



Curious Kids and Chandrayan 3

LEARNING OBJECTIVES

- Learning about the wide open sky and space and understanding its scientific magnitude and its beauty and magic.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Verbs – Simple Future Tense and its usage; Contractions.
- Words, meanings, spelling, pronouncing words with the ‘th’ sound.
- **Outcome:** Learning about the beauty and majesty of space and speaking, writing about it.
- Learning about the Simple Future Tense; Contractions.
- Pronouncing words with the ‘th’ sound correctly.
- Learning to speak and converse correctly.

<ul style="list-style-type: none"> ➤ Exercise A: Ask the class each riddle and help the students with the clues. Put down the correct answers finally on the board for the students to write down in their notebooks. ➤ Exercises B & C: Ask the students to identify the objects and discuss their use. ➤ Exercise D: Read aloud and explain the details. Find out if the students have an interest in any of the activities mentioned. 	Get Set!
<ul style="list-style-type: none"> ➤ Ask the students to read aloud the lesson, taking turns. Explain the lesson, the new words and phrases, and introduce some of the original pictures and, if possible, the videos of the Chandrayaan 3 Mission. ➤ Also, show them pictures and videos of space so that they can appreciate and enjoy the excitement of the launch and the journey. 	Read and Enjoy
<ul style="list-style-type: none"> ➤ Exercises A – E: Read each exercise and explain what the students are required to do. ➤ Ask them to answer orally first and then write down the correct answers in their notebooks. The teacher can check their work. 	Read and Understand
<ul style="list-style-type: none"> ➤ Exercises A & B: Read and discuss the questions and then ask the students to answer them. ➤ Write the answer on the board briefly after the discussion and ask them to write it down in their notebooks. 	Think and Answer
<ul style="list-style-type: none"> ➤ We have been studying Tenses of Verbs – the words that tell us the time of the action. We learned about the Present and Past Tenses [Simple Present/Past and Present/Past -Progressive/Continuous]. Now we take the third aspect of the time line – The Future Tense. ➤ The Simple Future Tense is the form of the Verb which tells us that the action is yet to take place in the future. When a verb shows future action, we use the words ‘will’ or ‘shall’ before the verb. Use the given 	Grammar Spotlight

	<p>examples and add your own. [Examples – I will have dinner at eight. They will go to Bengaluru in summer. We will enjoy ice cream in this hot weather. I shall come over at six tomorrow. We shall read this lesson later.].</p> <ul style="list-style-type: none"> ☞ Sometimes we use ‘contractions’ – shorten will/shall with the pronoun, especially when we speak. [Examples – I’ll; We’ll; She’ll; He’ll; You’ll; They’ll; It’ll] ☞ Exercise A: Read the passage and ask the students to answer orally to the fill the blanks exercise. Ask them to write down the correct words to complete the passage. ☞ Contractions: We have seen above how will/shall are contracted. Now explain how other words added to verbs or nouns/pronouns and contracted. Am, is, are, will, shall and not are some of those words. Use the chart given and write down sentences using the contractions on the board. [Examples – We can’t go because it’s raining. I’ll finish this tonight. He couldn’t come as he’s ill. She hasn’t got her book today.]. ☞ Exercise B: Ask each question and the students can answer orally first. Write the answers on the board and the students can write them down in their notebooks.
Spell Well	<ul style="list-style-type: none"> ☞ Exercise A: Ask the students to do this on their own, using the words in the Help Box. ☞ Announce the correct answers and let the students check their own work.
Word Power	<ul style="list-style-type: none"> ☞ Exercises A – C: Ask the students to do these exercises with their partners. Announce the correct answers at the end and ask them to check their own work.
Listen and Learn	<ul style="list-style-type: none"> ☞ Exercise A: Read the passage aloud at least twice. Then ask the questions and tell the students to answer whether the statement is true [Yes] or not [No]. Correct them where necessary.
Converse and Connect	<ul style="list-style-type: none"> ☞ Exercise A: Make groups of four. Read the exercise and ask the students to imagine what they would do if they also could go to Bishanpa’s house with the other children.
	<ul style="list-style-type: none"> ☞ Encourage them to speak up and participate in their groups. Go around and check their conversation. If someone is not speaking, guide him/her into the discussion.
Speak and Express	<ul style="list-style-type: none"> ☞ Exercise A: Ask the students to discuss the picture in groups of four. They can also discuss real-life events associated with the subject if they like.
Pronunciation Practice	<ul style="list-style-type: none"> ☞ Exercise A: Read the two columns of words and draw attention to the difference in pronunciation, though both are spelt with ‘th’. Write the phonetic symbols on the board. The first column is pronounced almost like a breath – it is like a whisper; whereas in the case of words in the second column, the voice from the throat has to be audible. Make sure to get it right and ask the students to follow you.
Write Well	<ul style="list-style-type: none"> ☞ Exercise A: Ask the students at random to make one sentence each, based on the given clues. Explain how the whole sentences will build a passage, like we build things with building blocks or Lego. ☞ Explain how this is a first step to learning how to write a paragraph.

<ul style="list-style-type: none"> ➤ The subject of a passage needs to be cohesive – starting with a sentence that sets the subject and then builds around it in a step-by-step, logical way. Ideas should not be scattered. ➤ Then, as the students come up with sentences, write them on the board and make about 8 lines of a cohesive passage. They can then write it down in their notebooks. 	
<ul style="list-style-type: none"> ➤ Exercise A: Ask students in pairs to bring the materials and make the rocket together. Guide them and display their efforts in class. 	Project Work/AIL Activity
<ul style="list-style-type: none"> ➤ Exercise A: Ask the groups of four to discuss the questions. Go around and guide the discussions. ➤ Exercise B: Read out the sentence and discuss in class. Encourage the students to use their imagination and air their views. 	Values and Life Skills