



Mogwli with Family of Wolves

LEARNING OBJECTIVES

- Learning how humans and animals share the world and recognising the importance of respect for all living beings.
- Understanding and appreciating the loving and caring side of animals.
- Understanding the power of standing up for oneself and others in difficult situations, like Mother Wolf protecting Mowgli.
- Recognising the importance of laws and traditions in maintaining order in society and nature.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Nouns – countable/uncountable; number; gender; formation of nouns; use as subject and object. phrases and clauses – kinds and usage. Sentences: simple, compound, complex and their usage.
- Words, meanings, usage, suffixes; dictionary work and words using the 's' sound pronounced differently, as in 'save', 'peas', 'shave'.
- Writing a story and a letter; punctuation.
- Learning to speak, converse and write correctly.
- **Outcome:** Understanding the connection between humans and animals and realising the need to treat all living beings with kindness and respect.
- Learning about the importance of courage in defending oneself and others.
- Recognising the caring and protective nature of animals.
- Understanding the rule of laws in maintaining balance and harmony in both human and jungle life.
- Learning about nouns, phrases and clauses and different kinds of sentences–simple, compound and complex.
- Speaking, conversing and writing correctly.

- Exercise A: The teacher can ask the students to read out the examples of intelligent animals.
- Discuss the text and ask them if they know of other animals that show intelligence and an ability to understand humans.
- Share their stories in the class.
- Exercise B: Form groups of four students and give them time to collect information on the topic.
- Discuss the topic in the class, addressing any doubts or questions the students may have.

Get Set!

Read and Enjoy	<ul style="list-style-type: none"> ➤ Read the lesson aloud or ask the students to read parts of it. ➤ Explain the words and meaning. Reading creates familiarisation with words. ➤ Discuss how Mowgli, though a human, is accepted by the wolves and learns their ways. Relate this to how humans adapt to different situations. ➤ Ask students to imagine being in Mowgli's place: How would they feel if they were raised by animals? What challenges might they face? ➤ Encourage students to think about the role of Akela, Baloo and Bagheera in Mowgli's life. How do they help him?
Read and Understand	<ul style="list-style-type: none"> ➤ Discuss the questions in Exercises A-E and ask the students to answer orally first. ➤ Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written. ➤ They may then write down the answers of Exercises A-E.
Think and Answer	<ul style="list-style-type: none"> ➤ Read and discuss the question in the class. Then ask the students to write down the answer. The teacher can check the answers of the students individually.
Grammar Spotlight	<ul style="list-style-type: none"> ➤ Use the board to brush up on nouns - what they are: Names of persons, places, things and ideas; types - proper, common, abstract, material and collective. ➤ Use the board to explain them and then go on to discuss countable and uncountable nouns. ➤ Similarly, using the board, given examples and your own, explain number [singular/plural] and gender [masculine/feminine/common/neuter] to the class. ➤ Do exercise A, B and C orally and then ask the students to write down the answers in their notebooks. ➤ Explain formation of nouns-from other nouns, adjectives and verbs, using the examples/chart given. ➤ Do Exercise D orally, and ask the students to write down the answers as you explain it. ➤ Explain the use of nouns as subjects and objects in a sentence, using the given examples, and your own too. ➤ Do Exercise E orally and ask the students to write down the answers as you explain it. ➤ Explain phrases: Noun, adjective and adverb phrases, using the given examples and your own. ➤ Similarly explain clauses: independent and subordinate clauses. ➤ Discuss Exercises F and G and then the students can do it in the class. ➤ Three types of sentences - using phrases and clauses - simple, compound and complex. ➤ Explain them using the given examples and other examples you can pick up from the text book. ➤ Do Exercise H orally and then ask the students to write down the answers as you explain it.

<ul style="list-style-type: none"> ➤ Getting to know new words. ➤ Learn to recognise the new words by selecting them from the box 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. 	Spell Well
<ul style="list-style-type: none"> ➤ Suffixes and their usage. ➤ Explain the different suffixes using the given chart. ➤ You can use your own examples and ask the students to suggest more using these suffixes. Examples: accuracy; sewage; pollution; childhood; friendship; filial, etc. ➤ Do Exercise A orally first, asking the students the possible words. ➤ Then students can write the correct words in their books. 	Word Power
<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. ➤ Teacher can read the passage aloud or ask the students to take turns reading so they understand it well. ➤ Then ask the students to answer the questions orally. ➤ Check the students where necessary. 	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. ➤ Check if the students have understood the conversation well by asking them a few questions; explain where necessary. ➤ Then ask pairs of students at random to enact the dialogue according to their own imagination. ➤ Correct the students regarding content and pronunciation. 	Converse and Connect
<ul style="list-style-type: none"> ➤ Exercise A: Ask the students to look at the picture carefully. Then read aloud the question so that they know what have to do. ➤ Let the students express their thoughts freely. ➤ Correct them, if required. 	Speak and Express
<ul style="list-style-type: none"> ➤ Listen to the Digital Content so that you are sure of the right way to say the words. ➤ Let the students say aloud the words spelt with 's'. Draw attention to similarities/differences in the spelling and pronunciation. ➤ Differentiate the way the words are pronounced. Draw attention to the phonetic symbols. ➤ Use the given words and any other examples you like or doubts that the students may have. ➤ Ensure that the phonetic symbols for the sounds are understood by the students. 	Pronunciation Practice
<ul style="list-style-type: none"> ➤ Use the board to do this exercise. ➤ Call random students to correct the sentences in the paragraph. ➤ Once it is all written correctly on the board, ask them to write it down in their notebooks. ➤ If the exercise is done by the students on their own, then announce the corrections and let the partners check the work. 	Punctuation

Write Well	<ul style="list-style-type: none"> ➤ Exercise A: Read aloud the question, and clarify the queries of the students. ➤ Ask the students to write a story based on the outline. ➤ Exercise B: Students can do this on their own. ➤ The teacher must correct the individual work of the students. Only then will they become independent in their writing.
Dictionary Skills	<ul style="list-style-type: none"> ➤ Ask the students to consult their dictionaries. ➤ Brush up the dictionary skills of the class; ask the students how to find words in it and understand its usage. ➤ Ensure that every student in the class understands the correct way to use 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. ➤ It is useful to make sentences using the words to clarify their meanings thoroughly.
Project Work/ AIL Activity	<ul style="list-style-type: none"> ➤ Exercise A: Form groups of five students. Each student should contribute at least three points about how pets understand human words or instructions. ➤ The points may be discussed in class. ➤ Exercise B: Collect pictures of animals that understand human language to some extent. ➤ Let each group create a poster with a meaningful caption and a decorative border. ➤ Ensure that all group members participate.
Values and Life Skills	<ul style="list-style-type: none"> ➤ Exercise A: Read aloud the quotation. ➤ Discuss its meaning in class. ➤ Exercise B: Read the question and the options in the class. ➤ Then ask the students to do the exercise on their own. ➤ Ask the students to explain their choices.