



Great to be Together

LEARNING OBJECTIVES

- Learning to live together; appreciating different cultures – languages, festivals, etc.
- Learning about Verbs [action words] and their usage; also about using -ing to form words.
- More about people who do things for us; double letter words; words spelt with 'o'.
- Reading, understanding and answering questions orally and in writing.
- Thinking, conversing, writing and using one's imagination.
- **Outcome:** Learning to appreciate and live with diversity; Learning about Verbs and how they help build sentences.

<ul style="list-style-type: none"> ➤ A. Read out the exercise and ask students to use different colours for different flowers. This is to help the analogy of a garland of different flowers on one string – unity in diversity. ➤ B. Read out the exercise, explain and discuss with the students about which part of India they come from or which they like and why. Encourage them to talk about different places they have enjoyed visiting. 	Get Set!
<ul style="list-style-type: none"> ➤ Ask students to take turns to read aloud the chapter. Explain the central idea of the lesson – we are all part of one country, one world. We have different appearances, different clothes, languages, religions, customs, food habits, etc. But as people belonging to one country, there are some basic values we share. As part of the same world we all face similar problems and help each other find solutions. Explain the difficult words and correct the pronunciation where required. ➤ Ask the students about their own language, food habits, customs, etc. 	Read and Enjoy

Read and Understand	<ul style="list-style-type: none"> ➤ A to D: Read and explain the exercises. At random ask students to give answers orally. Use the board to write down the correct answers. As each exercise is completed orally, ask the students to write down the answers in their books.
Grammar Spotlight	<ul style="list-style-type: none"> ➤ Explain what verbs are – action words or doing words. Using the examples given in the book and your own ones too, explain how verbs are used to show action and how sentences are made using them. Ask students at random to make sentences with words you give them [swim, run, play, climb, fall, eat, drink, open, speak, cry, laugh, walk, catch, cook, make, cut, paint, write, drive, beat, fly, etc.] ➤ Explain how verbs are changed if one person, animal etc. is doing something or if more than one person is doing it. We add -s or -es to the verb. Examples: <ul style="list-style-type: none"> ➤ Run – Sheela runs. The girls run. ➤ Drink - The cat drinks milk. Cats drink milk. ➤ Rush – The puppy rushes out when I come home. We all rush to open the door. ➤ A. Read and explain the exercise and ask the students to answer orally before they write the correct answers in their books. ➤ Explain why we add -ing to verbs to show that some action is going on as we speak. Use the given examples and your own also. Verbs given above can be used. ➤ B. Read and explain the exercise and ask the students to answer orally before they write the correct answers in their books.
Spell Well	<ul style="list-style-type: none"> ➤ A. Ask the students to use the Help Box to do the exercise and memorise the spellings. They can give the answers aloud to confirm if they are correct.
Word Power	<ul style="list-style-type: none"> ➤ A. Recall that we have already learned about some people who help us. More such names are given. Ask the students to answer orally and then write down the correct answers in their books. ➤ B. Explain how some words are spelled with double letters, like feet, teeth, geese, food, goose, meet, poppy, utter, sorry, worry, book, rotten, good, smell, well, bunny, carry, doll, chill, wooden, horrid, silly, ball, door, umbrella, rabbit, funny, etc. Then ask the students to do the exercise. Ask them to say the words and their spellings aloud and correct them where required.

<ul style="list-style-type: none"> ➤ A. Ask the students to take turns to read aloud the story. Read it out a second time, explaining it, emphasizing the team spirit and togetherness of the pigeons. Then ask the students the questions and let them answer orally. Correct their answers and pronunciation where required. 	Listen and Learn
<ul style="list-style-type: none"> ➤ A and B: Ask two students to enact the given conversation. Then it can be repeated with variations by different pairs of students. 	Converse and Connect
<ul style="list-style-type: none"> ➤ A. Ask the students to work in pairs to find the four differences. Then ask random students to tell the class one difference each. What is important is that they should be able to describe each difference clearly and correctly. ➤ B. Discuss this in class. It is good to eat neatly and with one's family. Eating seated on the floor is a traditional Indian custom, still followed in many homes, at get togethers, in places of worship. 	Speak and Express
<ul style="list-style-type: none"> ➤ A. Read aloud the two columns of words using 'o', and ask the students to follow you. Make sure the students clearly understand the difference in pronunciation between the two columns. ➤ B. Ask the students to name the three pictures. Correct their pronunciation where required. [BOW (as in 'so'), EYEBROWS (as in 'loud') and OWL (also as in 'loud'). 	Pronunciation Practice
<ul style="list-style-type: none"> ➤ A. Ask the students to do this on their own. Then ask them at random what are the corrections they made and write down each sentence on the board correctly. Let them check and correct their work in pairs. 	Write Well
<ul style="list-style-type: none"> ➤ A. Ask the students to answer this orally first and then write down the names in the correct order. 	Dictionary Skills
<ul style="list-style-type: none"> ➤ A. Read aloud the poem and then ask the class to memorise it. Divide the class into four groups and each group can recite a stanza. Correct them where necessary. ➤ B. Make groups of four and assign each group one particular state/ethnic dress. They can make the poster using pictures, coloured paper, crayons/colour pencils and pieces of cloth. 	Project Work/ AIL Activity
<ul style="list-style-type: none"> ➤ A. Discuss each option to examine why each is appropriate or not. 	Values and Life Skills