



The Chocolate Room

LEARNING OBJECTIVES

- Learning that a visit to a chocolate factory is a fun thing where we get to learn a lot about many things. So, it was exciting and enjoyable at the same time.
- Listening, reading and understanding and answering the questions orally and in writing.
- Grammar: Sentences – Declarative, Interrogative, Imperative and Exclamatory; Subject and Predicate.
- Unscrambling words, word meanings, usage, suffixes and pronouncing words with 'f' and 'p' sounds.
- Understanding punctuation.
- Learning to speak and converse correctly.
- **Outcome:** Learning about simple enjoyments, like the excitement of eating chocolate. Differentiating between enjoyment and greed.
- Learning about different types of sentences; Subject and Predicate.
- Speaking and writing correctly.

<ul style="list-style-type: none"> ➤ Discuss the different activities that children love to do with their families. ➤ How the different activities we do help to strengthen our bonds. ➤ Talk about the different types of things we make from chocolate, like cake, pie, pastry, etc. ➤ Exercises A and B: Ask the students to do the exercises on their own. Help and guide them in the discussion, if required. 	Get Set!
<ul style="list-style-type: none"> ➤ Read the lesson aloud or ask the students to read parts of it. ➤ Explain the words and meanings. Ask in-text questions: How do we know Willy is a kind and caring boy? Does he deserve to win the contest? 	Read and Enjoy
<ul style="list-style-type: none"> ➤ Discuss the questions in Exercises A, B, C, D and ask the students to answer orally first. ➤ Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written. ➤ They may then write down the answers of Exercises A-D. 	Read and Understand
<ul style="list-style-type: none"> ➤ Exercise A: Read and discuss the question in class about the purpose of the contest. ➤ Did Charlie deserve to win? Discuss the qualities that make him deserving. ➤ Then ask the students to write down the answer. ➤ Their partners can check the work. 	Think and Answer

Grammar Spotlight	<ul style="list-style-type: none"> ➤ Use the board to explain different kinds of sentences: Declarative, Interrogative, Imperative and Exclamatory sentences. ➤ Use the given examples and also your own, and ask the students to think of examples too. ➤ Brush up about the correct way of writing sentences – starting with a capital letter and ending with a full stop; also, mention ‘I’ being written as a capital letter. ➤ Explain the difference between statements [Declarative Sentences], questions [Interrogative Sentences] and Exclamatory Sentences. ➤ Discuss Exercise A and then the students can do it in class. ➤ Brush up the two parts of a sentence – the Subject and the Predicate. ➤ Use the given examples and also your own. ➤ Then discuss Exercise B and ask the students to do it in the class.
Spell Well	<ul style="list-style-type: none"> ➤ Getting to know new words. ➤ Learn to recognise the new words by unscrambling the words. Also, learn their spellings and meanings. ➤ Brush up on the use of the dictionary whenever possible. ➤ Do Exercise A orally first. Then, ask the students to write down the answers. ➤ Let them check their work on their own.
Word Power	<ul style="list-style-type: none"> ➤ The students can do Exercise A on their own. The teacher can help, if required. ➤ The partners can check their work.
Listen and Learn	<ul style="list-style-type: none"> ➤ Exercise A: Read the given passage aloud twice, or let the students listen to it in the Digital Content. ➤ Then ask the students to answer the questions orally. Check them where necessary.
Converse and Connect	<ul style="list-style-type: none"> ➤ Exercise A: Ask pairs of students at random to enact the conversation. ➤ Correct the students regarding content and pronunciation.
Speak and Express	<ul style="list-style-type: none"> ➤ Exercise A: Read the question again so that the students understand what is required of them. ➤ Teach them to put their thoughts into words correctly and politely. ➤ Teach them how to speak so as to be understood clearly. ➤ Encourage them to speak out their minds freely.
Pronunciation Practice	<ul style="list-style-type: none"> ➤ Exercise A: Let the students listen to the Digital Content so that they are sure of the right way to say the words. ➤ Let the students say aloud the words spelt with ‘f’, ‘p’ and ‘ugh’ – all pronounced with a ‘f’ sound. ➤ Use the words given and any other examples you like or doubts that the students may have. Examples: cough, shuffle, rough, Alphonso, face, effort, etc. ➤ While explaining the correct pronunciation, show how these words are pronounced distinctly. ➤ Ensure that the phonetic symbols for the sounds are understood by the students.

<ul style="list-style-type: none"> ➤ Exercise A: Write the sentences on the board. ➤ Now, call the students randomly to correct the sentences. ➤ Once the sentences are all written on the board, ask the students to write them down in their notebooks. ➤ Let their partners check the work. 	Punctuation
<ul style="list-style-type: none"> ➤ Exercise A: Read the question aloud so the students understand what they are required to do. Then, ask them to write a paragraph on their own. ➤ Write a sample paragraph on the board so that the students get an idea. ➤ Check the work of the students individually. 	Write Well
<ul style="list-style-type: none"> ➤ Ask the students to consult their dictionaries. ➤ Help them with the exercise. Remind them how to use the dictionary by looking the words at the top of each page – how they show 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 and pronunciation. ➤ Now, do the exercise on the board. ➤ Then let the students write it down in their notebooks. 	Dictionary Skills
<ul style="list-style-type: none"> ➤ Exercise A: The students will enjoy doing this activity. Help and guide them, if required. 	Project Work/AIL Activity
<ul style="list-style-type: none"> ➤ Exercise A: Explain the question well to the students, including the given options. ➤ Then, let them do the exercise on their own. ➤ At the end, explain which options can be acceptable, and which cannot. 	Values and Life Skills