

# Watermelon Island

## SPECIFIC OBJECTIVES

- ▶ Making the students understand the value of food, the process of growing, cooking and sharing it through creative study and art-related and social activities
- ▶ Understanding the need for friendly social interaction and collaboration, integrating discipline and communication at school, at home and in various public places
- ▶ Learning to appreciate the need for enjoying good, natural and healthy food and avoiding unhealthy food, overeating and gluttony
- ▶ This lesson also has several good values to teach us: righteousness, determination, confidence, initiative, generosity, humility and kindness. Share these ideas with the students while reading the story.
- ▶ Learning to be creative and make things of utility and respecting the people who grow and make food
- ▶ In today's world, our lifestyle encourages us to eat unhealthy foods, and we do not appreciate those who grow food or make food that is healthy. This attitude needs to be changed. So, while reading and teaching this lesson, make it a point to give attention to this aspect.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: The present continuous tense; subject-verb agreement in the past tense; more about the past tense; the past continuous tense and the simple future tense
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, idioms, apostrophe, word contractions, synonyms, antonyms, writing a story from the summary, limericks
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is poetry.

- ✧ Explain and discuss the first part of the section. Then explain Exercise A and ask the students to do it at home.
- ✧ Exercise B: Make groups of four and ask them to discuss the given questions. Guide them about the benefits of sharing: learning generosity, kindness, equality, and the appreciation of different flavours and cultures.

### Fun Zone

<b>Get Going!</b>	<ul style="list-style-type: none"> <li>✧ Make groups of four and explain the exercise. Then ask them to list out the dishes from the different parts of the country. List and share. Discuss them if time permits.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>✧ Read aloud or ask the students to take turns reading. Explain the lesson and the ethical and cultural issues: Was Mai An Tiem right in saying that what matters is what we do on our own? Was it correct of the king to exile his son? What do you admire about Mai An Tiem?</li> <li>✧ Share some other folk tales from Vietnam, Southeast Asia and India. Most folk tales have a lesson for us.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>✧ Exercises A, B and C: Explain the exercises and do them orally first. Then ask the students to write the answers. It is advisable to check their work individually.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>✧ Exercises A and B: Explain the exercises and do them orally first. Then ask the students to write the answers. It is advisable to check their work individually.</li> </ul>
<b>Grammar Spot</b>	<ul style="list-style-type: none"> <li>✧ Explain the present continuous tense, with reference to the simple present tense, which the students have already learnt. [I <u>go</u> to school. I <u>am going</u> to school.] The present continuous tense shows us action that is going on at present. It is not yet over. Use the instructions and examples given and add your own too. For example: That man <u>is driving</u> too fast. The boys <u>are playing</u> in the park. Beena <u>is helping</u> Mummy. We <u>are going</u> to Kanpur.</li> <li>✧ Exercise A: Ask the students to do the exercise on their own. Announce the answers aloud and let them check their work in pairs.</li> <li>✧ We have already learnt the basic concept of subject-verb agreement in the present tense. Explain the same in the past tense here using the instructions and examples given. The words 'was' and 'were' are used instead of 'is' and 'are'; and 'has' and 'have' are used. 'Was' and 'were' are forms of the verb 'to be' in the past tense as 'is' and 'are' are the forms in the present tense. Reiterate: The use of singular nouns/pronouns with 'was' and <u>had</u>; the use of plural nouns/pronouns with 'were' and 'have'. Add your own examples too. For example: I <u>was</u> in the forest. We <u>were</u> in the forest. She <u>had</u> practice sessions. They <u>have</u> practice sessions. When we refer to habits of the past, we add <u>used to</u> with the verb. For example: I <u>used to walk</u> to school.</li> <li>✧ Exercises B and C: Do these orally first. Then ask the students to complete them. Announce the answers aloud and let them check their work in pairs.</li> </ul>

<ul style="list-style-type: none"> <li>✧ Explain the past continuous tense [compare with the present continuous tense]. The action is in the past, but continues for some time. Explain the instructions given and use the given examples. Add your own examples also. For example: He was running very fast. They were waiting for the train. We were sleeping during the storm.</li> <li>✧ Exercise D: Do this orally first. Then ask the students to complete the exercise. Announce the answers aloud and let them check their work in pairs.</li> <li>✧ Explain the simple future tense [compare with the simple present and simple past tenses]. The action is to take place in the future. therefore, we use 'will' or 'shall' to show who is doing the action, is affected by the action, or is waiting for it.</li> <li>✧ Exercise E: Ask students to write the answers and then check and assess them individually.</li> </ul>	
<ul style="list-style-type: none"> <li>✧ Explain what idioms are – groups of words that have a different meaning than the individual words. Differentiate idioms from proverbs [complete sentences that carry a truism] – Idioms are peculiar to a particular language and there cannot usually be a translation into another language, only the meaning of the whole can be explained. Use the examples given and add your own. For example: Shall we <u>wind up</u> today's work? [close/ stop] Hanu <u>caught the meaning of</u> the talk. [understood] Take his words <u>with a pinch of salt</u>. [doubtfully].</li> <li>✧ Exercises A and B: Explain the exercises and do them orally first. Ask the students at random, to make sentences using each phrase/idiom. This will help them to understand the usage. Then they can write down the answers. Announce the answers aloud and let them check their work in pairs.</li> </ul>	<b>Word Wise</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Read aloud the poem twice. Then ask the students to answer the questions. Check them gently where required.</li> </ul>	<b>Listen and Learn</b>
<ul style="list-style-type: none"> <li>✧ Exercises A and B: Explain the exercises. Ask the students to work with their partners. Walk around and guide and check their conversations.</li> </ul>	<b>Converse and Connect</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Discuss the picture in class. Ask the students at random to describe things from the picture. Check them gently where required.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Explain about diphthongs – sounds where the letter forms two simultaneous sounds in usage. Say the words aloud and ask the class to follow. Explain the difference of the first and second columns clearly through your own pronunciation. Check and correct the students where required.</li> </ul>	<b>Pronunciation Practice</b>

<b>Punctuation</b>	<p>✧ Exercise A: Refresh the usage of apostrophe – for contraction of words and for showing possession or belonging. Use the examples given and your own examples too; use the blackboard. For example:</p> <p>(i) Contraction: don't; can't; I'm; shouldn't; aren't; couldn't; isn't</p> <p>(ii) Possession: Kitty's; Esha's; Mr Dave's; the road's end; the river's; the mountain's; the house's, the lion's; the kitchen's; the city's</p> <p>Possession shows that something belongs to some other person, place or thing. Ask the students to write the answers. Announce the answers or write them on the blackboard and let them check their own work.</p>
<b>Write Well</b>	<p>Exercise A: The story is already given in the textbook. Ask the students to read it through well and then, using the clues given, ask them to write it on their own. It is advisable to check and assess their work individually.</p>
<b>Dictionary Skills</b>	<p>Exercise A: Explain what synonyms are and then do this exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their own work.</p>
<b>AIL Activity</b>	<p>Exercise A: Make groups of four students. Explain the exercise and each group can select who will play the characters. In case of a difference of opinion, the teacher may intervene and select. Let the groups enact the scene. Guide and assess them. Have one or two groups present their enactment for the class.</p>
<b>Values and Life Skills</b>	<p>Exercises A and B: Guide the students to discuss both the issues in class. Highlight the significance of willpower and confidence. This is not about obedience or disobedience. It is about doing what you believe is correct, and about taking initiative.</p>