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Unit 4: Selflessness

The King and the Fiery Dragon

LEARNING OUTCOMES

- ▶ Introducing a world of fantasy and imagination.
- ▶ Appreciating that wealth should be used for good of people, not for bullying or browbeating others.
- ▶ Listening, reading and understanding and answering the questions orally and in writing.
- ▶ Enjoying a story told in the form of poetry.
- ▶ Grammar: Adverbs and their usage
- ▶ Words - Filling in the blanks to complete words, finding synonyms, adding the prefixes 'dis' and 'un' to form opposites.
- ▶ Writing a paragraph.
- ▶ Learning to speak and converse correctly.

Warm Up	<ul style="list-style-type: none"> ✧ Look at the pictures and discuss the stories that have these characters, with the students. ✧ Talk about what makes the world of imagination such fun. ✧ Ask the students to share some of the stories and who tells them the stories, etc. ✧ Ask the students to do the exercise on their own and the their partners can check their work.
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. ✧ Ask in-text questions: Have you visited your grandparents? Have you been to small towns and villages? Have you been to a fair? What was the treasure? etc.
Read and Understand	<ul style="list-style-type: none"> ✧ Discuss the questions in Exercises A, B, C and D 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. ✧ Focus on the central idea of the story – that wealth is meant to be used for the welfare of all people and not hoarded by a few. ✧ They may then write down the answers of Exercises B-D. ✧ Think and Answer: Read and discuss the questions in the class. Then ask the students to write down the answers. The teacher must check individual answers.

Grammar Spot	<p>✧ Explain adverbs – words that tell us how, when, where an action takes place. Explain the instructions and examples given and add your own examples too. The different types of adverbs are given below:</p> <ul style="list-style-type: none"> (i) Adverb of Manner: Shows how the action takes place [Mala is working <u>hard</u>.] (ii) Adverb of Time: Shows when the action takes place [Hanu will come <u>tomorrow</u>.] (iii) Adverb of Place: Shows where the action takes place [Mickey was hiding <u>behind</u> the sofa.] (iv) Adverb of Frequency: Shows how often the action takes place [The postman comes <u>daily</u>.] (v) Adverb of Degree: Shows the degree (intensity) of the action, adjective or other adverb [It is <u>very</u> cold here. It is <u>terribly</u> cold here. It is <u>quite</u> cloudy today. It is raining <u>hard/heavily</u>. He runs <u>very</u> fast.] <p>✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to write the answer. Announce the answers aloud and let the students check their work in pairs.</p>
Spell Well	<ul style="list-style-type: none"> ✧ Getting to know new words. ✧ Exercise A: Learn to recognise the new words by selecting and completing them. ✧ Learn their spellings and meanings. ✧ Brush up on the use of the dictionary whenever possible. ✧ After doing Exercise A orally first, ask students to write down the answers.
Word Power	<ul style="list-style-type: none"> ✧ Learning about synonyms and antonyms. ✧ Exercise A: Some words have similar meanings but are not synonyms. ✧ Ask the students at random to find words in the lesson that are similar in meaning to the ones given. ✧ Then, as the correct answer comes up, write it on the board and they may write it down in their notebooks. ✧ Exercise B: Add 'dis' or 'un' to the words to make their opposites. ✧ Do the exercise orally first, asking the students at random, and use the board to write the correct answers. ✧ The teacher can announce the answers once again and partners can check them.
Listen and Learn	<ul style="list-style-type: none"> ✧ Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly. ✧ The teacher can read aloud the story and ask the students to answer the questions. ✧ Check the students where necessary as they answer the questions orally.
Converse and Connect	<ul style="list-style-type: none"> ✧ Read the conversation aloud and make sure the students have understood it. ✧ Then ask pairs of students at random to enact the dialogue. ✧ Correct the students regarding content and pronunciation.
Speak and Express	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to look at the picture.

	<ul style="list-style-type: none"> ✧ Then ask them the given question. Relate to the issues raised in the lesson regarding things that we share with grandparents. ✧ This will help students to express what they want to say. ✧ Teach them to put their thoughts into words correctly and politely. ✧ Teach them how to speak so as to be understood. ✧ This will also help them to be observant and to speak out their minds freely.
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 'a'. ✧ Draw attention to the fact that all the words having to be pronounced differently in each column. ✧ Use the words given and any other examples you like or words that the students may suggest. Examples: right; lime; time, etc. ✧ Ensure that the phonetic symbols for the sounds are understood by the students. ✧ While explaining the correct pronunciation, show how these words are pronounced distinctly.
Write Well	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to read the question and the paragraph. Read it aloud. ✧ Make sure they understand it well. ✧ Then ask them to write it down neatly. ✧ Discuss how the paragraph is centred on one main idea – the food we eat during the day. ✧ If there is time, you can ask them to write 3-4 sentences on one central idea – the uniform/the classroom/their best friend, etc. ✧ Exercise B: Ask the students to read aloud the different sentences. ✧ Then ask them at random which will be the first, and then the second and so on, till you have the correct order. ✧ Write the order of sentences on the board and let them write the numbers in sequence.
Dictionary Skills	<ul style="list-style-type: none"> ✧ Ask the students to consult their dictionaries and write the meanings. ✧ Then ask them for the meanings at random. ✧ Write the correct meanings on the board and let them all check their work. ✧ Orally make sentences using the words so that they are clearly understood.
Project Work	<ul style="list-style-type: none"> ✧ Let the students do the project on their own at home. ✧ Then they may bring it to class and have a discussion with their partners for 10 minutes about how they would use the treasure. ✧ Share the three points listed by each pair of students in the class.
Values and Life Skills	<ul style="list-style-type: none"> ✧ A: Read aloud the sentence and discuss it with the students. ✧ Talk about people they have heard of or studied earlier, like Dr APJ Abdul Kalam or Kalpana Chawla. ✧ B: Read aloud the exercise and its options. ✧ Discuss the options to encourage the students to think about them. Explain why options 2 and 3 are acceptable and 1 and 4 are not.