

# The Loving Fairy

## SPECIFIC OBJECTIVES

- ▶ Learning to enjoy stories that are full of imagination and fantasy through school activities and creative, art-related and social activities
- ▶ Learning the value of being helpful and kind
- ▶ Understanding the need for using one's imagination and reading storybooks, social interaction and collaboration, integrating discipline and communication
- ▶ Getting to know something about the world of fantasy that we can create
- ▶ Talk to students about reading fiction, fantasy and different types of storybooks: fairy tales, animal stories, moral stories, science fantasies, detective stories, school stories, adventure stories, various authors from Enid Blyton to Harry Potter, Roald Dahl, Dr Seuss, Chandamama, comic books, etc.
- ▶ In today's world, reading books is going out of fashion so give the children a taste of reading and enjoying books by having a story reading session from time to time
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Pronouns - words used in place of a noun; adding '-y' to make describing words; usage of 'this', 'that', 'these' and 'those'
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly; difference in pronouncing words with w and v sounds; writing a 'Thank You' note
- ▶ Building a vocabulary; usage of punctuation marks [! ? . ,]; words joined together to form new words
- ▶ Learning to recite poems, understand and appreciate them, and answer questions on them
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is a poem.

- ✧ A. Ask the students this question and why they enjoy fairy tales.
- ✧ Divide the students into groups of four and explain what they are required to discuss in this exercise. They can talk about fairy tales from any language or country.

### Fun Zone

	<ul style="list-style-type: none"> <li>✧ B. Ask students to bring the materials or supply them from the school. This is to be done under the guidance of the teacher, individually or in pairs. Monitor and guide the students. Display their work in class.</li> <li>✧ Explain the meaning of the word 'fantasy' - that it connotes something beyond reality, something that is 'fantastic' and based on imagination and creativity.</li> <li>✧ Also explain the value of being good and kind to people, because the main gist of most fairy tales is to propagate the idea that fairies reward kindness and goodness in the end and punish those who are nasty.</li> </ul>
<b>Get Going!</b>	<ul style="list-style-type: none"> <li>✧ Yes, I love listening to fairy stories, like 'Cinderella', 'Rapunzel', 'Snow White and the Seven Dwarfs', 'The Beauty and the Beast', 'Sleeping Beauty', 'Peter Pan', 'Pinocchio', 'The Elves and the Shoemaker', etc.</li> <li>✧ Father, mother, grandfather, grandmother, uncle or aunt - name anyone.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the story or ask the students to take turns at reading it out. Explain the story as it is read.</li> <li>✧ Explain: Whether there are fairies in the real world or not is not the question. There are people with beautiful hearts and minds who are always there to help and guide us. This is why we enjoy fairy stories.</li> <li>✧ Also explain the need to show gratitude to people who help us.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>✧ A. Read out the exercise and ask the students to select the correct options. Correct them gently where required. After doing the exercise orally first, let the students mark the answers. Announce the answers aloud and let them check their work themselves or in pairs.</li> <li>✧ B. Read out the exercise and ask the students to orally give the answers. Correct them gently where required. After doing the exercise orally first, let the students write down the answers. Announce the answers aloud and let them check their work themselves or in pairs.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>✧ Exercises A and B: Explain the questions and ask the students at random to answer them.</li> <li>✧ Explain why it is right to be kind to the old and hungry and how happy we feel when someone gives us a gift. At the same time, caution the students to be careful about strangers who approach them, because they should be sure that they are also safe.</li> </ul>

<ul style="list-style-type: none"> <li>✧ Explain what are pronouns - words that are used in place of nouns to avoid repetition.</li> <li>✧ Read out the explanation and the examples, using the blackboard where necessary. Use your own examples, getting the students involved.</li> <li>✧ For example: Pratik, please bring the duster. The duster is on the blackboard. Replace the second instance of 'the duster' with 'It'.</li> <li>✧ Gina had not come to school yesterday. Gina went to visit her aunt. Replace 'Gina' with 'She'.</li> <li>✧ This house belongs to Dr Sharma. Dr Sharma is a dentist. Replace 'Dr Sharma' with 'He'.</li> <li>✧ Explain especially the words that are pronouns: I, we, you, he, she, it, they. Give examples of the usage using the blackboard.</li> <li>✧ Example A: Do this exercise orally first . Then ask the students to underline the pronouns. Announce the answers aloud and let them check their work themselves.</li> <li>✧ Exercise B: Have fun identifying the cartoon characters. Do this exercise orally first. Then ask the students to select the pronouns. Announce the answers aloud and let them check their work themselves.</li> </ul>	<b>Grammar Spot</b>
<ul style="list-style-type: none"> <li>✧ Explain the addition of the letter '-y' to words to form new words that are usually used as adjectives or describing words. Use the given examples and your own using the blackboard where required. For example: snappy, baggy, catchy, sloppy, crafty, etc.</li> <li>✧ Clarify that there are words that end in the letter 'y' and that the letter is not added to it. For example: only, happy, untidy, tidy, puppy, crazy, tasty, etc.</li> <li>✧ Exercise A: Do this exercise orally and then ask the students to write down the words. Announce the answers aloud and let them check their work themselves.</li> <li>✧ Exercise B: Ask the students at random to make sentences orally first so that they get an idea of what is required. Then let them write down two sentences in their books. Check their work.</li> </ul>	<b>Word Wise</b>
<ul style="list-style-type: none"> <li>✧ Read aloud the instructions given. Ask the students at random to read them aloud a second time. Explain them where required. For example, the magic stick is called a wand. This is a term most children will perhaps know and will pick up easily too.</li> <li>✧ Then ask them to colour the various items in the picture. You will need to guide them suitably as not all of them will remember the colours given to the different items. Appreciate their work.</li> </ul>	<b>Listen and Learn</b>

<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>✧ Ask two students to enact the roles and read aloud the conversation. Then ask the students to work in pairs and discuss toys or gifts in the same way. They can decide whatever they would like to discuss.</li> <li>✧ Ask student pairs at random to share their conversations with the class. Check them gently where required.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>✧ Explain the exercise and ask the students to share what they see in the picture.</li> <li>✧ Do the exercise orally first. Then ask the students to talk to their partners about the questions given, and at random ask student pairs to share their conversations. Check them gently where required.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>✧ This is always a tricky pronunciation to learn. Explain the difference to the students. 'W' is pronounced by keeping the mouth shaped to say 'O' first and then pronounce 'U' as in 'duck'. 'V' is pronounced with the teeth lightly biting down on the lower lip.</li> <li>✧ Make the students practise this with the given examples and your own examples too.</li> <li>✧ W: well, when, who, where, while, wind, watch, wall, wag, want, wet, wash, wagon, way, always, awake, etc.</li> <li>✧ V: very, vat, vote, vent, vest, give, live, save, love, move, pavement, oven, over, etc.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>✧ Refresh symbols of punctuation: Capital letters, full stop, comma, question mark.</li> <li>✧ The exclamation mark is used to show strong feelings [!] Read out the instructions and the examples given. Use your own examples also. For example: Oh! Ouch! Wow! Hurrah! etc. Also, sentences that express strong feelings: What a pretty dress! How wonderful! Hey! This is beautiful! What a terrible thing to happen! etc.</li> <li>✧ Explain how we use full stops, question marks and exclamation marks in sentences. For example: (a) Meera wore a pretty dress. (b) Did Meera wear a pretty dress? (c) What a pretty dress Meera is wearing!</li> <li>✧ Exercise A: Do this exercise orally and then ask the students to write down the sentences with the punctuation marks. Announce the answers aloud and let them check their work themselves.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>✧ Explain why we write 'Thank You' notes: out of courtesy.</li> <li>✧ Ask the students to complete the note and announce the answers aloud. Let them check their work themselves.</li> </ul>

<p>✧ You can do a sample of a similar note on the blackboard, thanking a friend for a gift or for inviting you to a birthday party.</p>	
<p>✧ Read the exercise and explain it. The students can draw any two things they would like from the Loving Fairy. Share with the class if they like.</p>	<b>AIL Activity</b>
<p>✧ This is a value that has to be handled with sensitivity. Kindness is very essential, but it must be meted out with caution and discretion in today's world. So when you explain this exercise to the students, please ensure that you give them a very balanced view of kindness.</p> <p>✧ Exercise A: Discuss each point with the students, explaining why it is correct or not correct. While 4 and 5 are appropriate, make them understand how to exercise caution while meeting strangers or ostensibly needy persons. For example, if anyone at the door asks for water, etc., they should call an adult, lock the door and only then go into the house.</p> <p>✧ Exercise B: Explain the compassion that we all need to have for the poor, the hungry and the needy. But, as mentioned above, they should be careful also.</p>	<b>Values and Life Skills</b>