

# All are Welcome

## Poem

<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>✧ This little poem is written in couplets, that is, it has two rhyming lines followed by other two lines, and so on. The poet enjoys school where he sees his class as a family. Here the poet focuses on the qualities that we learn in our classroom, not only on the study.</li> <li>✧ Couplet-wise, the poet says: (i) He welcomes everyone to come and see his classroom family. (ii) He and his classmates study, laugh and grow up together, sharing what they are learning. (iii) Whether at lunchtime or during recess, and even throughout the day, they help each other in every way. (iv) What we say and how we speak is very important, says the poet, because if we say something wrong, we may hurt someone. Therefore, he says they all try to be kind to each other and never leave anyone behind to struggle with his/her problems. (v) He says he and his classmates are all loving, kind and thoughtful in their behaviour and respect one another. (vi) He ends the poem by once again inviting everyone to come and meet his classroom family.</li> <li>✧ Ask the students to learn the poem and recite it.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>✧ Exercises A and B: Explain what is required to be done in the exercises. Do them orally first. Then ask the students to write the answers in their notebooks.</li> <li>✧ Announce the answers and let them check their work themselves or in pairs.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>✧ Explain the exercise. Make groups of four and ask them to discuss the points. Each group will make a list. One person from each group can be asked to present what they discussed and wrote. Give each group about three minutes, depending on the time available and the number of groups.</li> </ul>
<b>Spell Well</b>	<ul style="list-style-type: none"> <li>✧ Explain how plurals are made by adding -s, -es, or -ies. Also, explain where we make plurals by adding -ves or just -s after nouns ending with the [f] sounds. Use the given examples and add your own, using the blackboard. For example: socks, cups, aunts, lotuses, aunties, babies, ladies, wolves, scarves, halves, calves, sniffs, whiffs, etc.</li> <li>✧ Exercise A: Do the exercise orally first. Then ask the students to write the plurals. Announce the answers aloud and let them check their work themselves or in pairs.</li> </ul>
<b>Appreciating the Poem</b>	<ul style="list-style-type: none"> <li>✧ Exercises A and B: Explain the exercises. A needs three rhyming pairs from the poem and B need two rhyming words for each given word.</li> <li>✧ Do the exercise orally first. Then ask the students to write the rhyming words. Announce the answers aloud and let them check their work themselves or in pairs.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>✧ Exercises A: Explain the exercise. Tell the students that they can add one word or more in the blank spaces. Their own name, and towns or cities, and the time they have lived there, etc., have to be added.</li> <li>✧ Let the students write the conversations in their notebooks. Assess each one individually.</li> </ul>
<b>AIL Activity</b>	<ul style="list-style-type: none"> <li>✧ Ask the students to bring the material or supply it from the school. Let them work in pairs, each one making a puppet with the help of his/her partner.</li> <li>✧ Check their work and display in class.</li> </ul>