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Save Water – Save the World

SPECIFIC OBJECTIVES

- * Learning to respect the environment; the importance of conserving the Earth's resources, especially water.
- * Learning how we can help to conserve water, which is growing scarce in some parts of the Earth.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Adjectives – types [quality, quantity, number], usage and degrees of comparison [positive, comparative, superlative]
- * Words – meanings, usage, synonyms, homophones and pronunciation.
- * Writing a letter; punctuation.
- * Learning to speak and converse correctly.

Outcome

- * Learning the value of water as a scarce resource on the Earth.
- * Learning how to save water and use it wisely.
- * Becoming alert to environmental needs and changes.
- * Speaking and writing correctly.

Get Set

- * Discuss the importance of water and its various uses.
- * Its usage in homes, agriculture, industry, towns, cities and villages, and in sports.
- * Do Exercise A, discussing any interest the students may have in water sports.
- * Be sensitive to the fact that some children may be interested in other sports/games/activities.

Read and Enjoy

- * Ask the students to take turns to read the lesson aloud.
- * 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 their families and daily life and ask in-text questions: Do you get good drinking water at home? What activities are carried out using water? How will you save water? etc.



- * Ask the students which part of the country they have seen and whether they have observed water scarcity or methods of water conservation. Examples: baolis, stepwells, tanks, etc.
 - * Discuss the questions in Exercises A, B, C and D 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-D.
 - * HOTS: Discuss the question. 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.
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- * Use the board to explain different types of adjectives.
 - * Brush up about adjectives as describing words. Ask the students to describe different people, places and objects, drawing from them suggestions using adjectives of quality/quantity/number. Examples: How many students are in class today? [number] What colour is your uniform? [quality] How much water is left in your bottle? [quantity]
 - * Now, begin the given exercises, using the board. Show them the differences.
 - * Then go on with explaining how we make and express comparisons – whose classroom is neater; who is taller; who has long hair, or longer hair or whose is the longest, etc.
 - * Discuss Exercises A and B orally first; then the students can do them in the class.
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- * Getting to know new words.
 - * Learn the new words – their spellings and meanings.
 - * Brush up on the use of the dictionary, whenever possible.
 - * Introduce the concept of homophones – words that are pronounced alike, but have different meanings and spellings. Use the given examples and add your own also. Write sentences using them so that the usage is clear.
 - * Do Exercises A and B orally first. Then ask the students to write down the answers.
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- * Finding more synonyms.
 - * Do Exercise A orally first, using the board, if necessary.
 - * Then ask the students to mark the synonyms on the grid.
 - * Teach the correct way of pronouncing these words.
 - * Highlight the difference between synonyms and antonyms to ensure that they become familiar with the terms.

Read and Understand

Grammar Spotlight

Spell Well

Word Power

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 answer the given questions orally.
- * 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.

Speak and Express

- * 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 water scarcity, water supply its usage, etc.
- * This will help the students to express what you want to explain or ask.
- * Ask them whether they have any water shortage in their area; where does water supply come from; what measures are taken for improving water usage and storage, etc.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.
- * This will teach them to be observant and to speak out their minds freely.

Pronunciation Practice

- * 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 different words.
- * Help them in pronouncing the words correctly, where necessary.
- * Write the phonetic symbols on the board to reiterate them along with the words to ensure easier recall and memorising.

Punctuation

- * Use the board to do this exercise.
- * Explain the use of exclamation marks, after exclamatory words and sentences. Examples: Ouch! Don't throw water at me!
- * Call students randomly to correct the sentences.
- * 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.

- * Brush up the format for an informal letter on the board.
- * Exercise A can be done orally first and then the students can answer and write it down.
- * Exercise B can be done on the board first and then you can ask the students to write neatly in their notebooks.

- * A. Divide the class into groups.
- * Ask the groups to list five ways to save water. They can make it as a poster for display.
- * B. Ask the students to do this exercise at home in their Project Book.
- * Display all the work.

- * A. Read aloud the sentence and discuss.
- B. Read aloud the question and all given options.
- * Discuss each of the options and add some more, as suggestions come up from the students.
- * Explain why option 4 is the only good option, and why the other three are not sensible.

Write Well

Project Work

Values and Life Skills

SPECIFIC OBJECTIVES
<ul style="list-style-type: none"> * Learning about the poetry in a musical way to tell a story, or enact it. * Reading and reciting the poem with the correct rhythm and emphasis. * Answering questions on the poem. * Learning words, meanings, spellings, pronunciation and rhymes.

Outcome

- * Learning to recite poetry as a drama.
- * Learning to pronounce perfectly by reciting the poem.

Read and Understand

- * This poem by Christina Rossetti is like a little play with two characters in it - the boatman and the girl. It has a dialogue and some humour.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand and enjoy poetry as a dramatic form as well as a musical form. Remember that we are laying the foundations for future enjoyment of such great dramatic works in poetry, such as those written by Shakespeare, the Greek dramatists, Kalidasa, etc.
- * Enact the poem with two students doing the parts.
- * 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.

