



## 17 Camels and the Three Sons

### LEARNING OBJECTIVES

- Understanding fairness and problem-solving; learning the importance of fairness, perseverance and creative thinking in solving complex problems.
- Listening, reading and understanding and answering the questions orally and in writing.
- Grammar: adjectives – types; formation; usage of adjectives of quantity and number correctly; order of adjectives; degree of comparison.
- Words and meanings, usage; rearranging jumbled letters to form words, dictionary work and pronunciation of words with correct phonetic symbols and stress.
- Writing a diary entry about helping your best friend with maths; punctuation and editing.
- Learning to speak, converse and write correctly.
- **Outcome:** Gaining an understanding of how to approach tricky situations with an open mind and creative thinking.
- Learning about adjectives – formation, order, comparison and usage.
- Speaking, conversing and writing correctly.

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| <ul style="list-style-type: none"> <li>➤ Exercise A: The teacher can read out the riddles in the class.</li> <li>➤ Then ask the students to try and solve the riddles on their own.</li> <li>➤ As the answers emerge, write them on the board.</li> <li>➤ The students will have fun doing this activity.</li> </ul>  | <b>Get Set!</b>            |
| <ul style="list-style-type: none"> <li>➤ Read the lesson aloud or ask the students to read parts of it.</li> <li>➤ Identify and explain key words and phrases like perseverance, fractions, fair share and creative thinking.</li> <li>➤ Ask in-text questions: What would you do if faced with a problem like the three brothers? Why was dividing the camels difficult? How did the wise old woman help the brothers?</li> <li>➤ Reading creates familiarisation with words. Discuss picture associations so that reading becomes fun.</li> </ul> | <b>Read and Enjoy</b>      |
| <ul style="list-style-type: none"> <li>➤ Discuss the questions in Exercises A-D and ask the students to answer orally first.</li> <li>➤ Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.</li> <li>➤ They may then write down the answers of Exercises A-D.</li> </ul>  | <b>Read and Understand</b> |
| <ul style="list-style-type: none"> <li>➤ Read and discuss the questions in class. Then ask the students to write down the answers.</li> <li>➤ The teacher can check the answers of the students individually.</li> </ul>  | <b>Think and Answer</b>    |

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| <b>Grammar Spotlight</b>    | <ul style="list-style-type: none"> <li>➤ Use the board to brush up on adjectives – their kinds: quality, quantity, number, demonstrative, possessive and interrogative.</li> <li>➤ Use the board to explain how they are formed from nouns, verbs and other adjectives: use the given examples as well as your own, and ask the students to think of examples too.</li> <li>➤ Do Exercise A orally and then let the students write the answers down.</li> <li>➤ Explain the correct usage of adjectives of quantity and number–the difference, using the examples given. You can add your own examples on the board.</li> <li>➤ Do Exercise B orally and then ask the students to write down the answers.</li> <li>➤ Explain the order of adjectives–as given in the text–using the board and the examples given. You can add your own examples on the board.</li> <li>➤ Do Exercise C and then the students can write the answers down.</li> <li>➤ Explain the degrees of comparison of adjectives: positive, comparative and superlative–using the given examples. Add your own examples on the board.</li> <li>➤ Do Exercises D, E and F orally and then let the students write them.</li> <li>➤ Announce the answers aloud for Exercises A-F and let the partners check.</li> </ul> |
| <b>Spell Well</b>           | <ul style="list-style-type: none"> <li>➤ Getting to know new words.</li> <li>➤ Learn to recognise the new words by selecting them.</li> <li>➤ Learn their spellings and meanings.</li> <li>➤ Brush up on the use of the dictionary whenever possible.</li> <li>➤ Do Exercise A orally first. Then ask the students to write down the answers.</li> </ul>  |
| <b>Word Power</b>           | <ul style="list-style-type: none"> <li>➤ Learning to unjumble letters to form meaningful words.</li> <li>➤ Exercise A: Explain the exercise and then let the students do it on their own.</li> <li>➤ Then announce the answers and the students can check their work.</li> </ul>  |
| <b>Listen and Learn</b>     | <ul style="list-style-type: none"> <li>➤ Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly.</li> <li>➤ The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.</li> <li>➤ Then ask the students to answer the questions orally.</li> <li>➤ Check the students where necessary.</li> </ul>  |
| <b>Converse and Connect</b> | <ul style="list-style-type: none"> <li>➤ Read the question out and make sure the students have understood what is required of them.</li> <li>➤ Then ask pairs of students at random to enact the dialogue according to their own imagination.</li> <li>➤ Correct the students regarding content and pronunciation.</li> </ul>   |
| <b>Speak and Express</b>    | <ul style="list-style-type: none"> <li>➤ Read out the question.</li> <li>➤ Discuss in class and ask the students how they would solve their friend's problem.</li> <li>➤ Correct them where necessary, but encourage their imagination and listen to their suggestions.</li> </ul>  |

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| <ul style="list-style-type: none"> <li>➤ Let the students listen to the Digital Content so that they are sure of the right way to speak.</li> <li>➤ Let the students say aloud the given words. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation.</li> <li>➤ Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.</li> <li>➤ Use the given words and any other examples you like or doubts that the students may have.</li> <li>➤ Ensure that the phonetic symbols for the sounds are understood by the students.</li> </ul> | <b>Pronunciation Practice</b>    |
| <ul style="list-style-type: none"> <li>➤ Use the board to do this exercise.</li> <li>➤ Call random students to correct the sentences in the passage.</li> <li>➤ Once it is all written correctly on the board, ask them to write it down in their notebooks.</li> <li>➤ If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.</li> </ul>  | <b>Punctuation</b>               |
| <ul style="list-style-type: none"> <li>➤ Exercise A: Read aloud the question, and clarify the student's queries and the guidelines given.</li> <li>➤ Ask the students to write the diary entry, as instructed.</li> <li>➤ The teacher must correct the individual work of the students.</li> </ul>   | <b>Write Well</b>                |
| <ul style="list-style-type: none"> <li>➤ The students can draw the sketch of the camel on their own.</li> <li>➤ Ensure that they use a pencil for sketching, as instructed.</li> <li>➤ Share their work with the others in the class.</li> </ul>   | <b>Project Work/AIL Activity</b> |
| <ul style="list-style-type: none"> <li>➤ Exercise A. Read aloud the sentence.</li> <li>➤ Discuss it in class and ask the students what their views are.</li> <li>➤ Exercise B: Read the question and link this with what they have learnt so far.</li> <li>➤ Discuss what they would do, and why.</li> </ul>   | <b>Values and Life Skills</b>    |