



The Bear and Two Friends

LEARNING OBJECTIVES

- Learning about friendship.
- Friendship: caring, sharing and helping.
- Listening, reading and understanding the lesson and answering questions orally and in writing.
- Understanding a picture story and being able to enact it.
- Grammar: More about action words – (verbs): Using am/is/are + action words+ ing and –ed words.
- Spelling and pronouncing words correctly.
- Guessing and completing words by looking at pictures
- Learning to converse correctly.

Get Set!	<ul style="list-style-type: none">➤ A. Read aloud the exercise and then discuss the options. Ask why the students would select their options.➤ B. Read aloud the exercise and discuss all the points raised in it regarding the picture.
Read and Enjoy	<ul style="list-style-type: none">➤ Ask the students to read the picture story aloud. Two students at a time can read the two characters in each picture. Have fun with one student being the bear! Explain the story. Usually, it's wise to keep away from any wild animal. However, for the purpose of the story, it is also necessary to explain the value of a friend who is loyal and ready to stand up for you and stand beside you in a difficult situation. You can give examples from the life of the students. Example – Helping a classmate or friend with homework is good, but helping them during a test or an exam is not good because it weakens their determination to study and achieve on their own. Sharing a book, pen, pencil etc. is good; but if there is a student who makes it a habit to sponge on others, then it is not good.
Read and Understand	<ul style="list-style-type: none">➤ A to C: Read aloud the exercise and ask the students to answer it orally first. Then they can write down the correct answers in their books.

<ul style="list-style-type: none"> ➤ Brush up what was learned in earlier lessons about verbs being action words and the use of -ing. We have learned about verbs also used as 'being' words -is, am, are. Then we learned how we combine is/am/are + verb + ing. Examples given in this lesson can be explained and also use your own examples. Use the board. The students are talking to each other. Kitty is running in the park. I am going to fetch the milk. ➤ A. Read aloud the exercise and ask the students to answer the questions orally first. Then ask them to write down the correct answers in their books. ➤ Now explain to the students the concept of the time line – Past, Present and Future, using the board. We learn from the verbs the time when the action is taking place. Is it happening right now, in the present? [I am having my breakfast. He is getting into the bus. We are going to school] Or has the action already taken place? [I had breakfast this morning. He got into the bus. We went to school.] Usually when we talk of some action having taken place in the past [yesterday], then we add ~ed to the verb. Use the examples given and add your own – greeted, stayed, hugged, parted, obeyed, closed, opened, climbed, dropped, borrowed, returned, loaded, carried, etc. ➤ B. Read aloud the exercise and ask the students to answer the questions orally first. Then ask them to write down the correct answers in their books. 	Grammar Spotlight
<ul style="list-style-type: none"> ➤ A. Ask the students to write out and learn the correct spellings using the Help Box. 	Spell Well
<ul style="list-style-type: none"> ➤ A. Read out the exercise and explain that each word has double letters, given in the box. Ask the students to find each word and its spelling correctly. Do it orally first and then ask them to write the correct letters to complete the word. 	Word Power
<ul style="list-style-type: none"> ➤ A. Ask students to read the story twice and then ask them the questions to be answered orally. Correct them where required. 	Listen and Learn
<ul style="list-style-type: none"> ➤ A. Ask pairs of students to read the conversation. Correct them where necessary. 	Converse and Connect
<ul style="list-style-type: none"> ➤ A. Read out the exercise and discuss all the questions with the students. 	Speak and Express

Pronunciation Practice	<ul style="list-style-type: none"> ➤ A. Read aloud the two columns of words. All of them are spelt with 'oo'. Point out the difference in pronouncing the short 'oo' and the longer 'oo'. Familiarise them with the phonetic symbols, and show them how the symbol are shown in the dictionary also.
Punctuation	<ul style="list-style-type: none"> ➤ A. Read the exercises and the sentences can be written on the board to help the students. Ask them for the correct punctuation [Capital letters and full stop] and add them to the sentences on the board. They can write them down in their book.
Write Well	<ul style="list-style-type: none"> ➤ A & B: These can be read out and explained. The students can do it on their own, discussing it with their partners. ➤ C. Read and explain the exercise. Students can do it on their own. Partners can check.
Project Work/ AIL Activity	<ul style="list-style-type: none"> ➤ A & B: These activities should be explained , materials brought by the students to class and done under the teacher's guidance. ➤ C. Read aloud the poem and have the students follow you. They should learn it and recite it together.
Values and Life Skills	<ul style="list-style-type: none"> ➤ A. This can be read aloud and discussed in class. ➤ B. Read and discuss each option, drawing attention to each option. The first two are not acceptable because they are snobbish. The next two are acceptable, but someone is always rude, it should be brought to the notice of the teacher/parents. There may be a reason for it. Or some measures have to be taken to curtail it.