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How I Taught My Grandmother to Read

SPECIFIC OBJECTIVES

- * Learning the importance of the ability to read.
- * Learning that age is no bar to learning. Also, learning to be independent and confident in life.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Question tags; transforming sentences from one kind to another.
- * Word meaning, usage; changing the form of words to a different grammatical form; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- * Writing a diary entry; punctuation and editing.
- * Learning to speak, converse and write correctly.

- * Learning about the importance of being able to read.
- * Learning about transformation of sentences; question tags.
- * Speaking, conversing and writing correctly.

- * Exercise A: The teacher can discuss the question and the students can write the answer on their own.
- * Exercise B: Discuss the question in the class first. Explain how the classes will help the maid.
- * Then, let the students do the exercise and the teacher can check their work individually.
- * Read the lesson aloud or ask the students to read parts of it.
- * Talk about the author: Sudha Murthy is an engineering, teacher, author and social worker. She is also the chairperson of Infosys Foundation. Also talk about Sudha Murthy's contribution to literature in Kannada and English.

Outcome

Get Set

Read and Enjoy



Read and Understand

- * The lesson shows that nothing is impossible for those who try. With hard work and dedication, one can achieve almost anything. Also, one can start learning at any age.
 - * The story is about self-confidence and self-belief that comes through learning. It is about being independent in life.
 - * Explain the words and phrases, and their meanings.
 - * Reading creates familiarisation with words. Discuss picture associations so that reading becomes fun.
 - * Relate the activities and relationships their family and daily life and ask in-text questions: "Why did the grandmother enjoy the story reading sessions with the narrator so much". "Why did the author find grandmother in tears when she came back from the wedding?"
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- * Discuss the questions in Exercises A - 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.
 - * Think and Answer: Read and discuss the question in class. Then ask the students to write down the answer.

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 as well as your own, and ask the students to think of examples too.
- * Explain question tags: negative with positive statements and positive with negative statements.
- * 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 and your own and use the board to explain them.
- * Discuss Exercises B and then the students can do it in class.
- * Announce the answers aloud for A and B and let the partners check.

Spell Well

- * Getting to know new words.
- * Learn to recognise the new words by selecting 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 the missing letters to complete the words.



- * Learning about words that are formed by changing them from one grammatical state to another: example – nouns to adjectives or verbs or vice versa; or adjectives or verbs into adverbs, and so on.
 - * Explain how the form and usage determines what is the grammatical state of a word.
 - * Use the given examples as well as your own to explain this on the board.
 - * Do Exercise A orally first, explaining each word, because some of the students may not be familiar with them.
 - * Then ask the students to do the exercise in their notebooks.
 - * Exercise B: Discuss the different types of books and their use. Let the students give examples, too.
 - * Then let them do Exercises B on their own.
 - * Announce the answers to Exercises A and B and let the partners check.
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- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
 - * The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.
 - * Then ask the students to answer the questions orally.
 - * Check the students where necessary.
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- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide them accordingly
 - * Then ask pairs of students at random to enact the dialogue according to their own imagination.
 - * Correct the students regarding content and pronunciation.
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- * Read the question again so that the students know what is being asked 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.
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- * Let the students listen to the DigiDisc so that they are sure of the right way to speak.
 - * Let the students say aloud the given words. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation.
 - * Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.

Word Power

Listen and Learn

Converse and Connect

Speak and Express

Pronunciation Practice

Punctuation	<ul style="list-style-type: none"> * Use the given words and any other examples you like or doubts that the students may have. * Ensure that the phonetic symbols for the sounds are understood by the students.
Write Well	<ul style="list-style-type: none"> * Use the board to do this exercise. * Call random students to correct the sentences. * Once it is all written correctly on the board, ask them to write it down in their notebooks. * If the exercise is done by students on their own, then announce the corrections and let the partners check the work.
Dictionary Skills	<ul style="list-style-type: none"> * Exercise A: Read aloud the question, and clarify the students' queries. * Ask the students to write the diary entry on their own. * The teacher must correct the individual work of the students. Only then will they become independent in their writing.
Project Work	<ul style="list-style-type: none"> * 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 its usage as given in the dictionary. * Ensure that every student in the class understands the correct way to use the dictionary. * Draw attention to the meanings and the pronunciation. * Ask the students to do Exercises A on their own. * Then ask them the answers at random, and when the correct answers are received, the students can check their own work and correct it.
Values and Life Skills	<ul style="list-style-type: none"> * Make groups of five students and give them time to collect the data for the project as required. * Then let the student do the project on their own. * Help them, if required. * Once they have finished the project, they can share it in the class.
Values and Life Skills	<ul style="list-style-type: none"> * Link the exercise with what they have learnt in the lesson. * Discuss all the options to decide which is the best response.

