

1

Momotaro, the Brave Boy

SPECIFIC OBJECTIVES

- * Learning the importance of courage and loyalty.
- * Being helpful and kind.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Sentences-Declarative, interrogative and imperative.
- * Words – meanings, usage, suffixes and words using 'ee' and 'i'.
- * Learning about punctuation.
- * Learning to speak and converse correctly.

- * Learning the value of courage and loyalty.
- * Learning about different types of sentences.
- * Speaking and writing correctly.

- * Discuss bravery in different contexts.
- * The courage of soldiers, policemen, sportspersons, people in business, in the government, shopkeepers, farmers, in our own lives - the courage to live honestly.
- * Do Exercises A and B, discussing any issues the students may have seen or heard about.
- * Be sensitive to the fact that not everyone gets an opportunity to display such bravery, but it does not mean that they are cowards. Also, children have their own fears.

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and their meanings. Reading creates familiarisation with words.
- * Discuss picture associations so that reading becomes fun.
- * Relate the activities and relationships with the families and daily life of the students and ask in-text questions: What was Momotaro's family worried of? Do you think they were proud of him? etc.
- * Have they read or heard any folk tales from India? Ask one or two students to narrate a folk tale.

Outcome

Get Set

Read and Enjoy



Read and Understand

- * Discuss the questions in Exercises A, B, C, D and E and ask the students to answer them 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 - E.
- * HOTS – Discuss the questions. Then, ask the students to write the answers on their own. The teacher must assess the work of the students individually along with other written work. Share the best HOTS answer with the class.

Grammar Spotlight

- * Use the board to explain declarative and interrogative sentences.
- * Brush up about the correct way of writing sentences: starting with a capital letter and ending with a full stop; especially, mention 'I' being written as a capital letter.
- * Difference between statements [declarative sentences] and questions [interrogative sentences] – full stops and question marks.
- * What are imperative sentences – command, request, advice, order, suggestion. Explain on the board using examples.
- * Discuss Exercises A and B; then the students can do them in the class.
- * Their notebooks can be exchanged and checked by their partners.

Spell Well

- * Getting to know new words.
- * Learn the new words: their spellings and meanings.
- * Brush up on the use of the dictionary whenever possible.
- * Do exercises A and B orally first. Then, ask the students to write down the answers.

Word Power

- * Learning about suffixes.
- * Recall word construction with prefixes – un-, im- and dis-.
- * Now introduce the class to suffixes – words ending with -tion, -sion, and -cion. Examples – education, succession, politician.
- * Teach the correct way of pronouncing these words.

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 that they understand it well.
- * Then ask the students to do the exercise on their own.
- * Check the students where necessary.

Converse and Connect

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.



- * Ask the students to read aloud the conversation.
- * Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- * Correct the students regarding the content and pronunciation.

- * Ask the students to look at the picture.
- * Then ask them the given questions, correcting them where required.
- * Relate to the issues raised in the lesson regarding bravery, courage, loyalty, etc. This will help the students to express what you want to explain or ask.
- * Ask them whether anyone in their family is in the army; whether they would like to go into the army or other defence services; if so, why? etc.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood clearly.
- * This will teach 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 spelt with 'ee' and 'i'.
- * While explaining the correct pronunciation, show how these words are pronounced differently according to the length of the vowel sounds.

- * Use the board to do this exercise.
- * Call the students randomly to correct the sentences.
- * Once they are all written correctly on the board, ask them to write them down in their notebooks.
- * Let the partners check the work.

- * Explain the concept of a flowchart. It has been done earlier, but a reminder will be useful.
- * Exercise A can be done on the board and the students can answer and then write it down, as you progress with each box.
- * Exercise B can be first done orally and then you can ask the students to write neatly in their notebooks.

- * Ask the students to consult their dictionaries.
- * Walk them through the exercise and remind 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.

Speak and Express

Pronunciation Practice

Punctuation

Write Well

Dictionary Skills

Project Work

- * Ensure that every student in the class understands the correct way to use the dictionary.
 - * Draw attention to the meanings, the pronunciation and the explanations about how words are used in two different ways.
 - * Do the exercise on the board to ensure that the students understand (a) how to use a dictionary; and (b) how one word can have two different meanings. Use the words in sentences to explain their meanings.
 - * Then let them write it down in their notebooks.
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- * Have a story-telling session in the class.
 - * Tell the students to tell a folk tale they have read or heard.

Values and Life Skills

- * A. Read aloud the question and both the suggestions.
- * Discuss each of the options and add some more, as suggestions come up from the students.
- * Talk about the difference between courage and foolhardiness, between caution and cowardice. This is essential so that the students don't do things that are dangerous, simply to prove their courage.
- * B. Read out the question and ask the students to select two friends on the basis of their qualities for handling the problem.
- * Explain the problem and its issues carefully.
- * Then ask them to write the names of their friends.



SPECIFIC OBJECTIVES

- * It is important to value your family and to enjoy some time every day with them.
- * Reading and reciting the poem correctly with the correct rhythm and emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes, etc.

- * Learning how important it is to value your family and the time you spend together.
- * Learning to pronounce perfectly by reciting the poem.

- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand why we need to appreciate and value the efforts of our family members.
- * Explain to them what makes each family special, as this poem does. Ask them what makes their families special.
- * 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**