



# Jumbo—The Fault-Finder

## SPECIFIC OBJECTIVES

- › Understanding the fact that finding faults is a very bad habit
- › Reading, listening and understanding the lesson
- › Answering questions orally and in writing
- › Vocabulary—Words, meanings, spellings, pronunciation, synonyms, opposites
- › Grammar—Usage of simple future tense
- › Learning to converse

### Warm Up

- \* Animal characters make a story interesting and moral lessons can easily be conveyed through them.
- \* Discuss the activity of Warm Up with the students. They would love to do this activity.
- \* Ask the question “Why no one likes a fault-finder?”

**Outcome:** Learning that fault-finding is a bad habit.

### Read and Enjoy

- \* The students can take turns reading the lesson aloud in the class.
- \* Explain the lesson.
- \* Ask questions like, “Do you tease other children?” “If someone teases you, how do you feel?”

**Outcome:** Reading aloud and understanding, word meanings, pronunciation, spellings.

### Read and Understand

- \* Exercise A can be done by the students themselves.
- \* Exercises B and C. Discuss each question and once a correct answer emerges, dictate it to the class and ask them to write it in their books neatly.

**Outcome:** Understanding and answering the questions orally and in writing.

### Grammar is fun

- \* Explain with the use of blackboard, given examples and examples on simple future tense.

- \* Discuss Exercise D. Do each question orally first and then ask the students to mark the correct answers in their books.

**Outcome:** Learning about simple future tense.

### Let's Spell

- \* Ask the students to fill in the missing letters in the blanks to get the right words.
- \* Announce the answers so that the students can correct each other's work in pairs.

**Outcome:** Learning spellings, meanings and pronunciation.

### Word Power

- \* Do Exercise F orally first, then let the students. Write out the answers on their own.
- \* Exercise G: How prefixes can make opposites: do the exercise orally, then let the students write out the answers on their own.

**Outcome:** Unjumbling words and making opposites using prefixes.

### Let's Listen

- \* Read the poem twice. Explain it.
- \* Then ask the questions one at a time and correct their answers and pronunciation.

**Outcome:** Listening attentively; answering the questions orally.

### Let's Speak

- \* Read each column of words aloud, ensuring correct pronunciation.
- \* Teach clear distinction between  $\wedge$  and  $\text{æ}$  sounds, e.g., bun and ban; hut and hand; sun and sand, etc.
- \* Ask the students to say each word aloud, clearly pronouncing it correctly.

**Outcome:** Differentiating between  $\wedge$  and  $\text{æ}$  sounds.

### Let's Converse

- \* Let two students act as Tia and Mother.
- \* Enact the conversation in the class.
- \* Correct the pronunciation, pauses, emphasis and inflexion.

**Outcome:** Learning to converse, pronunciation, pauses, emphasis.

## Writing Skills

- \* Discuss Exercise K. Encourage the students to form sentences on their favourite animals.

**Outcome:** Developing one's writing skills.

## Activity/Project

- \* Make 3 or 5 groups in the class. Let each group find out the mistakes in the pictures.

**Outcome:** Developing one's observation powers.