



The Demon Who Loved Dosas

LEARNING OBJECTIVES

- Learning to value and be grateful for the hard work and worth of growing food and the need to eat good food.
- Conversing with friends about serious issues; exchanging ideas, opinions and interests.
- Listening, reading, understanding and answering the questions orally and in writing.
- Grammar: Learning about types of sentences – Declarative, Interrogative, Imperative.
- Words – spellings, meanings and suffixes.
- Learning about punctuation.
- Learning to speak and converse correctly.
- Finding words from a dictionary.
- **Outcome:** Learning the benefits of food – for health, for knowing about different cultures, for sharing.
- Learning about different types of sentences.
- Learning to speak and converse correctly.

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| <ul style="list-style-type: none"> ➤ Exercise A: Read the passage aloud or ask 2-3 students to read it aloud. ➤ Explain the passage and discuss all the benefits and the reason why we should respect food, share it and appreciate the cultural differences. ➤ Ask the students about the food cooked in their houses, the states/ places to which the cuisine belongs and what makes it special and why they enjoy it. ➤ Exercise B: Talk to them about the pictures and the process of paddy farming – ploughing the field with a plough or a tractor, planting seeds, the need for irrigation and standing water for paddy, transplanting the seedlings, watching the fields and harvesting. Also, how the grain is threshed, cleaned, stored, bagged and transported to the markets for sale. The pictures are mixed up. Ask the students if they can tell you the correct sequence. Write it down on the board. ➤ Exercise C: Read and explain the exercise. Then ask the students to discuss in groups of 4 about the various rice dishes and write them down. ➤ Ask the groups to tell you their lists and write them on the board. Students can write the lists down in their notebooks. | Get Set! |
| <ul style="list-style-type: none"> ➤ Ask the students to read aloud the story, taking turns, and explain it. ➤ Explain words and phrases like ‘a blessing in disguise’, etc. | Read and Enjoy |

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| | <ul style="list-style-type: none"> Also, correct the pronunciation of the students as they read. |
| Read and Understand | <ul style="list-style-type: none"> Exercises A – E: Ask the students to read out one exercise at a time and ask what is required to be done by them in each exercise. Guide them and ask them to answer the questions orally first and then write down the answers in their notebooks. At the end, announce the answers aloud and ask the partners to check the work. |
| Think and Answer | <ul style="list-style-type: none"> Exercise A: Read aloud the exercise and discuss all the issues raised here. |
| Grammar Spotlight | <ul style="list-style-type: none"> Brush up what has been learned in earlier classes about sentences – a group of words that make complete sense. We always start a sentence with a capital letter and end it with a full stop or some other punctuation mark as we will learn now. Introduce the class to three types of sentences – statements, questions and imperative sentences. Use the given examples and your own examples using the board. <ul style="list-style-type: none"> (i) Statements are also called declarative sentences because they declare something. They end with a full stop. [Examples – The cat drinks milk. The train starts at five o'clock. Mr Sharma is in a meeting.] (ii) Questions are also called interrogative sentences because they ask something. They end with a question mark. [Examples – What is the time? Could you open the window, please? Shall we go?] Exercise A: Read the exercise and ask the students to answer it orally first and then write the correct answers in their notebooks. Imperative sentences are of three kinds – command [Be silent.]; request [Could you be quiet, please?]; advice [You should be silent in the library as others are reading, too.] Exercise B: Read the exercise and ask the students to answer it orally first and then write the correct answers in their notebooks. |
| Spell Well | <ul style="list-style-type: none"> Exercise A: Students can do this exercise on their own, using the words in the Help Box. Their partners can check their work. |
| Word Power | <ul style="list-style-type: none"> Exercise A: Students can do this exercise with their partners. At the end, announce the ten words and have the students check their partners' work. Exercise B: Read out and explain what suffixes are – a group of letters that are added to a word to make a new word. Use the given examples and add your own. Here, we are learning about the suffixes -tion, -sion, and -cian. Draw attention to the fact that they are pronounced in the same way. Use the given examples and add your own using the board. [vacation; decision; physician] Read out the exercise and ask the students to suggest words. Guide them and write the words down on the board. They can write down the words in their notebooks. |
| Listen and Learn | <ul style="list-style-type: none"> Exercise A: Ask the students to read out the short story twice. Then ask the questions and they should be able to select the right answers from memory first. Correct them where required. |

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| <ul style="list-style-type: none"> They can check their answers with a third reading themselves. | |
| <ul style="list-style-type: none"> Exercise A: Have different pairs of students read aloud the given conversation. It can be repeated or replaced with other garden-related subjects like roses, dahlias or other flowers, fruits or vegetables or a jar of home-made jam, jelly, etc. Guide and correct the students where required. | Converse and Connect |
| <ul style="list-style-type: none"> Exercise A: Read the exercise and ask the students to speak about it. Encourage them to use their imagination. Correct their speech where required. Then explain the pictures. | Speak and Express |
| <ul style="list-style-type: none"> Exercise A: Read aloud the two rows of words – one using double ‘ee’, and the other, ‘i’. Distinguish between the words and the length of the vowels. Ask the class to repeat after you. Correct them where required. | Pronunciation Practice |
| <ul style="list-style-type: none"> Exercise A: Read and explain the exercise and the students can do it on their own. At the end, you can write the correctly punctuated sentences on the board and students can check and correct their own work. | Punctuation |
| <ul style="list-style-type: none"> Exercise A: Explain the exercise and the students can do it on their own. The teacher can check their work individually. | Write Well |
| <ul style="list-style-type: none"> Exercise A: Read and explain the exercise. Guide the students to look for the given words in a dictionary. Ask them to write the meanings in their notebooks. | Dictionary Skills |
| <ul style="list-style-type: none"> Exercise A: Read and explain the project. Make groups of five students. Assign specific tasks to each group member and fix a date for the activity to be done in class. Ensure that the activity is done under your guidance. Exercise B: The students can do this on their own under the teacher’s guidance. | Project Work/AIL Activity |
| <ul style="list-style-type: none"> Exercise A: Students can do this on their own. Help them if required. | Values and Life Skills |