

Family Fun

Poem

Read and Enjoy	<ul style="list-style-type: none"> ✧ Read aloud the poem and explain the meaning. ✧ Divide the class into three groups. Each group can learn one stanza. Guide them about the correct pronunciation. ✧ Then ask the class to recite the poem.
Read and Understand	<ul style="list-style-type: none"> ✧ Exercise A: Read out and explain the exercise. Ask the students at random so that the exercise is done orally first. Then ask them to write/mark the answers correctly. ✧ Exercise B: Read out and explain the exercise. Ask the students at random so that the exercise is done orally first. Discuss each picture so that students understand why they are making specific choices. ✧ Then ask them to write/mark the answers correctly. ✧ Exercise C: Read out and explain the exercise. Ask the students at random so that the exercise is done orally first. ✧ Then ask them to write/mark the answers correctly. ✧ Announce the answers aloud and let them check their work themselves or in pairs.
Think and Answer	<ul style="list-style-type: none"> ✧ Discuss each option, seeking answers from the students. Then ask them why they think each answer is right or wrong. ✧ Also explain why shouting might not always be advisable. Here it stands for a cheerful atmosphere.
Appreciating the Poem	<ul style="list-style-type: none"> ✧ Explain with reference to the given poem as well as from other short examples of your own how rhyming words embellish a poem. Here are some examples of rhyming poems: Now I lay me down to sleep, I pray the Lord my soul to keep; Guide me through the starry night, And wake me with the morning light. AND Row, row, row your boat Gently down the stream; Merrily, merrily, merrily, merrily; Life is but a dream. ✧ Do the exercise orally first, using the blackboard if necessary. Then ask the students to write the answers. Announce the answers aloud and let them correct their own work or in pairs.
Word Wise	<ul style="list-style-type: none"> ✧ Explain Number: Singular and plural. Use objects readily available in class, like books, chalk, desks, chairs, pencils, erasers, tiffin boxes, bags, windows, doors, rooms, students, uniforms, shoes, socks, buttons, etc.

	<p>✧ Exercise A: Explain the exercise. Do it orally first and then ask the students to write down the plurals. Announce the answers aloud, spelling them out, and let the students check their work themselves or in pairs.</p> <p>✧ Exercise B: Explain the exercise. Do it on the blackboard, asking the students to suggest possible words. Announce the words aloud, spelling them out, and let the students check their work themselves or in pairs. For example: GRAND, AND, MAN, RAG, RAN, RAND, NAG, MAR, MAD, AN, A, DRAG, DRAM, etc.</p>
Write Well	<p>✧ Exercise A: Ask the students to bring their photos as one-year-olds, and paste them in the box. If not available, they can draw and colour a picture.</p> <p>✧ Exercise B: Discuss this in class as the students may not have a memory of what it was like being one-year-old nor are they able to visualise, unless they have a younger sibling, neighbour, etc. Then ask them to suggest what to write, and put it down on the blackboard. Let the students write down the answers. Announce the answers aloud and let them check their work themselves or in pairs.</p>
AIL Activity	<p>✧ The teacher can explain what is to be done. The students will do this exercise at home. It can be displayed the next day in class.</p>