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Every Child is Precious

SPECIFIC OBJECTIVES

- * Learning the true meaning of friendship – rising above differences of language, religion, etc. – learning to care and share with others.
- * Learning the value of education and the problem of child labour.
- * Spreading awareness by seeing role models like Kailash Satyarthi.
- * Fighting for the rights of children deprived of childhood, education and opportunity.
- * Empathy for deprived children and helping to improve their lives.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Sentences – declarative, interrogative, imperative and exclamatory; transformation of sentences; question tags.
- * Words, meanings, usage, abbreviations and acronyms; dictionary work and words using the ‘o’ sound pronounced differently, as in ‘cow’ and in ‘low’.
- * Preparing a speech and a diary entry; punctuation.
- * Learning to speak, converse and write correctly.

- * Learning about child labour and other problems relating to children; empathy and caring for the less-privileged children; spreading awareness; Kailash Satyarthi.
- * Learning about different types of sentences and transformation of sentences; question tags.
- * Speaking, conversing and writing correctly.
- * The teacher can read out the question and guide the students to discuss in the class.
- * Talk about child labour at construction sites, restaurants and *dhabas*, houses, etc.; child trafficking; girl child. It is illegal.
- * Discuss safety of children in schools, homes and public places.
- * Discuss the need for children to be safe and free to study and play.
- * Read the lesson aloud or ask the students to read parts of it.

Outcome

Get Set

Read and Enjoy



Read and Understand

- * Explain the words and meaning. Reading creates familiarisation with words.
- * Relate the theme of the lesson with the daily life of the students and ask in-text questions: Have you seen children working at construction sites, shops, *dhabas*, in homes, etc.? Have you seen children who have been forced to beg, etc.? How would you feel if you were in their place? Helping with household chores is different from domestic service. Are girls and boys treated in the same way at home?
- * Encourage the students to be observant and empathetic.
- * Discuss the questions in Exercises A-E 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-E.
- * HOTS: Read and discuss the questions in the class. Then ask the students to write down the answers. The teacher can check the answers individually.

Grammar Spotlight

- * Use the board to brush up on what declarative, interrogative, imperative and exclamatory sentences are.
- * Use the board to explain them and use the given examples and also your own, and ask the students to think of examples too.
- * Do exercise A orally and then ask the students to write down the answers in their books.
- * Explain transformation of sentences. Use the given examples and as well as your own and use the board to explain them.
- * Discuss Exercise B and then the students can do it in the class.
- * Explain question tags – negative with positive statements and positive with negative statements.
- * Discuss Exercise C and then the students can do it in the class.
- * Announce the answers aloud for Exercises A, B and C and let the partners check.

Spell Well

- * Getting to know new words.
- * Learn to recognise new words by selecting them 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

- * Learning about abbreviations and acronyms.



- * Explain the difference in the board, using the examples given – abbreviations use either the first letters or a shortened form of the word; acronyms use the first letters and form a word that becomes common usage.
- * Do Exercise A orally first, explaining each acronym, because some of the students may not be familiar with them.
- * Then the students can write the correct match in their notebooks.

- * Listen to the accent, stress and intonation on 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.
- * Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- * Correct the students regarding content and pronunciation.

- * 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 'o'. Draw attention to similarities/differences in spelling and pronunciation. The words are spelt with 'ou'; 'ow'; 'oa'; 'oe' or simply 'o'.
- * 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.

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

Listen and Learn

Converse and Connect

Pronunciation Practice

Punctuation

Write Well

- * Exercise A: Read aloud the question, and clarify any queries from the students.
- * Ask the students to write a speech they will give to their friends. It should not be more than one page.
- * Exercise B: Students can do this on their own.
- * The teacher must correct the individual work of the students. Only then will they become independent in their writing.

Dictionary Skills

- * Ask the students to consult their dictionaries.
- * Brush up the dictionary skills of the class; ask them how to find words in it and understand its usage as given in the dictionary.
- * 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.
- * It is useful to make sentences using the words to clarify their meanings thoroughly.
- * Then let them write them down in their notebooks.

Project Work

- * Make groups of five students and give them time to collect the material for the project as required.
- * Help students prepare a short questionnaire based on the guidelines given for the field survey.
- * Include parents in the project to meet underprivileged children.
- * Then the groups can prepare the project in the class, adding what they think needs to be done (a) by the government, (b) by schools, (c) by students and (d) by the underprivileged children and their families themselves.
- * Share the projects in the class.

Values and Life Skills

- * Exercise A: Read aloud the sentence.
- * Discuss it in class and ask the students what their thoughts are.
- * Exercise B: Link this with what they have learnt so far. Qualities they would need to be compassionate may include the following: power of observation, empathy, generosity, kindness, courage, etc. Discuss how each quality would be useful.