

**Best Friends****SPECIFIC OBJECTIVES**

- ▶ How we make friends and share thoughts and things with them
- ▶ Learning the art of friendship through creative, art-related and social activities
- ▶ Learning to read in a new manner, not with comic strips
- ▶ Doing activities that create an atmosphere of friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to help friends and to seek help from them
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Verbs and prepositions, and their usage
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, how to use 'Thank you', 'Please' and 'Sorry' correctly - and how they make interaction easier at home, in school and in social life
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is a poem.

<b>Fun Zone</b>	<ul style="list-style-type: none"> <li>✧ A. Ask the students to draw and colour a picture of their best friend. Some students may be unable to do so; in such cases, the teacher can help or the partners can be asked to help.</li> <li>✧ B. Ask students to bring the materials required for the exercise, unless the school is providing the materials.</li> <li>✧ Students can work individually or in groups of three or four. Guide them to make the candy packets.</li> </ul>
<b>Get Going!</b>	<ul style="list-style-type: none"> <li>✧ Talk to the students about their best friends.</li> <li>✧ A. Then read out the exercise and ask each question at random from them. After that, tell them to write down their answers in their books/notebooks. If they don't have specific information then they can use their imagination. They can draw and colour a picture of their friend.</li> <li>✧ B. Ask them to exchange the information with their partners in the class.</li> </ul>

<ul style="list-style-type: none"> <li>✧ Explain to the students that not all stories come in the form of comic strips. Now that their reading skills have improved, they are given a story to read without comic strips.</li> <li>✧ Read aloud the story, asking students to take turns to read one or two sentences each. Correct their pronunciation gently where required. Correlate the story with the illustrations to facilitate understanding.</li> <li>✧ Explain the meaning of the story and of the new words to them. Focus on kindness, generosity and friendliness, which the story demonstrates.</li> </ul>	<b>Read and Enjoy</b>
<ul style="list-style-type: none"> <li>✧ Explain what is required to be done in Exercises A and B.</li> <li>✧ Do the exercises orally first, using the blackboard if necessary.</li> <li>✧ Then ask the students to write/mark the answers in their books/notebooks.</li> <li>✧ Announce the answers aloud and let the students check in pairs.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>✧ Explain what doing words or verbs are. Read the instructions and examples and then have a fun session asking students to give you more doing words, from watching their parents, siblings, friends, neighbours, roads, pets, animals, birds, etc. For example: eat, cook, drive, fly, sit, stop, run, grab, fall, talk, sleep, shout, climb, slide, etc.</li> <li>✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to mark the correct answers.</li> <li>✧ Explain why 'ing' is added to doing words - to show that the activity is going on. Read out the instructions and examples. Then have a fun round asking students to make doing words with 'ing'. For example: The teacher is teaching. Students are learning. Roma is writing. Manu is singing. The kite is flying. The squirrel is eating a nut. The ants are walking in a line. It is raining.</li> <li>✧ Exercise B: Explain the exercise and do it orally first. Then ask the students to mark the correct answers.</li> <li>✧ Exercise C: Read out the instructions and ask the students to answer the question orally first. Then let them write the answers in their books.</li> <li>✧ Exercise D: Explain that there is a correlation between naming words and doing words. Give examples from daily life. For example: A cat is drinking milk. [drinking - milk] The man is climbing up the ladder. [climbing - man, ladder] The peacock is dancing. [peacock - dancing] Papa is driving the car. [driving - Papa, car]</li> </ul>	<b>Grammar Spot</b>

	<ul style="list-style-type: none"> <li>✧ Read out the instructions and ask the students to answer the question orally first. Then let them write the answers in their books/notebooks.</li> <li>✧ Explain prepositions and how they tell us the position of things, people, etc., and how they show where the action is taking place. Read out the instructions and examples given. Then have a fun session in the class, identifying the position of various things and people. For example: The teacher is standing behind the desk. The bird is sitting on a branch. The pencil fell under the table. There was no food left in the box.</li> <li>✧ Exercise E: Read out the instructions and ask the students to answer the question orally first. Then let them write the answers in their books/notebooks.</li> <li>✧ The teacher can announce the correct answers to the exercises and students can check in pairs.</li> </ul>
<b>Word Wise</b>	<ul style="list-style-type: none"> <li>✧ Explain why politeness is essential for a happy family life and for social interaction. It should not be simply superficial. It must become a part of our habits and character.</li> <li>✧ Explain the instructions and examples. Add examples of your own: May I have another slice of bread please? Thank you! Oh, I am sorry I spilt some water. Please tell me what time I can call you. Thank you for helping me with my homework. I am sorry I got late.</li> <li>✧ Exercise A: Do the exercise orally and then ask the students to write it down. Announce the answers and let the partners check.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>✧ Read the passage aloud twice. The teacher may read it first. Then students can be asked to read one sentence each. Correct them gently where required. Explain the meanings, especially of food items that some children may not be familiar with.</li> <li>✧ Do the exercise orally first. Then ask the students to mark the selected pictures. Announce the answers aloud and let the students check in pairs.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>✧ Have two of the students play the roles and read aloud.</li> <li>✧ Explain the conversation and then ask pairs of students to converse.</li> <li>✧ The teacher can move around the class, checking the conversations.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the exercise and the words given. Please note that this 'o' is pronounced as a diphthong. Explain its pronunciation clearly to the class.</li> </ul>

<p>✧ You can have a fun session using more words to show how 'o' is pronounced differently with different words. For example: 'gold' and 'go' are pronounced alike. But 'gold' and 'good' will be different.</p>	
<p>✧ Explain the exercise to the class.</p> <p>✧ Do it orally first. Then ask the students to write the answers. <u>Announce the answers aloud. They can check in pairs.</u></p>	<b>Write Well</b>
<p>✧ This can be done in class or at home. If it is in class, ask the students to bring all the materials. However, it is advisable for them to cut out the paper at home or for the teacher to prepare the cut-outs for them.</p>	<b>AIL Activity</b>
<p>✧ Explain the question. Also, tell the students that they can mark more than one option. Let them think about it and then answer the question. Discuss why all the three options are correct.</p>	<b>Values and Life Skills</b>