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## The Selfish Giant

## SPECIFIC OBJECTIVES

- \* Learning to be considerate, generous and kind to others.
- \* Understanding how even Nature is generous with her gifts.
- \* Listening, reading and understanding and answering the questions orally and in writing.
- \* Grammar: Verbs and their tenses – simple present and present progressive [continuous] tenses.
- \* Words and their meanings, usage, antonyms; words spelt with ‘a’ and pronounced in different ways.
- \* Learning to speak and converse correctly.

## Outcome

- \* Learning to be considerate, generous and kind to others.
- \* Enjoying reading of stories.
- \* Learning about verbs and their tenses – simple present and present progressive [continuous] tenses.
- \* Speaking and writing correctly.

## Get Set

- \* Let the students do the puzzle on their own.
- \* Ask them if they enjoy puzzles and activity books.
- \* What kind of puzzles do they like best – maze, join the dots, find differences, word games, etc.

## Read and Enjoy

- \* Read the lesson aloud or ask the students to read parts of it. This story is by Oscar Wilde, who wrote many essays, stories, poems and plays. He was known for being very witty.
- \* Explain the words and meanings. Reading creates familiarisation with words.
- \* Talk about how kindness and generosity create happiness around us. That is what ‘Spring’ in this story stands for.
- \* Focus on the central idea of the story: How even Nature shares things with us – trees and plants give us fruits and vegetables, we get minerals, medicines, fuel, and so many wonderful things from the earth, water from the rivers, and food that is grown from soil.

- \* Ask in-text questions: Do you have any neighbour or relative who is grumpy? Does he/she chase away children? etc.
  - \* Discuss the questions in Exercises A, B, C, D and 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 question in the class. Then ask the students to write down the answer. The teacher must check individual answers.
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- \* Use the board to explain tenses in verbs.
  - \* Explain simple present tense and present progressive [continuous] tenses – definition and usage.
  - \* Draw a time-line on the board to clarify past, present and future.
  - \* Use the given examples and also your own, and ask the students to think of examples too.
  - \* Exercises A and B may be done orally first. Then ask the students to tick the right answers. Announce the answers aloud and have the partners check them.
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- \* 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 the students to complete the words.
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- \* Learning about word – meanings and antonyms.
  - \* Exercise A: Ask the students to do this on their own, using dictionaries where required.
  - \* Announce the answers aloud and have the partners check the work.
  - \* Exercise B: First ask the students to find the words on the grid: clue – the words are vertically written.
  - \* Then ask the students at random to announce the words they have found.
  - \* As the correct answer comes up, write it on the board.
  - \* They may write down the words in their notebooks.

## 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 aloud the passage and ask the students to answer the questions.
- \* Check the students where necessary as they answer the questions orally.

### **Converse and Connect**

- \* 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.

### **Speak and Express**

- \* Exercise A: Ask the students to look at the picture.
- \* Then ask them to describe the scene. You may ask different students to say a sentence each.
- \* Correct them where required.
- \* This will help the 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 help 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 all the words; they are spelt with 'a', but they are pronounced differently.
- \* Use the words given and any other examples you like that sound the same as the given words - adjective; accept; again; aloud, etc.
- \* While explaining the correct pronunciation, show how these words are pronounced distinctly.
- \* Ensure that the students learn the phonetic symbols also.

### **Write Well**

- \* Exercise A: Ask the students to read the sentences and fill in the blanks with appropriate words on their own.
- \* Announce the answers aloud and let the partners check the work.

### **Dictionary Skills**

- \* Ask the students to consult their dictionaries and write the meanings of the given words.
- \* Then ask them for the meanings at random.
- \* Write the correct meanings on the board and let them all check their work.

- \* This project can be done as homework by each student.
- \* Then they may display it in class and have a discussion about the things they have selected to give and why.
- \* Share their enthusiasm and creativity.
  
- \* A: Read aloud the values in reflected in the sentences and discuss them. Let the students come up with suggestions about what are the kind of things they could do every day to help others.
- \* Make groups of 5 students and ask them to discuss and write down two things to help classmates, parents, neighbours and those who work for them.
- \* Discuss the points in the class to encourage the students to think about the various suggestions.

**Project Work**

**Values and Life Skills**

SPECIFIC OBJECTIVES
<ul style="list-style-type: none"> <li>* Learning about the importance of prayer and expressing gratitude for all that we have in our lives.</li> <li>* Reading and reciting the poem with the correct rhythm and emphasis.</li> <li>* Understanding the meaning of the poem.</li> <li>* Answering questions on the poem.</li> <li>* Learning words, meanings, spellings, pronunciation, rhymes.</li> </ul>



<p><b>Outcome</b></p>	<ul style="list-style-type: none"> <li>* Learning to pray and give thanks to God for all that we have in our lives.</li> <li>* Understanding the poem well.</li> <li>* Learning to pronounce perfectly by reciting the poem.</li> </ul>
<p><b>Read and Understand</b></p>	<ul style="list-style-type: none"> <li>* This poem is by Samuel Taylor Coleridge who wrote in the 19th century in England. Some of the words are in an older style than what we use now. He has written this poem as a child's prayer at the end of the day, thanking God for all that He gives us and asking Him to keep our parents, families and loved ones safe and well under His guidance and protection.</li> <li>* Read aloud and enjoy the rhythm, rhyme and meaning of the poem.</li> <li>* Explain the poem clearly to the students so that they understand how the poet asks God to protect his parents and save his brothers from 'evil doings and sloth'.</li> <li>* Discuss the exercises and ask the students to answer them orally, before writing the answers down.</li> <li>* Ask them to learn the poem and recite it in turns in class. Correct them where necessary.</li> </ul>