

SPECIFIC OBJECTIVES

- * Learning to take good care of your things, including toys.
- * Enjoying playing with toys.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Conjunctions (joining words) and their usage.
- * Adverbs: Words that add something to the verbs, their usage.
- * More opposites and new words; word meanings; dictionary usage; punctuation.
- * Variations in spellings and pronouncing words spelt with 's' and 'sh'.

- * Learning to enjoy playing with toys and repairing them.
 - * Using conjunctions, adverbs, and punctuation.
 - * Words and their usage, meanings, pronunciation and dictionary usage.
 - * Speaking and writing correctly.
 - * Understanding and answering the questions correctly.
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- * Discuss the various kinds of toys shown.
 - * Relate them to the interests of different students in the class.
 - * Discuss the pictures and ask the students which of the toys each one prefers and why.
 - * Discuss toys and games made creatively by those who cannot afford to buy expensive ones - climbing trees, playing on swings, rolling a tyre, making telephones from matchboxes, playing seven-stones [stapoo], blind-man's bluff, hide-and-seek, chor-police, paper planes and boats, sand castles, etc. This will help the students to enjoy themselves creatively and not look down on those who are less fortunate.
 - * You can ask the students what kind of toys they play with or can create.
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- * Read the lesson aloud, asking the students to take up the different parts and enact them.

Outcome**Get Set!****Read and Enjoy**

Read and Understand

- * Explain the words and their meanings. Reading creates familiarisation with words.
- * Correct their intonation, stress, pronunciation, etc.
- * Relate the activities and relationships to their daily life and ask in-text questions: What do they do if a toy breaks? Have they ever tried to repair toys? etc.
- * Discuss the questions in Exercises A, B and C and ask the students to answer them orally first.
- * Then, where necessary, write the questions on the board to help the students in answering the questions, whether oral or written.

Grammar Spotlight

- * Use the board to explain conjunctions – and/but/or.
- * Ask the students to name their toys and use two words joined with a conjunction to describe each thing they name; for example: I like playing with my doll and my toy train.
- * Now define conjunctions as words that join words, groups of words and sentences, and show how this is done on the board – cup and saucer; playing a tune and singing along; I like to travel and also like music.
- * Show the difference between using ‘and’, ‘but’, ‘or’. I have a pencil and a rubber; I have a pencil but not a rubber; I don’t have a pencil or a rubber.
- * Discuss Exercise A; then the students can do them in the class. Their work can then be checked by their partners.
- * Explain adverbs – how they add more meaning to the action words (verbs); how to add -ly to make an adverb.
- * Do Exercise B orally first, then ask the students to write the answers.
- * Add to the examples/exercises by randomly asking the students to give their own words to ensure that they understand the usage of adverbs and of conjunctions.

Spell Well

- * Recognising the words learnt in the lesson.
- * Ask the students to do the exercise on their own.
- * Then do it on the board and let each one check his/her own work.

Word Power

- * Learning about words that are made into adverbs.
- * Ask the students to give more examples to ensure they have understood.
- * More practice of opposites.
- * Do Exercise A orally first and then ask the students to write down the words.

Listen and Learn

- * Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.

- * The teacher can read the passage aloud or ask the students to take turns reading so that they understand it well.
- * Then ask the students to answer the given questions orally.
- * Check the students where necessary.

- * A. Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
- * Ask pairs of students to read aloud the conversation.
- * Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- * Correct the students regarding the content and pronunciation.
- B. The teacher should help by explaining the different things that the students can do on their own and with the help of others

- * Let the students listen to the Digital Board so that they are sure of the right way to say the words.
- * Let the students say aloud the words spelt with 's' and 'sh'.
- * Draw attention to the phonetic symbols, as you teach them the pronunciation.

- * Do this exercise on the board, asking the students for the corrections.
- * When the correct sentences are written down, ask the students to copy them down in their notebooks.
- * Let the partners check the answers.

- * In Exercise A, explain the question and give clues for the writing - which toy, describe it, who gave it to you, why you like it, etc.
- * Tell the students to write neatly and in their best writing.

- * Ask the students to bring their dictionaries.
- * Refresh their learning about using the dictionary.
- * Discuss the exercise and remind them how to see the words at the top of each page - how they tell you the first and last words on the pages.
- * Ensure that every student in the class understands the correct way to use the dictionary.
- * Draw attention to the meanings, pronunciation [the phonetic symbols] and explanations about how words are used in different ways.
- * Do the exercise on the board, asking the students randomly to read the meanings out of the dictionary.

- * Exercises A and B: This project can be done by each student in his/her Project Book.

Converse and Connect

Pronunciation Practice

Punctuation

Write Well

Dictionary Skills

Project Work

Values and Life Skills

- * Each one can write the two lists on two separate pages.
 - * The students can stick pictures of any two toys also on a separate page. Then they can write the name of their favourite toy shop.
 - * All their work should be displayed in the class so that every student is encouraged.
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- * Read aloud the question and all the given options.
 - * Discuss each of the options and why 3 is acceptable and others are not.
 - * Children have issues about other children deliberately breaking their toys or trying to take them. These are significant issues for them and sometimes parents/teachers may fail to realise that a child is not being selfish; he/she is simply being aware of a naughty child or bully. Take notice of such issues if the students express them and make sure, you give them the right advice, balancing caring for the toys on the one hand and sharing them with others on the other.
 - * Then let them do the exercise on their own.