

# 3

## Yummy Food

### SPECIFIC OBJECTIVES

- \* Learning about healthy food and avoiding junk food
- \* The joy of sharing food
- \* Sharing views on good habits
- \* Listening, reading, understanding, answering questions orally and in writing
- \* Grammar: Describing words - Adjectives and their usage
- \* Spelling and pronouncing words correctly
- \* Finding opposites

- \* Learning to appreciate healthy food and avoiding junk food
- \* Learning what adjectives are and using them correctly
- \* Finding the opposites of words
- \* Speaking and writing correctly
  
- \* Discuss the question and the different foods shown - the benefits of healthy foods and the harm that unhealthy or junk food can cause to our health.
- \* Ask students: What are the foods from different parts of India and other places? Talk about their value as healthy foods or junk food. Examples: idli, chapati, samosa, pakora, mangoes, bananas, etc.
- \* Ask students what they like to eat from among the pictures shown.
- \* Recognising and selecting healthy food: why fruits, vegetables, milk, etc., are healthy.
- \* Avoiding junk food items - what they are and how they harm us.
- \* Advise the students to appreciate the advice of parents and teachers about this.
  
- \* Read aloud and enjoy the lesson: the students can read the three parts of Viwan, Rita and Ravi.
- \* Explain the ideas and the words to the students; also ask them what their parents tell them about healthy food.
- \* Explain to the students the need to recognise healthy food and enjoy it, rather than eating junk food.

### Outcome

### Get Set!

### Read and Enjoy



## Read and Understand

- \* Talk to them about the joy of sharing food.
- \* Have a Fun Feast with each student talking about one dish from a different part of India.
- \* Discuss the questions in Exercise 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.

## Grammar Spotlight

- \* Have a free - wheeling fun session using describing words (adjectives) on the board – for people, places, things in school, at home, food, etc.
- \* Explain what adjectives are – they are words used to describe many things, people, places, feelings, etc.
- \* Using the board, show the students how adjectives are placed with nouns to describe them.
- \* Exercise A can be done orally first and then the students can write them down in their notebooks.

## Spell Well

- \* Use the board to make the spelling session interactive; make the students guess the words. It can be like a game of charades.
- \* Completing words
- \* Selecting letters to complete words
- \* Make two groups: one to suggest a word, give a clue and write it on the board with gaps, and the other to guess the letters and complete it. Give points to the two groups.

## Word Power

- \* Learning words using the vowel ‘i’.
- \* Explain how describing words can have opposites.
- \* Tell the students about opposites [antonyms] and similar word meanings [synonyms].
- \* Apart from the exercise, ask the students to take up words and their opposites known to them in their daily life – Example: borrow/lend; give/take; question/answer; go/come; etc.
- \* Let the students fill in the blanks in Exercise C.

## Listen and Learn

- \* Listen to the Digital Board twice or thrice to familiarise yourself with the accent, stress and inflection.
- \* Read the passage aloud or ask one of the students to read it. Correct them where necessary.
- \* Let the students understand the passage well; explain where necessary.
- \* Ask the students the questions orally first. Then check their answers where necessary.

- \* Listen to the conversation about food on the Digital Board paying attention to the questioning, inflection, etc.
- \* You can ask two students to enact the conversation as Rahul and Asha.
- \* Ask them to add/modify it, if they like. This will make them use their imagination too.
- \* Ask the students to look at the picture and then ask them the questions.
- \* Encourage the students to give their opinions.
- \* This can be made into an interactive session about different foods.
- \* This will teach them to be observant and to speak out their minds freely.
- \* Listen to the Digital Board twice or thrice.
- \* Ask the students to say the words aloud and tell them the right way to pronounce different 'o' sounds.
- \* Differentiate between 'o' and 'oo' sounds [can also refer to 'u']
- \* Examples: lot/loot; bottle/boot; suck/sot/soot, etc.
- \* Do this orally first so that the students learn how to answer courteously.
- \* How to answer questions correctly.
- \* They can copy the sentences in their notebooks.
- \* Let the students paste the picture of their favourite foods.
- \* Don't be judgemental.
- \* Read the sentences and explain clearly what they mean.
- \* Discuss why healthy foods are better than junk food
- \* Learning the very important life skill of dealing with disappointments, setbacks and failures - discuss this with students with reference to the little daily disappointments they face.

**Converse and Connect**

**Speak and Express**

**Pronunciation Practice**

**Write Well**

**Project Work**

**Values and Life Skills**



## When I was One

### SPECIFIC OBJECTIVES

\* Enjoying something funny.

- \* Learning to use humour.
- \* Learning to recite correctly.
- \* Read aloud and enjoy the rhythm, rhyme and humour of the poem.
- \* Ask the students to learn the poem and recite it.
- \* Ask the students about their childhood.

**Outcome**

**Read and Understand**