



The Story of a Tree

SPECIFIC OBJECTIVES

- * Learning about the life journey of a tree.
- * Learning about the things that help a plant to grow up.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Words for people who help us; word meanings; dictionary usage.
- * Variations in spellings and pronouncing words spelt with 'ow'.

- * Learning how a seed grows into a plant.
- * Using pronouns.
- * Speaking and writing correctly.

- * Talk to the students about the trees they have seen.
- * Discuss with them the usefulness of trees.

- * 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 the things required for a seed to grow.

- * Discuss the questions in Exercises A, B, C and D. Ask the students to answer them orally first. Where necessary, write the answers on the board to help them in answering questions related to the unit, whether oral or written.

- * Use the board to explain pronouns.
- * Ask the students to say sentences in which the names of a person or thing are repeated. Then teach them how to avoid repetition by using pronouns. Example: The cat climbed a tree. [The cat] It was stuck on a branch [of the tree]. [The cat] It could not get down. Hari came, and [Hari] he brought a ladder. [Hari] He climbed up [the tree] and brought down the cat. [The cat] It ran away home. Show how 'he' 'it' etc., can replace the nouns and 'the tree' can be left out at times.

Outcome

Get Set!

Read and Enjoy

Read and Understand

Grammar Spotlight

- * Write them on the board so they understand.
- * Now define pronouns as words used in place of nouns.
- * Show how we can use them by asking 3-4 students to come in front. Use their presence and that of objects like books, pencils, bags, etc., so that she/he/they/we/us/him/her/his/hers/you/it/ etc., can be demonstrated.
- * Discuss Exercises A and B, then the students can do them in class.
- * Discuss the use of 'this', 'that', 'these' and 'those': using students and objects in the class for demonstration.
- * Do Exercises C orally first; then ask the students to write the answers, which may be checked by partners.
- * Add to the examples/exercises by randomly asking the students to give their own words to ensure that they understand the usage of pronouns and this/that/these/those.

Spell Well

- * Teach the students to recognise spelling patterns.
- * Discuss the words and ask students to spell them orally.

Word Power

- * Discuss different professions.
- * Tell the students to respect every person, irrespective of his/her profession.

Listen and Learn

- * Listen to the Digital Board twice or thrice to understand the accent, stress and inflection.
- * Let the students understand the passage; explain where necessary.
- * Let the students answer the questions orally first. Then, let them write.

Converse and Connect

- * Listen to the conversation on the Digital Board.
- * Ask two students to enact it in the class.
- * Correct the students where necessary.

Speak and Express

- * Let the students observe the picture carefully.
- * Then, invite them one by one to speak three sentences about the picture.

Pronunciation Practice

- * Let the students listen to the Digital Board so that they are sure of the right way to say the words.
- * Let the students say aloud the words spelt with 'ea', 'i' and 'ee'.

- * While explaining the correct pronunciation, show how these words spelt with 'ea' and 'i' are pronounced with a different length: seat/sit; leap/ lip; etc. Also, explain the similarities in words spelt with 'ea' and 'ee', such as seat/seed; meat/meet; heat/heed, etc.
- * Draw attention to the phonetic symbols, as you teach them the students, the pronunciation.

- * Do this exercise on the board, asking the students for the corrections.
- * When the correct sentences are written down, ask the students to copy them down in their notebooks.
- * Let the partners check the answers.

- * A. Explain what riddles are. Most children love them.
- * This can be done by the students on their own.
- * Tell them to write neatly and in their best writing.
- * Ensure that they understand each description/riddle.
- * B. This exercise can be done orally first, one picture at a time. Write the sentences down on the board.
- * Then ask the students to write the sentences in their notebooks.
- * Exercises C and D can be done by the students on their own. Guide them where required.

- * Ask the students to bring their dictionaries.
- * Refresh their learning about using the dictionary.
- * Discuss the exercise and remind them how to see 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, the pronunciation [the phonetic symbols] and the explanations about how words are used in different ways.
- * Do the exercise on the board to see that they have understood how to arrange words in alphabetical order as in a dictionary.

- * Let each student draw the garden and colour it.
- * All their work should be displayed in class so that every student is encouraged.

- * Read aloud the question and all the given options.
- * Discuss why option 4 is acceptable.

Punctuation

Write Well

Dictionary Skills

Project Work

Values and Life Skills

SPECIFIC OBJECTIVES

- * Enjoying poetry and understanding it.
- * Drawing attention to the poet imagining the moon as a person (peeping, going by, staring, silently moving, etc.).
- * Reading and reciting the poem correctly with the correct rhythm and emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes and opposites.

- * Learning to appreciate the creative imagination used in poetry.
- * Learning to pronounce perfectly by reciting the poem.
- * About the Poem: The poem is written by James Stephens. It is about a little boy seeing the moon through his window, which turns white with the moonlight shining on it. He pretends to be asleep, but he knows that the moon and the moonlight are moving across the sky.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand how we use creative imagination in different areas of writing in this case, in poetry.
- * Explain to them how we can be creative in other fields – drawing and painting, sculpture, architecture, music, dance, graphics, animation, movies, cuisine, home decor, even in class or at home, with wild animals and pets, etc.
- * Discuss the Exercises A, B and C and ask the students to answer them orally, before writing the answers down.
- * The teacher can give more words along with their opposites like stand [sit], sound [silence], next [last], etc.
- * Ask the students to identify words that rhyme and words that personify the moon/moonlight.
- * Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.

Outcome

Read and Understand

