

My Favourite Toys

Poem

<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and do the first one to show an example. Ask the students to do the rest on their own. ✧ Exercise B: Make groups of four students each and ask them to discuss the question given. 	<p>Get Going!</p>
<ul style="list-style-type: none"> ✧ This poem is written by Bernie. He writes as a child who has different kinds of toys. He loves all of them and cannot choose just one as a favourite. ✧ In the first stanza, he says he has a lot of favourite toys as he cannot choose one that he loves more than the others. He needs to have all of them to play with because he has fun with all – different fun at different times! ✧ In the second stanza, he tells us all the toys he has, each one of which he loves: a book, a doll, a drum, a ball, a teddy bear, a wagon, a bicycle, and a jack-in-the box. Explain what the toys are as all children may not be familiar with all of them. Also that some are used outdoors [like a bicycle or a ball] while others can be played with indoors. ✧ In the third stanza, he explains why he needs all of them. He needs them for work [like the bicycle, perhaps], for rest [like the book], and for play [like all the other toys]. Then the poet asks the reader, which toys does he or she like best when he/she goes home? ✧ This is a delightful poem that tells us how much we love all our toys. Each one has a special use for us when we are playing and we want to keep and enjoy all of them. That is why we should keep our toys neatly and carefully as they give us so much pleasure. 	<p>Read and Enjoy</p>
<ul style="list-style-type: none"> ✧ Exercises A and B: Explain the exercises and do them orally first. Then ask the students to write the answers in their books. Announce the answers aloud and let them check the answers in pairs. 	<p>Read and Understand</p>
<ul style="list-style-type: none"> ✧ Exercise A: This refers to the poem. Ask the students to tell you what they think and why. ✧ Exercise B: Ask the students at random and appreciate the care with which they keep their toys. 	<p>Think and Answer</p>

<p>Appreciating the Poem</p>	<ul style="list-style-type: none"> ✧ Explain the exercise carefully, using the blackboard and dictionary, to tell the students that a word spelt in the same way can have different meanings according to the sentence where it is used. Use the given examples and add your own examples also. For example: Bear – (i) a wild animal (ii) to put up with something [The bear climbed a tree. I cannot bear an untidy desk.]. ✧ Tear – (i) pronounced like bear, it means to rip something (ii) pronounced like dear/deer, it means the drops that come from our eyes when we cry [Don't tear pages from your book. The tears fell silently from her eyes.] ✧ Past – (i) something that is over (ii) going beyond something [His father was a policeman in the past. The white car went past us at great speed.]. ✧ Exercise A: Do the exercise orally first. Then ask the students to mark the answers. Announce the answers aloud and let them check their work in pairs.
<p>Word Wise</p>	<ul style="list-style-type: none"> ✧ Explain what compound words are, which have been done earlier too. Use the examples given as well as your own. For example: breakfast; railway; airport; classroom, blackboard; doormat; stopover; welcome; grandfather; nonstop; starlight; sunflower. ✧ Exercise A: Do the exercise orally first. Then ask the students to mark/write the answers. Announce the answers aloud and let them check their work in pairs. ✧ Explain how each person has some job, profession or work and, therefore, each person has a title that explains what he/she does. Give your own examples: doctor, engineer, mason, homemaker, shopkeeper, vendor, plumber, mechanic, nurse, caretaker, guard, policeman, printer, shoemaker, designer, model, actor, sportsperson, electrician, carpenter, pilot, etc. ✧ Exercise B: Do the exercise orally first. Then ask the students to mark the answers. Announce the answers aloud and let them check their work in pairs.
<p>Write Well</p>	<ul style="list-style-type: none"> ✧ Explain what acrostic poems are – how the letters of a word form the beginning of a poem. It used to be a riddle for people to solve. ✧ Read out the explanations and example given. You can try to make an acrostic poem with suggestions from the students. Use the blackboard.

<p>✧</p>	<p>PENS Pick me up and use my tip, Enjoy writing or drawing everything; Never stop if ink runs out, See my work on paper or anything! PLAY Please let me go to the park, Let me just step outdoors, And take a ball and frisbee too; You know it's no fun indoors!</p> <p>✧ Exercise A: Do the exercise orally first. Ask the students to suggest possible lines and words. Write them down on the blackboard and then finally make an interesting acrostic poem. Let the students write this down.</p>	
<p>✧</p>	<p>This is an extremely important part of daily life for all children. Please explain each and every instruction item from 1 to 7 carefully. Be sensitive to the reactions and body language of the children. Do NOT publicly ask any child personal questions. If you are alerted to the possibility of any problem with a child, please call the child aside separately and ask him/her. Sensitivity and alertness are very essential.</p>	<p>My Safety Corner</p>