



A Good Friend

LEARNING OBJECTIVES

- Learning to make friends; activities with friends; working and playing together.
- Conversing with friends; exchanging ideas and interests.
- Listening, reading and understanding; answering oral and written questions.
- Grammar: Learning what a sentence is; how to make a sentence.
- Words: Learning to read and write the Alphabet – capitals & small letters; making words; spellings.
- Learning Communication: Speaking, converting, describing.
- Introduction to a Dictionary: Finding words; arranging them alphabetically.
- **Outcome:** Learning Social skills; Introduction to the tools of study: words, sentences – their construction and usage.

<ul style="list-style-type: none"> ➤ Discuss: Who are our friends? What are our activities together – work, play, etc. ➤ Family friends and get togethers. ➤ Different sets of friends – at home, in school, in park, etc. 	Get Set!
<ul style="list-style-type: none"> ➤ Reading the text and the picture story: Students should be encouraged to read the parts aloud ➤ Explain the meanings of words and sentences, the scenes, and ask the students to recognise which are the sentences with or without a question mark. ➤ Ask whether the students know what a village is – explain if required. ➤ Ask them who are their friends and what activities they enjoy. ➤ Correct their pronunciation, intonation and stress. 	Read and Enjoy
<ul style="list-style-type: none"> ➤ Read out each question and explain what the students are required to do in each case. Discuss the questions in Exercises A, B and C – ask for answers orally first. Help the students mark or write the correct answers in their books. Use the board where required to explain. 	Read and Understand

Grammar Spotlight	<ul style="list-style-type: none"> ➤ Read the section with the class. Explain using the board how short sentences are made. Ask students at random to make sentences of their own, correcting them gently and using the board to explain how to correct them. ➤ Exercises A and B: Do them orally and then use the board to help them write out the correct answers.
Spell Well	<ul style="list-style-type: none"> ➤ Exercise A: Use the board to ask students for the letters that complete each word. Show them how to use the help box and their own memory of the words they have learned in the lesson.
Word Power	<ul style="list-style-type: none"> ➤ Exercises A & B: Draw the four lines for writing on the board, using two different coloured chalks/pens. Write each capital and small letter correctly so that the students follow the movement of lines for each letter. Go around the class helping them write the letters correctly. They can work on it at home too. Explain that Capitals are used to begin sentences, write names and for talking about oneself as 'I'. ➤ Exercise C: Do this in the same way as above, explaining how words can be joined smoothly. Also, explain the meanings. ➤ Exercise D: Do this orally, explaining the similarity of meaning and the differences. Then guide the students to draw lines connecting the right words. Use the board where required.
Listen and Learn	<ul style="list-style-type: none"> ➤ Exercise A: Read aloud the passage twice, explaining its meaning. Then ask the questions given. And help the students recollect the correct answers. Give them time to mark the right answers in their books, so that they understand the purpose of the exercise.
Converse and Connect	<ul style="list-style-type: none"> ➤ Exercise A: Read aloud the conversation. Then ask the students to read it aloud in pairs. After that, ask each pair of students to read it with each other. ➤ Exercise B: Give a simple topic to the class to discuss with each other. For example – How I spend my playtime; My best friend is...; I like...(ice cream/storybooks/playing hide and seek, etc.)
Speak and Express	<ul style="list-style-type: none"> ➤ Exercise A: Explain the picture. Make comparisons with other games the students may be more familiar with, like skipping, running, jumping over things, leap frog, etc. Explain what a trampoline is, with videos from the internet if possible.

<p>☞ Then ask the questions from students at random, and help them form the correct answers. If anyone expresses fear of bouncing on a trampoline, treat their fear with gentleness and do not laugh at them. Many people are afraid of such games, or of things like Ferris wheels, roller coasters, swimming, adventure sports, etc. Ask them what games they like indoors or outdoors. The objective is to make students comfortable about conversing and speaking out.</p>	
<p>☞ Exercise A: Say the words in each column first, one at a time, and ask the students to repeat it after you, in small groups so that you can hear each one clearly and correctly. Then read the words in pairs, highlighting and explaining the differences in pronunciation clearly. Ask students to repeat words in pairs, so that they clearly know the difference. The phonetic symbols need not be focussed on too much as the students are just getting familiar with the alphabet and the symbols will confuse them.</p> <p>☞ Exercise B: Ask students to read the words aloud in small groups. Correct them where required.</p>	Pronunciation Practice
<p>☞ Exercise A: Read out the exercise and explain it. Ask students to give the words to fill the gaps. And write down the appropriate words on the board. Ask students to write down the words in their books.</p>	Write Well
<p>☞ Explain what a dictionary is and how to look at it using the alphabet and its order. Use the examples given and add your own ones too. Simple words like – moon, sun, star, road, dog, cat, mouse, etc.</p> <p>☞ Exercise A: Do this exercise orally and collectively, helping the students to find the right words in their own dictionaries. Then write the words in the correct order on the board and ask them to write the words down in their books in the same order.</p>	Dictionary Skills
<p>☞ Exercise A: Students can be encouraged to do this on their own and describe their friend to their neighbour/partner.</p> <p>☞ Exercise B: Help class to learn this little poem, with correct pronunciation, and then recite it together. If you find anyone being shy or reluctant, encourage them to recite it aloud.</p>	Project Work/ AIL Activity
<p>☞ Exercise A: Read and explain the question. Then walk the class through the options, explaining why some are appropriate and some are not. Then ask the students to tick the right options. Announce them aloud and let them check their work themselves.</p>	Values and Life Skills