

# 1

## Tom Sawyer Whitewashes the Fence

### SPECIFIC OBJECTIVES

- \* Learning that presence of mind enables one to find the solution to any problem.
- \* Listening, reading, understanding and answering questions orally and in writing.
- \* Grammar: Sentences – Subject and predicate, phrases and clauses; declarative, interrogative, imperative and exclamatory sentences; question tags.
- \* Word meaning, usage, dictionary work and words with ‘th’ sound.
- \* Understanding punctuation.
- \* Learning to speak and converse correctly.

- \* Learning how presence of mind allows one to find the solution to any problem.
- \* Learning the use of humour in literature.
- \* Learning about different types of sentences and sentence components: subject and predicate; phrases and clauses; question tags.
- \* Learning how to pronounce words with ‘th’ sound.
- \* Speaking and writing correctly.
  
- \* The teacher can discuss Exercise A with the students first.
- \* Ask the students if they have heard of or read any of the novels mentioned in the exercise.
- \* Then the students can do the exercise on their own.
- \* Help the students where required.
- \* Give a brief introduction about the book ‘The Adventures of Tom Sawyer’.
  
- \* Read the lesson aloud or ask the students to read parts of it.
- \* Explain the words and meanings. Reading creates familiarisation with words.
- \* Relate the lesson with the daily life of the students and ask in-text questions like, “What do you do on holidays?” “Was Tom a clever boy?”

### Outcome

### Get Set

### Read and Enjoy



## Read and Understand

- \* Discuss the questions in Exercises A, B, C and D and ask the students to answer orally first.
- \* Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
- \* They may then write down the answers of Exercises B-D.
- \* Think and Answer: Read and discuss the question in the class. Then ask the students to write down the answer.
- \* The partners can check the work.

## Grammar Spotlight

- \* Use the board to brush up on what declarative, interrogative, imperative and exclamatory sentences are, and on subject and predicate.
- \* Use the board to explain what phrases and clauses are - without/with subjects and verbs.
- \* Explain what question tags are and how they are used.
- \* Use the given examples and also your own, and ask the students to think of examples too.
- \* Brush up on sentences: Starting with a capital letter and ending with a full stop/question mark/exclamation mark; especially mention 'I' being written as a capital letter.
- \* Discuss Exercises A, B and C, and then the students can do them in the class.
- \* Announce the answers aloud and let the partners check them.

## Spell Well

- \* Getting to know new words.
- \* Learn to recognise the new words by filling in the missing letters.
- \* Learn their spellings and meanings.
- \* Brush up on the use of the dictionary whenever possible.
- \* Do Exercise A orally first. Then ask the students to do it on their own.
- \* Their partners can check the work.

## Word Power

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

## Listen and Learn

- \* Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- \* The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.
- \* Then ask the students to answer the questions orally.
- \* Check the students where necessary.



- \* Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- \* Then ask pairs of students at random to enact the dialogue according to their own imagination.
- \* Correct the students regarding content and pronunciation.

## Converse and Connect

- \* Let the students listen to the DigiDisc so that they are sure of the right way to say the words.
- \* Let the students say aloud the words spelt with 'th'.
- \* Differentiate the way the two columns of words are pronounced. Draw attention to the phonetic symbols.
- \* Use the given words and any other examples you like or doubts that the students may have.
- \* Ensure that the phonetic symbols for the sounds are understood by the students.

## Pronunciation Practice

- \* Use the board to do this exercise.
- \* Call random students to correct the sentences in the paragraph.
- \* Once they are all written correctly on the board, ask them to write the paragraph in their notebooks.
- \* If the exercise is done by the students on their own, announce the corrections and let their partners check the work.

## Punctuation

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

## Write Well

- \* Ask the students to consult their dictionaries.
- \* Help them with the exercise by reminding them how to use the dictionary by seeing the words at the top of each page - how they tell you the first and last words on the pages.
- \* Ensure that every student in the class understands the correct way to use the dictionary.
- \* Draw attention to the meanings and the pronunciation.
- \* Do the exercise on the board to ensure they understand the correct use of the dictionary; selecting words in alphabetical order.
- \* Then let them write it down in their books.

## Dictionary Skills

- \* The students will do this on their own.
- \* The novel is related to the lesson and introduces a famous work of Mark Twain to the reader.

## Project Work

- \* The teacher can read the situation given in the exercise along with the four options.
- \* Ensure that the students understand what is being asked.
- \* Then, let the students do the exercise on their own.
- \* Help the students, where necessary.

## Values and Life Skills





# Don't be Afraid of the Dark

## SPECIFIC OBJECTIVES

- \* Learning not to fear the dark - appreciating the peace of night.
- \* Reading and reciting the poem with the correct rhythm and emphasis.
- \* Answering questions on the poem.
- \* Learning words, meanings, spellings, pronunciation, rhymes.

- \* Overcoming fear of the dark and enjoying the peaceful time of night.
- \* Understanding the poem well.
- \* Learning to pronounce perfectly by reciting the poem.

- \* This poem is by Ruskin Bond who wrote a lot of poems, stories and novels about children and older people and their lives. This poem describes the night as a time of peace and beauty, not something to be afraid of, as most of us, especially when we are small children, tend to be scared of the dark.
- \* Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- \* Explain the poem clearly to the students so that they understand how the poet [as a little boy] is telling us about the night-time.
- \* Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- \* Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.

**Outcome**

**Read and Understand**