



A Day of Celebration

LEARNING OBJECTIVES

- Learning about family bonds, cultural diversity and traditions in India.
- Understanding the importance of love, respect and togetherness in a family.
- Listening, reading, understanding and answering the questions orally and in writing.
- Grammar: Prepositions [place; time; direction/movement; agency] and conjunctions [coordinating; subordinating; correlative] phrases; reported or indirect speech and its usage.
- Words, meanings, usage, understanding emotions through pictures; positive and negative traits; odd word out; dictionary work and words spelt with |z| and |s| sounds and pronounced differently; understanding the phonetic symbols.
- Writing a script and an essay; punctuation and editing.
- Learning to speak, converse and write correctly.
- **Outcome:** Understanding the significance of Indian culture and traditions.
- Learning about prepositions and conjunctions: their kinds and usage; reported or indirect speech and its usage.
- Writing a script and an essay; editing and punctuation.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> ➤ Exercise A and B: Explain the exercises and let the students do them with their partners. ➤ The teacher can announce or write the answers on the board and the students can check their work. ➤ Exercise C: Make groups of four students and let them think about the traditions they follow at home during festivals or celebrations. ➤ The students can share their traditions and discuss how these bring families together. ➤ Help the students by facilitating and guiding the discussion. 	Get Set!
<ul style="list-style-type: none"> ➤ Read the lesson aloud or ask the students to read parts of it. ➤ Explain the words and meaning. Reading creates familiarisation with words. ➤ Ask in-text questions: Why was Pushpam's birthday special? What gifts did her family members bring, and from which regions? How did food play an important role in the celebration? Why is it important to stay connected with family? What lessons do we learn from Pushpam's way of living? 	Read and Enjoy
<ul style="list-style-type: none"> ➤ Discuss the questions in Exercises A-E and ask the students to answer orally first. 	Read and Understand

	<ul style="list-style-type: none"> ➤ Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written. ➤ They may then write down the answers of Exercises A-E.
Think and Answer	<ul style="list-style-type: none"> ➤ Exercises A-C: Read and discuss the questions in the class. Then ask the students to write down the answers. The teacher should check the answers of the students individually.
Grammar Spotlight	<ul style="list-style-type: none"> ➤ Use the board to explain prepositions and conjunctions. ➤ Use the board, and the given examples to explain prepositions and their kinds – place, time, direction or movement and agency. ➤ The correct usage of prepositions and relating them to their objects. ➤ Do Exercises A and B orally first and then ask the students to write them down. ➤ Explain conjunctions and their kinds, using the board and the given examples. You can use your own examples too. ➤ Explain the different kinds of conjunctions. Coordinating: which join two equally important words, phrases or clauses. Subordinating: where one clause is independent and another is depending on it, the joining word becomes a subordinating conjunction. Correlative: when conjunctions are used in pairs, they are correlative. ➤ Do Exercises C and D orally first and then let the students do them in their notebooks. ➤ Explain reported or indirect speech – transforming what is said directly into someone else relating it. ➤ Say some sentences of direct speech orally and ask the students to report them. This is reported speech. ➤ Use the given examples as well as your own, and use the board to explain them. ➤ Discuss Exercises E and F; then, the students can do them in the class. ➤ Announce the answers aloud for Exercises A-F and let the partners check the work.
Spell Well	<ul style="list-style-type: none"> ➤ Getting to know new words. ➤ Learn to recognise new words by selecting them from the box and filling in the blanks with the missing letters. ➤ Learn their spellings and meanings. ➤ Brush up on the use of the dictionary whenever possible. ➤ Do Exercise A orally first. Then ask the students to write down the answers.
Word Power	<ul style="list-style-type: none"> ➤ Exercise A: The teacher will show pictures expressing different emotions. ➤ Ask the students to identify and name the emotions or feelings shown in each picture. ➤ Announce the answers and the students can check their work on their own. ➤ Exercise B. The teacher will read out the given phrases and explain their meanings. ➤ Ask the students to suggest sentences orally using these phrases. ➤ Then, they can write their own sentences using the phrases. ➤ Exercise D: Students will choose any six words from the list of traits of individuals and use them in meaningful sentences.

<ul style="list-style-type: none"> ➤ The teacher will check their sentences for correctness and clarity. ➤ Exercise E. Explain the exercise and then let the students do it on their own. ➤ Announce the answers and they can check their work. 	
<ul style="list-style-type: none"> ➤ Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly. ➤ The teacher can ask the students to answer the questions. ➤ Check the students where necessary. 	Listen and Learn
<ul style="list-style-type: none"> ➤ Exercises A and B: Explain and discuss the exercises and then let the students do them on their own. ➤ Announce the answers or write them on the board and they can check their work. ➤ Exercise C: Explain the exercise and then let the students do it on their own. 	Converse and Connect
<ul style="list-style-type: none"> ➤ Read the question carefully so that the students understand it well. ➤ Teach them how to speak so as to be understood clearly. ➤ Encourage them to speak freely and with confidence. 	Speak and Express
<ul style="list-style-type: none"> ➤ Let the students listen to the Digital Content so that they are sure of the right way to say the words. ➤ Let the students say aloud the given words. ➤ Ensure that every student says the words the z and s sounds correctly and distinctly. ➤ Draw attention to the phonetic symbols used to specify the correct pronunciation. ➤ Read each column aloud and ask the students to repeat in groups and individually. Correct them where necessary. ➤ Ensure that the phonetic symbols for the sounds are understood by the students. 	Pronunciation Practice
<ul style="list-style-type: none"> ➤ Use the board to do this exercise. ➤ Call random students to correct the sentences in the passage. ➤ Once it is all written correctly on the board, ask them to write it down in their notebooks. ➤ If the exercise is done by the students on their own, then announce the corrections and let the partners check the work. 	Punctuation
<ul style="list-style-type: none"> ➤ Exercise A: Read aloud the question, explaining what a script is, along with its main features. ➤ Then, form groups of six students and help them do the activity. ➤ Encourage them to use their creativity in preparing the script. ➤ Assist the students wherever required. ➤ The teacher must correct the individual work of the students. Only then will they become independent in their writing. 	Write Well
<ul style="list-style-type: none"> ➤ Exerciser A: Ask the students to consult their dictionaries. ➤ Brush up the dictionary skills of the class; ask them how to find words in it and understand their usage as given in the dictionary. ➤ Draw attention to the meanings and the pronunciation. 	Dictionary Work

	<ul style="list-style-type: none"> ➤ Do the exercise on the board to ensure they understand the correct use of the dictionary. ➤ Make sentences using the words to clarify their meanings. ➤ Then let them write them down in their notebooks. ➤ Exercise B: Read out the question and explain it to the students. ➤ Then, let them do it on their own. Help them, if required.
Project Work/AIL Activity	<ul style="list-style-type: none"> ➤ Exercise A: Make groups of five students and explain the activity to them. ➤ Give them time to prepare the charts, ensuring they have all the necessary materials. ➤ Exercise B: Discuss in the class and provide information about the states and textiles used. ➤ Exercise C: The students can also discuss this in the class.
Values and Life Skills	<ul style="list-style-type: none"> ➤ Exercise A: Read out the quotation and discuss it in the class. ➤ Read out the questions to the students to make sure they understand what is being asked. ➤ Discuss the questions and get their views and opinions.