



Brave Rani Lakshmi Bai

SPECIFIC OBJECTIVES

- * Learning to be brave individuals in every aspect of life.
- * Understanding the difference between courage and bravado.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Verbs - simple past, past progressive [continuous] and simple future tenses, subject - verb agreement.
- * Words, meanings, usage, dictionary work; words spelt with 'th' and pronounced in different ways.
- * Learning about letter writing.
- * Learning to speak and converse correctly.

- * Learning to be brave and courageous.
- * Understanding courage in different aspects of life.
- * Learning more about verbs - simple past, past progressive [continuous] and simple future tenses.
- * Learning about letter writing.
- * Speaking and writing correctly.

- * Read the introduction aloud.
- * Discuss the National Bravery Awards in the class.
- * Ask the students if they have watched the Republic Day Parade live or on TV.
- * There are several awards given under the overall heading of National Bravery Awards - to children, to defence and para-military personnel and to civilians.
- * Do the exercise orally first and then write the answers on the board.

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Talk about how the story shows courage at the individual, social and national level.

Outcome

Get Set

Read and Enjoy

Read and Understand

- * Ensure that the students understand the difference between foolhardy behaviour and courage. For example, driving motorbikes at crazy speeds in the middle of traffic is not courage: it is foolish and bad to endanger the lives of people, including your own, in such a way. Also, it is neither sensible nor legal to break traffic rules.
- * Focus on the central idea of the story: How courage is required not only for great deeds but also in our day-to-day lives. Telling the truth, doing one's duty are all actions that require courage.
- * Relate the story to their own observations about family and daily life and ask in-text questions: Have you seen or done anything that has called for courage? etc.
- * 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.
- * They may then write down the answers of Exercises B-D.
- * HOTS: Read and discuss the question in the class. Then ask the students to write down the answer. The teacher must check individual answers.

Grammar Spotlight

- * Use the board to explain tenses in verbs.
- * Draw a timeline on the board to clarify past, present and future.
- * Explain the simple past tense and the past progressive [continuous] Tenses - definition and usage.
- * Then explain the simple future tense.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Exercises A, B, C and D may be done orally first. Then ask the students to write the right answers. Announce the answers aloud and have the partners check them.

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 if required.
- * After doing Exercise A orally first, ask the students to write down the answers.

Word Power

- * Learning to find words on a grid.

- * Exercise A: First ask the students to find the words on the grid – clue – the words are horizontally 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.

- * 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.

- * 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 to describe the scene. You may ask different students to say a sentence each.
- * Correct them where required. Relate it to the theme of the lesson they have read.
- * Encourage the students to express their thoughts freely.
- * 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.

- * 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 the 'th' sound, but are pronounced differently.
- * Use the given words and any other examples you like that sound the same: the, think, etc.
- * While explaining the correct pronunciation, show how these words are pronounced distinctly.
- * Ensure that the students learn the phonetic symbols also.

- * Exercise A: Explain the format of an informal letter on the board.

Listen and Learn

Converse and Connect

Speak and Express

Pronunciation Practice

Write Well

Dictionary Skills	<ul style="list-style-type: none"> * Ask the students to read the given letter and fill in the blanks with appropriate words on their own. * Make sure they understand it well. * Announce the answers aloud and let the partners check the work.
Project Work	<ul style="list-style-type: none"> * 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. * Then ask them to make sentences and let the partners check the work.
Values and Life Skills	<ul style="list-style-type: none"> * This project can be done as homework by each student. * They may display it in class and make a presentation and speaking in turns. * Share their enthusiasm and creativity.
Values and Life Skills	<ul style="list-style-type: none"> * A. Read aloud the values and discuss them. Let students come out with suggestions about what are the kind of things that scare them and how they deal with those fears. * It is important NOT to laugh at any fear the students may have. * B. Make two groups of students and ask them to talk about little actions every day that require them to be brave.



Happy Mother's Day

SPECIFIC OBJECTIVES

- * Learning about what makes mothers so special - the love and care they give us every day.
- * 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 appreciate our mothers for their unconditional love and for all the care they give us day after day.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

- * The poet has written this poem as a tribute to the unconditional love and care of mothers for their children.
- * 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 says that mothers understand their children, overlooks their faults and inspires them to do their best.
- * 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