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Unit 1: School

Little Daddy Made a Footstool

SPECIFIC OBJECTIVES

- ▶ Making school, home and friends fun and inviting through creative, study and art-related, social activities
- ▶ Understanding the need for friendly social interaction and collaboration, integrating discipline and communication at school, at home and in various public places
- ▶ Learning to appreciate the love, work and contribution of parents, teachers, friends, peer groups and others to our experience and growth
- ▶ Learning to be creative and make things of utility and respect people who make such things
- ▶ In today's world, children often feel that people who do manual work are not as deserving of admiration or respect as those who work at exotic professions and earn large salaries and live a lavish lifestyle. This attitude needs to be changed. So, while reading and teaching this lesson, make it a point to give attention to the respect we owe to the amount of work and skill put in by every person, even artisans, craftspersons, and people who work every day around us to provide various services.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Sentences – Types: Statements [Declarative], Questions [Interrogative], Exclamatory, Imperative; Nouns – Types: Common, Proper, Collective; Countable and Uncountable; Number
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, different kinds of noun endings, rhyming words, pronunciation, dictionary skills
- ▶ Explain the layout of the lessons – each Unit has two lessons, one is prose and one is poetry.

Warm Up!	<ul style="list-style-type: none"> ✧ Have the students attended art and craft classes in school? Talk to them about it and tell them to discuss with their partners what they learnt and made there. ✧ Discuss also in class how they felt and what they learnt.
Read and Enjoy	<ul style="list-style-type: none"> ✧ Explain the background to the story: that Daddy, Alexander Raskin, wrote a collection of stories about his own childhood for his daughter, Sasha. That is why it is titled 'Little Daddy'. ✧ Also discuss how important and interesting it is to learn crafts and arts, skills that can last us a lifetime even beyond working in any office, etc. They help us to relax too and give our creativity an outlet. ✧ Read aloud the story or have students read it aloud in parts. Explain it as you read. Correct the students gently if required.
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A, B and C: Read out and explain each exercise. Ask the students to give the answers orally. Then ask them to mark/write the answers. Announce the answers aloud and let the students check their work in pairs.

Think and Answer	<ul style="list-style-type: none"> ✧ Discuss the question and invite suggestions about the answers. Tell the students some stories of resilience, like the one about Robert Bruce and the spider, the thirsty crow, etc. You can add biographical briefs about men and women who have been achievers against several odds.
Grammar Spot	<ul style="list-style-type: none"> ✧ Explain sentences, brushing up on what they have already learned. Then walk through the instructions using the examples given and also your own examples too. ✧ Use the blackboard to show the different kinds of sentences: <ul style="list-style-type: none"> (i) Statement/Declarative: Say something about a person, place or thing; such sentences end in a full stop. (ii) Question/Interrogative: Ask for some information about a person, place or thing; such sentences end in a question mark. (iii) Exclamatory: Express strong feelings of any kind; these sentences usually end in an exclamation mark. (iv) Imperative: Express a command, request, advice, etc.; these sentences usually end in a full stop. ✧ Exercise A: Do the exercise orally first. Then ask the student to mark/write the answers. Announce the answers aloud and let the students check their work themselves. ✧ Explain nouns by brushing up on what they have already learned. Then walk through the instructions using the examples given and also your own examples too. ✧ Use the blackboard to show the different kinds of nouns: <ul style="list-style-type: none"> (i) Common Nouns: These nouns include names of any person, place or thing. (ii) Proper Nouns: These nouns include names of a particular person, place or thing. (iii) Collective Nouns: These nouns are used for a group of persons, animals/ birds, places or things. ✧ Exercise B: Do the exercise orally first. Then ask the student to mark/write the answers. Announce the answers aloud and let the students check their work themselves. ✧ Explain more about nouns – they can be Countable or Uncountable: <ul style="list-style-type: none"> (i) Countable: These are nouns that can be counted – singular or plural. (ii) Uncountable: These are nouns that cannot be counted – no plural. ✧ Explain about forming nouns and their number – singular or plural. ✧ Exercises C and D: Do the exercises orally first. Then ask the student to mark/ write the answers. Announce the answers aloud and let the students check their work themselves.
Word Wise	<ul style="list-style-type: none"> ✧ Exercise A: Explain what is meant by a word web here – all things relating to the central idea. In this case, a school is pictured. So ask the students to write down anything that is associated with school. You can put their suggestions down on the blackboard. Gently correct them if required.
Spell Well	<ul style="list-style-type: none"> ✧ This exercise is about words spelt with double letters. You can ask the students to suggest words with double letters and write them on the blackboard. For example: ball, cool, well, sorry, hall, carry, loose, quarrel, merry, hurry, jelly, funny, bunny, pool, roll, muddy, sunny, starry, wool, sheep, deer, etc.

	<ul style="list-style-type: none"> ✧ Exercise A: Do the exercise orally first. Then let them write down the letters to complete the words. Announce the answers aloud and let them check their own work.
Listen and Learn	<ul style="list-style-type: none"> ✧ Read aloud the given passage or have students read it out twice. Explain it clearly. Then do the exercise orally first. The students can then mark the answers. Announce the answers aloud and let the students check their work. If any student is repeatedly making mistakes in the listening exercise, find out why this is happening: any language- or hearing-related issues should be discreetly assessed and addressed.
Converse and Connect	<ul style="list-style-type: none"> ✧ Make groups of four and ask the students to enact the scene. Encourage and appreciate their efforts.
Speak and Express	<ul style="list-style-type: none"> ✧ Explain the exercise and ask the students to think about the answer. Then ask them to discuss it in their groups of four. Two or three groups, depending on the time available, can be asked to share their views.
Pronunciation	<ul style="list-style-type: none"> ✧ Read aloud the two columns of words, clearly bringing out the difference in pronunciation between the two. The first column is aspirated only, whereas the second one is voiced from the throat. Familiarise the students with the phonetic symbols. ✧ Use the blackboard to add your own examples too and ask the class to say them aloud in groups or singly. For example: this, think, there, etc., as unlike bother, other, together, etc.
Punctuation	<ul style="list-style-type: none"> ✧ Explain the exercise. Do it orally first. Then ask the students to write it out with correct punctuation in their notebooks. Walk around and check. Then write it on the blackboard and ask them to check their own work. Clear any doubts.
Dictionary Skills	<ul style="list-style-type: none"> ✧ Explain the instructions to refresh the memory of the class: check the first letter and, if it is the same, go on to the second letter and so on. ✧ Exercise A: Ask the students to do this on their own, using their dictionaries. Then write the correct sequence of words on the blackboard and ask them to check their own work. Clear any doubts or problems consulting the dictionary.
Write Well	<ul style="list-style-type: none"> ✧ Exercise A: This exercise intends to teach the students two things: how to write simple, rhymed poetry; and how to unscramble words. ✧ Do it orally first, asking the students at random to unscramble the rhyming words in each couplet, writing it down correctly on the blackboard. ✧ Then ask them to complete the poem. They can learn it and recite it.
AIL Activity	<ul style="list-style-type: none"> ✧ Exercise A: The poem above can be learnt and recited by different groups of students, with actions. The last couplet can be recited by the whole class. This can be done under the guidance of the teacher. ✧ Exercise B: Explain the exercise and divide the students into groups of four. Each one can be given the idea of one piece of furniture. They can decide on the materials and tools, as instructed in the exercise. ✧ Have presentations in class by one person from each group telling everyone what they will make and what tools they will use.
Values and Life Skills	<ul style="list-style-type: none"> ✧ Winning is sometimes easier than losing. This exercise is intended to teach the students how a winner should encourage, support and cheer the one who is not able to perform as well. It also teaches the students not to be disheartened by performing poorly. Ups and downs are a part of life and both must be faced with grace and dignity. Also, we must help each other always.