

SPECIFIC OBJECTIVES

- * Learning to maintain equanimity and do your duty when faced with sorrow or joy.
- * Learning how to deal with things that cause sorrow or disappointment.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Direct and indirect/reported speech.
- * Words, meanings, usage, compound words; dictionary skills and words spelt with 'e' and 'y' pronounced in different ways.
- * Understanding punctuation.
- * Learning to speak, converse and write correctly.

- * Learning to deal with the ups and downs of life in a balanced way.
- * Learning about direct and indirect/reported speech.
- * Understanding, speaking and writing correct English.

- * Exercise A: Discuss the pictures and read aloud the question.
- * Talk about toys - what the students play with, what they buy and what they see other children playing with.
- * Ask them if they have ever seen children on the roads, in slums, on construction sites or in villages playing. What do those children play with? Tyre tubes, stones, balls, plastic bottles, paper toys, etc. Their games are very creative. They climb trees and build mud houses. Have the students done anything like this?

- * Read the lesson aloud, asking students to read it in turns.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Talk about different kinds of puppets - wooden, leather, cloth, paper, glove and finger puppets. If possible, show pictures of them.
- * Relate the story to their daily life and ask in-text questions: Have you felt sad/disappointed, etc., at any time? What caused it? How did you deal with it? Who helped you? etc.

Outcome

Get Set

Read and Enjoy

Read and Understand

- * Discuss the questions in Exercises A, B and C, 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 and C.
- * HOTS: Read and discuss the question in the class. Then ask the students to write down the answer. The teacher can assess the answers of the students individually.

Grammar Spotlight

- * Use the board to explain direct and indirect/reported speech.
- * Ask the students questions and tell them to reply. Then ask another pair of students what was just said – both the question and the answer.
- * This kind of oral interaction will give them a feel of direct and indirect speech before you begin to explain the rules.
- * Use the given examples and also your own, and ask the students to think of examples too and write them on the board. This will clearly show the differences.
- * Five sentences can be written on the board without punctuation, and ask the students to correct them.
- * You can tell them the changes between the two forms of speech—comma, quotation marks, full stop/question mark/exclamation mark.
- * Also discuss grammatical changes—addition of ‘that’; change to suitable past tense; change in verb [e.g., ‘said’ → ‘told’; ‘will’ → ‘would’; ‘shall’ → ‘should’]; change in personal pronoun.
- * Discuss Exercises A and B orally first and then the students can do them in the class.

Spell Well

- * Getting to know new words.
- * Learn to recognise new words by selecting them from the box and 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 write down the answers.

Word Power

- * Compound words, that is, words made by joining two words to make a new word.
- * Explain what compound words are.
- * Use the examples given and encourage the students to come up with words they are familiar with—doormat; dustbin; sunset; sunrise; teaspoon; blackboard; playground; homework; watchman, etc.

- * Do Exercise A orally first, asking the students for answers at random.
- * Then ask the students to write down the correct answers.

- * 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 that they understand it well.
- * Then ask the students to answer the given 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.
Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- * Correct the students regarding content and pronunciation.

- * Exercise A: Read the question aloud.
- * Discuss what type of puppet show the students would like to do.
- * Prepare a broad outline of a story first.
- * Help them create characters and write suitable dialogues. They can make small glove/finger puppets with handkerchiefs or paper.
- * Then enact the show in the class.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.
- * This will help them to be observant and to speak out their minds freely.

- * 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, in a group and individually at random.
- * The two columns have words spelt with 'e' and 'y'.
- * Use the given words and any other examples you like or doubts that the students may have.
- * While explaining the correct pronunciation, show how these words are pronounced distinctly, and where the stress is laid.
- * Exercise A should be done orally.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

Listen and Learn

Converse and Connect

Speak and Express

Pronunciation Practice

Punctuation

- * Use the board to do this exercise.
- * Call random students to correct the sentences in the paragraph.
- * Once it is all written correctly on the board, ask them to write it down in their notebooks.
- * Announce the corrections and let the partners check the work.

Write Well

- * Ask the students to read through the exercise first.
- * A. Then ask them to separate the subject and predicate in each sentence orally first. Then they can write it down.
- * B. They may write their own sentences.
- * The teacher can ask each student to read aloud his/her sentences and correct them.
- * C. The students can write their own letters to their grandmothers based on the clues given.
- * The teacher can check individual work.

Dictionary Skills

- * Ask the students to consult their dictionaries.
- * Walk them through the exercise and remind them how to use it 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.
- * Then let them write it down in their notebooks.

Project Work

- * Ask the students to do this with their partners.
- * They can each decide what their puppets will represent, and what story they wish to create. Each pair can be given 2-3 minutes to 'perform'.
- * They can enact the 'Converse and Connect' dialogue if they like.

Values and Life Skills

- * A. Read aloud the quotation.
- * Discuss it and any related issues raised by the students.
- * B. Read aloud the question and discuss the options given. Why does each student select a particular option? Discuss. Why are some of the options a healthy reaction [2] and some are not [1/3/4].

SPECIFIC OBJECTIVES

- * Learning to understand a serious thought or a universal truth from a child's play.
- * Learning how to understand life's ups and downs and not blame others or fate for disappointments.
- * Reading and reciting the poem with the correct rhythm and correct emphasis, although this poem is written in free verse, i.e., without rhyme and metre.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

Outcome

- * Understanding that we should not blame others or fate, but take our courage in our hands to cope with life's ups and downs, its 'storms'.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

Read and Understand

- * This poem is by Rabindranath Tagore who wrote in Bengali and often translated his own work into English. He wrote poetry, fiction, drama, essays and songs. He was also a gifted painter. This is a serious poem about an older person remembering his childhood game and dealing with his present-day stress and grief by recollecting the memory of something that gives him strength and hope.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand how memories can be used for de-stressing and to gain hope and strength.
- * Draw attention to 'a boat' in Line 2 becoming 'my boat' in Line 4. The 'storm' is a metaphor for his disturbed thoughts and experiences for which he blames fate, and these sorrows make him bitter and spoil his happiness. 'Sinks his boat' becomes a metaphor for the loss of his hopes. He feels all his life he has been 'the loser' as he remembers the paper boat that sank - that is a memory of his loss. He suddenly realises that the storm had not 'come on purpose' to spoil his happiness or that its anger was against him. This makes him realise that good and bad things happen naturally in all lives and he regains his balance.

- * 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.

