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'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

