

2

A Short Trip

LEARNING OBJECTIVES

- Learning about different forms of transport- road, rail, water, air.
- Enjoying a family holiday – a new place and its special features – Adapting to new surroundings.
- Learning about naming words – Nouns: general and specific; their number; their gender.
- Words – spelling, meaning, synonyms, courtesy words.
- Reading and understanding – Answering questions orally and in writing on what we read.
- **Outcome:** Improving reading, writing and communication skills; Understanding nouns and their usage.

<ul style="list-style-type: none"> ➤ Point out the different modes of transport on road, rail, water and air. ➤ A. Explain what each child is doing – Pavan enjoying a train trip; Beenu flying a plane; Sarika travelling by bus; Aman sailing a boat. Ask students which they like and why. Encourage their views and thoughts. ➤ B. Ask each question and encourage students to answer. Draw out those who are not familiar with any particular mode of transport. Then write the suitable answer on the board. Students may write it down in their books. 	Get Set!
<ul style="list-style-type: none"> ➤ Ask the students to read aloud the story, taking turns. Some of them can enact the roles in the pictures, also taking turns. Help them read the difficult words, using the board to guide the spellings and pronunciation. Explain meanings of the words. ➤ Explain and share the differences in places when we travel – mountains, seaside, desert, snow-bound places, etc. 	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, C and D – 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"> ➤ Explain what are Naming words (Nouns) – words that are used to name people, places and things. Some names are general and are called Common Nouns [like chair, table, city, school, man, girl, dog, etc.] Some names are special to one particular person, place or thing, which is why they are written with a Capital letter and are called Proper Nouns [Sun, Monday, June, Pavan, Meena, Delhi, Kothari Public School, Janpath, etc.] ➤ There are two Numbers for all nouns: One, called Singular, and Many, called Plural [girl/girls; box/boxes; duck/ducks; tree/trees; etc.] Plural words are made by adding -s or -es to the singular words. ➤ Also when we write about nouns they have a Gender – Male or Female [mother-father; boy-girl; lion-lioness; etc.] Use the given examples and add examples of your own. ➤ Exercises A – E: Read out each exercise and explain what the students are required to do. Then do the exercise orally first, using the board where necessary. Then let the students write the correct answers in their books.
Spell Well	<ul style="list-style-type: none"> ➤ A. Do the exercise orally first and then let the students write down the correct answers in their books. Always make sure that they learn the spellings of all the words by repetition.
Word Power	<ul style="list-style-type: none"> ➤ Explain what Synonyms are – words with the same or similar meanings. Use the board and your own examples to explain them. Examples – quiet/silent; bus /coach; airplane /aircraft; make /create; bank /shore; etc. ➤ A. Do the exercise orally first and then ask the students to mark the correct answers linking the two synonyms.
Listen and Learn	<ul style="list-style-type: none"> ➤ Read aloud the story or ask students to take turns to read it out aloud. Explain the story and the meanings of words. ➤ A. Explain the exercise and then do it orally. After that, help students mark the correct answers in their books.
Converse and Connect	<ul style="list-style-type: none"> ➤ A. Ask two students to read aloud the conversations. Different pairs of students can be selected to repeat it until they get the pronunciation and reading correct. Help them gently to speak with the right intonation and pronunciation.
Speak and Express	<ul style="list-style-type: none"> ➤ A. Encourage the students to describe the scene. Ask a different student to describe one thing at a time so that they all get an opportunity to speak. Ask questions that will help them Example – What kind of a day is it?

<p>[Sunny/Rainy/Cloudy?] How many people are there in the car? What is on top of the car? What animals do you see? Is there a difference in the roads on which the car and the cart are going? Is the land flat? Etc.</p> <p>☞ Then read aloud the exercise and ask the students to answer the questions in it. Correct their pronunciation where required.</p>	
<p>☞ In the last lesson also we learned about two different ways of pronouncing 'a'. Here again explain this pronunciation of the letter 'a' as in 'father'. Compare it what has been learned earlier. Also draw attention to the fact that often some letters are silent and not pronounced. Example – ARM, PALM, CART, VASE, LAUGH (pronounced like 'f' in this case) etc.</p> <p>☞ A and B: Read aloud the words, with the students repeating them after you. Correct their pronunciation where required.</p>	Pronunciation Practice
<p>☞ There are some words we use as a courtesy in our conversations every day: Thank you; Sorry; Please; You are welcome. Use your own examples to show how each of these word/phrases are used daily. Examples: someone picks up a dropped pencil for you; opens a door; switches on a light or fan; gets you a chair; passes you something on the table; helps with your homework or some chore; lends you a book or toy; etc.</p> <p>☞ A and B: Read out the exercises and explain what is required to be done by the students. Then do each exercise orally and after that ask them to write the correct answers in their books.</p>	Write Well
<p>☞ A. This exercise is further practice for using the dictionary. Help the students to find the words in their dictionaries, and then ask them what is the correct order in which to arrange them. Use the board.</p>	Dictionary Skills
<p>☞ A and B: These are exercises that should be done by the students, under the guidance of the teacher. A should be read out and students may draw what they like in the given boxes. B is a poem that the teacher should read aloud and students can follow. Explain its meaning and help them learn it.</p>	Project Work/ AIL Activity
<p>☞ A. Discuss each option, and explain why it is or is not appropriate.</p>	Values and Life Skills
<p>☞ A. Discuss what are the things we learn when we travel – Example: customs, dress, food, climate, places of interest, flora and fauna, important people of the area, history and culture, etc.</p>	