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Unit 3: Nature

The Story of a Tree

LEARNING OUTCOMES

- ▶ Learning about the life journey of a tree.
- ▶ Learning about the things that help a plant to grow up.
- ▶ Listening, reading, understanding and answering the questions orally and in writing.
- ▶ Words for people who help us; word meanings; dictionary usage.
- ▶ Variations in spellings and pronouncing words spelt with 'ow'.

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| Warm Up | <ul style="list-style-type: none"> ✧ Talk to the students about the trees they have seen. ✧ Discuss with them the usefulness of trees. |
| 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 their meanings. Reading creates familiarisation with words. ✧ Discuss the things required for a seed to grow. |
| Read and Understand | <ul style="list-style-type: none"> ✧ Discuss the questions in Exercises A, B, C and D. Ask the students to answer them orally first. Where necessary, write the answers on the board to help them in answering questions related to the unit, whether oral or written. |
| Grammar Spot | <ul style="list-style-type: none"> ✧ Explain what conjunctions or joining words are and their usage, with the instructions and examples given. Add your own examples too. Use the blackboard to show how 'and', 'but' and 'or' are used to join words, ideas and sentences. ✧ For example, join similar things or things that are usually spoken of together using 'and', like bread and butter; cup and saucer; cat and dog. ✧ Sometimes we speak of things that are not similar; they may be opposites. Then we use 'but'. For example: He is kind but noisy. Her dress is nice but old. ✧ Sometimes we have to choose between two things. Then we use 'or'. For example: Would you like tea or coffee? Shall we go today or tomorrow? ✧ Exercise A: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work on their own or in pairs. |
| Spell Well | <ul style="list-style-type: none"> ✧ Teach the students to recognise spelling patterns. ✧ Discuss the words and ask students to spell them orally. |
| Word Wise | <ul style="list-style-type: none"> ✧ Discuss different professions. ✧ Tell the students to respect every person, irrespective of his/her profession. |
| Listen and Learn | <ul style="list-style-type: none"> ✧ Listen to the Digital Content twice or thrice to understand the accent, stress and inflection. |

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| | <ul style="list-style-type: none"> ✧ Let the students understand the passage; explain where necessary. ✧ Let the students answer the questions orally first. Then, let them write. |
| Converse and Connect | <ul style="list-style-type: none"> ✧ Listen to the conversation in the Digital Content. ✧ Ask two students to enact it in the class. ✧ Correct the students where necessary. |
| Speak and Express | <ul style="list-style-type: none"> ✧ Let the students observe the picture carefully. ✧ Then, invite them one by one to speak three sentences about the picture. |
| Pronunciation Practice | <ul style="list-style-type: none"> ✧ Let the students listen to the Digital Content so that they are sure of the right way to say the words. ✧ Let the students say aloud the words spelt with 'ea', 'i' and 'ee'. ✧ While explaining the correct pronunciation, show how these words spelt with 'ea' and 'i' are pronounced with a different length: seat/sit; leap/ lip; etc. Also, explain the similarities in words spelt with 'ea' and 'ee', such as seat/seed; meat/meet; heat/heed, etc. ✧ Draw attention to the phonetic symbols, as you teach them the students, the pronunciation. |
| Punctuation | <ul style="list-style-type: none"> ✧ Do this exercise on the board, asking the students for the corrections. ✧ When the correct sentences are written down, ask the students to copy them down in their notebooks. ✧ Let the partners check the answers. |
| Write Well | <ul style="list-style-type: none"> ✧ A. Explain what riddles are. Most children love them. ✧ This can be done by the students on their own. ✧ Tell them to write neatly and in their best writing. ✧ Ensure that they understand each description/riddle. ✧ B. This exercise can be done orally first, one picture at a time. Write the sentences down on the board. ✧ Then ask the students to write the sentences in their notebooks. ✧ Exercises C and D can be done by the students on their own. Guide them where required. |
| Dictionary Skills | <ul style="list-style-type: none"> ✧ Ask the students to bring their dictionaries. ✧ Refresh their learning about using the dictionary. ✧ Discuss the exercise and remind them how to see the words at the top of each page—how they tell you the first and last words on the pages. |
| | <ul style="list-style-type: none"> ✧ Ensure that every student in the class understands the correct way to use the dictionary. ✧ Draw attention to the meanings, the pronunciation [the phonetic symbols] and the explanations about how words are used in different ways. ✧ Do the exercise on the board to see that they have understood how to arrange words in alphabetical order as in a dictionary. |
| AIL Activity | <ul style="list-style-type: none"> ✧ Let each student make a leaf collage. ✧ All their work should be displayed in class so that every student is encouraged. |
| Values and Life Skills | <ul style="list-style-type: none"> ✧ Read aloud the question and all the given options. ✧ Discuss why option 4 is acceptable. |