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Unit 1: Nature

Joy of Giving

LEARNING OUTCOMES

- ▶ Making the students understand the value of trees and nature, through creative, study and art-related and social activities
- ▶ Understanding the need for seeing, being aware of and enjoying nature through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate everything that nature offers us and interacting with it in a harmonious manner, not just exploiting it for our selfish purposes
- ▶ Learning to be creative and make things of utility, while treating nature with respect
- ▶ In today's world, we are living in metros, cities and towns, often cut away from nature and the cycles of the seasons. This experience needs to be changed. So, while reading and teaching this lesson, make it a point to give attention to the respect we owe to nature. Draw attention to the fact that if we do not respect nature it will hit back at us: landslides, melting of the ice caps, rising sea levels, tsunamis, drying up of valuable resources like water, oil, coal, minerals, sand, air, etc., climate change, extinction of wildlife, destruction of forests, pollution of rivers and seas, etc. We need to look at nature as something that needs protection, not something to be simply made use of.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Sentences – subject and predicate; use of interjections in exclamatory sentences; differentiate between sentences, clauses and phrases; question tags
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly, letter and expanding a summary
- ▶ Building a vocabulary, spellings, meaning, anagrams, homophones, different pronunciation for words spelt with 'ow'; use of commas [,], alliteration

Warm Up

- ✧ Make groups of four students and ask them to discuss the questions given. Open the discussion to the class after about 10 minutes, explaining and sharing how trees are our friends and how they benefit us [climate, soil, rains, fruits, medicines, timber, etc.] and how growing more trees is helpful. Trees teach us to always give unselfishly. They even give their wood for making the handle of the axe that cuts them. They give fruit and medicines and shade without asking for return. They provide timber for houses, furniture, boats and other things too.

Read and Enjoy	<p>✧ Read aloud the story or have the students role-play the parts, taking turns, and also have a narrator. Explain the story, emphasising the gratitude we owe to trees, the ingratitude and greed of the boy throughout his life. This picture story is taken from a book by Shel Silverstein. It is a classic that teaches us two things: the need for protecting nature and our planet Earth, and the values of gratitude and generosity.</p>												
Read and Understand	<p>✧ Exercises A, B and C: Explain the exercises and do them orally first. Let the students write the answers. It is advisable to check and assess their work individually.</p>												
Think and Answer	<p>✧ Exercises A, B and C: Explain the exercises and do them orally first. Let the students write the answers. It is advisable to check and assess their work individually.</p>												
	<p>✧ It is advisable for the teacher to check and assess each student's work individually.</p>												
Grammar Spot	<p>✧ Explain and brush up: Sentences – subject and predicate; use your own examples too. For example:</p> <table border="0"> <tr> <td>[Subject]</td> <td>[Predicate]</td> </tr> <tr> <td>Kendal</td> <td>has asked for leave.</td> </tr> <tr> <td>Jhanvi</td> <td>will go to Shimla tonight.</td> </tr> </table> <p>✧ Exercise A: Do the exercise orally first. Then ask the students to write down their own answers in their books/notebooks. Check and assess their work individually.</p> <p>✧ Explain the difference between a phrase [which has no subject and no verb] and a clause [which is a group of words with a subject and a verb, like a sentence, but is part of another sentence, joined by a conjunction]. Use your own examples to show the three variations. For example:</p> <table border="0"> <tr> <td>(i) In the teacup</td> <td>[Phrase]</td> </tr> <tr> <td>(ii) There are tea leaves in the teacup.</td> <td>[Sentence]</td> </tr> <tr> <td>(iii) I have to wash it because there are tea leaves in the teacup.</td> <td>[Clause]</td> </tr> </table> <p>✧ Exercise B: Do the exercise orally first. Then ask the students to write down their own answers in their books/notebooks. Check and assess their work individually.</p> <p>✧ Brush up on kinds of sentences, using the given instructions and examples. Then explain what interjections are and their usage. For example, the usage of words like 'oh', 'alas', 'ah', 'ooh', 'wow', 'ouch', 'hurrah', 'bravo', 'oh no', 'what', 'oh dear', etc.</p> <p>✧ Exercise C: Do the exercise orally first. Then ask the students to write down their own answers in their books. Check and assess their work individually.</p> <p>✧ Brush up on interrogative sentences and the use of question tags using the instructions and examples given. Use your own examples too, like – Isn't it? Is it? Will you? Won't you? Have you? Haven't you? Are you? Aren't you? Should you? Shouldn't you? Do you? Don't you? Can you? Can't you? Were they? Were't they?</p> <p>✧ Exercise D: Do the exercise orally first. Then ask the students to write down their own answers in their books/notebooks. Check and assess their work individually.</p>	[Subject]	[Predicate]	Kendal	has asked for leave.	Jhanvi	will go to Shimla tonight.	(i) In the teacup	[Phrase]	(ii) There are tea leaves in the teacup.	[Sentence]	(iii) I have to wash it because there are tea leaves in the teacup.	[Clause]
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Word Wise	<ul style="list-style-type: none"> ✧ Explain what an anagram is – the use of the same letters in a word to make a new word out of them. Use your own examples too. For example: live → vile; stake → skate → steak; reef → free. ✧ Explain what homophones are – words that sound alike when pronounced, but have different spellings and different meanings. For example: pail – pale; pear – pare; here – hear; sow → sew. ✧ Words using ‘oo’ and ‘u’ and making words out of another word. ✧ Exercises A, B, C and D: Do the exercises orally first. Then ask the students to write down their own answers in their books/notebooks. Check and assess their work individually.
Listen and Learn	<ul style="list-style-type: none"> ✧ Read the passage at least twice, or ask the students to read it. Then ask the questions and tell the students to select the right options.
Converse and Connect	<ul style="list-style-type: none"> ✧ Exercise A: Read out and explain the exercise. Ask partners to discuss the subject given. Move around to guide and assess the discussions.
Speak and Express	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students at random to explain what they see in the picture. Encourage different views. Guide and assess the students.
Pronunciation Practice	<ul style="list-style-type: none"> ✧ Exercise A: Say each word aloud and ask the class to follow. Emphasise the difference in pronunciation of the words in the two columns – although they are both spelt with ‘ow’.
Punctuation	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to do the exercise on their own. Then write the correct answers on the blackboard and let them check their work in pairs.
Dictionary Skills	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to do the exercise on their own. Then write the correct answers on the blackboard and let them check their work in pairs.
Write Well	<ul style="list-style-type: none"> ✧ Read and explain the exercise and the sample letter. If any student has a doubt, please explain it. ✧ Exercise A: Ask the students to write the letter on their own. Check and assess their work individually.
AIL Activity	<ul style="list-style-type: none"> ✧ Exercise A: Make groups of ten students and explain the exercise to them. Each person in the group must speak about the given topic. ✧ Exercise B: Have an open discussion in class about the given topic. Relate the topic to natural and man-made disasters in the world.
Values and Life Skills	<ul style="list-style-type: none"> ✧ Exercise A: Make groups of five and ask them to discuss the given topics. You may use the Internet/newspapers or any reliable source to suggest the names of people/organisations that are helping to save and protect our Earth.