



## Jimmy has a Robot

### LEARNING OBJECTIVES

- Learning about the advantages and disadvantages of machines/ technology.
- Explain: What is a robot? Why is it used.
- Using technology in our daily lives.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Use of prepositions.
- Spelling and pronouncing words correctly.
- Naming body parts.

<ul style="list-style-type: none"> <li>➤ A. Read out the exercise and ask students to identify the gadgets, and then write the correct matches.</li> <li>➤ B. Read and explain the exercise. Ask the students to do it on their own.</li> </ul>	<b>Get Set!</b>
<ul style="list-style-type: none"> <li>➤ Read aloud the lesson or ask students to take turns to read, and explain it. Correct them where required and ask related questions – Do they know what robots are? Have they seen pictures or movies about them? Would they enjoy having a robot friend? Why? Etc.</li> <li>➤ What all does Grandpa teach Jimmy – waking up early, keeping his room and table clean, not wasting water. What are the things the robot cannot do – only knows a few words, programmed for some activities, cannot feel/smile, etc.</li> </ul>	<b>Read and Enjoy</b>
<ul style="list-style-type: none"> <li>➤ A to D: Read each exercise, one at a time and explain it. Do them orally first and then ask the students to write down the correct answers in their books.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>➤ Explain what Prepositions are – words that tell us the position and place of a thing, person, place, etc. Use the examples given and you can elaborate them using your own on the board. Example – The bus stop is at the corner. He slept on the bench. She came into the room. Let us go to the park.</li> </ul>	<b>Grammar Spotlight</b>

	<p>➤ A. Read and explain the exercise. Do it orally first and then ask the students to write the correct answers in their books.</p>
<b>Spell Well</b>	<p>➤ A. Ask the students to do the exercise, completing the words using the letters in the Help Box. Partners can check.</p>
<b>Word Power</b>	<p>➤ A. Read and explain the exercise. Ask the students to do it on their own. Help if required. Partners can check.</p>
<b>Listen and Learn</b>	<p>➤ A. Ask the students to take turns reading out the passage twice. Then ask them to draw and paint the pictures on their own as given in the passage. Check their work and share.</p>
<b>Converse and Connect</b>	<p>➤ A. Read out and explain what the students are required to discuss. Each pair of partners can be given on topic. You can add your own topics too. Example – sing a song, lay the table, help dust the house, help wash a vehicle, climb a tree, play carrom, make a paper plane or paper boat, water plants, fold your clothes, etc.</p>
<b>Pronunciation Practice</b>	<p>➤ A. Read aloud the two columns of words, carefully asking the students to follow. The ‘z’ sound should not be mixed with ‘s’ sound. In the second column we often make a serious mistake – Pleasure is often pronounced as ‘pleyear’. The sound of ‘s’ in these words is distinctive. Draw attention to the phonetic symbols and hear every student till the words are correctly pronounced.</p>
<b>Write Well</b>	<p>➤ A. Read the exercise aloud and explain. Do it orally first and ask the students to write the answers correctly in their books.</p>
<b>Project Work/ AIL Activity</b>	<p>➤ A &amp; B: Read and explain the exercises. They can be done by the students on their own.</p>
<b>Values and Life Skills</b>	<p>➤ A. Read and explain the exercise and each option. Ask students which of the options is correct and why, and why the others are not correct.</p>