

Unit 1: Family**Mommy is the Best****SPECIFIC OBJECTIVES**

- ▶ Making the school, home and family fun and inviting through creative, art related and social activities
- ▶ Understanding the need for friendly social interaction and collaboration, integrating discipline and communication at home, at school and everywhere else
- ▶ Getting to appreciate the love and work of parents and other members of the family
- ▶ Talk to the students about their mothers and their relationship with them. Handle it sensitively as some children might have only one parent. In case a child has only the father, ask him to make it for the child, if the relationship is good. Otherwise, ask the child to make it for a grandparent or for the teacher/neighbour, anyone who is a mother figure.
- ▶ In today's world, children often feel that working mothers are achievers while stay-at-home mothers are only homemakers, and therefore not deserving of any admiration or respect. This attitude needs to be changed. So, while reading and teaching this lesson, make it a point to give attention to the respect we owe to the amount of work put in by every homemaker.
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Sentences - Statements and questions; nouns or naming words - Common and proper nouns
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, naming and spelling things/people, rhyming words
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is a poem.

- ✧ This is an art-related activity that brings an idea and a craft together into action.
- ✧ Talk to the students about their mothers and their relationship with them. Handle it sensitively as some children might have only one parent. In case a child has only the father, ask them to make it for him, if the relationship is good. Otherwise, ask the child to make it for a grandparent or for the teacher/neighbour, anyone who is a mother figure.

**Fun Zone**

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|                            | <ul style="list-style-type: none"> <li>✧ A. Discuss this in class.</li> <li>B. Ask the students to bring the materials, or provide them from the school. Guide each student by going around the class, and helping them where they need. Students can draw and colour their pictures if photographs are not available.</li> <li>C. Then display their pictures in class.</li> </ul>   |
| <b>Get Going!</b>          | <ul style="list-style-type: none"> <li>✧ Make this an interactive and fun session, while teaching the students the need to combine respect with love, fun with discipline.</li> <li>✧ Explain how the mother is the first guide and teacher of every child – and share what are some of the things we learn from our mothers, like sharing, serving, caring, loving, working, etc. Please see the specific objectives above.</li> <li>✧ Ask the questions and hear out the answers, appreciating them without being judgmental.</li> <li>✧ Keep focus on the need for sensitive handling as mentioned above.</li> </ul>     |
| <b>Read and Enjoy</b>      | <ul style="list-style-type: none"> <li>✧ Read the lesson aloud or ask the students at random to read out different parts of it. Check them gently.</li> <li>✧ Explain the lesson, focusing particularly on the fact that some mothers may work outside the home, some are working at home. Both of them are doing very significant work.</li> </ul>   |
| <b>Read and Understand</b> | <ul style="list-style-type: none"> <li>✧ Read aloud the lesson or ask the students to take turns reading out parts of it. Correct them gently where required.</li> <li>✧ Explain the lesson, especially the value of mothers as hard-working homemakers.</li> <li>✧ Discuss what the students see their mothers [or mother figures] doing at home. How do they help their mothers?</li> <li>✧ Explain what is required in each exercise. Do each one orally first, and then let the students mark or write the answers.</li> <li>✧ Announce the answers aloud and let the students check themselves or in pairs.</li> </ul> |
| <b>Grammar Spot</b>        | <ul style="list-style-type: none"> <li>✧ Explain how sentences are formed and that they have to make complete sense. Then explain the two categories of sentences dealt with here: Statements and Questions.</li> <li>✧ Read aloud the instructions and examples and use your own examples to illustrate. Ask the students to give you examples and correct them gently where required.</li> <li>✧ A statement tells us something about a person, place or thing. For example: New Delhi is the capital of India. My class teacher is very gentle. This chair is comfortable. That is my house.</li> </ul>                  |

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| <ul style="list-style-type: none"> <li>✧ A question is a sentence that asks about some person, place or thing. For example: Where is my shirt? What is the time? How do you come to school? Why did you get late? When are you going home? Whose book is this? Who is your best friend?</li> <li>✧ Explain Exercise A and do it orally first. Then ask the students to write/mark the answers. Announce the answers aloud and let the students check their work themselves or in pairs.</li> <li>✧ Refresh what nouns or naming words are – they name people, places and things.</li> <li>✧ Read aloud the instructions and examples. Use your own examples to illustrate and ask the students to give their examples too. Make three or four columns on the blackboard and put down the names in the appropriate columns. For example:</li> <li>✧ People: Miss Dorabji, Dr Kalam, girl, uncle, Ronit, doctor, shopkeeper, etc.</li> <li>✧ Animals and Birds: Lion, dog, parrot, cow, sparrow, duck, bee, grasshopper, etc.</li> <li>✧ Places: India, Haryana, Kolkata, zoo, park, school, house, mall, shop, etc.</li> <li>✧ Things: Desk, shirt, pocket, clock, glass, music, bread, ball, etc.</li> <li>✧ Common Nouns: Explain them as generic names – names for a group of similar or identical things, people, places, etc. [man, city, planet, etc.]</li> <li>✧ Proper Nouns: Explain them as special names – names for specific persons, places or things. [Dr Kalam, New Delhi, the Sun, etc.]</li> <li>✧ Explain Exercise B and do it orally first. Then ask the students to write/mark the answers. Announce the answers aloud and let the students check their work themselves or in pairs.</li> <li>✧ Explain Exercise C and do it orally first. Then ask the students to write/mark the answers. Announce the answers aloud and let the students check their work themselves or in pairs.</li> </ul> |                  |
| <ul style="list-style-type: none"> <li>✧ Familiarise the students with the names of foods and drinks/beverages. You can ask each one to name a fruit, a vegetable, a drink/beverage or a cooked dish. Ask them to name healthy food items and, if anyone mentions junk food, correct them gently.</li> <li>✧ Explain Exercises A and B and do them orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their own work or check it in pairs.</li> </ul>   | <b>Word Wise</b> |

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| <b>Listen and Learn</b>       | <ul style="list-style-type: none"> <li>✧ Read aloud the given passage or get students to read it. Read it at least twice: the first time to give the gist of it and the second time to explain it.</li> <li>✧ Do the exercise orally with the class, and assess how far they are able to absorb what they hear.</li> </ul>   |
| <b>Converse and Connect</b>   | <ul style="list-style-type: none"> <li>✧ Exercise A: Read it aloud, asking two students to play the two roles.</li> <li>✧ Now ask the students to read it and enact it with their partners.</li> <li>✧ Walk around and check the pronunciation, etc. Correct gently wherever required.</li> <li>✧ Exercise B: Read out and explain the exercise. Ask each student to answer the question. For example: Making something special for the student [food, clothes, etc.], telling stories, tucking them into bed, etc. Jot down the points on the blackboard; you need not write repetitions. Discuss the points raised.</li> </ul> |
| <b>Speak and Express</b>      | <ul style="list-style-type: none"> <li>✧ Explain the exercise and then ask the students to discuss it with their partners. Then ask one person from each pair to speak about what they saw. Make sure that each time different students are asked to speak.</li> </ul>   |
| <b>Pronunciation Practice</b> | <ul style="list-style-type: none"> <li>✧ Read the two columns aloud.</li> <li>✧ Explain how each of the words is spelt with an 'a'. But the pronunciation differs.</li> <li>✧ Use the examples in the book and have the class say the words aloud clearly. This can be done in smaller groups to enable you to hear their pronunciation.</li> <li>✧ Use your own examples or ask the students to give more examples for practice. For example: (i) sad, bat, lad, glad, back, lack, sap, rack, etc. (ii) father, hard, dark, lark, mark, park, bark, etc.</li> </ul>   |
| <b>Punctuation</b>            | <ul style="list-style-type: none"> <li>✧ Explain the exercise. Do it orally first, writing on the blackboard. Then ask the students to write the correct answer in their books.</li> <li>✧ If time permits, you can write your own examples and ask the class to correct the sentences. Include questions, with a question mark at the end for encouraging practice. For example: you my have got book [Have you got my book?]</li> </ul>  |
| <b>Write Well</b>             | <ul style="list-style-type: none"> <li>✧ Explain the exercise and do it orally first, using the blackboard if necessary. Then ask the students to write down the answers.</li> <li>✧ Announce the answers aloud and ask them to check their own work or to check in pairs.</li> </ul>  |

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| <p>✧ If time permits, you can add your own examples and do them orally, using the blackboard. For example: What is your school's name? school's my is School name Cosmos [My school's name is Cosmos School.] You can ask students to make questions and their partners can answer.</p> |                               |
| <p>✧ Ask each student to bring a photograph of his/her mother. If any child is unable to do so, ask him/her to draw and colour a picture. Guide the students to answer the questions.<br/>✧ Display their work in class.</p>  | <b>AIL Activity</b>           |
| <p>✧ Read aloud the exercise and discuss each option given - why it would be right or why it would be wrong.<br/>✧ Then ask the students to say which of the options are correct.<br/>✧ Let them mark the correct answers.</p>  | <b>Values and Life Skills</b> |