



Little Daddy Has a Beautiful Ball

LEARNING OBJECTIVES

- Learning to care and share and have fun with family and friends; using our imagination
- Learning to read, listen, understand, respond and write our answers
- Learning more about Nouns – Collective, Abstract, Material; Gender – Masculine, Feminine, Common, Neuter; Countable and Uncountable Nouns
- Learning words, meanings, spellings, pronunciation, dictionary usage, word differences
- Learning to write sentences using new words, letters and preparing a short play
- **Outcome:** Caring, sharing and having fun
- Learning about more types of Nouns and their usage
- Expanding our vocabulary and its usage

Get Set!	<ul style="list-style-type: none"> ➤ A. Ask the students to see and identify the games with which the balls are associated. Correct them where required. Then ask students to write down the correct answers.
Read and Enjoy	<ul style="list-style-type: none"> ➤ Explain about the Russian writer, Alexander Raskin, and his stories told to his daughter. These stories are written by her and she addresses her father as Little Daddy, because they refer to his childhood, when he was a little boy. ➤ Ask the students to take turns to read aloud the story, and explain the words, meanings and ideas. Draw attention to the number of exclamatory sentences and the different moods they reflect. Discuss the ideas about greed and selfishness as opposed to generosity and sharing. Also, explain how we need to also take care of our things if we face troublesome bullies or others who are trying to take unfair advantage of us. Also explain how the neighbourhood uncle taught Little Daddy to balance generosity and care.
Read and Understand	<ul style="list-style-type: none"> ➤ A to D: Read and explain the exercises and then ask the students to do them on their own. Guide and help them only if they need. You need to check their answers, and can do this individually or announce the answers aloud and ask partners to check.
Think and Answer	<ul style="list-style-type: none"> ➤ This question related to the significant lesson to be learned from the story given. Discuss it in class. Why is sharing a good thing? It cultivates the spirit of friendship and cooperation. However, we must guard against being taken advantage of by bullies.

<ul style="list-style-type: none"> ➤ In previous classes we have learned about Nouns – names of people, places and things. And we learned about some kinds of Nouns – Common Nouns and Proper Nouns. Use the board to brush up past learning. Examples – girl, toy, ball, tree, sky, bench, rose, umbrella, cake, etc. [Common Nouns] Neena, Karan, Kanpur, Sun, Bobbin Road, etc. [Proper Noun] ➤ Now we are going to learn about other types of Nouns: Collective Nouns – these nouns are used to show groups of things, people and places. Examples – an army of ants, a pride of lions, a hive of bees, a bunch of keys, a heap of cushions, a crowd of people, an archipelago [group of islands], etc. Use the given examples and your own to familiarise students with Collective Nouns. ➤ A. Ask the students to do the exercise on their own. They can work with their partners and use the dictionary and the internet. Announce the correct answers and let the partners check each other's work. ➤ Abstract Nouns – these are nouns that name things that are not concrete: they are abstract. They refer to things that cannot be touched, tasted, seen, smelt, heard. Examples – intelligence, truth, honesty, kindness, compassion, pity, anger, worry, etc. ➤ B. Ask the students to do the exercise on their own. They can work with their partners and use the dictionary and the internet. Announce the correct answers and let the partners check each other's work. ➤ Material Nouns – these are nouns that refer to materials, the substances that make things. Examples – wood, milk, gold, brass, concrete, mud, etc. ➤ C. Ask the students to do the exercise on their own. They can work with their partners and use the dictionary and the internet. Announce the correct answers and let the partners check each other's work. ➤ Countable Nouns – Nouns that can be counted can be singular or plural. Examples – hat/hats; lam/ lambs; train/trains; castle/castles; man/men; etc. ➤ Uncountable Nouns – Nouns that can be spoken of in quantities or can be abstract, but not counted. Examples – a lot of milk; many kindnesses; some sugar; severe pain; etc. ➤ D. Ask the students to do the exercise on their own. They can work with their partners and use the dictionary and the internet. Announce the correct answers and let the partners check each other's work. ➤ Gender – There are four genders: Masculine (Male), Feminine (Female), Common (Could be either) and Neuter (objects and materials). ➤ Examples – Father (Masculine), Mother (Feminine), Parent (Common), Armchair (Neuter) ➤ E. Ask the students to do the exercise on their own. They can work with their partners and use the dictionary and the internet. Announce the correct answers and let the partners check each other's work. 	Grammar Spotlight
<ul style="list-style-type: none"> ➤ A. Ask the students to write down the correct words, using the words in the Help Box. Announce the correct answers and let the partners check each other's work. 	Spell Well

Word Power	<ul style="list-style-type: none"> ➤ A. Ask the students to match the correct words on their own. They can work with their partners and can use the dictionary. Announce the correct answers and let the partners check each other's work.
Listen and Learn	<ul style="list-style-type: none"> ➤ Read aloud the passage at least twice. Then ask the students at random to answer the questions in complete sentences. Correct them when necessary.
Converse and Connect	<ul style="list-style-type: none"> ➤ Ask pairs of students to read the conversation and it can be repeated or extended with different pairs. Or you can ask pairs of students to converse about similar topics – the new badminton racket they have got, or a frisbee, a class of Taichi or aerobics or yoga they have joined. Correct them when necessary.
Speak and Express	<ul style="list-style-type: none"> ➤ A. Ask different students at random to speak about their favourite game. They can speak about one game or different games. Guide them to speak correctly.
Pronunciation Practice	<ul style="list-style-type: none"> ➤ A. Read aloud the two columns of words and ask the students to follow. Write down the phonetic symbols on the board. Draw attention to the fact that, though they are all spelt with 'e', words in one column are pronounced as 'e' while those in the other column are pronounced as 'i'.
Punctuation	<ul style="list-style-type: none"> ➤ A. Ask the students to do this on their own. Then, using the board, write the corrected passage and partners can check each other's work.
Write Well	<ul style="list-style-type: none"> ➤ A. Ask the students to use the format of a letter learned earlier and write the letter as directed. Guide the students to use their imagination – they can name the text book, the reason they could not inform them earlier and why they could not lend them the book at the time.
Dictionary Skills	<ul style="list-style-type: none"> ➤ A. Ask students to work with their partners and use the dictionary to find the meanings and then to make sentences using those words. Check their work.
Project Work/AIL Activity	<ul style="list-style-type: none"> ➤ A. This can be done by students on their own and shared in class.
Values and Life Skills	<ul style="list-style-type: none"> ➤ A. Discuss this statement in class ➤ B. Discuss the statement and all the options, stating why they are appropriate or not.