



# A Fun Birthday Party

## SPECIFIC OBJECTIVES

- \* Learning about celebrating milestones - birthdays, anniversaries, awards, festivals, etc.
- \* Listening, reading and understanding and answering the questions orally and in writing.
- \* Grammar: Building sentences properly.
- \* Learning more about opposites; word meanings; dictionary usage; punctuation
- \* Knowing about variations in spelling and pronouncing words spelt with 'a' [apple/day]. Two separate sounds of words spelt with 'c'.

- \* Learning about celebrating important days and events
- \* Enjoying celebrations with family and friends
- \* Using letters and words to build sentences
- \* Words and their usage, meanings, pronunciation and dictionary usage
- \* Speaking and writing correctly
- \* Understanding and answering questions correctly
  
- \* Discuss the different celebrations we have at home and in school.
- \* Discuss different kinds of birthday parties - with family or friends.
- \* Discuss the other significant celebrations: Festivals, anniversaries, Annual Day, Sports Day, etc.
- \* Put the various items seen into words. Add any other that may occur to the students: a picnic, an outing, eating out, a movie, etc.
  
- \* Read the lesson aloud, asking the students to take up the different paragraphs.
- \* Explain the words and their meanings. Reading creates familiarisation with words.
- \* Correct their intonation, stress, pronunciation, etc.
- \* Relate the activities and relationships to their own birthday celebrations and ask in-text questions: How do you celebrate? What all do you do? Who joins you? etc.

**Outcome**

**Get Set!**

**Read and Enjoy**



## Read and Understand

- \* Remember that all children do not celebrate birthdays, etc. Also, not all children receive costly gifts. This should be handled with sensitivity.
- \* Discuss the questions in Exercises A, B and C and ask the students to answer orally first.
- \* Then, where necessary, write the answers on the board to help the students in answering questions on the text, oral or written.

## Grammar Spotlight

- \* Use the board to explain how words and sentences are built. Example: I; I + N = IN; I + N + K = INK; L + I + N + K = LINK, etc.
- \* Capitals and small letters
- \* Sentences - Using words to build sentences
- \* Starting with a capital letter and ending with a Full stop, especially mentioning 'I' being written as a capital letter.
- \* Difference between statements and questions: Full stops and question marks.
- \* Discuss Exercises A and B; then, the students can do them in the class. Help them by writing the answers on the board, if required.

## Spell Well

- \* Recognising the words learnt in the lesson.
- \* Ask the students to do the exercise on their own.
- \* Then do it on the board and let each one check his/her own work.

## Word Power

- \* You can use examples other than the given words.

## Listen and Learn

- \* Let the students listen to the instructions on the Digital Board twice or thrice.
- \* Then they will colour the cake and make candles.

## Converse and Connect

- \* Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
- \* Ask pairs of students to read aloud the conversation.
- \* Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- \* Correct the students regarding the content and pronunciation.

## Speak and Express

- \* Ask the students one by one, how they celebrate their birthdays.
- \* Teach them to put their thoughts into words correctly and politely.
- \* Teach them to speak clearly in order to be understood.
- \* This will teach them to be observant and to speak out their minds freely.



- \* All the students can learn the poem and recite it aloud.
- \* If possible, set it to a simple tune and sing it with them.
- \* Correct their pronunciation where necessary.
  
- \* Let the students listen on the Digital Board so that they are sure of the right way to say the words
- \* Let the students say aloud the words spelt with 'a'
- \* Draw attention to the different ways in which the words are pronounced.
- \* While explaining the correct pronunciation, show how these words spelt with 'a' are pronounced differently.
- \* Similarly, let the students learn to say the words with 'c' – pronounced with an 's' sound and a 'k' sound.
- \* Draw attention to the phonetic symbols, as you teach them the pronunciation.
  
- \* Let each student make a list.
- \* Each child should be free to choose his/her list.
  
- \* Ask the students to bring their dictionaries.
- \* Refresh their learning about using the dictionary.
- \* Discuss the exercise and remind them how to see the words at the top of each page – how they tell you the first and last words on the pages.
- \* Ensure that every student in the class understands the correct way to use the dictionary.
- \* Draw attention to the meanings, the pronunciation (the phonetic symbols) and the explanations about how words are used in different ways.
- \* Do the exercise on the board to see that they have understood how to arrange words in alphabetical order, as in a dictionary.
  
- \* This project can be done by each student.
- \* All their work should be displayed in class so that every student is encouraged.
- \* They can wear their hats for a day in the class!
  
- \* Read aloud the question and all the given options.
- \* Discuss each option and why 1 and 4 are acceptable and others are not.
- \* Clarify that rude behaviour is unacceptable.
- \* Then let the students do the exercise on their own.

**Let's Sing**

**Pronunciation Practice**

**Write Well**

**Dictionary Skills**

**Project Work**

**Values and Life Skills**

