

11

A Unique Party

SPECIFIC OBJECTIVES

- * Learning about enacting a play and how it is written.
- * Learning about the enjoyment of reading books, listening to poetry and nursery rhymes, becoming familiar with the characters and their stories.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Contractions – how they are formed; the apostrophe and its usage.
- * Words, meanings, usage, anagrams, punctuation.
- * Informal letter.
- * Learning to speak and converse correctly.

- * Learning to enjoy and appreciate the value of reading and listening to rhymes and stories.
- * Learning about performing a play.
- * Learning about contractions, the apostrophe and their usage.
- * Speaking and writing correctly.

Outcome

- * Ask the students to answer the questions on their own based on their choices and liking.
- * Discuss how to plan a party – occasion, invitees, invitation, how to deliver, what to serve, what games or activities should be prepared, return gifts, etc.
- * The students can be guided if required and then they can write the answers on their own.

Get Set

- * Assign parts to the students to read the lesson aloud.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * If any student is not familiar with any of the characters, explain the story or the rhyme briefly.
- * Focus on the central idea of the story: How knowledge of books/poetry/stories can expand your circle of ‘friends’ and make life more interesting, creative and fun.

Read and Enjoy

Read and Understand

- * Discuss the questions in Exercises A, B, C and D and ask the students to answer orally first.
- * Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
- * They may then write down the answers of Exercises B-D.
- * HOTS: Read and discuss the question in the class. Then ask the students to write down the answer. The teacher must check individual answers.

Grammar Spotlight

- * Use the board to explain contractions - how they are used mostly when we speak.
- * Clarify their usage, taking the given examples as well as your own.
- * Explain the use of the apostrophe - in contractions and to show possession.
- * Clarify their usage through the given examples and also your own, and ask the students to think of examples too.
- * Exercises A and B may be done orally first. Then ask the students to write the right answers. Announce the answers aloud and have the partners check them.

Spell Well

- * How to add -d or -ed to words.
- * Exercise A: Learn to add -d or -ed to words and make changes in the words where necessary.
- * Learn their spellings and meanings.
- * Brush up on the use of the dictionary if required.
- * After doing Exercise A orally first, ask the students to write down the answers.
- * Have the partners check the work.

Word Power

- * Learning about anagrams.
- * Exercise A: Read this with the students and use the given examples. You can add your own examples, or ask the students to suggest them.
- * First ask the students to orally suggest words out of the same letters.
- * Then, as the correct or possible answers come up, they may write them down in their books.

Listen and Learn

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can read aloud the passage and then ask the students to fill in the blanks.
- * When the correct answers are received, write them down on the board.
- * The students may then write down the answers.

- * Read the conversation aloud and make sure the students have understood it.
- * Then ask pairs of students at random to enact the dialogue.
- * Correct the students regarding content and pronunciation.

Converse and Connect

- * Exercise A: Ask the students to look at the picture.
- * Then ask the students to describe what they see.
- * Correct them where required. Relate to the theme of the lesson you have just read.
- * Encourage the students to use their imagination to express themselves.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.
- * This will help them to be observant and to speak out their minds freely.

Speak and Express

- * Exercise A: Write the format of an informal letter on the board.
- * Read aloud the given letter and ask the students to suggest the words to fill in the blanks.
- * Make sure they understand it well.
- * Put down alternative suggestions on the board, and select the best ones.
- * Announce the correct words aloud and let the partners check the work.

Write Well

- * Ask the students to consult their dictionaries and write the meanings of the given words.
- * Then ask them the meanings at random.
- * Announce the correct answers and let the students check their own work.

Dictionary Work

- * A. Make groups of five students and then give them time to discuss and draw up their lists.
- * Each group's list should be displayed class.
- * If time permits, ask them to say a few sentences about their display.

Project Work

- * A. Read aloud the questions and discuss them. Let students come out with what they find to be suitable replies.
- * B. Read the question and explain it to the class.
- * Discuss the points that come up and write the best ones on the board.

Values and Life Skills