



Tom Whitewashes the Fence

LEARNING OBJECTIVES

- Learning that presence of mind enables one to find the solution to any problem.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Sentences – Phrases and clauses; declarative, interrogative, imperative and exclamatory sentences; question tags.
- Word meaning, usage, dictionary work and words with 'th' sound.
- Understanding punctuation.
- Learning to speak and converse correctly.
- **Outcome:** Learning how presence of mind allows one to find solution to any problem.
- Learning the use of humour in literature.
- Learning about different types of sentences and sentence components: subject and predicate; phrases and clauses; question tags.
- Learning how to pronounce words with 'th' sound.
- Speaking and writing correctly

➤ Ask the students with their partners to link the correct books and authors. Guide them to link them correctly. Give them a brief idea of what the books are about. Use some time to read aloud at least one of the books mentioned. An abridged version would be appropriate.	Get Set!
➤ Give a brief introduction about the book 'The Adventures of Tom Sawyer'. Ask the students to take different parts, rotating them, and read aloud the picture story. Guide them to read with expression, understanding the humour of the situation and also to become aware of the dangers of laziness and being too clever. Explain the lesson and the difficult words and phrases. Ask in-text questions – like: What was Tom planning to do that day? Do you think Tom is clever at skipping work? Does he appear to be lazy to you? What do you do during the weekend or on holidays? Etc.	Read and Enjoy
➤ A to D: Read and explain what the students are expected to do in each exercise. Then let them do the exercises on their own. Check their work, either individually, or by announcing the correct answers and have the partners check each other's work.	Read and Understand
➤ A. This is an important question with answers at various levels. One is the humorous aspect, where Tom succeeds in being clever at fooling everyone, including Aunt Polly, and getting his friends to do all the work. On another level, it is about working to complete a task in the best possible way, without wasted effort. At a deeper level of human	Think and Answer

	<ul style="list-style-type: none"> values, we find Tom is like many people who manage to wriggle out of their own work and responsibilities, and very cunningly dump them on others. Discuss this and then ask the students to write their answers on their own. You need to check their work individually.
Grammar Spotlight	<ul style="list-style-type: none"> Brush up what Sentences are – a group of words which make complete sense. Each sentence has a Subject [a person, place or thing doing, being or having something] and a Predicate [what the subject is doing, or is being done, being, or happening, or having]. The subject can be a Noun or Pronoun. The Predicate must have at least one Verb. Use the given examples and add your own. Use the board. Examples – Birds fly. Gogi flew a kite. Gogi has a kite. His kite is blue. The kite was caught on a branch and tore. Explain what Phrases and Clauses are – groups of words that do not make complete sense. Phrases have no Verb; Clauses have one Verb at least. Use the board to share the given examples and add your own. Examples – In the air [Phrase]; Flew in the air [Clause]; The bird flew in the air. [Sentence] On the cushion [Phrase] Sat on the cushion [Clause]; The cat sat on the cushion. [Sentence] The car [Phrase]; Drove the car [Clause]; The old lady drove the car. [Sentence] The little girl [Phrase]; The little girl wore [Clause]; The little girl wearing a pink dress was singing beautifully. [Sentence] Sometimes Clauses can be complete sentences which are part of another sentence. A: Do the exercise orally and then ask the students to write the answers in their books. Explain the different Kinds of sentences using the given examples and adding your own. Use the board. Declarative [Statements]; Interrogative [Questions]; Imperative [Order, Command, Request, Advice]; Exclamatory [Joy, Sorrow, Surprise, Awe, Wonder, Shock, etc.] Interrogative Sentences – There are two types of questions (i) Those that answer who, what, why, where, when and how. (ii) Those that start with an auxiliary verb : is/am/ /are/was/ were/has/have/do, etc. Examples: (i) Who is that boy? What are you doing? Why are you going out? Where are my glasses? When is the train coming? How can I reach this address? (ii) Is this your book? Am I also coming with you? Are they coming today? Was that the doorbell ringing? Were these the books you asked for? Has she gone out? Have they had dinner? Do you have a spare pen? Question Tags – Explain them using the board – A positive sentence has a negative Question Tag [You aren't going, are you?]; a negative statement has a positive Question Tag [You are going, aren't you] A comma comes before and a question mark after the Question Tag. Examples – He has done his homework, hasn't he? He hasn't done his homework, has he? The cat fell off the chair, didn't it? The cat didn't fall off the chair, did it? The room is very silent, isn't it? The room isn't very silent, is it?

<ul style="list-style-type: none"> She speaks well, doesn't she? She doesn't speak well, does she? B: Do the exercise orally and then ask the students to write the answers in their books. Exclamatory Sentences – They use words like Ah! Oh! Wow! Hurrah! Alas! Oh, no! What... How... etc. to express happiness, sorrow, surprise, shock, celebration, encouragement, etc. An exclamation mark is used at the end of the sentence. C: Do the exercise orally and then ask the students to write the answers in their books. 	
<ul style="list-style-type: none"> A. Ask the students to do the exercise on their own, using the words in the Help Box. You can announce the correct answers and partners can check. They must learn the spellings and meanings of the words. 	Spell Well
<ul style="list-style-type: none"> A. Ask the students to do the exercise on their own. You can announce the correct answers and partners can check. 	Word Power
<ul style="list-style-type: none"> A. Ask the students to take turns reading the passage aloud at least twice. Then ask them to answer the questions orally in complete sentences. 	Listen and Learn
<ul style="list-style-type: none"> A. Ask students to take turns to read the conversation. You can ask each pair of students to speak in a similar way about what they have done the day before. Correct them where required. 	Converse and Connect
<ul style="list-style-type: none"> A. Read and explain the question. Ask students to speak at random. Correct them where required. 	Speak and Express
<ul style="list-style-type: none"> A. Read each column aloud, and draw attention to the phonetic symbols. The first column has 'th' that is spoken almost like a whisper while in the second column it has to be articulated from the throat. Ask the students to say each word aloud and correct them where required. 	Pronunciation Practice
<ul style="list-style-type: none"> A. Ask the students to do this exercise on their own. Then use the board to write the passage with the correct punctuation. Partners can check, or the students can check their own work and correct it. 	Punctuation
<ul style="list-style-type: none"> A. Explain the exercise and ask the students to write the letter on their own. You need to check and evaluate each student's work. 	Write Well
<ul style="list-style-type: none"> A. Explain the exercise. In the first step, ask the students to arrange the words/phrases in alphabetical order. In the second step, ask them to use their dictionaries to find the meanings of the words. Then guide them how to find the meanings of the phrases. Sometimes these are given below the main word. Otherwise, help them use the internet to find out the meanings. Several such phrases use words together. Examples – take up; push off; inside out; pick up; get away; cover up; work off; work out; let go; sum up; get going; mess up; put up; kick off; fed up; hold on; etc. Announce the correct answers and let their partners check. 	Dictionary Skills
<ul style="list-style-type: none"> A. Use an abridged version if you like, but reading this book will be wonderful. Students can take turns reading. Explain where required. But the continuity of the story should be enjoyed. B. Ask students to do this exercise on their own or with partners. You can ask one of them to read the list. Correct them where required and the others can check their own work. 	Project Work/AIL Activity
<ul style="list-style-type: none"> A. Discuss the exercise and the options, asking the students why each of them is appropriate or not. 	Values and Life Skills