



## The Bear and Two Friends

### SPECIFIC OBJECTIVES

- \* Learning about friendship
- \* Friendship: caring, sharing and helping
- \* Listening, reading and understanding the lesson and answering questions orally and in writing
- \* Understanding a picture story and being able to enact it
- \* Grammar: More about action words -(verbs): Using am/is/are + action words + ing and -ed words
- \* Spelling and pronouncing words correctly
- \* Guessing and completing words by looking at pictures
- \* Learning to converse correctly

- \* Learning how to be a good friend
- \* Being helpful, friendly and caring
- \* More about using verbs with is/are/ + verb + ing; +ed
- \* Words with double letters; different 'oo' sounds

- \* Read the question and discuss it with the students along with the options.
- \* Discuss: What is friendship? Who is a good friend?
- \* Ask the students about their activities with friends.
- \* How to be a good friend: helping a friend who is absent or ill or has a problem; catching up with missed classes; taking a neighbour's dog for a walk, etc.
- \* What do you expect from a good friend in class and at home?

- \* Talk to the students about picture stories/comics they have read; characters they have enjoyed.
- \* Read aloud and enjoy the story.
- \* This lesson can be enjoyed by enacting it in the class with three students. This will help the students understand the feelings/stress/ pauses, etc., in the story.

**Outcome**

**Get Set!**

**Read and Enjoy**

## Read and Understand

- \* Speak to them about identifying and getting to know true friends; being friendly and helpful.
- \* Explain the difficult words and the story.
- \* Being friendly and helpful; loyalty.
- \* Discuss the questions in Exercises A, B and C 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.
- \* Ask related questions: Who is your friend? What special quality does he/she have? How do you help each other? etc.
- \* This will help the students to use the words learnt in the passage.

## Grammar Spotlight

- \* Help the students understand how is/am/are + verb + ing and verb + ed are used – examples: am going, is coming, are eating; walked, talked, said, etc.
- \* Action words that are formed to show something that has happened already: Use of ‘-ed’: examples watched; waited; travelled, etc.
- \* Do Exercises A and B orally and then use the board to write the answers. The students can write the answers in their notebooks.

## Spell Well

- \* Words learnt in the lesson
- \* Tell the new words and their spellings and meanings to the students.
- \* You can dictate the words or have a session asking the students in turn to make sentences and get them to write them on the board.
- \* This will build their confidence and also help them spell and write correctly.

## Word Power

- \* Words from the lesson and those with double letters
- \* Do the exercises orally first and then ask the students to write the answers.
- \* Words linked to pictures – recognising words from picture clues.
- \* You can ask the students to find more words with double letters; examples – door, look, correct, apple, meek, sheep, etc.
- \* Use the board to help them suggest letters to fill the blanks.

## Listen and Learn

- \* The purpose is to ensure that the students improve their listening skills.
- \* Listen to the passage on the Digital Board twice or thrice till the meaning, pronunciation, etc., are correctly understood.

- \* Ask the students to read the passage aloud and ensure that they understand it and read it correctly.
- \* Then ask the questions and let them answer orally. Correct them where necessary regarding content and pronunciation.
- \* Listen to the conversation between friends on the Digital Board.
- \* Enact it in class with the students to learn the accent, stress and inflections. Correct where necessary.
- \* Draw attention to the questions, exclamations, etc.
- \* Take up each question and discuss it.
- \* Ask the students in random pairs or groups to take up each question and give answers.
- \* They can even be asked to frame other questions with regard to the given picture.
- \* This will teach them to be observant and to speak out their minds freely.
- \* The right way to pronounce words with different 'oo' sounds
- \* Draw attention to the fact that there is a difference in the length of the sounds though the spellings are the same.
- \* How to complete sentences using words correctly.
- \* Do Exercises A and B orally and then ask the students to write the answers.
- \* Help and guide students understand the usage.
- \* Exercise C can be done by them on their own.
- \* Tell them to write down the names of four friends.
- \* Read out the value and explain it.
- \* Discuss it with reference to the lesson.
- \* Read the question and options aloud.
- \* Discuss each option with the students.
- \* What are the qualities we look for in a friend?
- \* How should we behave with our friends?
- \* How do we expect our friends to behave with us?
- \* Sharing with and helping friends every day.

**Converse and Connect**

**Speak and Express**

**Perfect Pronunciation**

**Write Well**

**Project Work**

**Values and Life Skills**

SPECIFIC OBJECTIVES
<ul style="list-style-type: none"> <li>* Enjoying the rhyme and rhythm of poetry</li> <li>* Listening, reciting, understanding the poem and answering questions</li> <li>* Learning new words and rhymes</li> </ul>



- \* Reciting the poem with correct pronunciation, rhythm, etc.
- \* Learning the significance of words like 'here', 'there', 'everywhere', 'anywhere', 'nowhere,' etc.
- \* Read aloud, recite and enjoy the rhythm, rhyme and meaning of the poem.
- \* Explain the meaning of the poem: Understand the new words.
- \* The happiness of finding things that get lost or misplaced.
- \* Ask the questions of Exercises A, B and C orally first and let the students answer and write.
- \* Ask the students about things they have lost and found: write/draw them on the board.
- \* The students can do the Exercise D on their own.
- \* You can set up a Lost Property Box or Shelf in the classroom/school for students to bring/take their lost items.
- \* Words that show place: here, there, everywhere, anywhere, nowhere, etc.
- \* Opposites - lost/ found; far/near; little/big; everywhere/nowhere; etc.
- \* Let the students learn the poem and recite it correctly.

## Outcome

## Read and Understand

