



Oliver Finds a New Home

LEARNING OBJECTIVES

- Learning about kindness and sympathy, as shown in the treatment of Oliver in the lesson.
- Learning how a child's innocence can lead to unexpected situations.
- Learning that compassion and fairness are important in making judgements about people.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Sentences – declarative, interrogative, imperative and exclamatory; transformation of sentences; question tags.
- Word meaning, usage, dictionary work and words using the 'o' sound pronounced differently, as in 'cow' and in 'low'.
- Learning about punctuation, paragraph writing.
- Learning to speak, converse and write correctly.
- **Outcome:** Learning about the importance of kindness and fairness in making judgements.
- Appreciating the significance of compassion in helping those in need.
- Learning about different types of sentences and transformation of sentences as well as question tags.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> ➤ Exercise A: Read out the newspaper report or ask students to take turns reading it. ➤ Explain the text and any questions the students may have. ➤ Exercise B: Now, make groups of five students and let them discuss the report. Ask their views on it. ➤ Ask them to collect more information on the topic discussed in the report. 	Get Set!
<ul style="list-style-type: none"> ➤ Explain difficult words and their meanings to help students understand the story better. ➤ Relate the theme of the lesson to students' daily lives by asking in-text questions like: Have you ever helped someone in need? What do you think Oliver must have felt when he was rescued? and What qualities make a good human being? ➤ Discuss the importance of making fair judgments about people based on facts rather than assumptions. 	Read and Enjoy
<ul style="list-style-type: none"> ➤ Discuss Exercises A-E orally before students write their answers. ➤ Where necessary, write answers on the board to guide students. ➤ Students should then write the answers to Exercises A-E. 	Read and Understand

Think and Answer	<ul style="list-style-type: none"> Exercise A: Read and discuss the questions in class before students write their responses. The teacher can check the answers individually.
Grammar Spotlight	<ul style="list-style-type: none"> 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 notebooks. Explain transformation of sentences. Use the given examples as well as your own and use the board to explain them. Discuss Exercise B and then the students can do it in the class. Explain question tags—negative with positive statements and positive with negative statements. Discuss Exercise C and then the students can do it in the class. Announce the answers aloud for Exercises A, B and C and let the partners check.
Spell Well	<ul style="list-style-type: none"> Learn to recognise new words and filling in the missing letters. 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	<ul style="list-style-type: none"> Learning about different occupations of people. Explain by giving examples of occupations that the students can relate to in their day-to-day lives. Do Exercise A orally first. Then the students can do it in their notebooks and their partners can check the work. Exercise B: Explain the exercise and then let the students do it on their own. Announce the answers and the students can check.
Listen and Learn	<ul style="list-style-type: none"> Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly. The teacher can ask the students to take turns reading the poem. Then ask the students to answer the questions orally. Check the students where necessary.
Converse and Connect	<ul style="list-style-type: none"> Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly. Then ask pairs of students at random to enact the dialogue. Correct the students regarding content and pronunciation.
Speak and Express	<ul style="list-style-type: none"> Read the question again so that the students understand it well. Teach them how to speak so as to be understood clearly. Encourage them to speak out their minds freely.
Pronunciation Practice	<ul style="list-style-type: none"> Let the students listen to the Digital Content so that they know the right way to say the words. Let the students say aloud the words. Draw attention to similarities/ differences in spelling and pronunciation. Draw attention to the phonetic symbols.

<ul style="list-style-type: none"> ➤ Use the board to do this exercise. ➤ Call random students to correct the sentences in the passage. ➤ Once the passage is written correctly on the board, ask them to write it down in their notebooks. ➤ Then announce the corrections and let the partners check the work. 	Punctuation
<ul style="list-style-type: none"> ➤ Explain and discuss the exercise. ➤ Then, let the students write the paragraphs on their own. ➤ The teacher can correct the individual work of the students. 	Write Well
<ul style="list-style-type: none"> ➤ Ask the students to consult their dictionaries. ➤ Brush up the dictionary skills of the class; ask them how to find words in it and understand their usage as given in the dictionary. ➤ Draw attention to the meanings and the pronunciation. ➤ Do the exercise on the board to ensure they understand the correct use of the dictionary. ➤ Make sentences using the words to clarify their meanings and differences. ➤ Then let them write them down in their notebooks. 	Dictionary Skills
<ul style="list-style-type: none"> ➤ Exercises A and B: Make groups of five students, and then explain the exercise to them. ➤ Tell them to ask the given questions and write down the answers in their notebooks. ➤ Let them discuss and share their work in the class. 	Project Work/ AIL Activity
<ul style="list-style-type: none"> ➤ Exercise A: Discuss the question in the class and ask the students what their thoughts are. ➤ Ask them to give reasons for their answers. ➤ Exercise B: This can be discussed in the class. 	Values and Life Skills