

5

Unit 5: Friendship

The Cave that Could Talk

SPECIFIC OBJECTIVES

- ▶ Learning to enjoy friendship and appreciate friends, through school activities and creative, art-related and social activities
- ▶ Learning the value of friendship, which expands our experience and knowledge and enjoyment of life
- ▶ Understanding how friends help each other and stand together in times of trouble through social interaction and collaboration, integrating discipline and communication
- ▶ Getting to know the sheer delight of having good friends
- ▶ Talk to students about books and films on friendship; using the library time for sharing stories of friends doing things together can be fun
- ▶ Doing the lesson as a play in class can be fun - a play must tell a story, have characters, sometimes a narrator, stage directions and conversations
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Prepositions - their usage in sentences to show the position of people, things and places; usage of the apostrophe ['] for shortened words and to show belonging
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly; picture stories
- ▶ Building a vocabulary; rhyming words; opposites; words that describe our feelings
- ▶ 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.

Fun Zone

- ✧ Exercises A, B and C: These can be done by individual students under the guidance of the teacher. Qualities can be suggested, like courage, cheerful, friendly, kind, generous, helpful, polite, hardworking, etc.
- ✧ Activities shared can be reading, playing with a ball or a pet, gardening, flying a kite, sharing toys, etc.

<p>✧ Explain the exercise/question and ask the students to write down two things the dog would say about them. For example: My master is very kind/naughty/noisy/helpful/neat/gentle. He feeds/brushes me every day. He takes me for a walk. Discuss in class.</p>	Get Going!
<p>✧ Explain what a play is – Explain that a play must tell a story, have characters, sometimes a narrator, stage directions and conversations.</p> <p>✧ Doing the lesson as a play in class can be fun – assign different roles to students and one can be asked to read the directions that are given in italics.</p> <p>✧ Read aloud the play and explain it, especially the clever ploy of the jackal and his friends. Tell the play’s story to the class, about how the lion wanted to catch the jackal and how the jackal, with his friends, outwitted the lion.</p>	Read and Enjoy
<p>✧ Exercises A and B: Explain the exercises. Do them orally first and then let the students write the answers. The answers to B should be written in their notebooks.</p> <p>✧ Announce the answers aloud and let the students check their work themselves or in pairs. Move around the class and check their handwriting too.</p>	Read and Understand
<p>✧ Discuss the two questions and ask the students for their answers. You can write down the acceptable solutions on the blackboard. Students can choose their answers and write them in their notebooks.</p>	Think and Answer
<p>✧ Explain what prepositions are – position words: they tell us about the position of the other words [nouns and pronouns]. Read aloud the instructions and the examples given and add your own examples, using the blackboard. For example: a dish on the table; a basket in the corner; behind the door; below the sofa; under the carpet; outside the window; over the fence; on the clothesline; by the river; at the mall; near the bus stop; inside the car; above the roof; below the cushion. As you share the examples, ask the students to make sentences using those words.</p> <p>✧ Exercise A: Read out and explain the exercise. Do it orally first and then ask the students to write the correct answers. Announce the answers aloud and let them check their own work.</p>	Grammar Spot
<p>✧ Refresh the memory of the class of adding ‘-d’ or ‘-ed’ to turn verbs into the past tense.</p> <p>✧ Exercise A: Do the exercise orally first. Then ask the students to write the words in the past tense. Announce the answers aloud and let them check their work themselves.</p>	Word Wise

	<ul style="list-style-type: none"> ✧ Exercise B: Explain the exercise. They can match the two columns using a pencil and a ruler or by writing the correct letter of the verb in front of the noun.
Listen and Learn	<ul style="list-style-type: none"> ✧ This is another picture story. Read it aloud twice, or ask the students to read it in parts. Explain it, particularly the habit of monkeys to imitate what others do. ✧ Then discuss the given pictures orally to find out the correct sequence. Ask the students to write down numbers 1 to 8 in the right sequence of the story in spaces provided with the pictures. Announce the correct sequence and let the students check their own work.
Converse and Connect	<ul style="list-style-type: none"> ✧ Two students can perform the roles and read this conversation. Then ask the students to converse with their partners. Walk around the class and check and assess their discussions.
Speak and Express	<ul style="list-style-type: none"> ✧ Ask the students to work in pairs and discuss the picture. They have to do two things: describe it and (ii) describe what they would do if they met a lion. Explain that any reasonable reaction or story will be acceptable, even if it is amusing.
Pronunciation Practice	<ul style="list-style-type: none"> ✧ Words spelt with an 'o' are to be pronounced. Say them out aloud and ask the class to follow. Make sure the words are correctly pronounced.
Punctuation	<ul style="list-style-type: none"> ✧ Brush up the last lesson in which the apostrophe ['] was used for showing ownership/belonging. [Mary's cat] ✧ Explain the other use of the apostrophe as given here: for short forms of words. Sometimes two words are joined and an apostrophe is used. For example: Aren't [are + not]; Haven't [have + not]; Hasn't [has + not]; Doesn't [does + not]; Can't [cannot]; We'll [we + will]; Won't [will + not]; Shan't [shall + not]; There's [there + is]; Where's [where + is]; We're [we + are]; You've [you + have]; I'm [I + am]; Who's [who + is]; How're [how + are]. ✧ Exercise A: Do this orally and then ask the students to match them. Announce the answers and let them check their own work.
Write Well	<ul style="list-style-type: none"> ✧ This is another picture story. Look at the sequence of pictures carefully and then read aloud the sentences given. Put in the numbers of the pictures in the right sequence according to the pictures. ✧ Announce the answers aloud and let the students check their own work.
AIL Activity	<ul style="list-style-type: none"> ✧ Divide the class into two teams. Explain the game, which is called dumb charades. Tell the groups that each time a different student should stand up to enact the animal or bird, thus giving everyone a chance. Have fun!
Values and Life Skills	<ul style="list-style-type: none"> ✧ Discuss the questions in class. Should we help our friends in their time of trouble? And should we use our quick-thinking to save ourselves? It is a self-preservation skill we need.