



Magic of Seasons

LEARNING OBJECTIVES

- Learning to appreciate and respect the seasons and their changes – Recognising their characteristics, realising the need for change of clothes, activities in each season.
- Learning to read, listen, understand, speak, converse, and answer questions orally and in writing.
- Learning about Verbs – action and doing words – and their usage – also why we add -ing.
- Learning new words, their spellings, meanings and pronunciation, especially words spelt with 's' and 'sh' – Pronouncing each alphabet correctly.
- **Outcome** : Learning about seasons, their changes, our need to understand them and adapt ourselves and our activities according to them.
- Learning about Verbs, their usage and about words and their correct pronunciation, meaning and usage.
- Learning to listen and speak well and express ourselves correctly.

<ul style="list-style-type: none"> ➤ A. Read out the exercise and discuss the seasons – hot, cold, rainy, pleasant. How do we respond to the seasons – our clothes, activities, etc. Then discuss the exercise and do it orally first. Then the students can mark the pictures with red and blue crayons. ➤ B. Ask students to work in pairs and bring the materials for the sun hats. Read and guide them to make their hats, helping their partners. ➤ C. Then discuss the benefits of the hat. 	Get Set!
<ul style="list-style-type: none"> ➤ Read the lesson aloud or ask students to take turns reading it. Explain it and draw attention to new words and their spellings, pronunciation and usage. Ask simple questions like: Where do you or your family go for holidays? What is the place like? What is the weather/climate there? What do you wear? Etc. 	Read and Enjoy

	<ul style="list-style-type: none"> ➤ Explain why we should respect the natural state and the climate of a place and the seasons. Draw attention to the dangers of neglecting or abusing Nature.
Read and Understand	<ul style="list-style-type: none"> ➤ A to D: Read out each exercise and explain what is required to be done by the students. Do each exercise orally first and then ask the students to write the correct answers in their books.
Grammar Spotlight	<ul style="list-style-type: none"> ➤ Explain what Verbs are – Action Words – and using the given examples and your own, show how they are used. Verbs are used to show actions that are happening or being done. Examples - The sun rises every morning. Mike eats toast for breakfast. Cats climb trees. ➤ If the action is still going on we add ~ing to the verb. We add 'is', 'am' or 'are' to the verb. Examples – Papa is reading a book. Mother is going to the market. I am eating poha. Jahnvi and Adi are playing in the park. ➤ A & B: Read and explain the exercises. Do them orally first and then ask the students to write the correct answers in their books.
Spell Well	<ul style="list-style-type: none"> ➤ A. Ask the students to complete the words using the words in the Help Box. Partners can check. Make it a point that all spellings must be learned. You can have surprise spelling tests or dictation.
Word Power	<ul style="list-style-type: none"> ➤ A. Read and explain the exercise. Then draw attention to each picture and ask the students in turn to suggest one word each on each picture. Write the words on the board and the students can write any three words relating to each of the four seasons. Discuss each picture. Example – Summer: hot, coconut water, sun, cotton clothes; Monsoon: rain, cloudy, dark, greenery, pond/lake/river; Winter: cold, snow, frost, snowman, woollen clothes; Spring: pleasant, birds, flowers, rainbow, grass. etc. ➤ B. Explain that this exercise is about opposites. One colour should be used for each pair of opposites. An example is given. Do this orally first and, as they answer, write them down on the board in different coloured blurbs. Then ask them to colour them suitably and correctly in their books using colour pencils/crayons.
Listen and Learn	<ul style="list-style-type: none"> ➤ A. Read aloud the poem slowly and then ask students to read it aloud once or twice more till the class has understood it well. Then ask the questions and students can reply suitably. Correct them where required.

<ul style="list-style-type: none"> ➤ A. Make groups of four and ask them to discuss the given questions. Tell the students that each one in the group should speak briefly, one at a time. ➤ B. Read out the poem and ask the students to follow. Correct them where required. Then ask the class to recite together, and follow the given instructions to jump and clap after each line. 	Converse and Connect
<ul style="list-style-type: none"> ➤ A. Ask the students to look carefully at the pictures. Then turn by turn, ask them to describe something about the first picture, then the second and finally the third. Each one speaks of an incident in a particular season. Then ask them to put it together as a story. 	Speak and Express
<ul style="list-style-type: none"> ➤ A. Read aloud each alphabet and its line – ask students to follow. Then ask pairs of students to say each line aloud in turn. Correct them where required. ➤ B. Read aloud the two columns of words, clearly differentiating the pronunciation of words beginning with ‘s’ and ‘sh’. Draw the symbols on the board and begin to familiarise the class with phonetic symbols. Use your own examples to help them practise more. Examples – ‘S’ : soap, socks, sleep, see, safe, snap, sum , sip, super, sob, sound, silent, etc. ‘Sh’ : shoes, shirt, shorts, show, share, shake, shabby, shore, shack, shut, shape, sham, etc. 	Pronunciation Practice
<ul style="list-style-type: none"> ➤ Explain how a dictionary arranges words alphabetically, so it is essential that we know the alphabet thoroughly – which letter follows and which comes before, and so on, starting with the first letter of each word. ➤ A. Read each name and show how the list of names is arranged alphabetically. You can play a game in class about the names of the students – ask them to say their names according to the first letter, and then tell them we will look at the second and third letter and so on. 	Dictionary Skills
<ul style="list-style-type: none"> ➤ A. Read and explain the exercise and ask the students to write out their own answers neatly in their best cursive handwriting. 	Write Well
<ul style="list-style-type: none"> ➤ Read out the exercise and ask the students to collect the required materials. Then guide them to do the activity on their own or with partners. Display their work. 	Project Work/ AIL Activity
<ul style="list-style-type: none"> ➤ A. Make groups of four students and read out what they have to do in this exercise. Half the groups can discuss summer and the other half can discuss winter. Check the group discussions. B. Read out the exercise and then discuss each option, deciding which ones should be answered as ‘Yes’ and which not, and why. 	Values and Life Skills