

Unit 2: The Family**Day Out with the Grandparents****SPECIFIC OBJECTIVES**

- ▶ Learning what a family is
- ▶ Understanding the need for interacting with and loving all the members of one's family; doing things together and for each other
- ▶ Love and concern for grandparents and, by extension, for all elderly people; and how children and grandparents enrich each others' lives
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: nouns or naming words – people, places, things; male and female names; singular and plural names
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, naming and spelling things/people; using 'and'; creatures and their homes
- ▶ Explain the layout and linking idea of the lesson (about family) – the Unit has two lessons, one is prose and one is a poem.

**Fun Zone**

- ✧ This is a warm-up activity to involve students in an art-related collaborative exercise and to help them understand how to show affection for family members, especially their grandparents.
- ✧ Through the art learning activity, teach the children:
  - Social collaboration skills within their families
  - Manual dexterity
  - Communication skills
  - Creativity
- ✧ Inform students the day before the class of the materials required for the activity, if they are to bring the things.
- ✧ They can work individually or in pairs.
- ✧ Guide them how to select, cut, arrange and share the materials and work.
- ✧ Appreciate and display their work in class.

<ul style="list-style-type: none"> <li>✧ Ask students to share who all are there in their families. Be gentle and tactful as it is possible that some students may have lost a parent, etc., or have a broken family, a single parent or be an orphan living with other relatives.</li> </ul>	<b>Get Going!</b>
<ul style="list-style-type: none"> <li>✧ Read this section aloud and explain why and how we should love our family members.</li> <li>✧ Let the students play the roles of the children and the grandparents and read the parts aloud. Correct their pronunciation gently.</li> <li>✧ Explain the meaning. Explain what the significance of celebrating a Grandparents' Day is.</li> <li>✧ Ask the students what they do with their own grandparents, e.g., go out, read stories, play games, watch TV, cook, eat meals, etc.</li> </ul>	<b>Read and Enjoy</b>
<ul style="list-style-type: none"> <li>✧ Exercises A - C: Explain each exercise and do it orally first, using the blackboard if required.</li> <li>✧ Then ask the students to write in their books/notebooks neatly.</li> <li>✧ Announce the answers aloud, and let the students check each other's books in pairs.</li> <li>✧ The teacher should move around the class, checking the handwriting, neatness and spellings.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>✧ Explain what naming words or nouns are, reading aloud the definitions and examples given. We need a name to identify people (girl, boy, Anju, Mike, Miss Gupta, teacher, etc.), places (school, road, New Delhi, hospital, market, etc.) and things (book, bottle, tea, tree, dog, music, love, etc).</li> <li>✧ Make three columns on the blackboard: Person, Place, Thing. Ask the students to give a name and say if it is a person, place or thing. Student 1 will name a person, Student 2 will name a place, Student 3 will name a thing and so on.</li> <li>✧ Exercise A: Read aloud the exercise and do it orally first. Then ask the students to draw lines linking the correct answers.</li> <li>✧ Exercise B: Read aloud the exercise and do it orally first. Then ask the students to tick (✓) the correct answers in their books.</li> <li>✧ Read the instructions and explain what is male and female with reference to families and the school - for example: father - mother; boy - girl; brother - sister; grandfather - grandmother; uncle - aunt; Miss Arora - Mr Gupta. Explain that it is applicable to professionals (like postman) and to animals and birds too (cock - hen; lion - lioness).</li> <li>✧ Do some random exercises orally regarding gender using examples: sportsman - sportswoman; gentleman - lady; man - woman; horse - mare; goose - gander; tiger - tigress.)</li> </ul>	<b>Grammar Spot</b>

	<ul style="list-style-type: none"> <li>✧ Exercise C: Read aloud the exercise and do it orally first. Then ask the students to write the correct answers in their books.</li> <li>✧ Exercise D: Read aloud the exercise and do it orally first. Then ask the students to write the correct answers in their books.</li> <li>✧ Announce all the answers to the exercises aloud, and let the students check in pairs. Go around the class and check at random.</li> </ul>
<b>Word Wise</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the given instructions and examples to explain singular and plural numbers.</li> <li>✧ Use more examples of your own and play a game in the class asking the students to tell you the plurals of words like boy, cow, chair, hen, book, etc. Each student can answer one word.</li> <li>✧ Exercise A: Explain the exercise and do it orally first, using the blackboard. Then ask the students to write down the words in the two columns.</li> <li>✧ Exercise B: Explain the exercise and do it orally first, using the blackboard. Then ask the students to write down the plural words in the blanks given.</li> <li>✧ Announce the answers aloud and let the students check in pairs.</li> <li>✧ The teacher can walk around and do a random check.</li> </ul>
<b>Activities for Listening and Speaking</b>	<ul style="list-style-type: none"> <li>✧ Explain to the students that all the following activities will help them to speak correctly and clearly. Explain why this is important – in the process of learning various subjects as well as later in life at home, at work and in public or social life.</li> <li>✧ Explain each activity and exercise carefully and clearly to the students so that they grasp what is expected of them.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>✧ Play the audio twice, the first time to just hear it, and the second time to explain it. Pause it where required. Repeat if required.</li> <li>✧ Explain what is required in the exercise and then do it orally first.</li> <li>✧ Ask the students to mark the correct choices in their books.</li> <li>✧ Read the answers aloud and let the students check in pairs.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>✧ Explain the exercise to the students.</li> <li>✧ Read it aloud, asking two students to play the roles. This can be repeated once or twice. Correct the pronunciation gently.</li> <li>✧ Then ask pairs of students to converse with each other, as instructed.</li> <li>✧ Select 3-5 pairs of students at random to repeat the conversations.</li> <li>✧ Correct them gently where required.</li> </ul>

<ul style="list-style-type: none"> <li>✧ Explain the exercise to the class.</li> <li>✧ Then ask the students at random to speak about what they have seen, in response to the questions. 2-3 students can be asked to answer each question.</li> <li>✧ Correct them gently where required.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>✧ Read aloud and explain the correct pronunciation of words with 'ee'.</li> <li>✧ Students can be asked to say the words aloud in small groups of 10 each.</li> <li>✧ Listen carefully and correct them where required.</li> <li>✧ Have a fun session saying aloud words with 'ee' - like sleep, teeth, glee, flee, tree, meet, deep, creep, feet, keep, weep, green, seep, etc.</li> </ul>	<b>Pronunciation Practice</b>
<ul style="list-style-type: none"> <li>✧ Explain the exercise and do it orally first, using the blackboard.</li> <li>✧ Then ask the students to write out the sentences correctly and neatly in their books.</li> <li>✧ Announce the correct answers and ask the students to check their answers in pairs.</li> </ul>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>✧ Explain the exercise first.</li> <li>✧ Then ask students at random to have a conversation, completing the given words. Encourage them to be imaginative.</li> <li>✧ Then ask them to have a discussion in pairs and write down their answers.</li> <li>✧ Move around the class and check each student's answer.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>✧ Ask the students to get photographs of their grandparents and paste them in their books. Also, tell them to draw the borders as suggested.</li> <li>✧ Some students may not have grandparents or photographs. Please ask them to draw or to imagine and draw their grandparents.</li> <li>✧ Share and appreciate their work.</li> </ul>	<b>AIL Activity</b>
<ul style="list-style-type: none"> <li>✧ This lesson is significant in building respect and concern for elders. So it is necessary to do the exercise aloud orally first.</li> <li>✧ You can add your own questions also: What does Grandma/Grandpa wear? What do they like to eat? Do they watch TV with you?</li> <li>✧ Then ask them to write the answers. Go around the class and check each student's work.</li> </ul>	<b>Values and Life Skills</b>