



My Sweet Home

SPECIFIC OBJECTIVES

- * How to have good relationships with family members.
- * Respecting each others' work in the family.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Nouns and their usage - Proper and Common, number and gender.
- * Letters and words - the building blocks of sentences.

- * Learning the value of work and time.
- * Respecting family and work.

- * Discuss the homes of the students in a non-judgemental way.
- * The homes they live in; large and small homes; what is the difference between a house and a home; loving home and family; sharing the home, etc.
- * Writing one's name on the nameplate gives a sense of belongingness to the student.

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and their meanings. Reading creates familiarisation with words.
- * Discuss picture associations so that reading becomes fun.
- * Relate the activities and relationships with their families and daily life and ask in-text questions: What is the name of Tia's brother? What does Tia's mother do?

- * Discuss the questions in Exercises A and B 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, whether oral or written.
- * They may then write down the answers.

Outcome

Get Set!

Read and Enjoy

Read and Understand



Grammar Spotlight

- * Use the board to explain nouns and their usage.
- * Name things and people in the classroom/school/home.
- * Write them on the board and then begin to separate them into common names and special or proper names: What is the difference between them?
- * Now define proper noun and common noun.
- * Discuss Exercises A and B, then the students can do them in the class.
- * Discuss the concept of one and many in Common Nouns: Introduce the words, Singular and Plural - making singular into plural using -s or -es.
- * Do Exercise C orally first; then ask the students to write the answers, which may be checked by pairs of students or partners.
- * Discuss the concept of Gender - male and female: Introduce the words 'masculine' and 'feminine'. You will have to make them understand about inanimate objects being neuter gender, as their mother tongue may use masculine/feminine genders only for inanimate objects.
- * Do Exercise D orally first and then ask the students to do it themselves. Partners can exchange and check each other's work.

Spell Well

- * Getting to know new words.
- * Learning the new words: their spellings and meanings.

Word Power

- * Learning about synonyms.
- * Synonyms: Words with similar meanings and their usage.

Listen and Learn

- * Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
- * The teacher can read the passage aloud or ask the students to take turns in reading, so that they understand it well.
- * Then ask the students to answer the given questions orally.
- * Check and correct the students where necessary.

Converse and Connect

- * Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
- * Ask the students to read aloud the conversation.
- * Then do the exercise orally by asking pairs of students to have the conversation mentioned in the text with each other.
- * 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.

Pronunciation Practice

- * Let the students listen to the Digital Board so that they are sure of the right way to say the words.

- * While explaining the correct pronunciation, show how these words are differently pronounced in words like 'cat' and 'harm'.
- * Exercise A can be done by the students on their own.
- * Then ask them to write the answers correctly and pairs of students can check each other's work, while you announce the correct answers again.
- * Ask the students to bring their dictionaries.
- * Draw attention to the meanings, the pronunciation and the explanations of how words are used in different ways.
- * Do the exercise on the board to see that the students have understood how to arrange words in alphabetical order, as in a dictionary.
- * Tell the students to do this project in their neighbourhoods.
- * Explain what a joint family is [extended, with members like grandparents/aunts/uncles/cousins, etc.] and a nuclear family [parents and children]
- * On the board, draw a format for making the above convenient:
1. Family 2. Members
- * Ask the students to write it down in their project books also.
- * Read aloud the question and the given options.
- * Discuss each of the given options and why some are acceptable and some are not.
- * Then ask each of them to write what he/she thinks are the most important things that make his/her home a happy one.

Write Well

Dictionary Skills

Project Work

Values and Life Skills



SPECIFIC OBJECTIVES

- * Appreciating the efforts of our parents, in this case, of our fathers.
- * Reading and reciting the poem with correct rhythm and emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation and rhymes.

Outcome

- * Learning how important it is to show appreciation for your loved ones.
- * Learning to pronounce perfectly by reciting the poem.

Read and Understand

- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand why we need to appreciate the efforts of our family members.
- * Explain to them how we can show our appreciation: Draw attention to the previous lesson - Suhani hugging her parents, talking of them to her teachers and friends, etc.
- * Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- * Ask them to identify words that rhyme and words that express appreciation and love.
- * Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.

