



Bholaram's Magic Repair Toy Shop

LEARNING OBJECTIVES

- Learning to take good care of your things, including toys. Enjoying playing with toys.
- Listening, reading, understanding and answering the questions orally and in writing.
- Grammar: Conjunctions (joining words) and their usage. Adverbs: Words that add something to the verbs, their usage.
- More opposites and new words; word meanings; dictionary usage; punctuation. Variations in spellings and pronouncing words spelt with 's' and 'sh'.
- **Outcome:** Learning to enjoy playing with toys and repairing them; correct usage of conjunctions, adverbs, and punctuation; words and their usage, meanings, pronunciation and dictionary usage.
- Speaking and writing correctly.
- Understanding and answering the questions correctly, orally and in writing.

Get Set!	<ul style="list-style-type: none"> ➤ Discuss the various kinds of toys shown. Relate them to the interests of different students in the class, and ask the students which of the toys each one prefers and why. ➤ Discuss toys and games made with creatively for those who cannot afford to buy expensive ones – climbing trees, playing on swings, rolling a tyre, making telephones from matchboxes, playing seven-stones [stapoo], blind-man's bluff, hide-and-seek, chor-police, paper planes and boats, sand castles, etc. This will help the students to enjoy themselves creatively and not look down on those who are less fortunate. You can ask the students what kind of toys they play with or create.
Read and Enjoy	<ul style="list-style-type: none"> ➤ Read the lesson aloud with the students taking up the different parts and enacting them. ➤ Explain the words and their meanings. Reading creates familiarisation with words. Correct their intonation, stress, pronunciation, etc.

<ul style="list-style-type: none"> Relate the activities and relationships to their daily life and ask in-text questions: What do they do if a toy breaks? Have they ever tried to repair toys? etc. 	
<ul style="list-style-type: none"> A to C. Explain and discuss the questions and ask the students to answer them orally first. Then, where necessary, use the board to help the students in answering the questions, whether oral or written. 	Read and Understand
<ul style="list-style-type: none"> Conjunctions are joining words - Use the board to explain them: Use the given examples and add your own to explain the use of the words 'and/but/or'. Ask the students to name their toys and use two words joined with a conjunction to describe each thing they name; for example: I like playing with my doll and my toy train. I like my teddy bear, but I don't like the toy fox. I would like a toy car or a toy soldier for my birthday. Now define conjunctions as words that join words, groups of words and sentences, and show how this is done on the board – cup and saucer; playing a tune and singing along; I like to travel and also like music. Show the difference between using 'and', 'but', 'or'. I have a pencil and a rubber; I have a pencil but not a rubber; I don't have a pencil or a rubber. A. Explain the exercise and then ask the students to do it in the class. Their work can then be checked by their partners. Adverbs are words that add more meaning to the action words (verbs). Explain them and use the given examples and your own to show how to add -ly to a Verb make an Adverb. B. Explain the exercise and ask the students to answer orally first, then ask the students to write the answers. Add to the examples/exercises by randomly asking the students to give their own words to ensure that they understand the usage of adverbs and of conjunctions. 	Grammar Spotlight
<ul style="list-style-type: none"> A. Ask the students to do the exercise on their own, using the words in the Help Box. Let each one check his/her own work. 	Spell Well
<ul style="list-style-type: none"> A. Opposites: Ask the students to do the exercise on their own, using the words in the Help Box. Let each one check his/her own work. You can have added practice of opposites using your own examples on the board. 	Word Power

Listen and Learn	<ul style="list-style-type: none"> ➤ A. Read aloud the passage or ask the students to take turns reading so that they understand it well. Then ask the students to answer the given questions orally. Check the students on content and correct grammatical use and pronunciation where necessary.
Converse and Connect	<ul style="list-style-type: none"> ➤ A. Ask pairs of students to read aloud the conversation. Check if the students understand the conversation well by asking them a few questions; explain where necessary. Correct the students regarding the content and pronunciation.
Speak and Express	<ul style="list-style-type: none"> ➤ A. Each student can be asked to answer this question, and their content, pronunciation, etc. should be checked.
Pronunciation Practice	<ul style="list-style-type: none"> ➤ A. This is about pronouncing words with 's' or 'sh'. Read aloud each column of words, bringing out the difference clearly. You can use the board to give examples of your own. (1st column) Show, sharp, shaggy, shoes, shake, share, short, shallow, shore, etc. (2nd column) Sum, snap, snarl, sing, stuck, smart, smooth, song, spade, sponge, socks, some, son, sob, etc.
Write Well	<ul style="list-style-type: none"> ➤ A. Explain the question and give clues for the writing – which toy, describe it, who gave it to you, why you like it, etc. Ask the students to write neatly and in their best writing.
Dictionary Skills	<ul style="list-style-type: none"> ➤ A. Ask the students to bring their dictionaries. Refresh their learning about using the dictionary. Discuss the exercise and remind them how to see the words at the top of each page – how they tell you the first and last words on the pages. Ensure that every student in the class understands the correct way to use the dictionary. Draw attention to the meanings, pronunciation [the phonetic symbols] and explanations about how words are used in different ways. Do the exercise orally using the board, asking the students randomly to read the meanings out of the dictionary. Select one meaning and write it on the board. Students can write it down in their books.
Project Work/ AIL Activity	<ul style="list-style-type: none"> ➤ A to C: These projects can be done by each student in his/her Project Book. ➤ A. Each one can write the two lists on two separate pages. ➤ B. The students can stick pictures of any two toys also on a separate page. Then they can write the name of their favourite toy shop.

<p>➤ C. Students can do this on their own. All their work should be displayed in the class so that every student feels encouraged.</p>	
<p>➤ A. Read aloud the question and all the given options. Discuss each of the options and why 3 is acceptable and others are not. Children have issues about other children deliberately breaking their toys or trying to take them. These are significant issues for them and sometimes parents/teachers may fail to realise that a child is not being selfish; he/she is simply being aware of a naughty child or a bully. Take notice of such issues if the students express them and make sure, you give them the right advice, balancing caring for the toys on the one hand and sharing them with others on the other. Then let them do the exercise on their own.</p>	<p>Values and Life Skills</p>