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A Journey in Space

SPECIFIC OBJECTIVES

- * Enjoying the idea of travel in space – the exciting idea of exploring the unknown.
- * Learning to use one’s imagination, humour, etc.
- * Living in harmony with the Universe.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Pronouns – personal and possessive – number, gender and usage.
- * Words with suffixes -ily and -ly; prefixes in- and -im; antonyms; meanings, dictionary skills, usage, pronunciation.
- * Writing a letter.
- * Learning to speak and converse correctly.

Outcome

- * Experiencing the enjoyment of space travel – in imagination and reality.
- * Learning to live in harmony with the Universe.
- * Usage of personal and possessive pronouns; suffixes and prefixes.
- * Speaking and writing correctly.

Get Set

- * Discuss space, its mysteries, the stories and the truth about it.
- * If possible, share pictures, videos, films like Carl Sagan’s ‘Cosmos’, etc. to encourage curiosity and interest in space. Ask if the students watch channels like National Geographic, Animal Planet, etc., to understand the world and the universe we live in.
- * Enjoy the riddles. Ask if they know where ‘The cow jumped over the moon’ comes from. Recite/share the poem, ‘Hey diddle, diddle, The cat and the fiddle’ from which it is taken!

Read and Enjoy

- * Ask the students to take turns to read the lesson aloud.
- * Explain the words and their meanings. Reading creates familiarisation with words.
- * Discuss picture associations so that reading becomes fun.

Read and Understand

- * Discuss the questions in Exercises A, B, C and D and ask the students to answer them orally first.

- * Where necessary, write the answers on the board to help them in answering the questions on the text, whether oral or written.
- * They may then write down the answers of Exercises B - D.
- * HOTS: Discuss the question in the class. Ask the students to write the answer on their own in 3-4 lines. The teacher can then assess their answers.

- * Use the board to explain pronouns.

- * Help the students by recalling what they have learn about pronouns, that is, words used to replace the nouns. Ask the students to talk about different people, places and objects, without repeating the names. For example: Ask Aditi - 'What is Aditi doing?' Then replace 'Aditi' with 'you' and say - 'What are you doing?'
- * Now, explain using the board: First, second and third person - singular and plural forms, and gender.
- * Then go on and explain how we use personal pronouns.
- * Similarly, using the board, explain possessive pronouns - how they show belonging/ownership. Give examples from the book and your own. Ask the students for their own examples from the daily life.
- * Discuss Exercises A and B orally first; then, the students can do them in the class.

- * Getting to know words using suffixes.
- * Learn the use of the suffixes -ly and -ily in words - their formation, spellings and meanings.
- * Do Exercise A orally first. Then ask the students to write down the answers.

- * Getting to know words with prefixes.
- * Compare with suffixes done earlier - prefixes are added before a word, and suffixes are added after a word.
- * Learn about the prefixes im- and in- and how they often make antonyms or opposites [Examples: impatient/incurable] but not always [Examples: inspire/invite/intention]. So these prefixes are used in words that have their own meanings and can be opposites of others.
- * Do Exercise A orally first, using the board if necessary.
- * Then ask the students to write the answers.
- * Teach the correct way of pronouncing these words.

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can read the passage aloud or ask the students to take turns reading so that they understand it well.

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

Converse and Connect

- * Then ask the students to answer the given questions orally.
- * Check the students where necessary.
- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * Ask the students to read aloud the conversation.
- * Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- * Correct the students regarding the content and pronunciation.

Speak and Express

- * Ask the students to look at the picture.
- * Then ask them the given question. Relate to the issues raised in the lesson regarding space travel, aliens, UFOs, etc.
- * This will help the students to express what you want to explain or ask.
- * Ask them whether they have seen films or read about space travel, aliens, etc.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.
- * This will teach them to be observant and to speak out their minds freely.

Pronunciation Practice

- * Let the students listen to the DigiDisc so that they are sure of the right way to say the words.
- * Let the students say aloud the different words.
- * Write the phonetic symbols on the board to reiterate them along with the words to ensure easier recall and memorising.

Write Well

- * A. Use an atlas to show the students the planets.
- * A. The exercise can be done on the board and then the students can write the names of the planets neatly in their notebooks.
- * B. This exercise can be done orally and then you can ask them to write neatly in their notebooks.

Dictionary Skills

- * Ask the students to refer to their dictionaries.
- * Then ask at random for the meanings.
- * Write the correct meanings on the board. Ask them to make sentences with the words orally to ensure that they have understood the words well.
- * Ask them to write the meanings of the words in their notebooks.

- * Divide the class into groups.
- * Give them a few days advance notice to gather material for the project, such as paper, cardboard, colour pencils, crayons, felt pens, etc.
- * Ask the groups to use their imagination to make a spaceship.
- * Display the work of all the groups in class.

- * A. Read aloud the sentence and discuss.
- * B. Read aloud the question and all given options.
- * Discuss each option and add some more as suggestions come up from the students.
- * Discuss why option 2 is the best option, and why the other two need modifications. Panic is unnecessary, but it may be advisable to tell parents.

Project Work

Values and Life Skills



Upside Down

SPECIFIC OBJECTIVES

- * Learning about humour in poetry.
- * Reading and reciting the poem with the correct rhythm and emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

- * Learning to recite a funny poetry.
- * Learning to pronounce perfectly by reciting the poem.
- * This poem by Aileen Fisher is a little boy's observations of beetles and other creatures and how he makes a funny comparison with himself.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they enjoy the humour in it.
- * Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- * Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.

Outcome

Read and Understand