

2

A New Friend

LEARNING OBJECTIVES

- Learning the value of true friends and friendship – sharing and caring.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar – Collective nouns; countable/uncountable; number and gender [Masculine, feminine and common].
- Word meanings; anagrams; synonyms; dictionary skills; pronunciation of words with |i| and |e| sounds.
- Punctuation; completing a passage.
- Project work/AIL Activity – Colouring a picture and writing the names of friends.
- Values and Life Skills – Discussing ways to be a good friend.
- Learning to read and converse correctly.
- **Outcome:** Learning to make friends and to be a good friend.
- Learning about collective nouns, countable and uncountable nouns, number and gender.
- Speaking and writing correctly.

<ul style="list-style-type: none"> ➤ Exercise A 1: Read out the exercise and ask the students what they would like to gift their best friends and why. They can select more than one item. If they have any other choice than those given, ask them to write it down. ➤ Exercise A 2: Ask the students to bring the materials or provide it to them. Let them make the friendship bands. Guide them wherever required. ➤ Exercise A 3: Discuss in class the feeling of happiness at receiving and tying a friendship band. ➤ Exercise A 4: This can be discussed under the teacher's guidance. 	Get Set!
<ul style="list-style-type: none"> ➤ Ask the students to read the lesson aloud. Explain the words and meanings. Ask simple questions about helping friends and caring for them if they are ill or are facing some problem. Be sensitive to any child who may be challenged in any way or has a family member who is challenged. For example: How can we help each other in class? With homework? On the playground? 	Read and Enjoy
<ul style="list-style-type: none"> ➤ Exercises A to D: Read and explain the questions of each exercise and ask the students to answer them orally first. ➤ Where necessary, write the answers on the board to help them in answering the questions on the text, whether orally or in writing. ➤ Explain reference to context means understanding and answering questions about a specific part of the story/poem. ➤ Tell the students that they need to look at the given lines or sentences carefully. 	Read and Understand

	<ul style="list-style-type: none"> They can then write down the answers of A-D and the partners can check their work.
Think and Answer	<ul style="list-style-type: none"> Exercise A: Read and discuss first and ask the students to list the ways in which Nitin helps Kiaan. Sometimes, he helps openly, like offering to carry something. Other times, it is quietly, like playing indoor games, knowing that Kiaan cannot run or play outside. Next, discuss how the students feel when their friends achieve success in any field. Do they feel happy? How do they congratulate and celebrate? Then ask the students to write their answers.
Grammar Spotlight	<ul style="list-style-type: none"> We have learned about Nouns earlier – Common Nouns [names of any persons, creatures, places and things] and Proper Nouns [names of specific persons, places or things]. Now explain what Collective Nouns are. Use the board to show what they are, asking the students to suggest groups that can be given a collective name. Use the given examples and add your own. Do Exercise A orally first. Then ask the students to write the answers. Make groups of five and ask the students to do Exercise B. They can use the dictionary or the Internet to help them find more collective nouns. Ask them to make a list. Countable and Uncountable Nouns: Explain on the board using examples of things that can be quantified in numbers and those that cannot be. Countable Nouns can be singular or plural since they can be specifically counted [e.g., pencils, chairs, birds, cars, shops]. Nouns that cannot be counted [Uncountable] are always singular [e.g., milk, coffee, sugar]. Do Exercise C orally first, and then ask the students to write the answers. We have already learned about Number in the earlier classes, how words are singular or plural. We learnt that we usually add -s or -es to a word to make it plural. Now, explain how nouns that end in the letter 'y' are made plural. The 'y', is replaced by 'ies' [e.g., baby – babies; lady – ladies, story – stories]. Do Exercise D orally first, adding your own examples. Then ask the students to write the answers. We have learnt about Gender in earlier classes how nouns are – masculine or feminine. Now explain how some nouns belong to the Common Gender. They represent a group that can be either masculine or feminine, for example, baby, child, judge, nurse, doctor, lawyer, teacher. Do Exercise E orally first, and then ask the students to write the answers. The teacher needs to check their work.
Spell Well	<ul style="list-style-type: none"> Exercise A. Explain what anagrams are – when we use the same letters of a word to make a new word. Use the given examples and add your own. Examples: rode – doer; read – dear; silent – listen; art – tar; shop – posh; rope – pore; war – raw; wand – dawn; owls – slow; tarp – trap; star – arts; top – pot; what – thaw; stop – post; angel – angle; rule – lure. Ask the students to do the exercise on their own. Announce the correct answers and ask the partners to check each other's work.

Exercise A: Brush up on what is meant by synonyms – words with the same or similar meanings. Then ask the students to do the exercise on their own. Announce the correct answers and ask the partners to check each other's work.	Word Power
Exercise A: Ask the students to take turns reading the poem aloud at least twice. Then ask the questions orally and tell the students to answer in complete sentences. Correct them where required.	Listen and Learn
<ul style="list-style-type: none"> Exercise A: Ask two students to read and enact the conversation. Correct them where required. You can ask more students to converse using similar or other topics. Examples: Where do you live? How do you come to school? How do you do your homework, on your own or with someone's help? Do you help in the chores at home? 	Converse and Connect
<ul style="list-style-type: none"> Exercise A: Ask the students to look at the picture. Then ask them the given points/questions, correcting them where required. Encourage them to speak freely and with confidence. Correct their pronunciation, wherever required. 	Speak and Express
<ul style="list-style-type: none"> Exercise A: Say the words aloud clearly and let the students repeat after you. Help them pronounce the words correctly, where necessary. Write the phonetic symbols on the board to reiterate them along with the words to ensure easier recall and memorising. 	Pronunciation Practice
<ul style="list-style-type: none"> Exercise A: Explain the exercise to the students first. Revise the basic punctuation marks such as the full stop, the comma and the question mark. Also, tell the students that a sentence always starts with a capital letter. Now, let them do the exercise. Write the sentences on the board and the students can check their work. 	Punctuation
Exercise A: Ask the students to do this exercise on their own, filling in the blanks with their personal details. You can check their work for correct content and good handwriting.	Write Well
<ul style="list-style-type: none"> Exercise A: Explain what homophones are – words spelled differently but pronounced the same way. Ask the students to use dictionaries to write the meanings of each pair of words. They can work with their partners. Help them on how to use the dictionary, where required. Write the answers on the board and the students can check their work. 	Dictionary Skills
<ul style="list-style-type: none"> Read and explain Exercise A. Then ask the students to do it on their own. Exercise B: The students should do this with their partners. 	Project Work/AIL Activity
Exercise A: Read the quote and tell the students a little about Winnie the Pooh, who has many friends in the forest. Ask them to discuss what they find enjoyable about having friends and being a friend.	Values and Life Skills