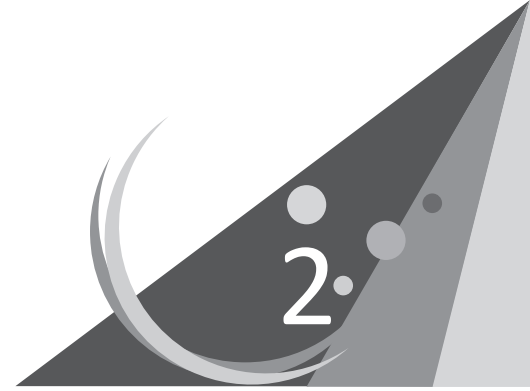


At the Toy Shop



LESSON PLAN

SPECIFIC OBJECTIVES

- Understanding the role of toys in our lives.
- Reading, listening and understanding the lesson
- Answering questions orally and in writing
- Vocabulary—Words, meanings, spellings, pronunciation
- Grammar—Use of 'ing' words
- Learning to converse

WARM UP

- Help the students name the toys given in Warm Up.
- Discuss how toys are useful.
- Tell the students that they should not play with dangerous toys.

Outcome: Knowing about toys and their utility.

READ AND ENJOY

- Read the lesson aloud. Students can read a few lines, each in rotation.
- Correct the pronunciation, pauses, etc.
- Ask the students about their favourite toys.

Outcome: Reading aloud, listening attentively, pronunciation, spellings, etc.

READ AND UNDERSTAND

- Let the students do Exercise A on their own.
- Discuss Exercises B and C. The students can answer orally. Write the correct answers on the blackboard.

Outcome: Understanding and answering questions orally and in writing.

GRAMMAR IS FUN

- Explain how verbs are made by using ‘-ing’. What do they show—actions that are going at the time of speaking.
- Let the students do Exercise D on their own.

Outcome: Verbs made by adding ‘-ing’.

SPELL WELL

- Ask the students to select the correct word from the given box and fill in the blanks.
- Correct answers can be announced by the teacher and the students can correct in their books.

Outcome: Learning spellings, meanings and usage.

WORD POWER

- Discuss Exercise F and the students will mark correct answers in their books. The teacher can give some more names of toys to be completed by the students.

Outcome: Learning the names of toys.

LET’S LISTEN

- Read the passage twice. Ask the students to listen attentively.
- Then ask them the questions.
- Correct their mistakes and pronunciation.

Outcome: Listening attentively and answering questions orally.

LET’S SPEAK

- Read aloud the words. Show how words are pronounced differently even if they begin with the same letters.

Outcome: Learning how to pronounce words.

CONVERSE AND CONNECT

- Select two students as Gopal and Mother.
- Ask them to enact the conversation in the class.
- Correct their pronunciation, emphasis, pauses, etc.

Outcome: Listening carefully and speaking correctly, pronunciation, spellings, etc.

SPEAK AND EXPRESS

- Let each student speak two lines about his/her favourite toy.

Outcome: Enhancement of self-confidence and speaking skills.

WRITE WELL

- Discuss what can be filled in the blanks. Then write the words on the board and let the students copy them.

Outcome: Learning to write neatly and correctly.

ACTIVITY/PROJECT

- Let the students paste pictures of their favourite toys on their own.
- Help them to fill in the blanks.

Outcome: Expressing one's creativity.

When I was One

LESSON PLAN

This poem tells us about the poet's childhood. He tells about the changes which took place him in as he grew up in a very interesting way.

SPECIFIC OBJECTIVES

- Enjoying the rhyme and rhythm of poetry
- Learning recitation with correct pronunciation and pauses
- Understanding the poem
- Answering questions on the poem.

READ AND ENJOY

- Read out or recite the poem to the students.
- Explain its meaning.
- Students to memorise it and recite it in groups.

Outcome: Reciting, rhythm, understanding words, etc.

READ AND UNDERSTAND

- Discuss answers to Exercises A, B and C in the class, one exercise at a time.
- Ask the students how they celebrate their birthdays.

Outcome: Understanding the poem and answering questions on it.

ANSWERS

READ AND UNDERSTAND

A. Tick (✓) the correct answers.

1. At what age was the poet nearly new?

- (a) One year old (b) Two years old

2. At what age was the poet just alive?

(a) Three years old

(b) Five years old

B. Match the words with their opposites.

Words

Opposites

- | | | |
|-----------|---|-------------|
| 1. new | → | (a) stop |
| 2. begin | → | (b) foolish |
| 3. clever | → | (c) old |

ACTIVITY/PROJECT

C. Fill in the blanks.

The boy is cutting a



cake.

There are four candles



on the cake.

The children are wearing

caps



_____.