

1

Idgah

SPECIFIC OBJECTIVES

- * Learning about the importance of values such as love, care, sacrifice, happiness, kindness, etc.
- * Learning that one does not have to be rich to demonstrate these values in one's life.
- * Giving unselfish and unconditional love is the greatest gift.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Transforming sentences from one kind to another; question tags.
- * Word meaning, usage, words not in current use; words for time periods/ intervals/ anniversaries; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- * Writing a letter and a paragraph; Punctuation.
- * Learning to speak, converse and write correctly.

- * Learning about unconditional and unselfish love, which rises above all differences and seeks only to give, not receive.
- * Learning about transformation of sentences; question tags.
- * Speaking, conversing and writing correctly.

- * The teacher can read out the questions and discuss them in class.
- * Talk about the different festivals and why they are celebrated.
- * Talk about the importance of festivals in our lives.

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the brief biographical background of the author: He is one of the most celebrated writers of India. He is a pioneer of Hindi and Urdu fiction writing.
- * The story, showing a four-year-old boy's love for his grandmother, is one of the most famous works of Munshi Premchand.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Discuss picture associations so that reading becomes fun.

Outcome

Get Set

Read and Enjoy



Read and Understand

- * Relate the activities and relationships their family and daily life and ask in-text questions: Have you ever done something for someone without looking for any reward or praise? What about the love given to you by your parents or others in the family or in the school? etc.
- * Encourage the students to do at least one thing every day for others, for which they do not look for rewards or praise.
- * 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 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 books.
- * Explain transformation of sentences: Use the given examples as well as your own and use the board to explain them.
- * Explain question tags: negative with positive statements and positive with negative statements.
- * Discuss Exercise B and then the students can do it in the 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 down the answers.

Word Power

- * Learning the names of different festivals from a word grid.
- * Let the students do the exercise on their own first.
- * Help them, if required.

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 poem 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.

- * Ask pairs of students at random to enact the dialogue according to their own imagination.
- * Correct the students regarding content and pronunciation.

- * Read the question again so that the students understand what is required of them.
- * Teach them how to speak so as to be understood clearly.
- * Encourage them speak their minds freely and confidently.

- * 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 given. 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. For example, 'of' and 'off' are pronounced differently.
- * Use the words given and any other examples you like or clear doubts that the students may have.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

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

- * Explain the contributions made by these two personalities in the field of social work.
- * Then let the students do the exercise on their own. Their partners can check the work.

- * Ask the students to consult their dictionaries.

Converse and Connect

Speak and Express

Pronunciation Practice

Punctuation

Write Well

Dictionary Skills



Project Work

- * 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.
 - * It is useful to make sentences using the words to clarify their meanings thoroughly.
 - * Then let the student do the exercise on their own.
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- * Make groups of students and give them time to collect the material for the project as required.
 - * Then the groups can prepare the project in class.
 - * Share the projects in the class.
 - * One student of each group can briefly explain what they have done in the project.

Values and Life Skills

- * Exercise A. Read aloud the sentence.
- * Discuss it in class and ask the students what their observations are.
- * Link it with what they have learnt so far.
- * Then, they can do the exercise on their own.

