



Murali Becomes a Good Boy

LEARNING OBJECTIVES

- Learning to be well-behaved, helpful, kind and polite.
- Learning about dealing with naughty people.
- Listening, reading, understanding and answering the questions orally and in writing.
- Grammar: Past Tense of verbs and their usage; Prepositions and their usage.
- Learning more about pronouncing words spelt with 'a'.
- **Outcome:** Learning to be well-behaved, helpful, kind and polite. Using the past tense and prepositions; understanding the position of words. Spellings, meanings, pronunciation, answering questions.

Get Set!	<ul style="list-style-type: none"> ➤ Discuss the pictures and ask the students to respond – how do they behave at home, in class, in school, on the road and in public places? Discuss good and helpful behaviour. Do the students think it is necessary to be helpful and polite? How do they deal with friends, neighbours or classmates who are naughty? You can ask the students what they themselves admire.
Read and Enjoy	<ul style="list-style-type: none"> ➤ Ask the students to read the lesson in turns. Explain the meanings of words like complain, etc. Correct their intonation, stress, pronunciation, etc. ➤ Talk about the advantages of good and helpful behaviour – when in public and when alone. Relate this to their own lives and ask in-text questions: How do they behave with their parents and siblings? Are they well-behaved or naughty? Etc.
Read and Understand	<ul style="list-style-type: none"> ➤ A to D: Explain and discuss the exercises and ask the students to answer orally. Then, where necessary, write the answers on the board to help the students in answering questions, whether oral or written.

<ul style="list-style-type: none"> ➤ Explain time lines in the context of Verbs – Present, Past and Future. We have learned about the Present Tense. Now we will learn about the Past Tense – how the form of the Verb tells us something about the time of the action. Use the lesson and its examples and add your own, using the board. Example – He makes toys. He made toys. Parul says this. Parul said this. Usually, when we change a Verb from Present Tense to Past Tense, we add -d, or -ed. Sometimes the words change their form. Example – She drinks milk. She drank milk. Birds fly. Birds flew. He goes. He went. ➤ A. Do the exercise orally first and then ask the students to write the correct answers in their books. ➤ Explain what Prepositions are. Use the board to show that they are position words. Ask the students to say sentences relating to any person, thing or place. Examples: books on tables; books in bags; birds in the sky; bag under the table; fans over their heads, etc. Explain using the given examples and your own how words like on/in/under/over, etc., show the relationship between two things. ➤ B. Do the exercise orally first and then ask the students to write down the correct answers in their books. 	Grammar Spotlight
<ul style="list-style-type: none"> ➤ A. Ask the students to use words from the Help Box to complete the words and learn the spellings. The correct words can be announced and they can check their own work. 	Spell Well
<ul style="list-style-type: none"> ➤ A. Use the board to show the students what is required to be done in the exercise. Make words using each of the given letters + and. Many will be nonsense words – like ‘zand’. Select the correct words and ask them to write them down in their books. 	Word Power
<ul style="list-style-type: none"> ➤ A. Ask students to take turns to read the passage aloud. Then read it aloud a second time. After that ask students to answer the questions orally. Correct their facts, language and pronunciation where required. 	Listen and Learn
<ul style="list-style-type: none"> ➤ A. Explain the exercise and have pairs of students take turns to have the given conversation. Add other topics as given and you can add more so that all students get a chance to speak. Example – borrowing a pen/pencil, a text book, or a story book, sharing the tiffin, asking for help with a project, helping a friend who has fallen down or forgotten to do his/her homework, etc. 	Converse and Connect
<ul style="list-style-type: none"> ➤ A. Make groups of four students and give them the topic to discuss. Move around the class to check their discussions – the content, the language and the pronunciation. 	Speak and Express

Pronunciation Practice	<ul style="list-style-type: none"> ➤ A. We are learning further ways to pronounce words using 'a'. Read aloud the two columns of words, clearly showing the difference in pronunciation. Then ask students to repeat and correct them where required. Use your own examples also on the board. Example – (1st column) ago, attend, approve, among, etc. (2nd column) at, absent, act, and, etc.
Write Well	<ul style="list-style-type: none"> ➤ A. Ask students to answer this orally first, and then write it down correctly in their best cursive writing in their books.
Project Work/ AIL Activity	<ul style="list-style-type: none"> ➤ A. This is to be done under the teacher's guidance. Ask the students to use their own experiences, ideas and imagination. ➤ B. Students can do this on their own.
Values and Life Skills	<ul style="list-style-type: none"> ➤ A. Read this out and explain it. Ask the students their views and discuss. ➤ B. Read aloud and ask which of the two options are appropriate, and why. Discuss.