

2

Unit 2: Toy World

Bholaram's Magic Toy Repair Shop

LEARNING OUTCOMES

- ▶ Learning to enjoy playing with toys and keeping them carefully and sharing them with less fortunate children, through school activities and creative, art-related and social activities
- ▶ Learning the value of knowing how to keep toys neatly and carefully and when it is the right time and place to play with them
- ▶ Understanding the need for sharing and enjoying toys, through social interaction and collaboration, integrating discipline and communication
- ▶ Getting to know the value of toys and friends
- ▶ Talk to students about how to balance the time we spend on various activities at school and at home: study, play indoors and outdoors, rest, exercise, help with chores, etc.
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Prepositions – their usage in sentences to show the position of people, things and places
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly; writing acrostics; writing descriptions
- ▶ Building a vocabulary; words spelt with 'sh' and 's' sounds; dictionary practice; opposites; names of various professionals
- ▶ Learning to recite poems, understand and appreciate them, and answer questions on them
- ▶ Explain the layout of the lessons – each Unit has two lessons, one is prose and one is a poem.

Warm Up	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and ask the students to select whatever they like. ✧ Exercise B: The students can discuss this with their partners.
Read and Enjoy	<ul style="list-style-type: none"> ✧ This is a story about Bholaram who repairs toys so beautifully that his shop is called the Magic Toy Repair Shop. The beginning of the story is narrated by the storyteller. Then he says that the toys begin to talk at night. The rest of the story is told like a comic picture book. ✧ Read the narration aloud. Then give different students the parts of the different toys to read aloud. Explain as they read. ✧ Discuss with the class how we should keep our toys properly.
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A, B and C: Explain the exercises and do them orally first. Then ask the students to mark/write the answers. ✧ Announce the answers aloud and let the students check their work on their own or in pairs.

Grammar Spot	<ul style="list-style-type: none"> ✧ Explain what prepositions are – position words: they tell us about the position of the other words [nouns and pronouns]. Read aloud the instructions and the examples given and add your own examples, using the blackboard. For example: a dish on the table; a basket in the corner; behind the door; below the sofa; under the carpet; outside the window; over the fence; on the clothesline; by the river; at the mall; near the bus stop; inside the car; above the roof; below the cushion. As you share the examples, ask the students to make sentences using those words. ✧ Exercise A: Read out and explain the exercise. Do it orally first and then ask the students to write the correct answers. Announce the answers aloud and let them check their own work.
Word Wise	<ul style="list-style-type: none"> ✧ Refresh the students' memories regarding opposites. Exercise A: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work on their own or in pairs.
Spell Well	<ul style="list-style-type: none"> ✧ Exercise B: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work on their own or in pairs.
Listen and Learn	<ul style="list-style-type: none"> ✧ Read the passage aloud twice or ask the students to read it. ✧ Exercise A: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check their work on their own or in pairs.
Converse and Connect	<ul style="list-style-type: none"> ✧ This is to be done under the guidance of the teacher.
Speak and Express	<ul style="list-style-type: none"> ✧ Explain the question and discuss it with the students, giving them the freedom to make their choices.
Pronunciation Practice	<ul style="list-style-type: none"> ✧ Read aloud the two columns of words, clearly showing the difference between the way they are pronounced. Familiarise the students with the phonetic symbols. ✧ Explain how the soft 's' sound is common to s and c sometimes. 'Sh' can also come at the end of words, like harsh, trash, crash, cash, mash, ash, etc., or in the middle of a word like marshal, washer, usher, etc. Similarly 's' can also come at the end or in the middle of a word, like mass, pass, rolls, etc., or ask, mask, risk, mistake, list, etc. 'C' is pronounced like 's' in some words like ceiling, certain, certificate, centre, etc.
Punctuation	<ul style="list-style-type: none"> ✧ Exercise A: The students know a little more now about punctuation. So you can ask them to do the exercise on their own. Then write the corrected version on the blackboard and let them check their work on their own. Answer any doubts they may have.
Write Well	<ul style="list-style-type: none"> ✧ Explain the exercise and let the students do the exercise on their own. Depending on the toy they have chosen, they can write three sentences about it. Walk around guiding and assessing them.
Dictionary Skills	<ul style="list-style-type: none"> ✧ Now that the students have started understanding how to use a dictionary, teach them how to find the meanings in the dictionary. Use the blackboard if required. ✧ Exercise A: Do the exercise with the class, finding each word and its meaning and writing it down.

AIL Activity	✧ This can be done by the students and their partners. They can make their lists and share them. Also, they can bring the materials from home and do the project.
Values and Life Skills	✧ Exercise A: Read out the question and discuss the options given. Discuss why we should follow option 3 and not 1 and 2.