



## A Lovely Day

### LEARNING OBJECTIVES

- Getting to know ourselves – What is our daily routine? What do we do, how we behave at home, at school, with our friends? What are our interests – when we are alone, with family, with friends? What are our basic values and attitudes – compassionate, helpful, responsible?
- Grammar: the use of am, is, are, am not, is not, are not, have, has, do not have, does not have; learning about Present tense.
- Learning to listen, speak and express your personal opinions.
- Reading, understanding the lesson and answering questions on it orally and in writing.
- Pronouncing words using 'a' and 'ai'.
- **Outcome:** Learning to be the best version of ourselves – at school, at home, with friends, in public.; Learning more about verbs that are 'being words' and 'having words'.

<p><b>Get Set!</b></p>	<ul style="list-style-type: none"> <li>➤ A. Explain that this lesson is 'All about me' – i.e. it is going to be about the students themselves – by helping them see their own routines, their own interests, their own behaviour – at home, at school, with friends and when they are on their own. And it will show them how much fun they can have getting to know themselves.</li> <li>➤ A and B: Read aloud and explain the exercises. The students can be divided into groups and asked to discuss their interests. They can make chits and play the game in each group. Collect the chits and ask students at random what their interests are.</li> </ul>
<p><b>Read and Enjoy</b></p>	<ul style="list-style-type: none"> <li>➤ Ask students to take turns at reading the lesson. Explain the meaning. Ask random questions, like – What time do you get up? What do you have for breakfast? How do you come to school? Which class do you study in? Who is your partner? Where do you keep your bag and bottle? What do you like learning at school? Do you share your lunch? What do you do when you get home? Do you help your parents?</li> </ul>

<ul style="list-style-type: none"> <li>➤ How? What do you play? Do you watch TV? Who helps you with your homework? Do you read storybooks? What time do you sleep? Help students answer in sentences, with correct pronunciation.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ A to D: Explain each exercise. Then ask students to answer them orally first. After that ask them to write down the correct answers in their books.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>➤ Explain that you have learned about Verbs that are ‘action words’ or ‘doing words’. Now the students are going to learn about verbs that are ‘being words’ and ‘having words’. They will show that someone or something ‘is’ or ‘has’ something. For example: The cat is grey. The cat has three kittens. Gaurav is tall. Gaurav has a pleasant smile. Mr Pai is old. He has glasses.</li> <li>➤ Explain the use of ‘being words’ : am, is, are— with one and many. I am a girl/boy. He is Benjy. Neha is 7 years old. Benjy and Neha are classmates. Read out and explain in detail how we use the three words. I am; he/she is; we are; you are; they are. When we are making negative sentences we add ‘not’ suitably – I am not; he/she is not; we are not; you are not; they are not.</li> <li>➤ A. Explain the exercise and then do it orally first. Then use the board to show how to form the correct sentences, and let the students write them down in their books.</li> <li>➤ Explain the use of ‘having words’ – has and have. Mini has a book. Mini and Kunal have a book. Read out the details and explain how we use the words. And also how negative sentences are made by adding ‘not’ – Anu has not gone. They have not been selected. ‘Have’ is used with I, we, you and they. ‘Has’ is used with he, she and it.</li> <li>➤ B. Do this exercise orally and then ask the students to write down the correct answers in their books.</li> <li>➤ Explain how Verbs show the time – present, past and future. Explain we call their form Tense. We are going to learn about Verbs in the Present Tense – that is, how they show that the action that is spoken about is happening in the Present time. Use the given examples and add your own, using the board.</li> <li>➤ C. Do this exercise orally and then ask the students to write down the correct answers in their books.</li> </ul>	<b>Grammar Spotlight</b>

<b>Spell Well</b>	<ul style="list-style-type: none"> <li>➤ A. Ask the students to use the Help Box to complete the spellings. Then ask them answers at random and write the correct words on the board. The students should memorise the spellings.</li> </ul>
<b>Word Power</b>	<ul style="list-style-type: none"> <li>➤ A. Guide the students about the exercise. You can give them clues: the words they have to look for are – TEACH, TEACHER, TABLE, STUDENT, PLAYGROUND. They can work with their partners and mark the words on the grid.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>➤ A. Ask the students to take turns reading aloud the passage. Then read it again, explaining the details. Ask the questions for oral reply by the students, and write the correct option on the board. The students can mark them in their books.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>➤ A. Ask two students to read out the given conversation. Correct their pronunciation where necessary. Then all students can repeat this with their partners.</li> <li>➤ B. Explain the exercise and ask the students to discuss this with their partners. It should be brief so that the teacher can hear each pair in turn.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>➤ A. Explain the exercise. Draw attention to the fact that both are children's rooms. They should discuss how the rooms are different and what the pictures tell us about the nature of the person who occupies it. Make groups of four and ask them to discuss, based on the given questions. Move around the class and check their ideas, vocabulary and pronunciation. Assist them find the right words – rug, cupboard, pictures, toys, basket, mirror, lamp, calendar, slippers, etc.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>➤ A. We are learning more ways of pronouncing words with 'a'. This time one column has words that sound 'a' like fall, all, etc. The second column has words that sound it like 'ai' as in 'make'. Read each column and ask students to repeat the words after you. Correct them where required.</li> <li>➤ B. Ask students what are the three words depicted by the pictures. Write the correct words on the board. Then ask them to pronounce each word clearly and correctly. They are: SNAIL (as in tail); WALL (as in all); FOOD STALL (also as in all).</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>➤ A. Explain the exercise and ask the students to complete each sentence about themselves. Ask them to write neatly and share with their partner.</li> </ul>

☛ A. This is to be done by each student as homework. All details are important. The students should be advised to memorise the details. Explain the need for personal safety.	<b>Project Work/ AIL Activity</b>
☛ A. Discuss each option with the students. Explain why each is appropriate or not. Then ask them to select the correct options.	<b>Values and Life Skills</b>