

Heidi's Love for Nature and All Creatures

SPECIFIC OBJECTIVES

- ▶ Making the school and home fun and inviting through creative study and art-related and social activities
- ▶ Understanding the need for seeing, being aware of and enjoying nature through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate everything that nature offers us and interacting with it in a harmonious manner
- ▶ Learning to be creative and make things of utility value, while treating nature with respect
- ▶ In today's world, we are living in metros, cities and towns, often cut away from nature and the cycles of the seasons. This experience and attitude needs to be changed. So, while reading and teaching this lesson, make it a point to give attention to the respect we owe to nature. Draw attention to the fact that if we do not respect nature it will hit back at us: landslides, melting of the ice caps, rising sea levels, tsunamis, drying up of valuable resources like water, oil, coal, minerals, sand, air, etc., as well as climate change, extinction of wildlife, destruction of forests, pollution of rivers and seas, etc.
- ▶ **Comprehension:** Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context.
- ▶ **Grammar:** Sentences - types: Statements [Declarative], Questions [Interrogative], Exclamatory, Imperative; Subject and Predicate; Nouns - types: Common, Proper, Collective. Material and Abstract; Gender: Masculine, Feminine, Common, Neuter
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, meaning, rhyming words, pronunciation of 'w' and 'v', use of apostrophe in possessive nouns, rhyming schemes, forming plurals, dictionary skills, writing a diary entry
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is poetry

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| Fun Zone | <ul style="list-style-type: none"> ✧ Explain the fun and joy of being in harmony with nature – how simple things can give us happiness: watching flowers, trees, walking on grass, birds and their flight and sounds, animals, rivers, streams, ponds, lakes, seas, mountains, etc. ✧ Exercise A: Make groups of four and ask them to discuss the things nature gives us. Make a list. How can we save/ conserve nature? ✧ Exercise B: Ask students to bring the materials or supply from the school. Guide and help them make the planter. |
| Get Going! | <ul style="list-style-type: none"> ✧ Explain the exercise and the questions for partners to discuss. Then open the discussion to the class. Help the students understand how we can be happy with simple natural pleasures. |
| Read and Enjoy | <ul style="list-style-type: none"> ✧ Read aloud or have the students read in turn. Explain how the lesson is partly narration and partly picture strip. Students can take different roles for each conversation. ✧ Help the class enjoy the worth and glory of nature. Ask the students what they notice in the nature around them. Encourage their perception and happiness. |
| Read and Understand | <ul style="list-style-type: none"> ✧ Exercises A, B and C: Explain each exercise and do it orally first. Then ask the students to write out the answers in their notebooks. ✧ It is advisable for the teacher to check and assess each student's work individually. |
| Think and Answer | <ul style="list-style-type: none"> ✧ Exercises A and B: Explain each exercise and do it orally first. Then ask the students to write out the answers in their notebooks. ✧ It is advisable for the teacher to check and assess each student's work individually. |
| Grammar Spot | <ul style="list-style-type: none"> ✧ Brush up on what are sentences – also explain types of sentences. There are mainly four types of sentences: <ul style="list-style-type: none"> (i) Statement/Declarative – they tell us something. [It's cloudy today. He is going to Hubli. My cat is sick]. (ii) Question/Interrogative – They ask something. [May I borrow your book? What are you doing? Is the train on time?]. (iii) Imperative – They are commands, advice or requests. [Sit down. Please give me some water. Let us go home.]. (iv) Exclamatory – They express sudden strong feelings. [Lovely! Wow! Hurrah! What a beautiful tune! Ouch! That hurts!]. |

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| <ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to write out the answers in their notebooks. Announce answers aloud and let the students check their own work. ✧ Explain the two parts of a sentence - subject and predicate. <ul style="list-style-type: none"> (i) Subject - a person, place or thing that is talked about; one or more words; noun or pronoun. (ii) Predicate - whatever is said about the subject - being, doing or having. ✧ Exercise B: Explain the exercise and do it orally first. Then ask the students to write out the answers in their notebooks. Announce the answers aloud and let the students check their own work. ✧ Refresh what are nouns - types of nouns: <ul style="list-style-type: none"> (i) Common - any person, place or thing (ii) Proper - a particular person, place, animal or thing (iii) Collective - a group of persons, animals, places or things (iv) Abstract - an idea, quality or state - something not physical (v) Material - physical, material thing ✧ Exercises C and D: Explain the exercises and do them orally first. Then ask the students to write out the answers in their notebooks. Announce the answers aloud and let the students check their own work. ✧ Explain gender of nouns - it is dealt with under the 'Word Wise' section. However, it is advisable to deal with it in continuation with nouns. ✧ There are four genders of nouns: <ul style="list-style-type: none"> (i) Masculine - male - father, man, uncle, lion, etc. (ii) Feminine - female - mother, woman, aunt, lioness, etc. (iii) Common - could refer to either - doctor, pilot, student, teacher, bear, clown, etc. (iv) Neuter - non-living things - cup, toothbrush, table, curtain, city, car, mall, etc. | |
| <ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and do it orally first. Explain how words can have more than one meaning. For example, the word 'raised' can mean 'to lift' also. Here, the students have to select the meaning which is applicable to the lesson. Let them mark the answers. Announce the answers aloud and let them check their own work. | <p>Word Wise</p> |

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| | <ul style="list-style-type: none"> ✧ Revise what you have said about the gender of nouns. ✧ Exercise B: Explain the exercise and do it orally first. Then ask the students to write out the answers in their notebooks. Announce answers aloud and let the students check their own work. |
| Listen and Learn | <ul style="list-style-type: none"> ✧ Read aloud the passage twice at least or have the students read it in turn. Explain it. ✧ Exercises A and B: Ask the students to answer orally first. Then let them write/mark their answers. Announce answers aloud and let them check their own work. |
| Converse and Connect | <ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise - it is based on associations and locales. Then let the students write down words that complete the web. ✧ Exercise B: Discuss this in class. Along with that, the possible words for the word web can also be listed. Write them on the board. The students can select words from there and compare with their own word web. |
| Speak and Express | <ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and ask the students to discuss it with their partners. Then have a class discussion and encourage them to speak out. |
| Pronunciation Practice | <ul style="list-style-type: none"> ✧ Exercise A: Say the words aloud and ask the class to follow. Make the difference between 'v' and 'w' very clear. V is pronounced by the upper teeth biting down on the lower lip. W is pronounced beginning by keeping the lips in an 'O' position. |
| Punctuation | <ul style="list-style-type: none"> ✧ Exercise A: Brush up all the punctuation marks learnt - full stop, comma, question mark, exclamation mark and capital letters. Then ask the students to do the exercise on their own. Write the correct answers on the blackboard and let them check their work in pairs. ✧ Exercise B: Brush up what has been learnt earlier about the apostrophe ['] - it is used for two purposes: (i) for showing possession [Tom's, Kiran's, etc.] and (ii) to indicate contractions in words, leaving out certain letters [can't; I'm, etc.]. In this exercise, we have to focus on the first one - using the apostrophe with a noun to show possession. Use your own examples also. For example: the boy's bicycle, the lady's glasses, Mrs Mehta's cat, etc. |
| | <ul style="list-style-type: none"> ✧ Do the exercise orally first and then let the students mark the answers in their books. Write the correct answers on the blackboard and let them check their work in pairs. |

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| <p>✧ Exercise A: Explain the exercise. Ask the students to imagine having a conversation with Heidi. Do it orally first. Then ask the students to write the answers. Check and assess their work individually.</p> | <p>Write Well</p> |
| <p>✧ Exercise A: Ask the students to do this on their own, and if possible, make sentences using the words too. Check and assess their work individually.</p> | <p>Dictionary Skills</p> |
| <p>✧ Exercise A: Ask the students to bring the materials, or supply from the school. This is to be done with a partner under the guidance of the teacher.</p> <p>✧ Exercise B: Make groups of four and ask the students to discuss the question. Clarify if required. Move around the class, assessing and guiding the discussions.</p> | <p>AIL Activity</p> |
| <p>✧ Exercise A: Happiness is felt and expressed differently by different people. Explain the question and ask the students to tick any of the options that make them feel happy. Tell them that they may possibly enjoy more than one of the options.</p> | <p>Values and Life Skills</p> |