



Sona on the Farm

LEARNING OBJECTIVES

- Learning about the importance of all things that live around us on Planet Earth – their homes and food etc.
- Listening, reading and understanding the lesson and answering questions orally and in writing.
- Grammar: Pronouns [words used in place of Nouns] and their usage.
- Words – Spelling, pronouncing correctly.
- Learning to converse, speak and express oneself correctly.
- **Outcome** : Understanding about the need to love all creatures and balance life around us.
- Learning the usage of Pronouns.

Get Set!	<ul style="list-style-type: none"> ➤ A. Readt aloud the exercise. Students can have a fun session with each animal/bird being represented by a small group. They can mimic the voice of the creature in saying 'Hello'. Name the creatures, and spell them out on the board. ➤ B and C: Make groups of four students and ask them to discuss the two exercises. Explain what is required to be done by them.
Read and Enjoy	<ul style="list-style-type: none"> ➤ Ask the students to take up the parts of the different characters and read aloud and enjoy the story. By enacting it in the class, the students will understand the feelings/stress/pauses, etc., in the story. They will also use their imagination to represent the voices of the different animals. Explain the difficult words in the story. ➤ If animals enjoy special foods that are good for them, why not we, human beings, also do the same, instead of eating junk food? Ask students what they enjoy eating and what they think is healthy food and what are some junk food items.

<ul style="list-style-type: none"> ➤ A to C: Read and discuss the questions orally first. Use the board where necessary, to help the students in writing the correct answers in their books. ➤ Ask related questions: Which animal do you like the best? What special quality does it have? What does it eat? etc. This will help students to use words learnt in the unit. 	Read and Understand
<ul style="list-style-type: none"> ➤ A. Explain what Pronouns are – words used in place of Nouns. Show the students how funny it sounds to speak or write without Pronouns – it would necessitate repeating a Noun endlessly. Use the examples given and also use your own examples. Example – [Without Pronouns] Patty went to the seaside. Patty played on the beach with other children. Patty and the children played with a ball and built a sand castle. The ball fell into the water. Patty ran to get the ball. The children also ran to get the ball. [With Pronouns] Patty went to the seaside. She played on the beach with other children. They played with a ball. It fell into the water. They ran to get it. ➤ A & B: Read out and explain the exercises one at a time. Do them orally first and then ask the students to write down the correct answers in their books. 	Grammar Spotlight
<ul style="list-style-type: none"> ➤ A. Ask the students to write the correct spellings using the Help Box. Make sure that they learn all the spellings. It is advisable for the teacher to dictate words and sentences from time to time. 	Spell Well
<ul style="list-style-type: none"> ➤ A & B: Read and explain the exercises and do them orally first and then ask the students to mark the answers in their books. Have a fun session about how different animals/ birds eat. Examples: cow munching grass or chewing cud; monkey eating a banana; rabbit chomping a carrot; squirrel nibbling a nut; parrot pecking a mango; elephant chewing sugarcane; hens scratching in the dirt, etc. This will build the students' curiosity and also help them spell and write correctly. 	Word Power
<ul style="list-style-type: none"> ➤ A. Read aloud or ask the students to read the passage aloud once or twice and ensure they understand it and read it correctly. Then ask the questions and let them answer orally. Correct them where necessary regarding the content and pronunciation. 	Listen and Learn

Converse and Connect	<ul style="list-style-type: none"> ➤ A & B: Read and explain the exercises one at a time. Enact the conversation in the class with the students to make them learn the right accent, stress and inflections. Guide them about what they can see (or expect to see) in the sky. [sun, clouds, dark clouds, rain, rainbow, birds, aircraft, kites, etc.] Correct them where necessary. ➤ C. Read and explain the exercise. Guide them about what they can see [and perhaps hear] at night. [moon, stars, shooting stars, aircrafts, owls, bats, fireflies, etc. Sounds of frogs, crickets, etc. or of traffic, police sirens, people talking; etc.]
Speak and Express	<ul style="list-style-type: none"> ➤ A. Read aloud the exercise and ask each question and discuss it. Tell the students in random pairs or groups to ask each question and give answers. They can even be asked to frame other questions about aquatic life. [Have they been to ponds, lakes, rivers, seas? What all did you see there? etc.] This will teach them to be observant and to speak out their minds freely. Monitor to ensure polite and correct speech. Correct them where necessary.
Pronunciation Practice	<ul style="list-style-type: none"> ➤ A. Read aloud the two columns of words to show the right way to pronounce 'ow' sounds in different ways. Draw attention to the fact that there is a difference in the length and pronunciation of the sounds though the spellings are the same in the words in the two columns. Explain the symbols. Also, share with the students the difference or similarity in pronouncing 'ou' sounds: example – bough/ bow; tough/tow; cough/cow, etc.
Write Well	<ul style="list-style-type: none"> ➤ A. Read and explain the exercise. Do it orally first and then ask the students to write the correct answers in their books.
Project Work/ AIL Activity	<ul style="list-style-type: none"> ➤ A. Read and explain the exercise and ask the students to collect and do the activity on their own. ➤ B. The students can do this exercise on their own
Values and Life Skills	<ul style="list-style-type: none"> ➤ A. Read each sentence and discuss to decide if it is acceptable or not and why.