



# Fun with Grandparents

## SPECIFIC OBJECTIVES

- \* Spending time with one's grandparents.
- \* Listening, reading, understanding and answering the questions orally and in writing.
- \* Grammar: Making sentences.
- \* Letters and words – the building blocks of sentences.
- \* Knowing how to pronounce words having 'ee' sound.

- \* Loving one's grandparents and spending time with them
- \* Using letters and words to build words and sentences
- \* Speaking and writing correctly
  
- \* Talk to the students about their grandparents, their names, etc.
- \* Discuss how they spend their time with them and show their love for them.
- \* Doing a fun activity to show how much you love your grandparents.
  
- \* Read the lesson aloud or ask the students to read parts of it.
- \* Explain the words, and their meanings. Reading creates familiarisation with words.
- \* Discuss the picture associations so that reading becomes fun.
- \* Relate the activities and relationships with their grandparents and daily life.
  
- \* 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.
- \* Try asking them to discuss similar descriptions.
- \* Use the board to explain how words and sentences are built; example: I; I + N = IN; I + N + K = INK; P + I + N + K = PINK, etc.

Get Set!

Read and Enjoy

Read and Understand

Grammar Spotlight

**Punctuation**

**Spell Well**

**Word Power**

**Listen and Learn**

**Converse and Connect**

**Speak and Express**

- \* Alphabet – Capitals and small letters.
  - \* Words – Using letters to build words.
  - \* Sentences – Using words to build sentences.
  - \* Starting with a capital letter and ending with a full stop; mention ‘I’ being written as a capital letter.
  - \* The exercises should be discussed first and then the students can do them in the class.
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- \* Discuss the common punctuation marks – use of capital letters and the full stop – with the students.
  - \* Show them how to punctuate a sentence correctly through examples. Then ask them to do the exercise.
  - \* Correct the students, where necessary.
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- \* Tell the students to learn the spellings of the given words.
  - \* Discuss the words and ask them to spell them orally.
  - \* Then, let the students do the exercise. Their partners can check the work.
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- \* Discuss Exercises A and B and then ask the students to do them.
  - \* Help the students, where necessary.
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- \* 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 in reading it so that they understand it well.
  - \* Then ask the questions and tell the students to answer them orally.
  - \* Correct the students, where necessary.
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- \* Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
  - \* Ask the students to read aloud the conversations.
  - \* Then do the exercise orally by asking pairs of students to have the conversations mentioned in the text with each other.
  - \* Check if the students understand the conversations well by asking them a few questions; explain where necessary.
  - \* Correct the students regarding the content and pronunciation.
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- \* Discuss the picture first and ask the students what they see in it.



- \* This will help the students to express what you want to explain or ask.
- \* Ask them the given questions or any others you can think of. For example: What would you like to eat for breakfast? etc.
- \* Ask them what they really wish for and then teach them to put their thoughts into words correctly and politely.
- \* Teach them how to speak so as to be understood.
- \* This will teach them to be observant and to speak out their minds freely.

- \* 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 'ee'.
- \* In explaining the correct pronunciation, show how these words are different from 'i' or shortened 'e'; for example - ship/sheep; met/meet, etc.

- \* Explain the exercise to the students and then let them do it themselves.
- \* Correct the students, where necessary.

- \* The students can do this on their own.

- \* Exercise A: Discuss the questions with the students.
- \* Then, let them answer on their own. Correct the students, where necessary.
- \* Exercise B: Read aloud the question and the given options.
- \* Discuss each of the given options and why some are acceptable and some are not.

Pronunciation  
Practice

Write Well

Project Work

Values and Life Skills

## SPECIFIC OBJECTIVES

- \* It is important to express our love for our family.

**Outcome**

- \* Learning how important it is to show your loved ones that you care.
- \* Learning to pronounce perfectly by reciting the poem.

**Read and Understand**

- \* Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- \* Explain the poem clearly to the students so that they understand why we need to show our love for family and friends.
- \* Explain to them how we can show our love: by saying it, hugging them, being useful and caring, giving small gifts.
- \* Discuss the exercises and ask students to answer them orally, before writing the answers down.
- \* Ask them to identify words that rhyme and words that express love.
- \* Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.