



How Daddy Decided What He Wanted to Be

SPECIFIC OBJECTIVES

- * Learning about the innocent and ever-changing nature of a child's mind when asked to choose a profession.
- * Learning that irrespective of what one chooses to be in life, first and foremost, it is important to be a good human being.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Sentences – declarative, interrogative, imperative and exclamatory; transformation of sentences; question tags.
- * Word meaning, usage, dictionary work and words using the 'o' sound pronounced differently, as in 'cow' and in 'low'.
- * Learning about punctuation.
- * Learning to speak, converse and write correctly.

- * Learning about what you want to do in life: being a good human being.
- * Learning about different types of sentences and transformation of sentences as well as question tags.
- * Speaking, conversing and writing correctly.

- * The teacher can read out the question and guide the students to discuss in the class.
- * Talk about the different occupations that people take up in life.

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and meanings. Reading creates familiarisation with words.
- * Relate the theme of the lesson with the daily life of the students and ask in-text questions: "What work does your father/mother do?" "What do you want to be when you grow up?" "What are the qualities of a good human being?"
- * Discuss the things one must consider while choosing a profession.
- * Encourage the students to give their views freely.

Outcome

Get Set

Read and Enjoy



Read and Understand

- * Discuss the questions in Exercises A-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.
- * Think and Answer: Read and discuss the question in the class. Then ask the students to write down the answer. The teacher can check the answers individually.

Grammar Spotlight

- * Use the board to brush up on what declarative, interrogative, imperative and exclamatory sentences are.
- * Use the board to explain them and use the given examples and also your own, and ask the students to think of examples too.
- * Do Exercise A orally and then ask the students to write down the answers in their notebooks.
- * Explain transformation of sentences. Use the given examples as well as your own and use the board to explain them.
- * Discuss Exercise B and then the students can do it in the class.
- * Explain question tags – negative with positive statements and positive with negative statements.
- * Discuss Exercise C and then the students can do it in the class.
- * Announce the answers aloud for Exercises A, B and C and let the partners check.

Spell Well

- * Learn to recognise new words and filling in the missing letters.
- * 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

- * Learning about different occupations of people.
- * Explain by giving examples of occupations that the students can relate to in their day-to-day lives.
- * Do Exercise A orally first. Then the students can do it in their notebooks and their partners can check the work.

Listen and Learn

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can ask the students to take turns reading the poem.
- * Then ask the students to answer the questions orally.
- * Check the students where necessary.



- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * Then ask pairs of students at random to enact the dialogue.
- * Correct the students regarding content and pronunciation.

- * Read the question again so that the students understand it well.
- * Teach them how to speak so as to be understood clearly.
- * Encourage them to speak out their minds freely.

- * Let the students listen to the DigiDisc so that they know the right way to say the words.
- * Let the students say aloud the words. Draw attention to similarities/ differences in spelling and pronunciation.
- * Draw attention to the phonetic symbols.

- * Use the board to do this exercise.
- * Call random students to correct the sentences in the passage.
- * Once the passage is written correctly on the board, ask them to write it down in their notebooks.
- * Then announce the corrections and let the partners check the work.

- * Students can do this exercise on their own.
- * The teacher can correct the individual work of the students.

- * Ask the students to consult their dictionaries.
- * Brush up the dictionary skills of the class; ask them how to find words in it and understand their usage as given in the dictionary.
- * Draw attention to the meanings and the pronunciation.
- * Do the exercise on the board to ensure they understand the correct use of the dictionary.
- * Make sentences using the words to clarify their meanings and differences.
- * Then let them write them down in their notebooks.

- * Students can do this exercise on their own.

- * Discuss the question in the class and ask the students what their thoughts are.
- * Ask them to give reasons for their answers.

Converse and Connect

Speak and Express

Pronunciation Practice

Punctuation

Write Well

Dictionary Skills

Project Work

Values and Life Skills