

DEVELOPMENT OF THE LESSON PLAN

ANOTHER ADVENTURE

Learning Outcomes

By the end of the lesson, students will be able to:

- read a text for gist and interpretation.
- appreciate a fantasy story.
- identify the main idea in the story.
- appreciate the importance of friendship.
- cultivate a spirit of self-belief and goodwill.
- note how team work helps overcome obstacles.
- identify how the characters solve the problems they face.
- explain the contrast between what each character wants and what they actually are.
- interpret the qualities of the characters through their actions.
- identify and use common, proper collective and abstract nouns.
- use correct adjective+ noun combination.
- write a descriptive paragraph about a person.

Suggested number of sessions: 15

Session 1: Springboard; My Thoughts; Warm up

Session 2: *Dorothy, the Cowardly Lion ...would not hurt me at all," said the Scarecrow.* Embedded question 1, 2

Session 3: Recap; *The Scarecrow sat upon...safely on the other side.*

Session 4: Recap; *After resting for a while...afraid of the Kalidahs."* Embedded question 3

Session 5: Recap; *The scarecrow said... as long as I am alive."* Embedded question 4, 5

Session 6: Recap; *The Lion turned to face the Kalidahs ... "I wish I had a heart to beat."* Embedded question 6; Post-reading

Session 7: Comprehension

Session 8: Comprehension

Session 9: Grammar

Session 10: Grammar; Grammar Fun

Session 11: Vocabulary

Session 12: Spelling and Pronunciation

Session 13: Writing

Session 14: Writing

Session 15: Any pending work

Pre-reading

Warm up

Inform students that they will be listening to the description of the characters of *Another Adventure* which is an extract from the classic *The Wizard of Oz*. You may read the text/play the audio twice. This will help students who have missed the details the first time to pick them up in the repeat session.

Tell them that they have to listen to the text carefully as it will help them better understand the story they will learn later.

Think pair Share

Ask students to discuss with their partner the qualities of each character. Based on analysing the characters, they decide who would be the best leader. Ask them to fill in their choice and the reason for the choice in the space given.

This activity develops Critical Thinking and enhances Decision-making.

Reading

GUIDELINES WITH QUESTIONS FOR DISCUSSION

Play the text in the Smart Book in parts. / Read the text in parts. Pause to explain / discuss / check comprehension.

Discuss the meanings of the glossed words through the course of the reading exercise.

Remind students that they have already learnt about the characters in the story in the warm-up exercise.

Teaching strategy: *Directed reading/thinking activity*

Read the text/play the audio. Pause reading/the audio at relevant junctures to ask embedded questions and questions to check their comprehension.

Dorothy, the Cowardly Lion ...would not hurt me at all," said the Scarecrow.

Explain the text:

What was the first difficulty they came across? Why was Dorothy sad? (She knew it would be difficult to cross the ditch.) How did Scarecrow try to help? (By suggesting that they jump over the ditch)

1. *Can you think of other ways they could have crossed the ditch?*

(Ans: Free response.)

This question focuses on Critical Thinking and Creativity as students think of different ways to cross the bridge; It also focusses on Life Skills as it helps them come up with a solution to overcome a problem and the skill could be extended to their problem-solving in real-life situations. **CT, C, SEL**

Why was the Lion afraid? Did the Lion give in to his fears? How do you know? (No, he said that he must try even though he was afraid of falling.)

2. *How do we know that the Lion does not give up easily? Find the line which tells us this.*

(Ans: 1. "I am terribly afraid of falling myself but we must try.")

The question helps develop Critical Thinking and Values. It directs students to analyse the character of the Lion and helps to identify the lion's eagerness to put in efforts to achieve something although it is difficult. **CT; SEL**

Elicit answers from students:

What is the problem the characters face? What is the solution they think of? What do you think will happen?

Note down their predictions on the board.

Why does Scarecrow offer to go first?

Taking it further (HOTS)

Scarecrow offers to go first. What does this show about him? (He was concerned that the others should not get hurt)

The Scarecrow sat upon...safely on the other side.

- Did they reach safely to the other side? What does this say about the Lion? (He played his part as a member of the team, to get them to safety.)

Elicit answers from students:

- What do you think about your predictions now? What did you find in the text to prove your predictions? What did you read in the text that made you change your predictions? (In the Warm Up, they learnt that the lion was not courageous. The lion was scared of crossing the ditch himself. Carrying others to the opposite side of the ditch could have come as a surprise to the students.)

After resting for a while...afraid of the Kalidahs.”

Why did the Lion express his fear of the Kalidahs? (They looked very ferocious.)

3. Can you draw a Kalidah based on the description Lion gave?

(Ans: (Free response: a drawing in their notebook.)

The question focuses on Art Integrated learning. The question assesses students' comprehension of text through art.

ART

What was the next difficulty they faced? (Another ditch)

Taking it further (HOTS)

Why did the Lion sit down to think? Was it a wise thing to do when danger was so close to them? (Yes, it was wise because he knew that the ditch was too wide for him to jump over and that, if he tried all of them would have fallen into the ditch.)

The scarecrow said... as long as I am alive.”

This time who immediately offered a solution to the problem? (Scarecrow once again)

Taking it further (HOTS)

In the Warm Up section, we get to know that Scarecrow wishes for brains. However, Scarecrow offers valuable solutions both times they have to cross ditches. What does this tell you about the character? (He actually had brains but was not aware of it.)

CT

4. The group is able to get over their problems because they _____.

(Ans: are a good team / work together.)

The question focuses on Values—the value of teamwork.

SEL

Taking it further (HOTS)

Ask students to say how teamwork played a role here.

(The scarecrow gave the idea; Tin Woodman used his skill to cut the tree and the Lion used his strength to push it down.)

- What prevented them from crossing the bridge?

5. What does a 'sharp growl' sound like? Make the sound you think the Kalidahs made.

(Ans: Free response

Allow students to make as fearful a growl as possible.)

This exercise taps on the ability to understand a text and express a character's traits through sounds.

MI

Ask student if they want to ask any questions on this part. Clarify doubts if any.

The Lion turned to face the Kalidahs ... "I wish I had a heart to beat."

Why did the Lion give a terrible roar? How did Dorothy and Scarecrow react?

6. Why did Dorothy and the Scarecrow react to the Lion's roar like this?

(Ans: Dorothy and the Scarecrow reacted to the Lion's roar this way because it was terrifying.)

Students consciously recognise their own emotions, and this will help to regulate their emotional reactions.

IL: SEL

- Despite the Lion's roar, the Kalidahs rushed forward to attack them. Why?
- Why does the Lion draw a long breath of relief? (He was scared of the Kalidahs, and when they escaped from them, he was relieved.) Do you think he was actually brave?

Taking it further (HOTS)

Discuss: Why do we feel sad for the Tin Woodman? (We feel sad for him because he wishes he too had a heart to beat, even if it be to beat faster with fear.)

Teaching strategy: Reader's Theatre

Put students in groups. Ask them to take the roles of Dorothy, Tin Woodman, Lion, Scarecrow and the Kalidahs.

Let them enact the scene.

You may ask any one or two groups to volunteer and perform in front of the class.

You may even inform students the day before to prepare, rehearse and perform in the class the next day. (This could be used as a formative assessment)

Post-reading

Teaching strategy: Exit Slips

(Exit slips are brief, informal assessments that you can use at the end of a lesson or class period. Exit slips gauge students' understanding of the material covered in a lesson.)

You may write the pointers on the board/ dictate them and ask students to write the answers on slips of paper and hand them over to you.

Names of the characters:

One word to describe each (quality):

Problem 1 and solution: (one or two sentences):

Problem 2 and solution: (one or two sentences):

Mention one idea in the lesson that could be used in the real world:

AOL

Common Nouns, Proper Nouns

Draw two columns on the board. On one side, write a list of common nouns. On the other side, write a list of proper nouns.

Elicit the difference between the two sets of words.

Write the titles, Common nouns and Proper nouns above the two sets of words.

Tell students:

A **common noun** is a word we use to refer to a place, animal, thing or idea. It begins with a small letter (except when it begins a sentence).

A **proper noun** is the special name of a particular person, place, animal or object. It always begins with a capital letter.

Activity

Call out a mix of several proper and common nouns.

Ask the students which group each noun belongs to. Write it in the respective column.

Optional Activity:

1. Divide the class into four groups. Ask each group to come up with two common and two proper nouns that they see in the classroom. Add these to the list.
or
2. Ask students to draw two columns in their notebooks, with one side titled Common Nouns and the other side titled Proper Nouns. Take the class for a walk around the school—to the playground, cafeteria, computer lab etc. Ask them to list all the common and proper nouns they come across.

Guide students to complete Exercise A.

Collective Nouns

Write on the board:

A group of players

A group of buffaloes

A group of geese

A group of puppies

A group of ants

A group of bananas

Ask students:

Is it possible to use different words in place of the word 'group'?

If I use the word 'team', will you be able to find the group? (a group of players)

Tell students:

A **collective noun** is a special name we give to a group.

Activity

Optional: Divide the class into groups. Give each group a list of five collective nouns. Let each group create a chart, illustrating the collective nouns given to them. They can either draw or paste pictures to make the charts colourful and interesting. Put up the charts on the display board.

Alternatively, you may ask the groups to mime the collective nouns.

Help students complete Exercise B.

Abstract Nouns

Begin by asking the students to give a few examples of nouns. Put these up on the board. Point out how each of these is something that we can see, smell, hear, touch or taste (Students might most probably come up with concrete nouns).

Now put up a list of abstract nouns on the board.

Examples: *friendship, fear, peace, joy, luck, honesty, happiness, courage*

Brainstorm for more words.

Ask students:

What is the difference between the two sets of words? (None of the words in the second list can be seen, touched, smelt, heard or tasted.)

Help students complete Exercise C.

VOCABULARY

Adjective + noun

Activity

Group work

Put students in groups. Give each group a copy of the given table. Tell them that more than one combination is possible for each adjective. You may time the activity. The group with maximum correct combinations wins.

Note: The words should be in pairs.

Tell them that only some words (adjective + noun) can go together.

Follow the inputs given in the textbook and help students do the exercises.

rain	BEAUTIFUL	woman	NEW	house	GOOD
idea	FAST	car	YOUNG	boy	EXPENSIVE
watch	COLD	drink	BIG	city	EMPTY
room	RICH	man	RED	wine	SMALL
plate	TALL	building	FUNNY	joke	LONG
hair	HAPPY	children	PRETTY	girl	RIGHT
hand	LOUD	music	DIFFICULT	test	DEEP
water	CHEAP	phone	POOR	people	EARLY
morning	LATE	night	SAD	film	HEAVY

Ask students: *How will you describe your imaginary animal?*

Tell students: *By giving details about it verbally and by using the pictures.*

Give them the following pointers.

Physical Appearance: *What others can see, hear and feel, such as hair, height and shape*

Personality: *What type of animal it is—strong, powerful, calm, happy, angry, etc.*

Characteristics: *What the animal can do, cannot do, wants to do, how it behaves etc.*

Ending: *Why you chose the animal*

C, MI

Teacher’s Observations

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY

Another Adventure

A. Multiple Choice Questions.

1. Who thinks they can jump over the first ditch?

a. Scarecrow	b. Tin Woodman	c. Lion
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Ans: c
2. Who has a good idea about how the group can cross the second ditch?

a. Scarecrow	b. Dorothy	c. Lion
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Ans: a
3. What sound did the Kalidahs make?

a. Screech	b. Growl	c. Groan
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Ans: b

B. Read the lines and answer the questions.

1. *“Stand close behind me. I will fight them as long as I am alive.”*
 - a. Who says this?
 - b. Who is the speaker trying to save?
 - c. Who is the speaker going to fight?

Ans: a. The Lion says this. b. The Lion is trying to save his friends. c. The Lion is going to fight the Kalidahs.

2. "Hurry up!" cried the Scarecrow.

- a. Who is the Scarecrow speaking to? b. How is the Scarecrow feeling?
c. Why does the Scarecrow want to hurry?

Ans: a. The Scarecrow is speaking to his friends. b. The Scarecrow is feeling scared.
c. The Scarecrow wants to hurry because the Kalidahs are chasing his friends and him.

C. Answer the questions.

1. Who was walking through the forest? What did they see?

Ans: Dorothy, the Cowardly Lion, the Tin Woodman and the Scarecrow were walking through the forest. They saw a very wide and deep ditch with big, pointed rocks at the bottom and steep sides.

2. What were the Kalidahs?

Ans: The Kalidahs were frightening beasts with bodies like bears and heads like tigers. They had long and sharp claws and made strange growling noises.

3. How did the group escape the Kalidahs?

Ans: The Kalidahs chased the group across the bridge they had made across the second ditch. The group crossed quickly and then Scarecrow asked the Tin Woodman to chop away the end of the tree on their side. The Kalidahs had almost crossed the bridge, but then the tree fell into the ditch with a crash, taking the beasts with it.

D. Think and answer.

In the story, the Scarecrow offers to cross the ditch on the Lion's back first. He says it would not hurt him if he were to fall. What does this tell us about the kind of friend the Scarecrow is?

Ans: Suggested ans: The Scarecrow is a good friend. While it is true that since he is made of straw he would not be hurt, he wants to use this quality of his to make sure that he tests their idea to cross the ditch first. In this way, he wants to make sure that his friends will not get hurt. This shows that the Scarecrow is loving and caring.

STUDENTS' BOOK ANSWER KEY

Theme 1

Springboard

Accept any logical answer. Suggested answer: Adventure means an unusual and exciting or daring experience. Answers may vary.

My Thoughts

Free response.

Another Adventure

Warm Up

Audio script: Dorothy, a young girl, gets carried away from her home by a cyclone and she reaches the magical Land of Oz. Dorothy immediately decides to find a way back home even though she is alone in a strange land. She decides to go the Emerald City and get the help of The Wizard of Oz to return home. She meets a Cowardly Lion, a Tin Woodman and a Scarecrow on the way and she shows them kindness and care.

Dorothy becomes friends with the Tin Woodman after she finds him in the forest. He had got caught in rain and becomes so rusted that he could not move. Dorothy helps him by applying oil on his joints. He follows her to the Emerald City to get a heart from The Wizard because he thinks he has no feelings.

Spelling

- | | | |
|--------------|---------------|-------------|
| 1. august | 2. restaurant | 3. separate |
| 4. furniture | 5. stationery | |

Punctuation

- | | | |
|----------------------------|--------------------------------|---------------------------------|
| 1. When did he leave? | 2. That pen is not mine. | 3. How old is that little boy? |
| 4. She can come now. | 5. Do you think he is helpful? | 6. These books are very useful. |
| 7. Can you read that line? | 8. I am a little tired. | |

Writing

Free response.

DEVELOPMENT OF THE LESSON PLAN

SAILING

Learning Outcomes

By the end of the poem, students will be able to:

- read an adventure poem for gist and interpretation.
- explain that the poem is about exploring new places.
- identify the use of rhyme, images and personification in the poem.

Suggested number of Sessions

Session 1: Warm up; Listening and reading of the poem

Session 2: Discussion on poem

Session 3: Comprehension

Session 4: Comprehension

Session 5: Speaking

Summary

The poem, *Sailing* is about the joy of exploring and the beauty of nature a person comes across during a sailing adventure. The poet describes the experience of travelling across the sea on a sailboat. There is a sense of excitement and freedom of sailing, where the wind fills the sails and guides the boat over the water. The poet uses vivid imagery to paint a picture of the sea, with its waves and the vast sky. The journey is both thrilling and peaceful, at the same time, as the boat moves gracefully through the ocean.

Pre-reading

Warm up

Help students understand the uncertainty in the given sentence. Then, let them fill in the blank.

This exercise helps students think critically about an imaginary situation and they express the feelings they experience when alone on such an adventure.

CT; IL: SEL; AFL

Reading

GUIDELINES WITH QUESTIONS FOR DISCUSSION

Read the poem aloud. Alternatively you may play the audio track and direct students to listen and then read aloud using appropriate expressions and intonations. Then ask them to read the poem silently.

Direct their attention to the illustration to understand the poem better.

Ask students to share their initial thoughts and feelings about the poem.

CT, COM, COL, SEL, AFL

What do you think the poem is about? (Suggested answer: about going on an exciting adventure) How does it make you feel? (Suggested responses: happy, free, excited, and adventurous)

Tell students that this is a poem about going on an exciting adventure. Just like going on a trip to a new place, sailing is a way to explore the sea and see new things.

Discuss

What is the speaker trying to convey about sailing? What does the poem make you feel? (A sense of freedom) What is the theme of the poem? (Exploring new places)

'Watching as the shoreline disappears again'. What does this line mean? (It describes the visual experience of being on a sailboat and watching the shoreline recede from view as the vessel moves away from land into the sea.)

What do you think the speaker must be feeling? (A sense of adventure, a sense of freedom)

'When the water is a guide, there is only one place to be.' How can water guide us? (The speaker suggests that we allow ourselves to be guided by the flow of water.)

Taking it further (HOTS)

Discuss

a. *'When the wind is a compass, there is so much to see'. What does this line convey? (This line conveys a spirit of exploring and possibilities when being guided by the wind, which serves as a compass. The wind can change direction and take a person to various destinations, each offering new experiences and adventures. It suggests a more adventurous journey guided by the desire to discover new horizons.)*

b. *'When the water is a guide, there is only one place to be.'*

'When the wind is a compass, there is so much to see'.

What is the contrast between the two lines? (One focuses on water as a guide. The wind as a compass suggests adventures with diverse experiences.)

These two questions develop the Critical Thinking skills of students.

Literary Appreciation

Images: Help students identify the key images in the poem:

- The wind blowing just fast enough to sail
- Setting up the sails
- Watching the shoreline disappear
- Description of the sea and waves

Tone: There is a sense of wonder and awe at the vastness of the sea and the experience of sailing.

Symbolism: The sailboat symbolizes freedom, and the pursuit of adventure.

Poetic devices: Help students identify and discuss the poetic elements used in the poem. Focus on:

- rhyme scheme
- use of metaphor or simile (*wind as a compass*)
- personification (*water as a guide*)

Post-reading

Ask students to share one thing they learned from or enjoyed in the poem *Sailing*.

Group work

After discussing the poem, ask students to draw their own imaginary sailing adventure.

IL: Art, AOL

- *What would you see? How would you feel?*

C. Answer the questions.

1. What is the speaker doing? What is the weather like?

Ans: The speaker is setting out to sail. The weather is good. The water is calm and there is just enough wind to push the speaker's sailboat.

2. How does the speaker feel about sailing? How do you know?

Ans: The speaker loves sailing. The last two lines of the poem says that the speaker trusts the wind and water to take her to new places. There is nowhere else she wants to be except in her sailboat on the water.

3. 'When the water is a guide, there is only one place to be.' How can water guide us?

Ans: The speaker suggests that we allow ourselves to be guided by the flow of water.

D. Think and answer.

We have learnt that in the poem, the speaker gives the water human abilities by calling them a guide. A guide is a person who shows another the way.

What qualities would a guide need to have to be successful?

Ans: Suggested ans: Generally, a guide would need to know the places there are travelling through very well. They also need be calm. They would need to have a lot of experience speaking to people, and should be able to give instructions clearly. The guide should also be trustworthy because the people who are with them would get lost if left alone.

STUDENTS' BOOK ANSWER KEY

Sailing

Warm Up

Suggested answer (Accept any logical answer)

excited / scared / ready for the adventure.

Reading

- A. 1. For the speaker to start sailing, the wind needs to blow fast enough to guide the sailboat gently, without the waves being too rough.
2. The shoreline disappears from the speaker's sight as they sail away from the land, into the sea.
3. The wind helps the sailboat move forward by blowing the sails.
4. The only place to be when the water is a guide, is in the sea, sailing.
- B. 1. The poem is trying to tell us to be excited and look forward to adventure. Every moment does not have to be planned or decided. Sometimes the adventure lies in not knowing your destination.
2. *Free response.*
- C. The wind is blowing just fast enough,
To guide a sailboat without the waves being rough.
Setting up the sails to blow in the wind,
Watching as the shoreline disappears again.
When the water is a guide, there is only one place to be.
When the wind is a compass, there is so much to see.

Speaking

Answers may vary (*Accept any logical answer*).

DEVELOPMENT OF THE LESSON PLAN

DON QUIXOTE AND THE WINDMILLS

Learning Outcomes

By the end of the lesson, students will be able to:

- read aloud an adventure story in graphic form.
- read a text for gist and interpretation.
- generate questions to get the details of the story.
- analyse the characters in the story based on their actions.
- recognise that the story is set in the past based on the setting and characters.
- read/discuss the ideas in the text for critical and creative thinking.
- identify countable and uncountable nouns.
- use a/an/the/much/many in the correct places.
- use the prefix dis- to make the opposites of words.
- describe a person using the hints given.

Suggested number of sessions: 15

Session 1: Warm up

Session 2: Previewing vocabulary before reading; Reading the story/Playing the audio (by teacher)

Session 3: Reading Aloud; Generating questions and answering the questions (by students) *Don Quixote loves reading...But there was a small problem.*

Session 4: Reading Aloud; Generating questions and answering the questions (by students) *Sir, I cannot run... He prepared to attack them.* Embedded question 1

Session 5: Recap; *It is quite clear to me...set off once again, in search of other (mis) adventures.* Embedded question 2, 3

Session 6: Think Pair Share; Post reading

Session 7: Comprehension

Session 8: Comprehension

Session 9: Grammar

Session 10: Grammar

Session 11: Vocabulary; Fun with words

Session 12: Reading Aloud; Speaking

Session 13: Writing

Session 14: Writing

Session 15: Any pending work

Pre-Reading

Warm up

CT, COM, MI, AFL

Tell students that the Warm Up introduces the main character to them. This is a prediction question. So pose the question to the whole class. Let them note down their own responses. You can also list their responses on the board.

Encourage various responses provided they can support their answer.

For Example: Some may answer that he is a soldier charging towards the enemy. Encourage them to give a reason for their responses. (Students may answer that they know this because he looks like a soldier in uniform, and he is charging forwards with his sword to destroy the enemy.)

Students develop their Critical Thinking skills and Visual–Spatial skills when they answer this prediction question.

Reading

GUIDELINES WITH QUESTIONS FOR DISCUSSION

Teaching strategy: *Reading Aloud; Generating questions*

Read the graphic story aloud/play the audio once. Allow students to follow the graphics in their books. Inform them that they will be reading the story later and ask them to listen very carefully.

Discuss the meanings of the glossed words through the course of the reading exercise.

Note: Reading aloud and listening to someone reading aloud helps students connect to the characters, their situations, or the settings in which the story takes/took place.

Put students in pairs. Some will be ‘reading pairs’ and some will be ‘questioning pairs’. Pick the correct number of students for narration too. Each ‘reading pair’ will be allotted one frame from the story.

Let them take turns to read the story. Once the first pair finishes reading, a ‘questioning pair’ asks the first pair a couple of questions based on the text read. The ‘questioning pairs’ must know the answers to the questions they ask. Follow the procedure for the entire lesson. Ask the pairs to pick a few thinking questions too.

Note: By generating questions, students become aware whether they can answer the questions and if they understand what they are reading.

Read the text again slowly and clearly, with modulation. / Play the audio and let students listen. Pause at relevant points giving them time to formulate questions and the partner to answer them.

Don Quixote loves reading...But there was a small problem.

Tell students that this part introduces the main character and the setting.

- Some guidelines to help students formulate questions: *Is Quixote a brave knight? Why does he act like one? What did he want from Sancho? Why was Sancho unwilling to go with Don Quixote in the beginning? What does Quixote promise him?*

Prediction: The writer says that there is a problem. What do you think the problem is?

Sir, I cannot run... He prepared to attack them.

Some guidelines to help students formulate questions: *Why does Sancho want to follow him on a donkey? How does Don Quixote want to get him a horse?*

1. *Why did knights and squires ride horses and not donkeys? What vehicles would they use today?*

(Ans: Horses were symbols of strength, agility, and a higher social status compared to donkeys. They are faster than donkeys. They also run away in times of danger, but donkeys do not move due to fear. In the present day, knights might probably choose a motorbike as it is fast and can move on different terrain.)

Students analyze the advantages of horses over donkeys. They also think and decide which modern transport would be suitable for the knights and squires in the present day.

Thinking about the right transport could be translated to the real-life experiences when students critically think of an alternative to a horse.

C, CT, SEL

What does Don Quixote imagine he is seeing?

2. *Why do you think Don Quixote mistakes the windmills for giants?*

(Ans: Don Quixote loves the books he reads about knights, and so imagines himself being a knight. His mind is so full of these stories that he imagines the windmills are giants.)

(Elicit answers from students:

What do you see in the picture? Then why did Don Quixote see it differently?

When you greatly wish for something, do you imagine that you can see it?)

This question develops critical thinking in students.

CT

Does Sancho see what his master sees? Who is right?

It is quite clear to me...set off once again, in search of other (mis) adventures.

Why is Don Quixote not willing to accept that they are windmills? What does he think the giants are doing?

3. *Who do you think is more foolish of the two in this story—the squire or the knight? Is this how knights are in other stories?*

(Ans: Don Quixote is the more foolish of the two characters, as he imagines himself a knight and imagines windmills as the enemy giants. Sancho is a practical man. He is realistic and sees things as they are. Knights are usually not foolish in stories, they are brave and polite.)

Students have to analyse the characters based on their actions and dialogues and come to a conclusion.

This question helps students examine the qualities and traits of a character. They learn to think critically as they analyse the characters.

CT

4. *Do you think Sancho Panza regrets going on an adventure with Don Quixote?*

Suggested answer (Accept any logical answer): After his experience with the windmills, Sancho Panza must regret his decision to be with Don Quixote. He would realise that Don Quixote is a fool who tries to see adventure in everything and refuses to see reality.

Did you like the story? Why? (Free response)

Taking it further (HOTS)

Group discussion

What part does Sancho Panza have to play in the life of Don Quixote? (Suggested answer: His friend Sancho Panza tries to show him what things really are, but Don Quixote likes to see the world through his own imagination.)

This questions help students examine the qualities of the characters in the episode, and they develop critical thinking skills. It also promotes communication and collaboration skills.

Taking it further (HOTS)

Group discussion

1. *How does Don Quixote see the world around him? Is it a good idea to be like Don Quixote? (Suggested answer: Don Quixote sees the world in a very special way. He loves stories about knights and thinks he*

is a knight himself. He sees ordinary things like windmills as scary giants. He imagines things that are not really there because he wants his world to be full of excitement and magic. Don Quixote dreams of being a hero and goes on adventures to prove his bravery. His story teaches us how sometimes our dreams can make life more interesting. No, it is not good to be like him because he is unrealistic.)

Let groups share their ideas with the whole class.

These questions help students examine the qualities of the characters in the episode, and they develop critical thinking skills. It also promotes communication and collaboration skills.

Taking it further (HOTS)

Discuss

Ask students to discuss the element that tells them that the story is set in the past. (knights, squires, horses ...)

Instruct students to share their answers with the class after discussion.

Students learn to identify objects and words that are used in the past.

Post-reading

Let students revisit the Warm Up activity and make changes to their own answers, if needed.

Discuss in groups

What message do you get from a reading of this episode on Don Quixote?

(Suggested answer: This episode narrates about the silliness of Don Quixote to hold on to unrealistic dreams and how he tries to make them a reality. Some pointers are:

- the imaginary world versus reality
- impractical actions which is disconnected from reality
- the influence of literature on people – the stories Don Quixote reads makes his wish to go on such adventures, showing how literature can inspire action and shape one's views.
- the voice of reason and practicality, in contrast to Don Quixote's unreal adventures – Sancho Panza in contrast to Don Quixote

Share answers with the class after a discussion.

GRAMMAR

a/an/the/much/many

Countable and Uncountable Nouns

Show students pictures of words that can be counted and those that cannot be counted.

Example: Pictures of carrot, soup, milk, frog, and so on. You may use any textbook for this.

Point out that carrots and frogs are countable and can be used either in the singular or the plural form.

Example: *seven carrots*

Point out that soup and milk are not countable and are always used in the singular. Example: *ten pencils* but not *ten milks*

Tell them that we use *a/an/the* with singular countable nouns and *the/many* for countable plural nouns and *the/much* with uncountable nouns.

Tell them we use words *the/ much* before uncountable nouns that we cannot count (oil). Uncountable nouns do not have a plural form.

Activity

Optional: Ask students to work in pairs and tell them to make a shopping list (with number/measure) of countable and uncountable items from the list provided.

List on the board: *pencil, biscuit, snow, thread, powder, sticker, crayon, apple, orange, egg, water, milk, sugar, rice, cheese, bread*

Read the inputs given in the Textbook and instruct them to do the exercises in the book.

VOCABULARY

Prefix *dis-*

Write the word *Prefix* on the board, and ask students what it means. Elicit answers from students and tell them:

A **prefix** is a group of letters placed before a word, and it changes the meaning of the word.

Dis is a prefix added to the beginning of base words that means “not” or “opposite of”; it can also be attached to verbs to show the undoing of an action. Example: *dis+connect = disconnect*

Activity

Let students form 4 groups (depending on the size of the class)

Take 4 sheets of chart paper and put them up in class.

Write some prefixes on the board and ask each group to list down as many prefixes as they can think of on the chart paper.

Tell them that this is a timed activity and the group that gets the maximum number of correct prefixes within the stipulated time is the winner.

Help students do the exercises in the Textbook.

WRITING

Describing a person

Draw students’ attention to the descriptive writing passage they wrote in the previous lesson.

Review the general guidelines and specify the guidelines for describing a person:

Tell students:

- Describing a person is defined as giving details about a person verbally or through written words and pictures. It helps us to say what a person is like.

Give them the pointers:

- Personality: Personality means how a person behaves, thinks and reacts in a particular way.
- Physical Appearance: Physical appearance includes hair, height, age (where applicable; old/young) and shape etc.
- Characteristics and traits: Characteristics and traits make each individual unique. People’s characteristics or traits become clear when they speak, act, and interact with others. Some are clever, generous, creative, mysterious, rude, friendly, etc.

Now, help students to do the writing task.

Don Quixote is a brave person. He looks... (Describe how he looks) *He rides ...* (Write about his mode of transport and how he fights bad people. Give your opinion of whether he is smart and support your views.) *He loves reading ...* (Write about his love for reading and what kind of stories he likes.) *These books ...* (Write how they motivated him) *In the story, he thinks that windmills ...* (State what he thinks and whether he realises his mistake later.) *Don Quixote and Sancho Panza are ...* (Write about them as best friends, Sancho as a loyal, practical and down-to-earth person, often reminding Don Quixote of what is real and what is just in his imagination.)

Teacher's Observation

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY

Don Quixote and the Windmills

A. Choose the correct answer.

1. Don Quixote wanted to find _____.
 - a. gold
 - b. land
 - c. adventure**Ans: c**
2. Don Quixote thought windmills were _____.
 - a. monsters
 - b. giants
 - c. ogres**Ans: b**
3. The _____ of the windmills move round and round.
 - a. sails
 - b. arms
 - c. blades**Ans: a**

B. Read the lines and answer the questions.

1. *Sancho Panza, get ready.*
 - a. Who is Sancho Panza?
 - b. Who is the speaker?
 - c. Why does the speaker want Sancho Panza to get ready?**Ans: a.** Sancho Panza is a poor labourer. **b.** The speaker is Don Quixote, a knight.
c. Don Quixote wants Sancho Panza to get ready to accompany him as his squire.
2. *Do not run from me, cowards.*
 - a. Who is the speaker?
 - b. Who is the speaker talking to?
 - c. What does the speaker want to do to the 'cowards'? Why?

Ans: a. The speaker is Don Quixote. b. Don Quixote is talking to the windmills. c. Don Quixote wishes to fight and defeat the windmills because he thinks they are giants.

C. Answer the questions.

1. Who was Don Quixote? What did he decide to do?

Ans: Don Quixote was a man who loved reading books about knights and their adventures. He decided to find a squire and set off to find an adventure of his own.

2. How did Don Quixote plan to get Sancho Panza a horse? Why?

Ans: When the men first set off, Sancho Panza rode his donkey because he did not have a horse. Don Quixote planned to find a knight, defeat him and take his horse for Sancho Panza to ride.

3. Describe Don Quixote's attack on the windmills.

Ans: Don Quixote thought the windmills were giants. He asked Sancho Panza to stay back. Then, he raced his horse forward. At the same time, the wind picked up and the sails of the windmills began to move very fast. Don Quixote struck a moving sail, which caused his lance to break and throw him off balance. He fell off his horse.

D. Think and answer.

In the text, Sancho Panza is described as a foolish man at the beginning. He is also only a squire to Don Quixote, who thinks himself a brave knight. After reading the story, do you agree that Sancho Panza is foolish? Why or why not?

Ans: Suggested ans: After reading the story, it is clear that Don Quixote is very foolish, because, although he reads many books, he imagines that windmills are giants. He also foolishly believes that he is strong enough to fight giants. Sancho Panza is actually the sensible one, who tells Don Quixote about windmills and tries to stop him from attacking them. However, it cannot be said that he is not foolish, because he decides to accompany a man like Don Quixote.

STUDENTS' BOOK ANSWER KEY

Don Quixote and the Windmills

Warm Up

Free response.

Reading

- A. 1. b. squire 2. c. an island 3. b. the giants were running away

4. a. a magician had turned the giants into windmills

- B. 1. Sancho Panza did not want to go with Don Quixote at first as Sancho was a poor labourer who had to support his family.

2. a. Don Quixote said this to Sancho Panza.

b. Don Quixote was pointing at the windmills.

c. Don Quixote thought that he was looking at giants who were waving their long arms at him.

3. Sancho Panza did not have a horse to ride, so he asked Don Quixote to let him bring his donkey on the adventure.

4. Don Quixote got sucked into his fantasy of being a knight and imagined that the windmills were actually giants that he needed to conquer.

- C. 1. *Suggested answer (Accept any logical answer)*

Don Quixote was a fool who would never admit his own mistake. He refused to listen to Sancho Panza. He thought a magician changed the giants into windmills instead of admitting his mistake. This tells us that Don Quixote is very stubborn.

2. *Free response.*

Grammar

- A. 1. a 2. the 3. a 4. the
5. an
- B. 1. many 2. much 3. many 4. many
5. many 6. much

Vocabulary

- A. 1. disagree 2. disobey 3. dislike
4. disappear 5. disallow
- B. 1. disallowed 2. disagree 3. disappeared
4. disobey 5. dislike
- C. *Answers may vary.*

Speaking

Free response.

Writing

Suggested answer (Accept any logical answer)

Don Quixote

Don Quixote is a man who likes to pretend that he is a knight and goes on adventures. He is foolish, he knows a lot about stories about knights but he does not understand the difference between stories and real life. He is motivated by his desire to be a noble knight. He is stubborn and does not grow within the story about the windmills. He has a loyal friendship with his squire, Sancho Panza but others think he is a fool.

Sancho Panza

Sancho Panza is a poor labourer who becomes Don Quixote's loyal squire and accompanies him on his adventures. He is a simple but practical man. He is motivated by Don Quixote's promises of wealth and the status of being a Governor. He grows more confident throughout the story and starts to stand up for himself more. He is generally well-liked and respected by others. He is a voice a reason compared to Don Quixote's foolishness.