

Sona and her Friends

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning about good, healthy and right foods
- ▶ What are healthy and unhealthy foods?
- ▶ What foods do different animals eat?
- ▶ Listening, reading and understanding
- ▶ Vocabulary—words, meanings, pronunciation and spellings
- ▶ Answering questions orally and in writing
- ▶ Learning to use ‘a’ and ‘an’ with words. Also, learning about ‘joining’ words
- ▶ Learning conversation
- ▶ Applying the lessons learnt

GEAR UP!

- ▶ Explain and discuss: What is food? Why do we need food? Healthy, nutritious food. Unhealthy, junk food. What we should eat and why.
- ▶ Look at the given pictures and first discuss—What do students like more, or less and why. Then discuss which foods are healthy and should be eaten regularly. And which should be eaten only rarely. Ask them and make two lists on the blackboard—then they can mark, what they like and what they do not like. Ask them to suggest more foods in both lists, e.g., eggs, milk, cheese, fish, pizza, french fries, *samosas*, etc.

Outcome: What is food? What do we need it? Healthy and unhealthy (junk) food. What should we eat?

READ AND DISCOVER

- ▶ Teacher can read the introduction—
- ▶ Then select seven students—1 for Sona and 6 for the animals/birds—Let them read aloud the parts. Teacher should guide and correct their pronunciation, pauses, etc. She should also explain words and sentences. Their foods can be drawn on the blackboard too.

- ▶ Ask in-text questions about word meanings (e.g., nuts, basket, etc.) and about the narrative (e.g., what does a cow/squirrel eat? Who eats sugarcane? etc.)
- ▶ Have a fun session about how different animals/birds eat—e.g., cow munching grass or chewing the cud; monkey eating a banana, rabbit a carrot, squirrel a nut, parrot a guava and elephant eating sugarcane). What other animals eat—lion, tiger, giraffe, eagle, pigeon, horse, ducks, etc.)

Outcome: Reading, listening attentively to words, pronunciation, spellings, foods different animals eat.

ENJOY AND UNDERSTAND

- ▶ Discuss Exercises A and B with students.
- ▶ Then let students mark the correct answers in the book.

Outcome: Understand and answer questions on lesson orally and apply in book.

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and given examples to explain to students the use of ‘a’ with consonant sounds and ‘an’ with vowel sounds. Also use examples from class and home.
- ▶ Exercise A: How ‘an’ is used with vowel sounds. Discuss and let students write. Can ask and share more words beginning with vowels, e.g., orange, ant, aeroplane, idea, etc.
- ▶ Exercise B: How ‘a’ is used with consonant sounds. Discuss and let students write. Can ask and share more words beginning with consonants e.g., question, cow, fly, nest, etc.
- ▶ Exercise C: Discuss each sentence. Let the students answer if the word concerned starts with a vowel or consonant. Then determine if ‘a’ or ‘an’ should be used and write.
- ▶ Exercise D: How to use the joining words ‘and’ or ‘but’ in sentences. Discuss the sentences with students.

Outcome: Use of ‘a’ and ‘an’; applying ‘a’ and ‘an’ with nouns and use of ‘joining’ words.

SPELL WELL

- ▶ The students can select the right word from the Help Box and complete the words in the exercise.
- ▶ Teacher can have a spelling test orally in class, revising all the words from Unit 1 onwards. It will refresh students’ memory.

Outcome: Learning spelling of words and writing them down.

VOCABULARY

- ▶ Guide students to find the words. Tell them to colour each word with a different colour so that each word stands apart.
- ▶ Spell the words, write them on the board so that the students can learn the spellings.

Outcome: Recollecting food spellings, finding words and colouring them.

LISTEN AND LEARN

- ▶ Read out the passage and the students will listen to it carefully.
- ▶ Then read each question and ask students to answer orally.
- ▶ Correct them where required or if necessary, read the passage again so that they can recognise the answers to the questions asked.

Outcome: Listening attentively, answering questions orally after understanding.

CONVERSE AND CONNECT

- ▶ Enact the conversation in the class.
- ▶ Draw attention to correct pronunciation, pauses and inflexion.
- ▶ Two students can enact Rita's and Bina's parts and say the dialogues.
- ▶ If necessary, write it down on the blackboard so that students can see or memorise and speak.
- ▶ Also draw attention to courtesies like 'please' and 'thank you'.

Outcome: Learning to converse with right pronunciation, pause, inflexion, etc.

WRITING

- ▶ Ask students to copy the sentences neatly in their notebooks.

Outcome: Learning to transcribe sentences correctly. Cursive writing.

PROJECT WORK

- ▶ Project work can be done with parents' help, paste pictures, draw and use colours.

Outcome: Enjoy the lesson learnt through colouring, pasting pictures, etc.; involve parents.

VALUE CORNER / LIFE SKILLS

- ▶ Read the sentences aloud and discuss in class. Reinforce the lesson about healthy food and sharing.
- ▶ Help students understand the correct options in the given situation.
- ▶ Explain why sharing is important.

Outcome: Applying lessons learnt.
