

# Bholaram's Magic Toy Repair Shop

## SPECIFIC OBJECTIVES

- ▶ Learning to enjoy playing with toys and keeping them carefully and sharing them with less fortunate children, through school activities and creative, art-related and social activities
- ▶ Learning the value of knowing how to keep toys neatly and carefully and when it is the right time and place to play with them
- ▶ Understanding the need for sharing and enjoying toys, through social interaction and collaboration, integrating discipline and communication
- ▶ Getting to know the value of toys and friends
- ▶ Talk to students about how to balance the time we spend on various activities at school and at home: study, play indoors and outdoors, rest, exercise, help with chores, etc.
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Conjunctions – and, but, or – their usage; Adverbs – how they are formed and usage
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly; writing acrostics; writing descriptions
- ▶ Building a vocabulary; words spelt with 'sh' and 's' sounds; dictionary practice; opposites; names of various professionals
- ▶ 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.

✧ Exercises A and B: These are to be done under the guidance of the teacher.	<b>Fun Zone</b>
✧ Exercise A: Explain the exercise and ask the students to select whatever they like. ✧ Exercise B: The students can discuss this with their partners.	<b>Get Going!</b>
✧ This is a story about Bholaram who repairs toys so beautifully that his shop is called the Magic Toy Repair Shop. The beginning of the story is narrated by the storyteller. Then he says that the toys begin to talk at night. The rest of the story is told like a comic picture book.	<b>Read and Enjoy</b>

	<ul style="list-style-type: none"> <li>✧ Read the narration aloud. Then give different students the parts of the different toys to read aloud. Explain as they read.</li> <li>✧ Discuss with the class how we should keep our toys properly.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>✧ Exercises A, B and C: Explain the exercises and do them orally first. Then ask the students to mark/write the answers.</li> <li>✧ Announce the answers aloud and let the students check their work on their own or in pairs.</li> </ul>
<b>Grammar Spot</b>	<ul style="list-style-type: none"> <li>✧ Explain what conjunctions or joining words are and their usage, with the instructions and examples given. Add your own examples too. Use the blackboard to show how 'and', 'but' and 'or' are used to join words, ideas and sentences.</li> <li>✧ For example, join similar things or things that are usually spoken of together using 'and', like bread and butter; cup and saucer; cat and dog.</li> <li>✧ Sometimes we speak of things that are not similar; they may be opposites. Then we use 'but'. For example: He is kind but noisy. Her dress is nice but old.</li> <li>✧ Sometimes we have to choose between two things. Then we use 'or'. For example: Would you like tea or coffee? Shall we go today or tomorrow?</li> <li>✧ Exercise A: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work on their own or in pairs.</li> <li>✧ Explain what adverbs are – words that tell us more about the action words or verbs and their usage, with the instructions and examples given. Add your own examples too, like quickly, readily, slowly, kindly, neatly, etc. Often we add '-ly' to the action word to make it an adverb.</li> <li>✧ Exercise B: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work on their own or in pairs.</li> </ul>
<b>Word Wise</b>	<ul style="list-style-type: none"> <li>✧ Refresh the students' memories regarding opposites. Exercise A: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work on their own or in pairs.</li> </ul>
<b>Spell Well</b>	<ul style="list-style-type: none"> <li>✧ Exercise B: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work on their own or in pairs.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>✧ Read the passage aloud twice or ask the students to read it.</li> </ul>
	<ul style="list-style-type: none"> <li>✧ Exercise A: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work on their own or in pairs.</li> </ul>

<ul style="list-style-type: none"> <li>✧ This is to be done under the guidance of the teacher.</li> </ul>	<b>Converse and Connect</b>
<ul style="list-style-type: none"> <li>✧ Explain the question and discuss it with the students, giving them the freedom to make their choices.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>✧ Read aloud the two columns of words, clearly showing the difference between the way they are pronounced. Familiarise the students with the phonetic symbols.</li> <li>✧ Explain how the soft 's' sound is common to s and c sometimes. 'Sh' can also come at the end of words, like harsh, trash, crash, cash, mash, ash, etc., or in the middle of a word like marshal, washer, usher, etc. Similarly 's' can also come at the end or in the middle of a word, like mass, pass, rolls, etc., or ask, mask, risk, mistake, list, etc. 'C' is pronounced like 's' in some words like ceiling, certain, certificate, centre, etc.</li> </ul>	<b>Pronunciation Practice</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: The students know a little more now about punctuation. So you can ask them to do the exercise on their own. Then write the corrected version on the blackboard and let them check their work on their own. Answer any doubts they may have.</li> </ul>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>✧ Explain the exercise and let the students do the exercise on their own. Depending on the toy they have chosen, they can write three sentences about it. Walk around guiding and assessing them.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>✧ Now that the students have started understanding how to use a dictionary, teach them how to find the meanings in the dictionary. Use the blackboard if required.</li> <li>✧ Exercise A: Do the exercise with the class, finding each word and its meaning and writing it down.</li> </ul>	<b>Dictionary Skills</b>
<ul style="list-style-type: none"> <li>✧ This can be done by the students and their partners. They can make their lists and share them. Also, they can bring the materials from home and do the project.</li> </ul>	<b>AIL Activity</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Read and ask the students to absorb and make it a habit.</li> <li>✧ Exercise B: Read out the question and discuss the options given. Discuss why we should follow option 3 and not 1 and 2.</li> </ul>	<b>Values and Life Skills</b>