

# The Secret of the Sunflower Princess

## SPECIFIC OBJECTIVES

- ▶ Learning to love everything in nature. Here, the focus is on flowers, through school activities and creative, art-related and social activities
- ▶ Understanding the need for respect for all aspects of nature [flowers, trees, grass, birds, animals, sunshine, etc., through social interaction and collaboration, integrating discipline and communication
- ▶ Getting to know that we are a part of our environment
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Adjectives –describing words; types of adjectives and their degrees and their usage
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, words that usually go together, prefixes un- and im- that make opposites, being able to write a paragraph
- ▶ Learning to recite poems, understand and appreciate them, understanding poetry written in free verse, learning about alliteration; answer questions on the poem
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is a poem.

### Fun Zone

- ✧ Exercise A: Discuss - Flowers are an integral part of nature, visibly beautiful. Talk about some varieties that the students are familiar with, and the purpose for which flowers are used: wearing, decorating, worship, sharing greetings, etc. They are also used for spreading and pollinating plants, nectar also helps provide the basic material for bees to make honey.
- ✧ Ask the students to do the exercise with partners, after reading it out aloud and explaining.
- ✧ Exercise B: Do this on the blackboard, asking the students for suggestions about words that can be made using the letters in the word FLOWERS.

<p>✧ Exercise A: Make groups of four and ask the students to discuss the occasions when flowers are used.</p> <p>✧ Exercise B: Ask the students orally to identify the flowers shown. Write the names below the flowers.</p>	<b>Get Going!</b>
<p>✧ Read aloud the story, which is largely a picture story. The story can be read out by the students taking turns. Explain during the reading.</p> <p>✧ This story is based on an Indian folk tale. It is told largely in pictures here. It mixes a little magic and nature. Nature can be magical if we begin to study it, like the prince seeing the dewdrops on the other sunflowers.</p>	<b>Read and Enjoy</b>
<p>✧ Exercises A–D: Do them all orally first and then ask the students to write the answers in their notebooks.</p> <p>✧ Explain especially what is meant by ‘reference to the context’: it involves finding out the relevant part of a story in which a particular conversation or incident takes place. It thus refers to the context of the conversation or event. This exercise aims at helping students focus attention on the lesson when they are reading it, so that they can recall it later.</p> <p>✧ Announce the answers aloud or, preferably, check individual work so that you become familiar with the level of understanding, the attention and grasp, and the writing and spelling skills of the concerned student.</p>	<b>Read and Understand</b>
<p>✧ Exercises A and B: Discuss this in class and ask the students to write the answers in their notebooks.</p> <p>✧ This also should be assessed by the teacher individually.</p>	<b>Think and Answer</b>
<p>✧ Explain what adjectives are – refresh describing words. This can be done, using your own examples on the blackboard. For example: a tall lady, a red car, a hundred soldiers, many cats, etc.</p> <p>✧ Explain kinds of adjectives, using the given examples and adding your own, for example:</p> <ul style="list-style-type: none"> <li>• <b>Adjectives of Quality:</b> These describe the kind or quality of a noun, such that kind, tall, large, dull, playful, angry, bright, cold, smart, low, dark, slow, sweet, fiery, cool, deep, etc.</li> <li>• <b>Adjectives of Quantity:</b> These generally refer to things that cannot be counted. For example: some, all, much, little, any, etc.</li> <li>• <b>Adjectives of Number:</b> These generally refer to things that can be counted. For example: two, second, thousand, most, several, few, many, etc.</li> </ul>	<b>Grammar Spot</b>

	<ul style="list-style-type: none"> <li>✧ Exercise A: Do the exercise orally and then ask the students to do it in their books. Announce the answers and let them check their work themselves.</li> <li>✧ Explain degrees of adjectives. This is the comparison of the intensity or ascending/descending strength of the adjective used. There are three degrees: <ul style="list-style-type: none"> <li>• <b>Positive degree:</b> The basic adjective, with no comparison. [e.g., Kind]</li> <li>• <b>Comparative degree:</b> Comparison of two nouns. [e.g., Kinder]</li> <li>• <b>Superlative degree:</b> Comparison between several nouns. [e.g., Kindest]</li> </ul> </li> <li>✧ Exercise B: Do the exercise orally and then ask the students to do it in their books/notebooks. Announce the answers and let them check their work themselves.</li> </ul>
<b>Word Wise</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Explain the exercise, using the given examples and adding your own. For example: fork and knife, shoes and socks, bat and ball, etc.</li> <li>✧ Do the exercise orally and then ask the students to do it in their books/notebooks. Announce the answers and let them check their work themselves.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the story or ask the students to read it. Read it twice and explain.</li> <li>✧ Exercise A: Ask the students to answer each option correctly. Then they can mark it in their books/notebooks.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>✧ Explain the exercise. Then ask each pair of students to have this conversation and then continue it.</li> <li>✧ Have a couple of students come forward and have the conversation. Correct them gently where required.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>✧ Explain the exercise. Students can work in groups of two or four to speak about the picture. Walk around to assess and correct them gently.</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>✧ Explain how the 'oo' is used in both columns of words, but one is pronounced like a short 'u' while the other is pronounced with a longer 'u' sound. Familiarise the students with the phonetic symbols. Show them how the symbols are reflected in the dictionary.</li> <li>✧ You can add your own examples too. For example: nook, book, rook, etc., as against loop, loose, tooth, cool, pool, fool, etc.</li> </ul>

<ul style="list-style-type: none"> <li>✧ Refresh what has been learnt about punctuation marks: capital letters, full stop, question mark and exclamation mark.</li> <li>✧ Explain the use of the comma [,] reading the instructions and using the examples given. Use your own examples too.</li> <li>✧ Commas separate groups of items, the last two being separated with 'and'. For example: Have you packed your shirts, shorts, vests and toothbrush? We will go to Jaipur, Ajmer and Udaipur.</li> <li>✧ Exercise A: Do the exercise orally, using the blackboard, and then ask the students to do it in their books/notebooks. Announce the answers and let them check their work themselves.</li> </ul>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>✧ Explain what is expected of the students: understanding the sequence of events of the story and being able to write it down.</li> <li>✧ Do the exercise orally, referring to the lesson, and then ask the students to do it in their books/notebooks Announce the answers and let them check their work themselves.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>✧ Make groups of four and explain the two parts of the exercise: they have to discuss the story and decide what they found most interesting, and two persons from each group have to enact the last part.</li> </ul>	<b>AIL Activity</b>
<ul style="list-style-type: none"> <li>✧ This discussion is about: Are we only inquisitive and merely looking to uncover someone's secrets or are we curious about knowing the truth? Discuss this and try to make the students understand the difference between the two.</li> </ul>	<b>Values and Life Skills</b>