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Unit 2: Family

Day Out with the Grandparents

LEARNING OUTCOMES

- ▶ 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

Warm Up	<ul style="list-style-type: none"> ✧ 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.
Read and Enjoy	<ul style="list-style-type: none"> ✧ Read this section aloud and explain why and how we should love our family members. ✧ Let the students play the roles of the children and the grandparents and read the parts aloud. Correct their pronunciation gently. ✧ Explain the meaning. Explain what the significance of celebrating a Grandparents' Day is. ✧ Ask the students what they do with their own grandparents, e.g., go out, read stories, play games, watch TV, cook, eat meals, etc.
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A – C: Explain each exercise and do it orally first, using the blackboard if required. ✧ Then ask the students to write in their books/notebooks neatly. ✧ Announce the answers aloud, and let the students check each other's books in pairs. ✧ The teacher should move around the class, checking the handwriting, neatness and spellings.
Grammar Spot	<ul style="list-style-type: none"> ✧ 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). ✧ 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.

	<ul style="list-style-type: none"> ✧ Exercise A: Read aloud the exercise and do it orally first. Then ask the students to draw lines linking the correct answers. ✧ Exercise B: Read aloud the exercise and do it orally first. Then ask the students to tick (✓) the correct answers in their books. ✧ 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). ✧ Do some random exercises orally regarding gender using examples: sportsman – sportswoman; gentleman – lady; man – woman; horse – mare; goose – gander; tiger – tigress.) ✧ Exercise C: Read aloud the exercise and do it orally first. Then ask the students to write the correct answers in their books. ✧ Exercise D: Read aloud the exercise and do it orally first. Then ask the students to write the correct answers in their books. ✧ Announce all the answers to the exercises aloud, and let the students check in pairs. Go around the class and check at random.
Word Wise	<ul style="list-style-type: none"> ✧ Read aloud the given instructions and examples to explain singular and plural numbers. ✧ 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. ✧ 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. ✧ 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. ✧ Announce the answers aloud and let the students check in pairs. ✧ The teacher can walk around and do a random check.
Activities for Listening and Speaking	<ul style="list-style-type: none"> ✧ 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. ✧ Explain each activity and exercise carefully and clearly to the students so that they grasp what is expected of them.
Listen and Learn	<ul style="list-style-type: none"> ✧ 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. ✧ Explain what is required in the exercise and then do it orally first. ✧ Ask the students to mark the correct choices in their books. ✧ Read the answers aloud and let the students check in pairs.
Converse and Connect	<ul style="list-style-type: none"> ✧ Explain the exercise to the students. ✧ Read it aloud, asking two students to play the roles. This can be repeated once or twice. Correct the pronunciation gently. ✧ Then ask pairs of students to converse with each other, as instructed. ✧ Select 3-5 pairs of students at random to repeat the conversations. ✧ Correct them gently where required.

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