now tell me the name of one Indian who went into space.

Teacher: Very good. Keep learning and exploring.

Differentiated Activities

110 km/hr



Write four facts you learnt today about space or the Moon. Use full sentences.

80 km/hr



Write two sentences about what Chandrayaan was and why it was important.

40 km/hr



Write one sentence about the Moon using any word you learnt today.

Home Task

Make the Project from 'Book of Project Ideas' and submit it to the class within a week.

Period 13

Worksheet 2

MUST DO

20 MIN.

Teacher: Please open your workbook to page 26. We will begin with Worksheet 2.

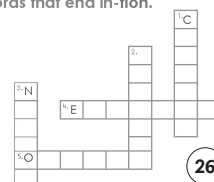
A. Read the clues and solve the crossword using words that end in -tion.

ACROSS

- a strong feeling.
- another name for choice.

DOWN

- a warning
- a piece.
- made up of people of common or different cultures.



Teacher: In Exercise A, you will solve a crossword puzzle. All the words end with 'tion'. Read each clue and think of a word that fits.

Teacher: You can begin with either the across or down clues. Work slowly and check spellings.

Teacher: Now that you have completed the earlier task, let us move on to Exercise B on the same page.

B. Fill in the blanks using British spellings of the American words given in brackets.

- Our next door _____ is a famous artist. (neighbor)
- Shallu took _____ to Meetu's comments. (offense)
- Queeny was unavailable since she was constantly _____ (traveling)
- I could not _____ Mehar because of her new hairstyle. (recognize)

26

Teacher: Please look at the instructions. It says: Fill in the blanks using British spellings of the American words given in brackets.

Teacher: This means each sentence has a blank and next to it is a word in American English. Your task is to write the correct British spelling in the blank.

Teacher: Let me give you some examples to help you. In British English:

- Color becomes colour
- Neighbor becomes neighbour
- Offense becomes offence
- Traveling becomes travelling
- Recognize becomes recognise

Teacher: So whenever you see a word ending in '-or', in British English it usually ends with '-our'. Words ending with '-ize' often become '-ise'. And sometimes, when a word has a double 'l' like in 'travelling', we use both 'l' letters in British English.

Teacher: Now, look at sentence 1. The word in the bracket is 'neighbor'. What is the British spelling of this word? (Let students respond: 'neighbour')

Teacher: Correct. Write 'neighbour' in the blank. Let us continue this way for the remaining questions.

Teacher: Remember, pay attention to the endings and double letters. You are learning how English is written differently in different countries.

Teacher: Once you are done, revise all the spellings. We will go through the answers together.

Teacher: In Exercise C, you will write the meanings of the two words given in each pair. Use your dictionary or discuss with a partner if needed.

Teacher: Write clearly and do not copy. Use your own words.

C. Write the meanings to differentiate between the given words. Take the help of a dictionary.

- a. secret: _____
b. private: _____
- a. eruption: _____
b. explosion: _____
- a. unique: _____
b. singular: _____
- a. close: _____
b. conclude: _____

26

Worksheet 3

Teacher: Let us begin with Exercise A.

Teacher: You will choose between 'during' and 'since' to complete each sentence.

Teacher: Remember, we use 'since' to show when something started and 'during' to talk about an event or time period.

Teacher: Read the full sentence carefully and then fill in the correct word in the blank.

Teacher: Begin now. Raise your hand if you need help.

MUST DO

20 MIN.

Grammar

A. Fill in the blanks using during or since.

1. I have not met my friends _____ I left the city two years ago.
2. Where were you _____ the day? I had come to meet you.
3. Radha and Sudha have known each other _____ childhood.
4. We left the house _____ the downpour because we were late.

B. Choose the correct preposition of time from the given options.

1. The doctor will be here (in / on) an hour.
2. Ashraf fell asleep (during / since) the movie.
3. They lived in this part of the city (for / on) many years.
4. I have been reading this book (for / in) the past few days.

27

Teacher: Now go to Exercise B.

Teacher: In this exercise, you will choose the correct time preposition from the given options.

Teacher: The options are 'in', 'on' and 'at'. Think about what each one is used for.

Teacher: 'At' is used for specific times. 'On' is used for days and dates. 'In' is used for months, years or longer periods.

Teacher: Read each sentence aloud in your mind to check which one fits best.

Teacher: Fill in the correct preposition and check your answers when done.

Teacher: Let us now begin Exercise A.

Listening / Speaking / Writing

A. Listen to the words and write their correct spelling on the blanks.*

1. _____
2. _____
3. _____
4. _____
5. _____

27

Teacher: I will say five words aloud. You will listen carefully and write the correct spelling of each word in the blank.

Teacher: I will say each word twice. Make sure you write it neatly.

Teacher: (Read out each word slowly and clearly.)

Teacher: Once all five are written, check your spellings.

Teacher: Now turn to Exercise B.

B. Work with your partner. Have a conversation with them using the following idiomatic expressions.

hands down down in the dumps rise and shine
a piece of cake keep your chin up

27

Teacher: You will now work with a partner.

Teacher: Look at the idioms given in the box. Use any two or three of them to create a short conversation.

Teacher: You can talk about how your day is going or something funny that happened.

Teacher: Speak clearly and take turns. Try to use the idioms naturally in your sentences.

Teacher: Let us move to Exercise C, the final one for today.

C. Imagine that the Astronomy Club of your school organised the annual 'Gazing the Heavenly Bodies' event recently. As a reporter for your school magazine, write a report about the same in your notebook in about 100-150 words.

27

Teacher: Imagine you are a school reporter. The Astronomy Club held an event called 'Gazing the Heavenly Bodies'.

Teacher: You will now write a short report about this event in about 100 to 150 words.

Teacher: Begin with a title. Then introduce the topic, describe what happened and end with a short summary.

Teacher: You can use the writing format that is already given to help you plan.

Teacher: Think of what you saw, learnt or enjoyed during the event and include that in your writing.

Differentiated Activities

110 km/hr



Write three sentences using any of the idioms from Exercise D. Use a different situation in each sentence.

80 km/hr



Fill in the blanks with 'during' or 'since' in two new sentences that you make on your own.

40 km/hr



Write two sentences using the prepositions 'in' and 'on' to talk about time.



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

Home Task

Write five new prepositions of time. Use any two of them to make meaningful sentences in your notebook.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">create a luggage tag using paper, scissors and other materials with coordination.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">reflect on the life of Dr Kalam and express admiration for values like hard work and curiosity.
Cognitive Development	<ul style="list-style-type: none">identify cause-effect relationships and sequence events from the story accurately.
Language and Literacy Development	<ul style="list-style-type: none">identify cause-effect relationships and sequence events from the story accurately.
Aesthetic and Cultural Development	<ul style="list-style-type: none">design and decorate a creative luggage tag for a fictional space journey.
Positive Learning Habits	<ul style="list-style-type: none">complete writing tasks independently, follow classroom instructions and participate in group sharing.

Starry Knights

How was the learners' response to Dr Kalam's speech and classroom experience? Do you agree that practical experience has lifelong impact on the learners? Kindly share your views.

Give yourself a STAR.



Poem 8: The Moon Game

Theme 8: Why Is Technology Important?

6 Periods (40 minutes each)



Learn Better (Main Coursebook)



Animation, eBook

Continuing better

I believe in my dreams.

Curricular Goals and Objectives (NCF)

To enable the students:

- to explore natural phenomena like the Moon and its phases through observation and interpretation.
- to engage with poems to understand rhythm, rhyme and imagery in English.
- to express their thoughts creatively through drawing, writing and role play.
- to participate in discussions, listen actively and respond meaningfully to peers and teachers.
- to use vocabulary related to the theme (e.g., Moon, phases, crescent, orbit) in speaking and writing.
- to appreciate nature and space, building a sense of curiosity and wonder.
- to follow classroom instructions independently.
- to complete book-based and activity-based tasks with care.

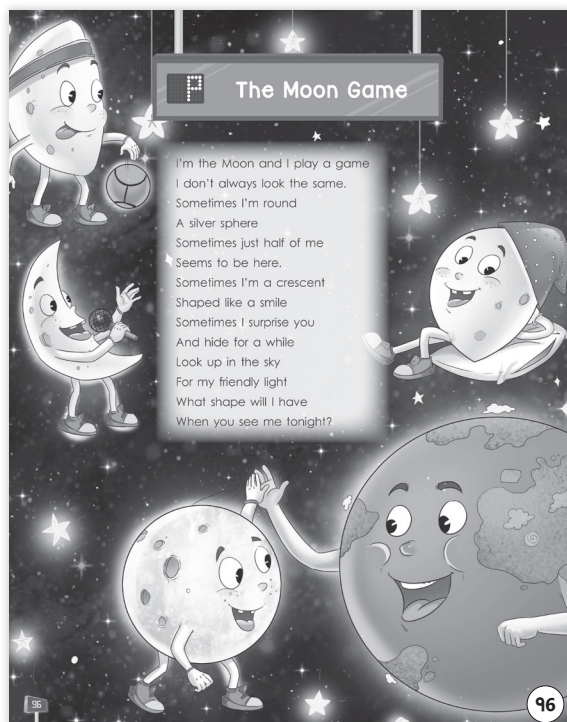
Methodology

Period 1

Teacher: Good morning, students.
How are you all today?
(Use CRM Sign wherever needed)

SHOULD DO

10 MIN.



Teacher: Let us begin with an exciting warm-up activity. I will show you a few objects and you have to guess which one represents the moon. Ready? (Use objects like a ball, a cookie, a plate and ask them to guess which one resembles the moon.)

Teacher: Excellent. Now that we are all warmed up, let us dive into today's lesson.

Teacher: Today we read a lovely poem where the moon is talking to us like it is playing a fun game. Now, let us understand what the moon is trying to tell us in this poem.

MUST DO

20 MIN.



Teacher: Tell me, does the moon always look the same every night?

(Let students respond.)

Teacher: Very good. The moon changes its shape in the sky. That is what the poem is all about. The moon is saying it plays a game with us by showing us different shapes on different nights.

Teacher: Sometimes we see it as a full circle, very bright and round. Sometimes we only see half of it and on some days, only a small curved part is visible.

Teacher: Have you ever seen the moon look like a smiling curve?

(Let students respond.)

Teacher: Yes, that curved shape is called a crescent. The moon also tells us in the poem that it sometimes hides and we cannot see it at all. That is also part of the moon's changing phases.

Learning better – Excelling Comprehension

Teacher: Open your workbook to page 97. Let us begin with Exercise A.

MUST DO

20 MIN.

A Choose the correct answers.

1. The Moon / Sun is reciting the poem.
2. The Moon plays the **game of chess** / **game of phases**.
3. **Crescent** / **Full Moon** looks like a silver sphere.
4. The Moon has **eight** / **six** phases
5. The Moon is **blue** / **silver** in colour.

97

Teacher: Take out your pencil. You will be working directly in the book.

Teacher: Read each sentence carefully and choose the correct answer from the two options given.

Teacher: I will guide you through the first one. What is reciting the poem – the Moon or the Sun

Teacher: That is right. Now complete the remaining sentences on your own.

Teacher: Read every sentence twice before you choose the answer. Circle the correct word neatly with your pencil.

Teacher: Now let us do Exercise B.

B Write true or false.

1. The Moon always looks the same. _____
2. The Moon looks like a silver sphere every night. _____
3. The Moon gives out a friendly light in the night sky. _____
4. The Moon hides itself every other night. _____
5. The Moon does not like to play games. _____

97

Teacher: Keep your pencil ready. You will write either 'true' or 'false' next to each sentence in the book.

Teacher: These sentences are about the Moon. Think about what you learnt in the lesson before answering.

Teacher: Write your answers clearly in the space given. Take your time and check your work once you are done.

Teacher: Let us now talk about the Moon. Who can tell me how many phases the Moon has?

Teacher: Good. Now, can anyone tell me what shape the Moon is when it is full?

Teacher: Great. Remember, the Moon changes its shape every few days. That is why it looks different.

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

Differentiated Activities

110 km/hr



Write the names of all eight Moon phases in order.

80 km/hr



Write two sentences about how the Moon changes shape.

40 km/hr



Draw a picture of the Full Moon and Crescent Moon in your notebook.

Teacher: So the moon is not just sitting in the sky. It is playing with us, surprising us with new shapes almost every night. The poem helps us imagine the moon as if it is our friend, enjoying a game of hide-and-seek.

Teacher: What did you enjoy the most about this poem? (Let students respond.)

Teacher: That is wonderful. Poems like this help us see nature in a fun and creative way. Well done, everyone. You all listened so well. Give yourselves a big clap.

Teacher: Now, I would like each of you to read the poem on your own. Pay attention to the shapes of the moon mentioned.

COULD DO

10 MIN.

Teacher: (Allow students time to read independently.)

Teacher: Well done, everyone. Now, can someone share which shape of the moon you like the most and why?

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

Differentiated Activities

110 km/hr



Write a few sentences describing the moon's phases and how they change over time.

80 km/hr



Draw the moon in three phases: full, half and crescent and write a sentence about when you might see each shape.

40 km/hr



Colour the moon in three different shapes (full, half, crescent) and draw what you see in the night sky.

Home Task

Draw the moon in three different phases you might see at night (full, half, crescent). Write two sentences about when you might see each shape.

Period 2

Teacher: Good morning, students. Let us start the day with a fun indoor activity.

Teacher: I will describe something and you have to guess what I am talking about.

Teacher: It is in the sky at night. It keeps changing shape and sometimes looks like a silver ball. What is it?

Teacher: Yes, it is the Moon. Very good.

Teacher: Now tell me, have you ever tried to draw the Moon in your notebook.

Teacher: That is great. Today we will learn a bit more about the Moon and how it changes.

SHOULD DO

10 MIN.

Home Task

Observe the Moon at night. Draw what it looks like and write one line about it in your notebook.

Period 3

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

SHOULD DO

05 MIN.

Teacher: Can anyone remind us what we learnt about the Moon in the last period?

Teacher: Wonderful. Today, we will write about what we know. So keep your notebooks and pencils ready.

Teacher: We will write short and long answers today. Do your best and write neatly.

Teacher: Open your notebook and write the heading 'Exercise C – Short Answers'.

MUST DO

25 MIN.

C Write short answers in your notebook.

1. Why does the Moon look different every night?
2. What does the Moon look like when it is round?
3. What is the phase called when the Moon surprises us?

97

Teacher: I will write the questions on the board. You will copy each question and then write your answer below it.

Teacher: Read the question carefully before writing. Think about what you have read in the poem.

Teacher: Write in complete sentences. Use simple and clear words.

Teacher: Begin now. Let me know if you need help.

Teacher: Now leave a few lines and write the heading 'Exercise D – Long Answers'.

D Write long answers in your notebook.

1. How would you describe the Moon in the poem? Give examples to support your answer.
2. Where does the Moon get its friendly light from? What are the stages of the Moon?

97

Teacher: I will write two questions on the board. These require longer answers, so take your time.

Teacher: Try to include examples from the poem and express your thoughts clearly.

Teacher: Remember to begin with a sentence that introduces your answer. Then explain it with 2–3 sentences.

Teacher: Start writing now. I will come around to guide you.

Teacher: Now turn to your partner and read your answer to one short and one long question.

COULD DO

10 MIN.

Teacher: Listen carefully to your partner's answer. If you like something in their answer, share a compliment.

Teacher: After that, check each other's notebooks for neatness and spelling.

Differentiated Activities

110 km/hr



Describe the different shapes the Moon takes in a month. Use the names of at least three phases.

80 km/hr



Write three sentences about how the Moon changes every night.

40 km/hr



Draw the full Moon and write one sentence about it.

Home Task

Write one sentence each about two things you learnt about the Moon and one thing you would like to ask about it.

Period 4

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

SHOULD DO

10 MIN.

Teacher: I will say a few letters. You have to think of a word that begins with those letters.

Teacher: Can you think of a word that starts with 'sm'?

Teacher: Excellent. 'Smile' is a good one. Any other words

Teacher: Great. Now we will learn more 'sm' words today. Let us get started.

Excelling Vocabulary

E Fill in the blanks using the given sm words from the box. Read the words aloud.

smell smart smile smooth smoke

1. The crescent Moon is shaped like a _____.
2. A delicious _____ was coming from the kitchen.
3. Grandpa looked _____ in his green coat.

97

Teacher: Open your workbook to page 97 and take out your pencil.

MUST DO

20 MIN.

Teacher: Look at Exercise E. You will fill in the blanks using the words from the box.

Teacher: All the words begin with 'sm'. Read each sentence and choose the correct word.

Teacher: I will help you with one and then you will do the rest on your own.

Teacher: Make sure the sentence sounds right after you fill in the word.

Teacher: Begin now and raise your hand if you need help.

Teacher: Now go to Exercise F.

4. This pebble is _____ to touch.

5. Check the _____ detectors carefully.

F Write four words from the poem that make the Moon seem like a playful little child.

1. _____
2. _____
3. _____
4. _____

98

Teacher: You need to find four words from the poem that show the Moon is playful like a child.

Teacher: Think about the lines in the poem where the Moon is described with action or feeling.

Teacher: You can look back at your poem if needed. Write the words neatly in the blanks.

Teacher: Let us now share one word each from Exercise F.

COULD DO

10 MIN.

Teacher: What is one word you chose that makes the Moon seem playful?

Teacher: Good answers. These words help us imagine how the Moon behaves in the poem.

Teacher: That is how poets make us see the Moon like a real character.

Differentiated Activities

110 km/hr



Create one sentence each with the words 'smile', 'smoke' and 'smart'.

80 km/hr



Write two 'sm' words and draw a small picture for each.

40 km/hr



Match the words 'smile', 'smoke' and 'smart' with simple meanings given by the teacher on the board.

Home Task

Find two more words that begin with 'sm' and write their meanings in your notebook.

Period 5

Teacher: Good morning, students. Today, we will begin with something exciting.

Teacher: Raise your hand if you know the first person to walk on the Moon.

Teacher: Very good. That is right. Today we will learn more facts about the Moon and then we will explore interesting idioms.

Excelling Concentration

G Your teacher is going to read a conversation between a teacher and students about the Moon. Listen carefully and answer the questions in your notebook.

- How long is a lunar month?
a. 30 days b. 28 days c. 27 days d. 31 days
- The Moon appears to change shape because
a. clouds cover parts of it. b. of the wind and the weather.
c. of gravity. d. it moves through its orbit.
- Write two facts about the Moon.
- Who was the first person to step on the Moon?

98

Teacher: Open your notebook and write the heading 'Excelling Concentration'.

Teacher: I will now read a short conversation between a teacher and students. Listen carefully.

(Teacher reads the conversation titled The Moon Game on the page 120)

Teacher: Now I will ask you some questions. You need to write the answers in your notebook.

SHOULD DO

05 MIN.



MUST DO

25 MIN.



Teacher: Write your answers in complete sentences. Let us begin.

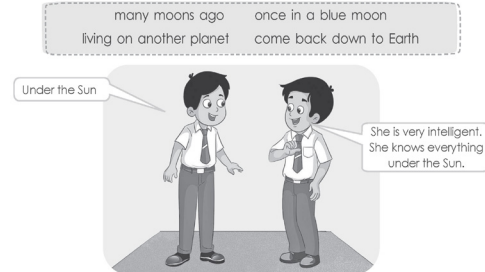
(Read each of the four questions from Exercise G, wait for students to respond and support them.)

Excelling Language

H Idioms are words or phrases that mean something different from their literal meaning.

For example, over the Moon does not actually mean going over the Moon, it means being extremely happy or excited about something.

Choose an idiom. Your partner will make a sentence using that idiom. Take help from the box.



98

Teacher: Now turn to Exercise H. Write the heading 'Excelling Language – Idioms'.

Teacher: Look at the idioms given in the box. These are phrases that do not mean what the words say exactly.

Teacher: I will explain one. 'Once in a blue moon' means something that happens very rarely.

Teacher: Now, choose one idiom with your partner. Make a sentence using that idiom and write it in your notebook.

Teacher: I will give you five minutes. After that, we will share our sentences.

Excelling Expression

Expression

I Make three idioms of your own. Give each of them a meaning.

Hints: • What would they be? • What would they mean?

99

Teacher: Now we will do something creative. Write the heading 'Excelling Expression – Create Your Idioms'.

Teacher: You need to make three idioms of your own and write their meanings.

Teacher: Think about expressions that sound interesting but carry a special message.

Teacher: Let me give you an example – 'Dancing with the clouds' – which could mean 'feeling very happy'.

Teacher: Use your imagination and write three such idioms with their meanings.

Teacher: Now take turns and share one of your idioms with the class.

Teacher: Explain what it means and when someone might use it.

Teacher: Let us appreciate each other's creative ideas.

Differentiated Activities

110 km/hr



Create your own short dialogue between two students using at least two idioms from today's lesson.

80 km/hr



Write two idioms from the lesson and make one sentence with each.

40 km/hr




Match the idioms with meanings given by the teacher on the board and copy them in the notebook.

Home Task

Write the name of one person from history who inspires you and describe in three lines what they did.

Period 6

Creating better


 **Creating better**

Art1 2LaCS

Make a Moon of your own.

Follow the steps:

1. Take a ball.
2. Cover it completely with aluminium foil.
3. Take a strip of paper. Write 'I love you to the Moon and back' and stick it on the ball. Your Moon is ready.
4. Give it to your parents.



99

Teacher: Good morning, students. Today we are going to create something exciting.

MUST DO

30 MIN.



Teacher: Imagine you are packing for a trip to the Moon. What would you carry? How would you mark your bag?

Teacher: We will make a luggage tag today. Let me show you how.

Teacher: (Teacher displays the poster and explains the steps.)


Teacher: Take the help of an adult later to cut four pieces of paper in the same shape. We will stick them together.

Teacher: Now punch a hole and pass a ribbon through it. You can decorate it and write your name and class on one side. On the other side, write your home address.

Teacher: You can use your colours and sketch pens to make it attractive.

Teacher: Please do not forget to write neatly and decorate with care.

Thinking better

 **Thinking better**

COD HOTS 2LaCS

Think and answer in your notebook.

1. If you could visit the Moon, which phase of the Moon would you choose and why?
2. Mars has two natural Moons. How would it be if the Earth also had two natural Moons?

99

Teacher: Now let us reflect on something very special.

Teacher: I want you to write three things that you have learnt from birds or animals.

Teacher: For example, birds show teamwork when they fly in a group. Can you think of more such things?

Teacher: Write your thoughts in three lines in your

notebook. Let us begin.

Teacher: After you finish writing, you can share one idea with your partner.

Teacher: Now turn to your partner and share one thing you wrote about birds or animals.

Teacher: Take turns and listen carefully. Then, raise your hand if you want to share in class.

Teacher: Let us appreciate everyone's thoughtful answers.

Differentiated Activities

110 km/hr



Create a new design for a luggage tag that could be used on Mars. Write a slogan for your tag.

80 km/hr



Draw your Moon tag and colour it. Write your name and class clearly on it.

40 km/hr




Write your name and class on a tag drawn by your teacher on the board and decorate it using crayons.

Home Task

Write three things you would pack in your bag if you had to visit the Moon. Use full sentences.

Period 7

Choosing better

 **Choosing better**

EXL LSV 2LaCS

What would be a better way to learn about the phases of the Moon?

1. Watching a video which explains the phases through pictures.
2. Reading a text which talks about solar eclipse.

99

Teacher: Good morning, students. Let us begin with a question.

Teacher: What do you think is the better way to learn about the phases of the Moon?

Teacher: Would it be watching a video that shows the Moon changing shape? Or reading a text about solar eclipse?

Teacher: (Let students raise hands and answer.) Great thinking, everyone.

Pledging better

 **Pledging better**

SDGs

In my own little way, I pledge to:

- volunteer to work towards Global Goals when I grow up.

SDG 17: PARTNERSHIP FOR THE GOALS

99

Teacher: Now let us look at the 'Pledging better' section.

Teacher: I want you to think of how you can help our world in the future. Read the pledge on the screen:

I pledge to volunteer to work towards Global Goals when

I grow up.

Teacher: Can anyone think of what kind of work you would like to do for the world when you grow up?

Teacher: That is a wonderful thought. Let us clap for all our friends who wish to make the world a better place.

Teacher: This brings us to the end of our poem on the Moon.

Teacher: In our next class, we will begin a brand new chapter. Can anyone guess what it might be about?

Teacher: (Let students guess.) Interesting ideas. You will find out in the next period.

Teacher: Till then, keep thinking about what the Moon teaches us and do not forget to complete your Home Task.

Teacher: Now we are going to play a game outdoors called 'Moon Phases Relay'.

SHOULD DO



Teacher: In this game, each group will represent a phase of the Moon. One student will be 'New Moon', another 'Crescent' and so on.

Teacher: I will call out a phase. The student with that phase name must run to the other side and tag their teammate.

Teacher: When you run, say the name of your phase aloud. This will help us remember the sequence.

Teacher: Let us go outside quietly and line up in teams.

Teacher: Ready? Let the Moon relay begin.

Differentiated Activities

110 km/hr



Draw the different phases of the Moon and name them.

80 km/hr



Write two sentences about why the Moon looks different every night.

40 km/hr



Circle the correct Moon phase when shown flashcards (done in class).

Home Task

Write one way you can help the Earth or people when you grow up. Use one full sentence.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">• use their fine motor skills to complete book-based activities like drawing or writing neatly.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• share their own thoughts respectfully in group work and learn to appreciate diverse responses.
Cognitive Development	<ul style="list-style-type: none">• identify and describe different phases of the Moon using observation and reasoning.
Language and Literacy Development	<ul style="list-style-type: none">• read and understand poetry, follow instructions and answer questions in full sentences.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• create imaginative expressions such as moon-themed craft or idioms inspired by the poem.
Positive Learning Habits	<ul style="list-style-type: none">• complete activities independently and show curiosity while exploring the poem's meaning.

Starry Knights

Did you enjoy the learners' creativity and imagination? Share an interesting anecdote here.

Reward yourself with a STAR.

