



## The Story of a Tree

### LEARNING OBJECTIVES

- Learning about the life journey of a tree.
- Learning about the things that help a plant to grow and what we can do to help.
- Listening, reading, understanding and answering the questions orally and in writing.
- Grammar: Learning about Describing Words [Adjectives] and a/an/the [Articles]; Usage of Capital letters, full stop and question mark; Usage of apostrophe – for shortened words and to show possession/belonging.
- Words for people who help us; word meanings; dictionary usage, including how to find meanings.
- Variations in spellings and pronouncing words spell with 'ee', 'ea' and 'i'.
- **Outcome:** Appreciating the need for trees in our world and doing something for it.
- Learning new words, adjectives, articles, punctuation marks and correct pronunciation.

### Get Set!

- Explain in simple words the importance of trees; the danger of cutting trees [example – Uttarakhand landslides] and damage to ecology – soil, flora and fauna, and also to human beings; climate change; need for rain and conservation of vegetation and water.
- A. Explain One World, One Family [Vasudhaiva Kutumbakam] and ask students to colour the words using whatever different colours they like.
- B. Ask students to look carefully at this picture. The different kinds of trees are the centre of interest. Look at all the other aspects of nature – the sun, the river, the sky, the clouds; the animals [pets, domestic animals like sheep and goats, wild animals like the leopard, the elephant, the deer, the fox, the rabbits, the crocodile;

<p>creatures on land and water [including frogs, fish and snail] and air [birds]; human beings from cities and villages; technology like airplane and helicopter. Everything has to learn to live together and learn to value each other.</p> <p>➤ B. Read out and explain what the students are expected to do in this exercise. Give them time and guide them to make the circles, one at a time. Some of what has been mentioned in A above can be elaborated here.</p> <p>➤ C. Help and guide the students to name the trees, and write the correct spellings on the board after asking them the names. Ask which trees they would like to plant, and tick five of those.</p>	
<p>➤ Read aloud the lesson or have students take turns to read the story. Explain the meanings and discuss important matters like – what are seeds? Have they ever planted seeds? Ask them to plant a little seed in a container full of soil – something easily available like peas or beans, water it and watch it grow. While reading, explain the way in which a mango seed [and all other seeds] need good soil, water, sunlight and air to grow. Also, discuss what all we get from trees: shade, branches to climb and swing from leaves, flowers, fruits, resin, medicines, wood for making things like matches, furniture, houses, ships, paper, etc. The habitat they provide for such creatures as birds, monkeys, squirrels, insects, etc.</p>	<b>Read and Enjoy</b>
<p>➤ A – D: Read out the exercises one by one and explain what the students are required to do in each. Do each exercise orally first, using the board where necessary. Then ask students to write down the answers in their books.</p>	<b>Read and Understand</b>
<p>➤ Explain what Adjectives are – Describing Words, i.e. words that describe nouns, such as qualities, colours, numbers, etc. Use the examples and add your own examples using the board. Examples: good, old, tall, soft, white, round, quiet, low, etc.</p> <p>➤ A. Explain the exercise and guide the students to select the correct answers.</p>	<b>Grammar Spotlight</b>
<p>➤ Explain the Articles – a, an and the. They are used before nouns: ‘a’ and ‘an’ are used before countable common nouns. ‘A’ is used before consonant sounds and ‘An’ is used before vowel sounds. Explain the detail about sounds, not the spelling. Example – an hour; an honest</p>	

	<p>man; a yacht; a yak; etc. 'The' is used before a specific word that is already known to us – the boy in the blue shirt; the shop at the corner; the cat under the chair; etc. It is also used before things that are one of a kind like the Sun, the Earth, the Ganga, the Himalayas; etc.</p> <p>➤ B. Explain the exercise and guide the students to select the correct answers.</p>
<b>Spell Well</b>	<p>➤ A. Ask the students to use the Help Box to complete the words, spell them correctly. Then ask them to speak the words aloud and check if they have answered correctly.</p>
<b>Word Power</b>	<p>➤ A. Explain how there are so many people who help us every day in our lives. Shopkeeper, milkman, tailor, electrician, plumber, cook, driver, cobbler, doctor, nurse, pilot, banker, etc. Then explain the exercise and do it orally first, eliciting answers from the students and writing them on the board. Then ask them to write the answers in their books.</p>
<b>Listen and Learn</b>	<p>➤ A. Read aloud the passage, or ask the students to read it in turn. Then explain the exercise and ask the students to fill the gaps. Use the board where required.</p>
<b>Converse and Connect</b>	<p>➤ A. Explain the exercise. Then ask pairs of students to take turns to converse. Use the given text. Then they can improvise further conversations as suggested in the text, with the teacher's guidance.</p>
<b>Speak and Express</b>	<p>➤ A. Explain the exercise and ask students to have discussion taking turns with different pairs. Example – what plants/trees can be grown; where to plant them; what care they will need; how to grow more trees in the house, park, school, neighbourhood, etc.</p> <p>➤ B. Explain the two issues and encourage the students to discuss them. Trees like neem, mango, tamarind, gulmohar, jacaranda, ashok, etc. can be planted.</p>
<b>Pronunciation Practice</b>	<p>➤ A. Read aloud each column of words and explain the correct pronunciation, making the students follow your pronunciation. Make sure that they recognise the difference between the two columns. Check them if they make any mistakes in pronouncing the words.</p> <p>➤ B. Guide the students to spell and pronounce the words correctly. Use the board where necessary.</p>
<b>Punctuation</b>	<p>➤ A. Explain the exercise and use the board to write small sentences to show the usage of Capital letter and punctuation marks, full stop and question mark.</p>

<p>☞ A. Explain what are riddles and ask students to guess the answers to the ones given in the exercise. Use the board to write the answers and the students can then write them in their books.</p>	<p><b>Write Well</b></p>
<p>☞ A. Read and explain the exercise. Then ask the students to consult their dictionaries to check the meanings. Guide them to memorise the spelling and understand the meanings. Then ask them to state the order of the words according to the alphabets. Write them on the board and ask the students to write them down in the correct order.</p>	<p><b>Dictionary Skills</b></p>
<p>☞ A and B: These two exercises can be done by the students under the teacher's guidance. Students can collect leaves and grasses from home/school, to use for the second exercise.</p>	<p><b>Project Work/ AIL Activity</b></p>
<p>☞ A and B: Explain the exercises one at a time and discuss them with the class. A and B are for discussion only.</p> <p>☞ C. Explain the exercise and discuss each option to see why they are appropriate or not. Then guide the students to mark the correct option.</p>	<p><b>Values and Life Skills</b></p>