



Play Time is Fun

LEARNING OBJECTIVES

- Learning about playing with friends and toys at home, in school and in parks, etc.
- Learning to read and write and listen.
- Learning to understand enough to answer questions orally and in writing.
- Learning about Nouns, their gender, number and their usage.
- Learning words spelt with 'e' and 'o'; rhyming words; opposites.
- Learning to enjoy and appreciate poetry.
- **Outcome** : Learning more about reading, listening, writing, understanding and answering questions orally and in writing.
- Being initiated into the use of nouns and their usage.
- Loving, enjoying, appreciating and understanding the value of friends and sharing playtime and playthings.

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| Get Set! | <ul style="list-style-type: none"> ➤ A. Ask the students to see the pictures and take turns to describe what they see. Ask them to name them and colour them. They can colour more than one toy if they like. ➤ B. Each pair of students can discuss answers to the questions. Teacher can ask some of them at random to answer them too. ➤ C. Read out the question and the options. Ask them why they felt as they do. |
| Read and Enjoy | <ul style="list-style-type: none"> ➤ Read aloud or ask students to take turns reading out the lesson. Explain it, correct their reading where required and ask relevant questions that students can answer briefly. Example: Do you play at home? Do you play with friends in school/at home? What do you play? What do you play with? Which do you enjoy most – playing in school, in the park or at home? Why? etc. |

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| <p>➤ A to D : Read and explain the exercises and do them orally first. Use the board if necessary. Then ask the students to write the correct answers in their books.</p> | <p>Read and Understand</p> |
| <p>➤ Explain what a Noun is – name of a person, place or thing. We give general names [girl, boy, chair, ball, hat, fan, etc.] and particular names [Sunshine School, Payal, Mohit, Delhi, etc.]</p> <p>➤ A & B : Explain each exercise and ask the students to answer the questions orally. Use the board if required. Then ask them to write the correct answers in their books.</p> <p>➤ Explain Gender with reference to Nouns – Masculine and Feminine [Male and Female] – applies to people, animals, birds, etc.; not applicable to things and places. Use the examples given and your own too, using the board. Examples – man – woman; duck – drake; goose – gander; hen – cock; horse – mare; girl – boy; etc.</p> <p>➤ C & D : Explain each exercise and ask the students to answer the questions orally. Use the board if required. Then ask them to write the correct answers in their books.</p> <p>➤ Explain Number with reference to Nouns – Singular and Plural [One and Many]. Use the examples given as well as your own, using the board. Examples can be taken from things the students are familiar with – school – schools; shoe – shoes; father – fathers; desk – desks; cat - cats; etc. We usually add 's' to make plurals. You can briefly introduce them if necessary to adding 'es' in some cases [classes, glasses, passes, etc.</p> <p>➤ E & F : Explain each exercise and ask the students to answer the questions orally. Use the board if required. Then ask them to write the correct answers in their books.</p> | <p>Grammar Spotlight</p> |
| <p>➤ A. Explain each exercise and ask the students to answer the questions orally using the words in the Help Box. Use the board if required. Then ask them to write the correct answers in their books.</p> | <p>Spell Well</p> |
| <p>➤ A. Read aloud each of the words and draw attention to the fact that they are all spelt with 'e'. Ask students to follow you when you read each word. You can add your own words like let, set, met, jet, wet, net, yet, pen, lend, send, mend, tend, etc.</p> | <p>Word Power</p> |

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| | <p>➤ B. Explain Opposites using the given examples and add your own. Use the board and things that students are familiar with. Example – day – night; morning – evening; sad – happy; lost – found; etc. Explain the exercise and ask the students to answer the questions orally. Then ask them to write the correct answers in their books.</p> |
| Listen and Learn | <p>➤ A. Read aloud the poem once or twice and ask students to take turns to read it out too. Then ask the questions and get them to select the correct answers. They can mark the correct answers in their books.</p> |
| Converse and Connect | <p>➤ A. Read out the exercise and ask the students what they see in the pictures. Then ask two students to read the conversation aloud. The rest of the exercise can be explained and make groups of 4 students to discuss their toys and games. Go around the class and check them.</p> |
| Speak and Express | <p>➤ A. Read and explain the exercise. Draw attention to the picture first and ask students at random what they see in it. Then begin to discuss each question and ask them to answer orally.</p> |
| Pronunciation Practice | <p>➤ A. We have learned how to pronounce words spelt with 'e' earlier. Now we are learning about words spelt with 'o'. Read each word aloud and ask the students to follow. Use the given examples in the exercise and add your own if required. [pot, got, spot, bottle, pocket, rob, mop, fog, cot, rot, etc.]</p> |
| Punctuation | <p>➤ A. Recall what has been learnt about punctuation in the previous lesson. Use the board when you ask the students how to correctly punctuate each sentence. Then ask them to write the corrected sentences in their own books.</p> |
| Write Well | <p>➤ A. Read and explain the exercise and do it orally first. Then ask the students to write down the correct answers in their books.</p> |
| Project Work/ AIL Activity | <p>➤ A. Ask students to bring pictures of toys. They can get them from newspapers or magazines, and paste them on a paper. It can be discussed and displayed in class.</p> |
| Values and Life Skills | <p>➤ A. Read out and explain the importance of caring for our toys – hygiene and their capacity to last long. Then do the exercise orally and ask students to mark the right options.</p> |