



The Letter 'A'

LEARNING OBJECTIVES

- Learning to cope with differently-abled skills and persons.
- Learning about compassion, love, courage and determination, without wallowing in self-pity or treating differently-abled people as if they were objects of curiosity or pity.
- Recognising the high achievements of the differently-abled: Christy Brown; Helen Keller; Beethoven; Sudha Chandran; Stephen Hawking; Surdas; Deepa Malik; Arunima Sinha.
- Listening, reading and understanding and answering the questions orally and in writing.
- Grammar: Subject-Verb Agreement; Transitive and Intransitive Verbs; Finites and Non-finites: Infinitives, Gerunds and Participles and their usage.
- Words: meanings, usage, words often misused or confused; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- Writing a letter and a speech; Punctuation and editing.
- Learning to speak, converse and write correctly.
- **Outcome:** Learning about the qualities of courage, determination and perseverance - respecting and empathising with differently-abled people.
- Learning about Subject-Verb Agreement; Transitive and Intransitive Verbs; Finite and Non-finite verbs: Infinitives, Gerunds and Participles and their usage.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> ➤ Ask the students to read aloud the three paragraphs – discuss in class. ➤ Talk about: Who are the differently-abled? Have we ever thought about the problems they face in day-to-day life at home and in public places, on the road, for travelling, for studying, working, etc.? Are we ourselves differently-abled in some way? How do we cope with it? Is compassion and pity the right approach or empathy? What is the difference? How can we be sensitive and empathetic in dealing with the differently-abled? How do they not only overcome the difficulties, but learn to be great achievers: qualities like will-power, courage, determination, perseverance, etc. 	Get Set!
<ul style="list-style-type: none"> ➤ Read the lesson aloud or ask the students to read parts of it. ➤ Explain the lesson's central idea: (a) there are many differently-abled persons among us who are as significant and great achievers as others; and (b) what are the qualities that distinguish such people and what is required from the people who interact with them? ➤ Explain words and phrases: cerebral palsy; heartrending; inert; imprisoned in a world of my own; chipped; pierced; etc. 	Read and Enjoy

	<ul style="list-style-type: none"> ➤ Explain the words, and meaning. Reading creates familiarisation with words. ➤ Discuss picture associations so that reading becomes fun. ➤ Relate the activities and relationships their family and daily life and ask in-text questions: Have you been differently-abled or have you known or interacted with those who are? What did you learn from the interaction? Etc. ➤ Ask the students what the following sentences mean: 1. That was a momentous decision as far as my future life was concerned. 2. It is his body that is shattered, not his mind. 3. Now I would speak through something more lasting than spoken words – written words. 4. That one letter....was my road to a new world.
Read and Understand	<ul style="list-style-type: none"> ➤ Discuss the questions in Exercises A - B 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 Exercise B. ➤ Think and Answer: Read and discuss the question in class. Then ask the students to write down the answer.
Grammar Spotlight	<ul style="list-style-type: none"> ➤ Explain what Subject-Verb Agreement is. ➤ Use the board to explain the agreement based on the subject – its number and person: 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 books. ➤ Explain Transitive and Intransitive Verbs: The former with objects [direct and indirect] and the latter with no objects. 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 class. ➤ Explain the difference between Finite and Non-finite verbs: Finite verbs change if the number and person of the subject changes [I play; she plays]; whereas Non-finite verbs remain the same and cannot stand on their own – they need another clause to support them [Plants need water to grow; Swimming is good for health; Lenny is planting trees]: These are Infinitives, Gerunds and Participles [present and past forms]. ➤ Do Exercises C and D orally and then ask students to do them. ➤ Announce the answers aloud for A-D and let the partners check.
Spell Well	<ul style="list-style-type: none"> ➤ Getting to know new words. ➤ Learn to recognise the new words by selecting them. ➤ 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 words that can form groups or sets. ➤ Tell the students to avoid use of odd words in their writing. ➤ Ask the students at random for the odd words/ sentence – correct them where necessary.

<ul style="list-style-type: none"> Listen to the accent, stress and intonation on the Digital Content so that you can guide the students accordingly. The teacher can read the passage aloud or ask the students to take turns reading so they understand it well. Then ask the students orally to answer the questions. Check the students where necessary. 	Listen and Learn
<ul style="list-style-type: none"> Read the question out and make sure the students have understood what is required of them. 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"> Listen to the Digital Content so that you are sure of the right way to speak. Let the students say aloud the words given. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation. Differentiate the way the words are pronounced. Draw attention to the phonetic symbols, writing them on the board. Use the words given 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. Once it is all written correctly on the board, ask them to write it down in their books. If the exercise is done by the students on their own, then announce the corrections and let the partners check the work. 	Punctuation
<ul style="list-style-type: none"> Exercise A: Read aloud the question, and clarify the student's queries and the guidelines given. Ask the students to write a letter on their own as instructed. It needs to cover studies, games/sports, outings/excursions, and food. Exercise B: The students can write the speech on their own. Imagine some activities like trekking, camping, mountaineering, etc. Link ups with trainers from defence/police, etc., can be visualised. Remember the word limit is 150. The teacher must correct the individual work of the students. Only then will they become independent in their writing. 	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 its usage as given in the dictionary. Ensure that every student in the class understands the correct way to use the dictionary - the meanings, the pronunciation and the usage. Ask the students to do Exercise A on their own. Then ask them the answers at random, and when the correct answers are received, the students can check their own work and correct it. It is useful to make sentences using the words to clarify their meanings thoroughly. 	Dictionary Skills

Project Work/AIL Activity	<ul style="list-style-type: none"> ➤ Make groups of 5-6 students. Ensure that if there are differently-abled students in the class, they are placed in separate groups with other children; they should not be isolated into one group. ➤ Ensure that students are sensitised to the concepts of compassion, love and empathy. ➤ Then the groups can prepare the project in their books as directed. ➤ Share the projects in class.
Values and Life Skills	<ul style="list-style-type: none"> ➤ Exercise A. Read aloud the sentence. ➤ Discuss it in class and ask the students what their observations are. ➤ Exercise B: Option 3 is the best one. Discuss all three options and explain why. ➤ Ask the students what they would feel like if they awoke one morning to find they were in a similar position. How would they react? How would they wish their family and friends to interact with them?