

Great Scientist – Isaac Newton

LEARNING OBJECTIVES

- Learning stories of great discoveries and inventions.
- Reading biographies – stories of the lives of great achievers.
- Learning to be curious and observant.
- Listening, reading, understanding and answering the questions orally and in writing.
- Grammar: Adverbs – words that add something to a verb – types of Adverbs: of Manner, of Place, of Time.
- Words – meanings, anagrams; synonyms; dictionary skills, usage, pronunciation of words spelled with the ‘o’ sound.
- Learning about punctuation: full stop, comma, question mark, exclamation mark; writing a dialogue.
- Learning to speak and converse correctly.
- **Outcome:** Learning to be curious about what we see around us – nature, gadgets, technology, etc.
- Learning about Adverbs and their types and usage.
- Speaking and writing.

<ul style="list-style-type: none"> ➤ Discuss modern inventions and discoveries. ➤ Encourage students to suggest all the things they see and use in their homes, neighbourhood and school that someone must have discovered or invented: wheels, running water, kitchen and bathroom equipment, utensils, vehicles, flowerpots, fountains, chairs, tables, fans, electricity, pencils, paper, Earth being round/rotating/revolving, etc. ➤ Ensure that the students know the difference between ‘discovery’ and ‘invention’. ➤ Exercise A: Ask the students to recognise the pictures. ➤ Exercise B: Students may read the passages aloud – explain and discuss. ➤ Exercise C: Ask the students and their partners to discuss any two gadgets they are familiar with. The list above can be seen for guidance. They can use the library and/or the Internet. ➤ Try to make them curious and observant about the world and the things they see around them. 	<p>Get Set!</p>
<ul style="list-style-type: none"> ➤ Ask the students to take turns to read the lesson aloud. Explain the words and their meanings. Reading creates familiarisation with words. You may ask in-text questions: which of these things were ‘discoveries’ and which were ‘inventions’? etc. 	<p>Read and Enjoy</p>

Read and Understand	<ul style="list-style-type: none"> Exercises A – E: Read out each exercise and discuss it with the students. Ask them to answer the questions orally first. Where necessary, use the board to help them in answering questions on the text, whether oral or written. They may then write down the answers of the exercises.
Think and Answer	<ul style="list-style-type: none"> Exercise A: Discuss the question in the class. Ask the students to write the answer on their own in 3-4 lines. The teacher can then assess their answers individually.
Grammar Spotlight	<ul style="list-style-type: none"> Explain what Adverbs are – words that add something to the verb. [Example – Tom runs. Tom runs <u>fast</u>. The bird flew. The bird flew <u>swiftly</u>. He came. He came <u>yesterday</u>. She stood. She stood <u>outside</u>.] Adverbs tell us the manner in which an action takes place [how], the time it occurs [when] and the place it occurs [where]. So, words that answer how, when and where are usually Adverbs. They are classified as Adverbs of Manner, Adverbs of Time and Adverbs of Place. Use the board to explain with the help of given examples and your own. Exercises A & B: Do the exercises orally first. Then ask the students to write down the answers. Announce the correct answers aloud and let them check their own work.
Spell Well	<ul style="list-style-type: none"> Exercise A: Getting to know anagrams. Use the board to show how anagrams are made – using the same letters as the given words. Examples: arm – ram; ear – are; eat – tea. Do the exercise orally first. Then ask the students to write down the answers. Announce the correct answers aloud and let them check their own work.
Word Power	<ul style="list-style-type: none"> More about synonyms. Students can suggest words on their own. This will also help them to understand about word associations. For instance, we say a person is ‘tall’, not ‘long’; what is meant by ‘tall tales’, etc. Exercise A: Read out and do the exercise orally first, using the board if necessary. Then ask the students to write the answers. Announce the correct answers aloud and let them check their own work. Teach the correct way of pronouncing these words.
Listen and Learn	<ul style="list-style-type: none"> Exercise A: Read the passage aloud at least twice, so that the students understand it well. Then ask them to do the exercise on their own. Ask the students the answers and check them where necessary.
Converse and Connect	<ul style="list-style-type: none"> Exercise A: Ask the students to read aloud the conversation in the exercise and then let them share it with their partners, asking for their opinion. Exercise B: Ask the students at random to converse about the Exercise. Check if the students understand the conversations well by asking them a few questions; explain where necessary. Correct the students regarding the content and pronunciation.
Speak and Express	<ul style="list-style-type: none"> Exercise A: Ask the students to look at the picture. Then ask them to answer the given question, correcting them where required. Discuss the advantages and disadvantages of using a cell phone. This will help the students to express what they want to say or explain. Teach them to put their thoughts into words correctly and politely. Teach them how to speak so as to be understood. This will teach them to be observant and speak out their minds freely.

<ul style="list-style-type: none"> Exercise A: Say each word in the two rows aloud and let the students follow you. While explaining the correct pronunciation, draw attention to how these words spelt with an 'o' are pronounced differently: sold/stop, etc. Add your own examples to expand their understanding, for example: bough/enough, etc. Ask the students to add the words on their own. Help them, if required. 	Pronunciation Practice
<ul style="list-style-type: none"> Exercise A: Do this on the board, asking the students at random for corrections in each sentence. Discuss the use of comma – to separate a name being called or a list/group of words, etc. Then ask the students to write down the correct sentences in their notebooks. 	Punctuation
<ul style="list-style-type: none"> Exercise A: This can be done by the students in pairs and the teacher can ask them at random about the dialogue they have written. 	Write Well
<ul style="list-style-type: none"> Exercise A: Divide the class into two teams. Give the teams time to prepare for the quiz so that each team has 15 questions ready. Check their list of questions without revealing the details to either team. The teacher or one of the students can be the scorekeeper. Have the quiz in the class and note the score on the board. 	Project Work/AIL Activity
<ul style="list-style-type: none"> Exercise A: Read aloud the sentence and discuss. Discuss and explain the difference between 'curiosity' and 'inquisitiveness'. Exercise B: Read aloud the question and all given options. Discuss each of the options and add some more, as suggestions come up from the students. Explain why options 2 and 5 are good options and why the other three options are not acceptable. They are rude. 	Values and Life Skills