

The Little New Year

SPECIFIC OBJECTIVES

- ▶ Making the students understand the value of celebrations in school, at home and in society through creative study and art-related and social activities
- ▶ Understanding the need for friendly social interaction and collaboration, integrating discipline and communication at school, at home and in various public places
- ▶ Learning to appreciate the love, warmth and sharing spirit of festivals and significant days that we enjoy with others to add to our experience and growth
- ▶ Learning to be creative and make things of utility value and how they help in our celebrations
- ▶ In today's world, we need to understand and appreciate our own culture and respect and appreciate the culture of other people, groups and communities. This attitude needs to be fine-tuned so that we neither look down or feel ashamed of our own culture nor do we show disrespect for the culture of others. So, while reading and teaching this lesson, make it a point to give attention to the respect we owe to our ethnic roots as well as to the beliefs of others.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Adjectives - their types: quality, quantity, number [cardinal and ordinal], demonstrative, possessive. Degrees of comparison: positive, comparative, superlative. Compound adjective - formed with two words with a hyphen [-] in between.
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, words within words, word pairs, rhyming words, pronunciation, dictionary skills, writing a paragraph and a letter
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is poetry.

Fun Zone

- ✧ Explain the New Year celebrations shown in the pictures. This is according to the Gregorian calendar. In India, the New Year is celebrated according to the lunar cycles and almost every state has a specific celebration based on that cycle, the cycle of seasons and the harvest. Bihu, Baisakhi, Vishu, etc., are celebrated in various forms; apart from that, Diwali,

<p>Dussehra, Holi, Ganapati and Durga Puja, Eid, Christmas, Novroz, etc., also are celebrated. Also explain how some countries have traditional festivals and celebrations. The US perhaps had no traditional festivals, apart from what are followed by the different ethnic groups. Therefore, they began to mark days like Halloween, Thanksgiving, Mother’s Day, Father’s Day, Valentine, etc.</p> <p>✧ Ask the students to bring the materials for the craftwork or supply from school. Make groups of five and guide them about how to make the Resolutions Tree with at least one star for each member of the group. Guide them about the kind of New Year resolutions they can write. For example: waking up early; helping with a specific chore in the house; running errands; doing homework on time; taking time to exercise/ play; staying away from social media/mobile phone/TV, etc.</p>	
<p>Ask the students to bring pictures of their home celebrations and share in groups of five. Guide their discussions. Have an open discussion about some of the celebrations, why they were held, how they were celebrated, etc.</p>	Get Going!
<p>✧ Read aloud the lesson or have the students read it. Explain it. The celebration is personified as the Little New Year and he brings gifts for people in the form of blessings. He asks Maurice to help him distribute the gifts. The whole story, by Ellen Robena Field, is based on fantasy. Explain how we can go beyond reality when we are imagining things.</p>	Read and Enjoy
<p>✧ Exercises A, B and C: Explain the exercises. Do them orally first and then ask the students to write the answers in their notebooks. It is advisable to check and assess individual work.</p>	Read and Understand
<p>✧ Exercises A and B: Explain the exercises. Discuss and do them orally first and then ask the students to write the answers in their notebooks. It is advisable to check and assess individual work.</p>	Think and Answer
<p>✧ Brush up on what are adjectives – describing words – words that tell us more about a noun or a pronoun.</p>	Think and Answer
<p>✧ There are several types of adjectives:</p> <p>(i) Adjectives of quality – tell us about the quality of a noun or pronoun [nice, old, kind, tall, etc.].</p> <p>(ii) Adjectives of quantity – tell us about the quantity of a noun or pronoun [some, many, more, few, etc.].</p> <p>(iii) Adjectives of number – tell us how many and in what order – called cardinals [one, two, etc.]; ordinals [first, second, etc.].</p>	

	<p>(iv) Demonstrative adjectives - point out nouns [this, that, those, these, etc.].</p> <p>(v) Possessive adjectives - indicate possession or belonging [his, hers, their, your, our, etc.].</p> <p>✧ Exercise A: Do the exercise orally and then ask the students to write the answers. Announce the answers aloud and let them check their own work.</p> <p>✧ Degrees of comparison of adjectives - used when we compare two or more nouns or pronouns. There are three degrees of comparison:</p> <p>(i) Positive degree - describes noun/pronoun without any comparison [good, bad, weak, strong, etc.].</p> <p>(ii) Comparative degree - when two nouns/pronouns are compared [better, worse, weaker, stronger, etc.].</p> <p>(iii) Superlative degree - when more than two nouns/pronouns are compared [best, worst, weakest, strongest, etc.].</p> <p>✧ Sometimes we add 'more' or 'most'; or -er, -est; or we change the form completely.</p> <p>✧ Exercise B: Do the exercise orally and then ask the students to write the answers. Announce the answers aloud and let them check their own work.</p>
Word Wise	✧ Exercise A: Do this orally, asking the students for their suggestions and write them on the blackboard. Students can write down any ten words they like.
Spell Well	✧ Exercise A: Do this orally asking the students for their suggestions and write them on the blackboard. Students can write down the correct answers.
Listen and Learn	✧ Read aloud the poem or have the students read it. Explain it. Then ask the questions and tell the students to answer.
Converse and Connect	✧ A. Explain the exercise and tell the students to work with their partners to enact the conversation regarding resolutions. Walk around to guide and check their discussion.
Speak and Express	✧ Exercise A: Read out and explain the exercise and discuss the celebration, encouraging each student to add something.
Pronunciation Practice	<p>✧ Exercise A: Explain the exercise. It is significant that all the words are spelt differently and are pronounced alike [f sound]: f, ff, ph, -gh.</p> <p>✧ Read each word aloud, asking the students to follow what is written, and tell them to repeat each word after you. The words with -gh are preceded by different letters: ou or au-explain how there is a difference between enough, cough and laugh.</p>

<p>✧ Exercise A: Ask the students to do this on their own. It is advisable to check and assess individual work.</p>	<p>Punctuation</p>
<p>✧ Exercise A: Ask the students to do this on their own. A sample and hints are already given in the textbook. It is advisable to check and assess individual work.</p>	<p>Write Well</p>
<p>✧ Exercises A and B: Ask the students to do this on their own. It is advisable to check and assess individual work.</p>	<p>Dictionary Skills</p>
<p>✧ Exercise A: Ask the students to bring the materials or supply from the school. The students can work on their own or in pairs. Guide them about what and how to do it.</p>	<p>AIL Activity</p>
<p>✧ Exercise A: Read and explain the exercise. Discuss each option with the class. Explain why some options are acceptable and why some are not.</p>	<p>Values and Life Skills</p>