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The King and the Fiery Dragon

SPECIFIC OBJECTIVES

- * Introducing a world of fantasy and imagination.
- * Appreciating that wealth should be used for good of people, not for bullying or browbeating others.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Enjoying a story told in the form of poetry.
- * Grammar: Pronouns and their usage; person.
- * Words - filling in the blanks to complete words, finding synonyms, adding the prefixes 'dis' and 'un' to form opposites.
- * Writing a paragraph.
- * Learning to speak and converse correctly.

- * Learning to enjoy fantasy and also to learn something from it - not being greedy and looking after the welfare of others.
- * Learning about pronouns and their usage.
- * Speaking and writing correctly.

Outcome

- * Look at the pictures and discuss the stories that have these characters, with the students.
- * Talk about what makes the world of imagination such fun.
- * Ask the students to share some of the stories and who tells them the stories, etc.
- * Ask the students to do the exercise on their own and the their partners can check their work.

Get Set

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and their meanings. Reading creates familiarisation with words.
- * Ask in-text questions: Have you visited your grandparents? Have you been to small towns and villages? Have you been to a fair? What was the treasure? etc.

Read and Enjoy

Read and Understand

- * Discuss the questions in Exercises A, B, C and D 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.
- * Focus on the central idea of the story – that wealth is meant to be used for the welfare of all people and not hoarded by a few.
- * They may then write down the answers of Exercises B-D.
- * HOTS: Read and discuss the questions in the class. Then ask the students to write down the answers. The teacher must check individual answers.

Grammar Spotlight

- * Use the board to explain pronouns and their usage.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Pronouns are used in place of nouns. Take 4-5 students to enact sentences to show the use of first, second and third person.
- * Explain possessive pronouns using the things belonging to the students in the class.
- * Discuss Exercises A, B and C one at a time and then the students can do them in the class.
- * Then announce the answers and let the students check with their partners.

Spell Well

- * Getting to know new words.
- * Exercise A: Learn to recognise the new words by selecting and completing them.
- * Learn their spellings and meanings.
- * Brush up on the use of the dictionary whenever possible.
- * After doing Exercise A orally first, ask students to write down the answers.

Word Power

- * Learning about synonyms and antonyms.
- * Exercise A: Some words have similar meanings but are not synonyms.
- * Ask the students at random to find words in the lesson that are similar in meaning to the ones given.
- * Then, as the correct answer comes up, write it on the board and they may write it down in their notebooks.
- * Exercise B: Add 'dis' or 'un' to the words to make their opposites.
- * Do the exercise orally first, asking the students at random, and use the board to write the correct answers.
- * The teacher can announce the answers once again and partners can check them.

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can read aloud the story and ask the students to answer the questions.
- * Check the students where necessary as they answer the questions orally.

- * Read the conversation aloud and make sure the students have understood it.
- * Then ask pairs of students at random to enact the dialogue.
- * Correct the students regarding content and pronunciation.

- * Exercise A: Ask the students to look at the picture.
- * Then ask them the given question. Relate to the issues raised in the lesson regarding things that we share with grandparents.
- * This will help students to express what they want to say.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.
- * This will also 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 spelt with 'a'.
- * Draw attention to the fact that all the words having to be pronounced differently in each column.
- * Use the words given and any other examples you like or words that the students may suggest. Examples: right; lime; time, etc.
- * Ensure that the phonetic symbols for the sounds are understood by the students.
- * While explaining the correct pronunciation, show how these words are pronounced distinctly.

- * Exercise A: Ask the students to read the question and the paragraph. Read it aloud.
- * Make sure they understand it well.
- * Then ask them to write it down neatly.
- * Discuss how the paragraph is centred on one main idea – the food we eat during the day.

Listen and Learn

Converse and Connect

Speak and Express

Pronunciation Practice

Write Well

Dictionary Skills	<ul style="list-style-type: none"> * If there is time, you can ask them to write 3-4 sentences on one central idea - the uniform/the classroom/their best friend, etc. * Exercise B: Ask the students to read aloud the different sentences. * Then ask them at random which will be the first, and then the second ... and so on, till you have the correct order. * Write the order of sentences on the board and let them write the numbers in sequence.
Project Work	<ul style="list-style-type: none"> * Ask the students to consult their dictionaries and write the meanings. * Then ask them for the meanings at random. * Write the correct meanings on the board and let them all check their work. * Orally make sentences using the words so that they are clearly understood.
Values and Life Skills	<ul style="list-style-type: none"> * Let the students do the project on their own at home. * Then they may bring it to class and have a discussion with their partners for 10 minutes about how they would use the treasure. * Share the three points listed by each pair of students in the class.
Values and Life Skills	<ul style="list-style-type: none"> * A: Read aloud the sentence and discuss it with the students. * Talk about people they have heard of or studied earlier, like Dr APJ Abdul Kalam or Kalpana Chawla. * B: Read aloud the exercise and its options. * Discuss the options to encourage the students to think about them. Explain why options 2 and 3 are acceptable and 1 and 4 are not.

SPECIFIC OBJECTIVES

- * Learning that the real worth is not in having a long life but in creating beauty and happiness around us.
- * Reading and reciting the poem with the correct rhythm and emphasis.
- * Understanding the meaning of the poem.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

- * Learning to recognise real worthiness.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

- * This poem is by Ben Jonson, who wrote in the 16th century in England. He says that the real worth of a life is seen from the amount of beauty, light and happiness that a person creates around him, even if his life is short. He compares the beauty of a lily with the size and long life of a tree and says that the lily is perfect despite being small and having a short life unlike the tree.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand how the poet brings out the idea of worthiness.
- * Explain to them the old words like 'doth', 'serē' and fairer' as used in this poem and terms like 'Flower of Light', 'in small proportions' and 'in short measures'.
- * 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**