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Humpty Dumpty

SPECIFIC OBJECTIVES

- * Learning about a classic story – ‘Alice in Wonderland’ and its sequel ‘Through the Looking Glass’.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Articles and their usage.
- * Words ending in -ing; suffixes: -able, -ful and -less; meanings, dictionary skills, compound words, usage, pronunciation of words with a long ‘aw’ sound.
- * Learning to speak and converse correctly.

- * Learning about a world classic – ‘Alice in Wonderland’ and ‘Through the Looking Glass’, written by Lewis Carroll.
 - * Learning how to enjoy the imaginative use of language and ideas.
 - * Articles and their usage.
 - * Speaking and writing correctly.
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- * Involve the students while they answer these questions.
 - * Ensure that the whole class is involved and has fun through activity.
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- * Ask the students to take turns to read the lesson aloud.
 - * Explain the words and their meanings. Reading creates familiarisation with words.
 - * The Alice stories of Lewis Carroll require understanding at two levels – one is a simple funny story for children and the other is a more subtle awareness of the interpretations that Carroll has brought into the story. Examples: The concept of ‘Through the Looking Glass’: This creates the basis of a topsy-turvy world, where ‘un-birthdays’ are celebrated for 364 days!
 - * Draw attention to Alice’s habit of speaking to herself; she and Humpty Dumpty taking offence easily; what a name means; making words mean whatever he chose, etc.
 - * Enjoy the story – then it will be enjoyable for the students!
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- * Discuss the questions in Exercises A, B, C and D. Then ask the students to answer them orally first.

Outcome

Get Set

Read and Enjoy

Read and Understand

Grammar Spotlight

- * Where necessary, write the answers on the board to help them in answering the questions on the text, whether oral or written.
- * They may then write down the answers of Exercises B – D.
- * HOTS: Discuss the question in the class. Tell the students to write the answer on their own in 3-4 lines. The teacher can then assess their answers.
- * Use the board to explain articles.
- * Explain articles – a, an and the. Use the board to show how we use ‘a’ before consonant sounds and ‘an’ before vowel sounds – they are indefinite articles. ‘The’ is used for something definite or particular – it is a definite article.
- * Ask the students to name things at random, adding a/an/the before each and correct them where required. This will help them understand the usage of articles well.
- * Discuss Exercises A and B orally first and then the students can do them in class.

Spell Well

- * Words ending in -ing – how they are formed.
- * If a word ends in ‘e’, it is dropped, while adding -ing. Use the examples given in the book.
- * Do Exercise A orally first, using the board, if necessary. Then ask the students to write down the answers.

Word Power

- * Suffixes: -able; -ful; -less – ask the students to suggest words where they are used. Examples: Capable/Careful/Careless.
- * Do Exercise A orally first, using the board, if necessary.
- * Then ask the students to write the answers.
- * Teach the correct way of pronouncing these words.

Listen and Learn

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * A. Teacher can read the instructions aloud, or ask the students to take turns reading so that they understand them well.
- * Ask them to pencil the colours in as she reads. Then they will be able to relate to the passage and the drawing.
- * 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 in Exercise A and then share a similar conversation with their partners.

- * Ask the students to read aloud Exercise B and then discuss with their partners what kind of stories they like reading.
- * 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.

- * Ask the students to look at the picture of Tom and Jerry.
- * Ask them if they have watched their cartoon on TV.
- * Then ask them at random to give their views about the characters and their antics.
- * Correct them where required.
- * This will help the students to express what they want to say or explain.
- * 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 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 different words.
- * While explaining the correct pronunciation, draw attention to how these words spelt with a/aw/ou/o/au/oa, etc., are all pronounced with a long 'aw' sound as in 'yawn'.
- * Do Exercises A and B orally once or twice, so that they learn the right pronunciation.

- * Exercise A: This is a long and difficult exercise for the students.
- * Ask them to read the text first and then write down the points about (a) what Humpty looks like (b) what he is wearing and (c) what he has said about names, and birthdays/un-birthdays.
- * Then ask them to form these points into sentences, approximately 2-3 sentences each.
- * Check the work of each student to ensure that he/she has learnt how to write this.
- * Correct the students where required.

- * First, ask the students to find out one word at a time in their dictionaries.
- * Then ask 3-4 students at random the meaning of each word. Once you have ascertained that they have all got it right, write it down on the board and ask them to write it in their books.
- * Then proceed to the next word in the same way.

Speak and Express

Pronunciation Practice

Write Well

Dictionary Skills

Project Work

- * Exercise A can be done by the students at home.
- * Display their work in the class.
- * Have a session on nursery rhymes in the class - the students can draw or paint or make any character from them.

Values and Life Skills

- * Discuss each of the options. Both are correct.
- * If the students suggest anything else they have learnt, like not getting offended easily, enjoying the humour of the situation, etc., give them a patient hearing and credit them for the same.

SPECIFIC OBJECTIVES

- * Learning to observe things when we travel and also to realise that we actually have everything we want right where we are!
- * Reading and reciting the poem with the correct rhythm and emphasis.
- * Drawing attention to the fact that in this poem, the poet has created rhythm and rhyme by using words and phrases like 'Would split O' and 'Tight at's back'.
- * Answering questions on the poem.
- * Learning words, meanings, spellings and pronunciation.

- * Learning to recite the poem.
- * Learning to pronounce perfectly by reciting the poem.
- * Becoming observant about nature.

- * The extract of this poem by John Keats is about a naughty little boy, who runs away from England to see other places. His observations of the things he sees in Scotland make him realise that everything is exactly as it is in England!
- * Read aloud and enjoy the ideas and meaning of the poem.
- * Explain the poem clearly to the students so that they enjoy it.
- * 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**