

## Tom Whitewashes 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
- 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'.

### READING

- 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 Exercise C. Write the correct answers on the blackboard after discussion. The students can transcribe the answers in their notebooks.

- HOTS—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 E, F and G. 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 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.

## 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—pronunciation, pause, emphasis and inflexion correctly.

## 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.

## ACTIVITY/PROJECT

- Let the students do this activity on their own.

*Outcome:* Enhancement of observational power.