



## Sona and Her Friends

### SPECIFIC OBJECTIVES

- \* Learning about personal tastes for different foods
- \* What are the foods that different birds and animals like to eat.
- \* Listening, reading and understanding the lesson and answering questions orally and in writing
- \* Understanding the creatures that share the planet with us
- \* Grammar: The use of 'a' and 'an' before nouns; learning about prepositions - position words and their usage.
- \* Spelling and pronouncing words correctly
- \* Learning to converse correctly

- \* Learning to express one's tastes
- \* Understanding more about the foods that different birds/animals eat
- \* The correct use of 'a' and 'an'
- \* What are prepositions - position words that tell us about the relationships between different nouns, pronouns, etc.
- \* Words relating to foods for us and for different creatures
- \* Pronouncing words spelt with 'ow'
  
- \* Read the question and discuss it with the students along with the options.
- \* Discuss: What is food? Why do we need it? Healthy and junk foods - what to eat and what to avoid.
- \* Look at the given pictures and ask which things the students like.
- \* You can make two lists on the board, of things they like and things they don't. Then, give stars to the healthy food and draw a line cutting out the junk food.
- \* What do the students plan to eat now?
  
- \* Ask the students to take up the parts of the different characters and read aloud and enjoy the story.

**Outcome**

**Get Set!**

**Read and Enjoy**

## Read and Understand

- \* By enacting it in the class, the students will understand the feelings/ stress/pauses, etc., in the story. They will also use their imagination to represent the voices of the different animals.
- \* Explain the difficult words and the story.
- \* If animals enjoy special foods that are good for them, why not we, human beings also do the same, instead of eating junk food?
- \* Discuss the questions in Exercises A and B orally first. Where necessary, write the answers on the board to help the students in answering questions related to the unit, whether oral or written.
- \* Ask related questions: Which animal do you like the best? What special quality does it have? What does it eat? etc.
- \* This will help students to use words learnt in the unit.

## Grammar Spotlight

- \* Articles or Determiners - 'a' and 'an'
- \* Ask the students to name anything in the class and add 'a' or 'an' before it.
- \* Write their words on the board. Examples - a board; a dustbin; an answer, etc. Then correct them where necessary.
- \* Do Exercises A and B orally and then use the board and guide them to write the answers in their notebooks.
- \* Then explain the prepositions - position words.
- \* Use immediate examples like: I have written this on the board. Your bag is under the desk. There are birds in the sky, The book is before you, etc.

## Spell Well

- \* Words learnt in the lesson
- \* Highlight new words and their spellings and meanings
- \* Exercise A can be done by the students on their own and corrected by their partners.

## Word Power

- \* Words from the lesson
- \* Do the exercise orally first and then ask the students to mark the answers on the grid.
- \* Have a fun session about how different animals/birds eat. Examples: cow munching grass or chewing cud; monkey eating a banana; rabbit chomping a carrot; squirrel nibbling a nut; parrot pecking a mango; elephant chewing sugarcane; hens scratching in the dirt, etc.
- \* This will build the students' curiosity and also help them spell and write correctly.

- \* Listen to the Digital Board twice or thrice till the meaning, pronunciation, etc., are correctly understood.
- \* Ask the students to read the passage aloud and ensure they understand it and read it correctly.
- \* Then ask the questions and let them answer orally. Correct them where necessary regarding the content and pronunciation.

**Listen and Learn**

- \* Listen to the conversation between friends on the Digital Board.
- \* Enact the conversation in the class with the students to make them learn the right accent, stress and inflections. Correct where necessary.

**Converse and Connect**

- \* Take up each question and discuss it.
- \* Tell the students in random pairs or groups to ask each question and give answers.
- \* They can even be asked to frame other questions with reference to their friends.
- \* This will teach them to be observant and to speak out their minds freely.
- \* Two things to be monitored: polite and correct speech.
- \* Correct where necessary.

**Speak and Express**

- \* The right way to pronounce different 'ow' sounds
- \* Draw attention to the fact that there is a difference in the length and pronunciation of the sounds though the spellings are the same in the words in the two columns. Explain the symbols.
- \* Also, share with the students the difference or similarity in pronouncing 'ou' sounds: example - bough/ bow; tough/tow; cough/cow, etc.

**Pronunciation Practice**

- \* The students can do Exercise A on their own. Ensure that the sentences are written neatly by them.
- \* Ask the students to colour the pictures on their own and write sentences about them. Their partners can check their work.

**Write Well**

- \* Applying what is learnt in the class
- \* Ask the students to paste pictures of different birds/animals.
- \* Tell them to write down the foods eaten by each, next to the pictures.

**Project Work**

## Values and Life Skills

- \* You can link this project with what they have learnt earlier about nouns, adjectives, pronouns, verbs, prepositions, etc. Example: The monkey is sitting on a tree. It is eating a tasty banana. **Nouns:** monkey, tree, banana. **Adjective:** tasty. **Pronoun:** It. **Verbs:** is sitting; is eating. **Article:** a.
- \* Read out the sentence and explain it.
- \* Discuss it with reference to the lesson and to what the students have learnt from their parents and at school.
- \* Read the question and its options aloud.
- \* Discuss each option with the students.
- \* Link with what has been learnt earlier about being a good friend and neighbour.
- \* Sharing with and helping friends every day.
- \* **Discuss:** Why is the second option the best? Because it does not embarrass your friend to ask.