



# 1 Tom Paints the Fence

## SPECIFIC OBJECTIVES

- › Learning that the presence of mind enables one to find the solution to any problem
- › Reading, listening and understanding the lesson
- › Answering questions orally and in writing
- › Vocabulary–Words, meanings, spellings, pronunciation, odd one out
- › Grammar–Learning about subject and predicate, phrases
- › Learning to converse

### Warm Up

- \* Give a brief introduction about the book ‘The Adventures of Tom Sawyer’.
- \* Find out from the students if they can relate to Tom Sawyer’s actions as mentioned in the lesson.
- \* Ask the question “Should we obey our elders?”

**Outcome:** Learning briefly about ‘The Adventures of Tom Sawyer’.

### Read and Enjoy

- \* Ask the students to read aloud in turns.
- \* Explain the lesson.
- \* Correct their pronunciation.
- \* Ask questions like, “What do you do on holidays?” “Was Tom a clever boy?”

**Outcome:** Read aloud, listen and understand words, meanings, spellings and pronunciation.

### Read and Understand

- \* Let the students do Exercises A and B on their own. Announce the correct answers so that the students can check and correct their answers.
- \* Discuss Exercises C and D. Write the correct answers on the blackboard after discussion. The students can transcribe the answers in their notebooks.
- \* Think and Answer–Let the students go through the lesson once again. Then, they can write the answer for this question.

**Outcome:** Reading and understanding, and answering questions orally and in writing.

## Grammar is Fun

- \* With the help of examples, explain what subject and predicate and phrases mean.
- \* Discuss Exercises F, G and H. Answers can be assessed in pairs by the students while the teacher gives the correct answers.

**Outcome:** Learning about subject and predicate and phrases.

## Let's Spell

- \* Let the students identify the correct spellings and complete the sentences.
- \* Announce the correct spellings and let the students check and correct their answers.

**Outcome:** Learning spellings, meanings and pronunciation.

## Word Power

- \* The students will find the odd word and cross it out. Ask the logic behind their answer.

**Outcome:** Finding the odd words.

## Let's Listen

- \* Read the passage twice.
- \* Ask the questions one by one.
- \* Let the students answer orally.
- \* Announce the answers so that the students can check and correct their answers.

**Outcome:** Listening attentively, understanding and answering questions orally.

## Let's Converse

- \* Select two students to enact the roles of Neha and Rohan.
- \* Enact the conversation in the class.
- \* Involve the students in the assessment of the conversation enacted.

**Outcome:** Learning to converse, including correct pronunciation, pause, emphasis and inflexion.

## Let's Speak

- \* Read the words aloud.
- \* Draw attention to the three different ways the letters ea have been pronounced: iə in ear, i: in east and ə: in earth.

- \* Words with e followed by a consonant are generally pronounced ɪ, i: or e, e.g., electric (ɪ), ether (i:) and exist (e).

**Outcome:** Words beginning with ea, e and y. Variations in pronunciation.

### Writing Skills

- \* Let the students fill in the blanks to complete the letter.
- \* Announce the correct words so that the students can check and correct their answers.

**Outcome:** Enhancement of letter writing skills.

### Dictionary Skills

- \* Ask the students to consult their dictionaries.
- \* Ensure that every student in the class understands the correct way to use the dictionary.
- \* Let the students do the exercise on their own.
- \* Check the answers to ensure the students have understood the difference between the pairs of words.

**Outcome:** Using a dictionary to enhance vocabulary.

### Activity

- \* Let the students do this activity on their own.

**Outcome:** Enhancement of observational power.