



A Party for Mom

SPECIFIC OBJECTIVES

- * Learning about celebrating milestones - birthdays, anniversaries, awards, festivals, etc.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Building sentences properly.
- * Learning more about opposites, word meaning, dictionary usage and punctuation.
- * Knowing about variations in spelling and pronouncing words spelt with 'a' [apple/day].

- * Learning about celebrating important days and events
- * Enjoying celebrations with family and friends
- * Using letters and words to build sentences
- * Learning about words and their usage, meanings, pronunciation and dictionary usage
- * Speaking and writing correctly
- * Understanding and answering questions correctly

- * Discuss the different celebrations we have at home and in school.
- * Discuss different kinds of special occasions spent with family or friends.
- * Discuss other significant celebrations: Festivals, anniversaries, Annual Day, Sports Day, etc.
- * Discuss importance of mother in the family. Celebrating a day dedicated to her.
- * Let the students do the exercise on their own.

- * Read the comic strip lesson aloud, asking the students to take up the different characters.
- * Explain the words and their meanings. Reading creates familiarisation with words.

Outcome

Get Set!

Read and Enjoy

Read and Understand

- * Correct their intonation, stress, pronunciation, etc.
- * Relate the activities and relationships shown in the lesson to their own life and experience and ask in-text questions: How do you celebrate? What all do you do? Who joins you? etc.
- * Discuss the questions in Exercises A, B and C and ask the students to answer orally first.
- * Then, where necessary, write the answers on the board to help the students in answering questions on the text, oral or written.

Grammar Spotlight

- * Use the board to explain how words and sentences are built. Example: I; I + N = IN; I + N + K = INK; L + I + N + K = LINK, etc.
- * Capitals and small letters
- * Sentences - Using words to build sentences
- * Starting with a capital letter and ending with a full stop, especially mentioning 'I' being written as a capital letter.
- * Difference between statements and questions: Full stops and question marks.
- * Discuss Exercises A and B; then, the students can do them in the class. Help them by writing the answers on the board, if required.

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

- * Explain what is meant by gender or 'he-names' and 'she-names'.
- * You can use examples other than those given in the exercise.

Listen and Learn

- * Let the students listen to the passage on the Digital Board.
- * Then let them do the exercise on their own. Correct them, where necessary.

Converse and Connect

- * 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.



Speak and Express

- * Let the students see the picture carefully.
- * Ask the students one by one, how they express their love for their mother.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them to speak clearly in order to be understood.
- * This will teach them to be observant and to speak out their minds freely.

Pronunciation Practice

- * Let the students listen on 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 'a'.
- * While explaining the correct pronunciation, show how these words spelt with 'a' are pronounced differently.
- * Draw attention to the phonetic symbols, as you teach them the pronunciation.

Write Well

- * Let the students do this exercise on their own.
- * Correct them, where necessary.

Dictionary Skills

- * 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, the pronunciation (the phonetic symbols) and the explanations about how words are used in different ways.
- * Do the exercise on the board to see that they have understood how to arrange words in alphabetical order, as in a dictionary.

Project Work

- * This project can be done by each student.
- * All their work should be displayed in the class so that every student is encouraged.
- * They can wear their hats for a day in the class!

Values and Life Skills

- * Read aloud the question and all the given options.
- * Discuss each option and why option 5 is not acceptable.
- * Clarify that when a member of the family falls sick, all the other members take care of him/her.
- * Then let the students do the exercise on their own.