

# 1

## 'I Don't have a Flower'

### SPECIFIC OBJECTIVES

- \* Learning that honesty is the best policy.
- \* Listening, reading, understanding and answering the questions orally and in writing.
- \* Grammar: Sentences-Declarative, interrogative and imperative.
- \* Learning word meaning, usage, suffixes and words that use 'ee' and 'i'.
- \* Learning about punctuation.
- \* Learning to speak and converse correctly.

- \* Learning the importance of honesty in life.
- \* Learning about different types of sentences.
- \* Speaking and writing correctly.

- \* Ask the students to name the flowers they have seen.
- \* Let the students do the activity on their own.
- \* Ask questions like "What are the things that a plant needs to grow up?" "Should we tell a lie to gain something?"

- \* 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 picture associations so that reading becomes fun.
- \* Relate the activities and relationships with the families and daily life of the students and ask in-text questions like, "Why was the emperor worried?" "Should Chang have taken the empty pot to the emperor?"
- \* Have they read or heard any folk tales from India? Ask one or two students to narrate a folk tale.

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

**Outcome**

**Get Set**

**Read and Enjoy**

**Read and Understand**



## Grammar Spotlight

- \* They may then write down the answers of Exercises B - E.
- \* Think and Answer – Discuss the question. Then, ask the students to write the answer on their own. The teacher must assess the work of the students individually along with the other written work.
- \* Use the board to explain declarative and interrogative sentences.
- \* Brush up about the correct way of writing sentences: starting with a capital letter and ending with a full stop; especially mention 'I' being written as a capital letter.
- \* Difference between statements [declarative sentences] and questions [interrogative sentences] – full stops and question marks.
- \* What are imperative sentences – command, request, advice, order, suggestion. Explain on the board using examples.
- \* Discuss Exercises A and B first. Then, the students can do them in the class.
- \* Their notebooks can be exchanged and checked by their partners.

## Spell Well

- \* Getting to know new words.
- \* Learn the new words: their spellings and meanings.
- \* Brush up on the use of the dictionary whenever possible.
- \* Do Exercise A orally first. Then, ask the students to do it their own.

## Word Power

- \* Exercise A: Discuss the word grid first and then ask the students to find the words. Help them if required.
- \* Exercise B: Learning about suffixes.
- \* Recall word construction with prefixes – un-, im- and dis-.
- \* Now introduce the class to suffixes – words ending with -tion, -sion, and -cion. Examples – education, succession, politician.
- \* 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.
- \* The teacher can read the statements aloud or ask the students to take turns reading so that they understand them well.
- \* Then ask the students to do the exercise on their own.
- \* 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.



- \* 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.

- \* Read the question again so that the students understand what is being asked for them.
- \* Teach them to put their thoughts into words correctly and politely.
- \* Teach them how to speak so as to be understood clearly.
- \* Encourage them to speak 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 'ee' and 'i'.
- \* While explaining the correct pronunciation, show how these words are pronounced differently according to the length of the vowel sounds.

- \* Use the board to do this exercise.
- \* Call the students randomly to correct the sentences.
- \* Once they are all written correctly on the board, ask the students to write them down in their notebooks.
- \* Let their partners check the work.

- \* Explain the question to the students.
- \* Let them do the exercise on their own.
- \* Check their work individually.
- \* Make sure the students understand that lying is bad and that one should always speak the truth.

- \* Ask the students to consult their dictionaries.
- \* Walk them through the exercise and remind them how to use the dictionary by seeing 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.
- \* Ask them to find the given words and write their meanings in their notebooks.
- \* Use the board to do the exercise.
- \* Let the students check their work.

## Speak and Express

## Pronunciation Practice

## Punctuation

## Write Well

## Dictionary Skills

## Project Work

- \* Exercise A: Have a story-telling session in the class.
- \* Tell the students to tell a folk tale they have read or heard.
- \* Exercise B: Students can follow the steps and do the exercise on their own. Help them if required.

## Values and Life Skills

- \* Read aloud the question and the given options.
- \* Discuss each of the options.
- \* Make sure the students understand the correction option, and why telling a lie is wrong.



**SPECIFIC OBJECTIVES**

- \* It is important to value your family and to enjoy some time every day with them.
- \* Reading and reciting the poem correctly with the correct rhythm and emphasis.
- \* Answering questions on the poem.
- \* Learning words, meanings, spellings, pronunciation, rhymes, etc.

- \* Learning how important it is to value your family and the time you spend together.
- \* Learning to pronounce perfectly by reciting the poem.
  
- \* Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- \* Explain the poem clearly to the students so that they understand why we need to appreciate and value the efforts of our family members.
- \* Explain to them what makes each family special, as this poem does. Ask them what makes their families special.
- \* 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**