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The Giving Tree

SPECIFIC OBJECTIVES

- * Learning that some people things continue to give and give while some people are interested in only getting benefits from others.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Sentences – declarative, interrogative, imperative and exclamatory; subject and predicate.
- * Unscrambling words, word meaning, usage, suffixes and words using ‘f’ and ‘p’ sounds.
- * Understanding punctuation.
- * Learning to speak and converse correctly.

- * Learning about selfless giving – giving without the expectation of anything in return.
- * Learning about different types of sentences, and subject and predicate.
- * Speaking and writing correctly.

- * Discuss the different things we get from trees, such as wood, rubber, medicines, fruits, etc.
- * Talk about the different types of fruits we get from trees.
- * Ask the students to do the Warm Up exercises on their own.

- * Read the lesson aloud or ask students to read parts of it.
- * Explain the words and meanings. Reading creates familiarisation with words.
- * Ask in-text questions like, “Did the boy do the right thing by taking things from the tree?” Why was the tree sorry?”

- * 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.

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: Read and discuss the question in class. Then ask the students to write down the answer.
- * Their partners can check the work.
- * Use the board to explain declarative, interrogative, imperative and exclamatory sentences.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Brush up about the correct way of writing sentences – starting with a capital letter and ending with a full stop; also, mention ‘I’ being written as a capital letter.
- * Difference between statements [Declarative Sentences], questions [Interrogative Sentences] and Exclamatory Sentences.
- * Discuss Exercise A and then the students can do it in class.
- * Brush up the two parts of a sentence – the subject and the predicate.
- * Use the given examples and also your own.
- * Then discuss Exercise B and ask the students to do it in the class.

Spell Well

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

Word Power

- * Finding the odd word out.
- * The students can do the exercise on their own. The teacher can help, if needed.

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 riddles aloud or ask the students to take turns reading so they understand them well.
- * Then ask the students to give the answers orally.
- * Check the students where necessary.

Converse and Connect

- * Ask pairs of students at random to enact the conversation.
- * Correct the students regarding content and pronunciation.



- * Read the questions again so that the students understand what is required of 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 out their minds freely.

Speak and Express

- * 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 'f', 'ph' and 'ugh' - all pronounced with an 'f' sound.
- * Use the words given and any other examples you like or doubts that the students may have. Examples: cough; shuffle; rough; Alphonso; face; effort, etc.
- * In explaining the correct pronunciation, show how these words are pronounced distinctly.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

Pronunciation Practice

- * Write the sentences on the board.
- * Now, call the students randomly to correct the sentences.
- * Once the sentences are all written on the board, ask the students to write them down in their notebooks.
- * Let their partners check the work.

Punctuation

- * The picture is related to the lesson.
- * Ask the students to tell what they see in the picture.
- * Then, they can do the exercise on their own.
- * Their partners can check the work.

Write Well

- * Ask the students to consult their dictionaries.
- * Help them with the exercise. 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.
- * Draw attention to the meanings and pronunciation.
- * Do the exercise on the board.
- * Then let the students write it down in their notebooks.

Dictionary Skills

Project Work

* The students will enjoy doing this activity.

Values and Life Skills

* Read the question so that the students have understood it well.

* Discuss the question in the class.

* Give examples to show why or how Rohan's behaviour is unacceptable.

* Then ask the students for suggestions or advice that can be given to Rohan.

