



## Discovering the Joy of Traditional Indian Games

### LEARNING OBJECTIVES

- Learning about sports and games which are fantastic exercise for people of any age, but particularly for youngsters.
- Understanding that activities like games are essential for healthy development, especially in early childhood.
- Listening, reading, understanding and answering the questions orally and in writing.
- **Grammar:** Adverbs – their types and usage; order and degrees of comparison.
- Words and their meanings, usage; words with double letters; words that show animal sounds; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- Writing a diary entry; punctuation and editing.
- Learning to speak, converse and write correctly.
- **Outcome:** Learning about how games help us in our mental and physical growth.
- Learning about adverbs, their types, order, degrees of comparison and usage.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> <li>➤ Exercise A: Read out the questions and let the students discuss with their partners.</li> <li>➤ Do the students play/recognise the games shown in the pictures?</li> <li>➤ Exercise B: Let them do Exercise B on their own and then you can announce the answers.</li> <li>➤ The students can check their own work.</li> <li>➤ Exercise C: The students can discuss and answer the question with their partners.</li> </ul>	<b>Get Set!</b>
<ul style="list-style-type: none"> <li>➤ Read the lesson aloud or ask the students to read parts of it.</li> <li>➤ Talk to them about how playing games, even for a short time, gives them a much needed break and helps them rejuvenate.</li> <li>➤ Tell them how playing outdoor games is also beneficial and that too in a group with their family members or friends. It makes the experience all the more enjoyable and fun.</li> <li>➤ Tell them how in the story, Arav and Meera go for a picnic with their family members and learn about traditional Indian games like Gilli Danda, Seven Stones (Pithoo or Lagori), Stapoo (Hopscotch), Kho-Kho, Kabbadi, Chupan Chupai and Aankh Micholi.</li> </ul>	<b>Read and Enjoy</b>
<ul style="list-style-type: none"> <li>➤ Discuss the questions in Exercises A-D and ask the students to answer orally first.</li> </ul>	<b>Read and Understand</b>

	<ul style="list-style-type: none"> <li>➤ Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.</li> <li>➤ They may then write down the answers of Exercises A-D.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>➤ Read and discuss the question in the class.</li> <li>➤ Then let the students answer on their own.</li> <li>➤ Announce the answer or write it on the board so that the students can check their work.</li> </ul>
<b>Grammar Spotlight</b>	<ul style="list-style-type: none"> <li>➤ Use the board to brush up on adverbs and their kinds: Manner, Place, Time, Frequency, Degree and Interrogative.</li> <li>➤ Use the board to explain each of them and their usage, including questions to be asked: in what manner or how, where, when, how frequently, with what intensity or to what degree.</li> <li>➤ Use the given examples and also your own, and ask the students to think of examples too.</li> <li>➤ Do Exercises A, B and C orally and then let the students write the answers down.</li> <li>➤ Explain the way adverbs are positioned in a sentence – explanations used in the text may be given, with more examples of your own.</li> <li>➤ Explain the order in which multiple adverbs are written – manner, place and time; use the given examples and your own.</li> <li>➤ Do Exercise D orally and then let the students write down the answers.</li> <li>➤ Explain the degrees of comparison of adverbs – as in the case of adjectives.</li> <li>➤ Do Exercise E orally and then the students can write down the answers.</li> <li>➤ Announce the answers aloud for Exercises A-E and let the partners check.</li> </ul>
<b>Spell Well</b>	<ul style="list-style-type: none"> <li>➤ Getting to know new words with double letters in each of them.</li> <li>➤ Learn to recognise the new words by selecting double letters to complete them.</li> <li>➤ Learn their spellings and meanings.</li> <li>➤ Brush up on the use of the dictionary whenever possible.</li> <li>➤ Do Exercise A orally first. Then ask the students to write down the answers.</li> </ul>
<b>Word Power</b>	<ul style="list-style-type: none"> <li>➤ Learning about words that describe the sounds of animals, birds and other creatures in nature.</li> <li>➤ Use the given examples and your own to explain this on the board.</li> <li>➤ Add sounds of the wind [whoosh; whispering; screaming; whistling; swoosh; etc.]; of the ocean or sea [a roar; crash of waves; rolling waters, etc.]; of rivers and streams [rushing; bubbling; gurgling; flowing silently; murmuring, etc.]; of hens, geese, ducks, lions, wolves, elephants, hyenas, etc. Have a fun session in class with different sounds.</li> <li>➤ Do Exercise A orally first, then the students can write the correct answers in their notebooks.</li> <li>➤ Announce the answers to Exercise A and let the partners check.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>➤ Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly.</li> </ul>

<ul style="list-style-type: none"> <li>➤ The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.</li> <li>➤ Then ask the students to fill in the blanks and complete the exercise.</li> <li>➤ Check the students where necessary.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Exercise A: Ask pairs of students at random to enact the conversations according to their own imagination.</li> <li>➤ Correct the students regarding content and pronunciation.</li> </ul>	<b>Converse and Connect</b>
<ul style="list-style-type: none"> <li>➤ Read out the question so that the students understand it well.</li> <li>➤ Then let them discuss it with their partners.</li> <li>➤ Encourage them to speak clearly and with confidence.</li> <li>➤ Ensure that they speak with correct pronunciation.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>➤ Let the students listen to the Digital Content so that they are sure of the right way to say the words.</li> <li>➤ Let the students say aloud the given words. They can try to write the phonetic spelling on the board if time permits.</li> <li>➤ Use the given words and any other examples you like or doubts that the students may have.</li> <li>➤ Ensure that the phonetic symbols for the sounds are understood by the students.</li> </ul>	<b>Pronunciation Practice</b>
<ul style="list-style-type: none"> <li>➤ Let the students do Exercise A on their own.</li> <li>➤ Write the correctly punctuated passage on the board and the students can check their work on their own.</li> </ul>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>➤ Exercise A: The students can write their own diary entries, using their imagination.</li> <li>➤ The teacher must correct individual work to ensure that the students have written correctly and imaginatively.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>➤ Use of the dictionary for Exercise A.</li> <li>➤ Making sentences with each word orally will help understand the meanings clearly.</li> <li>➤ Ask the students at random to give the meanings and share with the class. The students may check their own work.</li> </ul>	<b>Dictionary Skills</b>
<ul style="list-style-type: none"> <li>➤ This can be done by each student individually or in groups. The teacher can help, if required.</li> <li>➤ Share the project with the class.</li> </ul>	<b>Project Work/AIL Activity</b>
<ul style="list-style-type: none"> <li>➤ Exercise A. Read aloud the question. Then let the students discuss with their partners. Ask them to think about the lesson they have read while doing this exercise.</li> <li>➤ The teacher can help and guide the discussion, if required.</li> </ul>	<b>Values and Life Skills</b>