



## New Team, New Games

### LEARNING OBJECTIVES

- Learning about building and being a part of a team and working together and appreciating each other.
- Listening, reading, understanding, writing and answering questions orally and in writing
- Grammar: Pronouns – Personal Pronouns [First, Second and Third Person] and Possessive Pronouns and their usage.
- Words – spellings, meanings, pronunciation, dictionary work, homophones, synonyms, kangaroo words and phonetic symbols.
- Writing an informal letter.
- Learning to speak and converse correctly.
- **Outcome:** Learning to build and be a part of a team.
- Learning about Pronouns. [Personal and Possessive]
- Learning about words and dictionary skills.

<ul style="list-style-type: none"> <li>➤ Exercise A: Make groups of four. Read out the exercise and ask the groups to work on it. They can list some team games and the number of players in each.</li> <li>➤ Exercise B: Make groups of 6–8 and read out the exercise. You can add more things to be made, like a garden, a cottage, a hotel, etc.</li> <li>➤ Explain carefully what the groups are to do – they have to decide what they want to build, where and the steps to build it.</li> <li>➤ In the process, they have to decide who will take decisions for design, structure, steps and construction.</li> <li>➤ Intervene to see their progress and to guide them. At the end, one person from each team will present the project to the class.</li> <li>➤ Exercise C: Ask each group of 6–8 to discuss the exercise. They can write a few points if they like. One person from the group can make a presentation to the class at the end.</li> </ul>	<b>Get Set!</b>
<ul style="list-style-type: none"> <li>➤ Ask the students to take turns reading aloud the lesson.</li> <li>➤ Ask questions relating to the lesson – Where do their grandparents live? Do they go and meet them? What do they enjoy doing with their grandparents? Have they played the games mentioned in the story? What other games do they enjoy playing – outdoor, indoor games or board games?</li> </ul>	<b>Read and Enjoy</b>
<ul style="list-style-type: none"> <li>➤ Exercises A – D: Read out and explain the exercises. Ask the students to answer them orally first and then let them do all the exercises in their notebooks.</li> </ul>	<b>Read and Understand</b>

	<ul style="list-style-type: none"> <li>☛ You will need to check the work of the students, either individually or by guiding their partners to check.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>☛ Exercises A &amp; B: Read and discuss each of the questions. Ask the students what they learn from the two situations. Then let them write their individual answers in their notebooks. Check their work individually.</li> <li>☛ These exercises are important because they train young minds to think for themselves, form their opinions and attitudes and will remain with them later.</li> </ul>
<b>Grammar Spotlight</b>	<ul style="list-style-type: none"> <li>☛ Brush up on what has already been done taught about Pronouns earlier – I, we, he, she, you, they, them, it, etc.</li> <li>☛ Now explain the classification of Pronouns – words that are used in place of Nouns. Draw attention to the chart that is given.</li> <li>☛ We speak of three persons in our conversations – (i) The person who is speaking [ First Person – I, me, we, us, our, ours, etc.] (ii) The person we are speaking to [Second Person – you, your, yours] (iii) The person or thing we are speaking about [Third Person – he, him, she, her, it, they, them, their]. These are called Personal Pronouns.</li> <li>☛ Pronouns can be Masculine [he, him] , Feminine [she, her] or Common [I, me, we, our, us, you, your, it, they, them, their, etc.]</li> <li>☛ Read Exercise A and ask the students to fill in the blanks with Pronouns. Tell them if their answers are right or wrong.</li> <li>☛ Then ask them to complete the sentences. Announce the correct answers and let the partners check each other's work.</li> <li>☛ Now explain about Possessive Pronouns – Pronouns that show ownership or belonging. Words like mine, ours, yours, his, hers, its and theirs show to whom something belongs.</li> <li>☛ Use the given examples and your own. [This book is mine. This house is ours. Is this your school? Is this book yours? It is his book. It is her ball. It is their school. This house is theirs. The cat carries its kitten to a safe place.]</li> <li>☛ Exercise B: Read the exercise and ask the students to fill in the blanks with Pronouns.</li> <li>☛ Announce the correct answers and let the partners check each other's work.</li> </ul>
<b>Spell Well</b>	<ul style="list-style-type: none"> <li>☛ Exercise A: Brush up on what homophones are – they are words with different spellings and meanings, but pronounced the same way.</li> <li>☛ Do the exercise orally first and then ask the students to write down the pairs of homophones. Announce the answers aloud, and let the students check their own work.</li> <li>☛ Students can do Exercise B on their own, using the words in the Help Box. Announce the answers and let the students check their own work.</li> </ul>
<b>Word Power</b>	<ul style="list-style-type: none"> <li>☛ Exercise A: Explain how the students should attempt this exercise. Try to find another word for the given one and then try to locate it on the grid. They can work with their partners.</li> <li>☛ Announce the answers at the end and let them mark the correct boxes on the grid.</li> </ul>

<ul style="list-style-type: none"> <li>Exercise A: Read aloud the passage at least twice, and the class should listen carefully. Then ask the students to fill in the blanks. Correct them where required.</li> </ul>	<b>Listen and Learn</b>
<ul style="list-style-type: none"> <li>Exercise A: Ask different pairs of students to read/enact the conversation given.</li> <li>More games and conversations of this type can be created and played. [Throwing small pebbles into a bowl/mug, playing with marbles, small rubber or sponge balls, memory games played with a collection of small items on a tray, etc.] Check the students where required.</li> </ul>	<b>Converse and Connect</b>
<ul style="list-style-type: none"> <li>Exercise A: Read out the exercise and ask the students to respond with their ideas.</li> <li>Guide their speech and correct them where required.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>Exercise A: Familiarise the students with the phonetic symbols. Draw attention to the fact that usually these symbols are also available in dictionaries.</li> <li>Use the board to explain the correct pronunciation of each word.</li> <li>Make sure you point out the finer points of pronouncing sounds, such as 's', 'c', 'z' and 'sh', and the different ways vowels are pronounced.</li> <li>Say each word clearly and correctly. Ask the students to follow, and check them where required.</li> </ul>	<b>Pronunciation Practice</b>
<ul style="list-style-type: none"> <li>Exercise A: Read out the exercise. Use the board to explain the format and layout of a letter and guide the students on how to write it.</li> <li>Ask them to write the letter carefully and neatly, using this format and the clues given.</li> <li>Check their work individually.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>Exercise A: Guide the students on how to find each word in the dictionary – the first letter, then the second, and so on.</li> <li>In the case of compound words like 'team spirit', show them how to find the word under the word 'team'.</li> <li>Exercise B: Students can make the sentences on their own. Check their work.</li> </ul>	<b>Dictionary Skills</b>
<ul style="list-style-type: none"> <li>Exercise A: Make groups of four and read out the exercise. Let the groups work on it and ask them at the end what they found.</li> <li>Exercises B &amp; C can be done by the students on their own.</li> </ul>	<b>Project Work/AIL Activity</b>
<ul style="list-style-type: none"> <li>Exercises A &amp; B: Read and explain the exercises, which are about cultivating team spirit. Ask the students to answer the questions on their own. Check their work.</li> </ul>	<b>Values and Life Skills</b>