

2

My Birthday Gift

SPECIFIC OBJECTIVES

- * Celebrating special days in our lives
- * Giving and receiving gifts that are meaningful
- * How we can focus on the improvement of the environment, while celebrating events/festivals
- * Listening, reading, understanding and answering questions, orally and in writing
- * Grammar: Naming words; one and many - Nouns : singular and plural
- * Spelling and pronouncing words correctly
- * Learning to converse properly

Outcome

- * Learning the value of improving the environment by planting trees.
- * Helping students to learn the value of meaningful gifts, not just costly items.
- * Learning to use Nouns; singular and plural.
- * Speaking and writing correctly.

Get Set!

- * Ask the students what their special days are: birthdays, anniversaries, festivals, etc.
- * How do they normally celebrate?
- * Speak to them about recognising and valuing trees and the environment.
- * Discuss the wonderful creativity of trees - explain their uses - individually, as a source of fruits, flowers, medicine, timber, resin, etc; collectively as forests, habitats for animals and birds, for conservation of soil, formation of oxygen, occurrence of rain and keeping the environment clean.

Read and Enjoy

- * Ask the students to read aloud and enjoy the lesson. Explain its significance and meaning.
- * Discuss how celebrations in school and at home can become more meaningful and creative.



- * Help the students learn to express the joy of celebration in creative ways.
- * Ask them to relate it to their family and daily life.
- * Discuss the questions in Exercises A and B and ask the students to answer them orally first. Where necessary, write the answers on the board to help them in answering questions related to the unit, whether oral or written.
- * Ask the students to name anything they see: board, fan, lights, windows, doors, hair, pigtails, shirts, dresses, socks, shoes, people, etc.
- * Then explain the concept of nouns: particular and general.
 - Nouns - naming words
 - Singular and plural nouns
- * Familiarise yourself with the words in the exercise.
- * Tell the new words and their spellings and meanings to the students.
- * Exercise A relates to the sound of vowel 'e'.
- * Discuss Exercise 'B' and then let the students to do it.
- * Listen to the Digital Board twice or thrice to understand the accent, stress and inflection.
- * Ask one or two students to read aloud the passage.
- * Let the students understand the passage well; explain where necessary.
- * Let the students answer the questions orally. Check them where necessary: content and pronunciation.
- * Listen to the conversation on the Digital Board.
- * Ask two students to enact it in the class.
- * Then encourage a similar conversation about trees.
- * Correct the students where necessary: content and pronunciation.
- * Familiarise yourself about the right way to pronounce words with 'o' by listening to the Digital Board.
- * Ask the students to say the words aloud taking turns.
- * Draw attention to the words with the 'o' sound. Examples: cob, cod, strong, long, etc.

Read and Understand

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

Converse and Connect

Pronunciation Practice



Write Well

- * Explain what a flowchart is to the students.
- * Do the exercise orally first.
- * Draw attention to the direction of the arrows.
- * Then ask them to write it down in their notebooks.

Project Work

- * Make a birthday card that has been learnt in this lesson.
- * This can be done by the students on their own.

Values and Life Skills

- * Learning the value of trees.
- * Read aloud the exercise and discuss in the class.
- * Encourage the students to voice their views.
- * Read aloud the exercise and discuss the options.
- * Discuss the rightness or error of each option.
- * Then explain why number 1 is the correct option.



The Cupboard

SPECIFIC OBJECTIVES

- * Learning how to delay gratification.
- * Wanting something very much and having to wait to get it.

- * Learning an extremely important life skill: how to wait for what you want and the importance of this in life.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the meaning of the poem to the students.
- * Ensure that they understand why we need to wait to get what we want.
- * Share with them the joy of getting things after waiting for them.
- * Have a fun session using the board with different words being rhymed.
- * Make four groups of all the students in the class; each group to learn one verse of the poem.
- * Make the four groups recite the poem correctly. Also, check their pronunciation and recitation.
- * Ask the different groups to recite and check each other too.

Outcome

Read and Understand