

Activities

- A** Imagine that you have just seen a new superhero. The superhero may be female/male. Work in pairs. Say five sentences describing the superhero to your partner. Take turns to complete the activity.

◀ Creative Thinking; Application of Knowledge

- B** Form groups. Your teacher will write different proper noun categories such as sportspersons, countries, states of India, rivers, and so on, on separate pieces of paper. There will be as many noun categories as there are groups of students. Draw lots to be assigned a category. You have a minute to note down as many proper nouns as you can under the category assigned to your group. Your teacher will shuffle the papers and let the groups draw lots again. This activity can be done for two to three rounds.

◀ Conceptual Understanding

- C** Work in pairs. Unscramble the verbs and circle them in the wordsearch. ▶ Critical Thinking and Problem-solving

1. SHINIF
2. TAE
3. HCAET
4. YRC
5. KEAB



!*: All writing tasks to be done in the notebook

6. GHIEN
7. TCA
8. HETAB
9. PLEH
10. LLUP

F	X	C	R	Y	V	T	U	W
I	Z	F	B	A	K	E	O	D
N	E	I	G	H	A	A	C	T
I	A	J	D	R	I	C	L	O
S	T	W	B	A	T	H	E	T
H	E	L	P	Q	P	U	L	L

- D** Your teacher will write some nouns and the pronouns taught in class on pieces of paper. Work in two teams. One team will be given nouns and the other, pronouns. So, when Team A calls out a noun, Team B will raise their hands and the members will take turns to call out the pronouns that go with the noun. Complete each round within thirty seconds. Do this activity for two or three rounds.

◀ Collaboration; Communication

- E** Read and carry out these instructions. Draw a short, brown table. In the centre of the table, draw a thin, yellow vase. Draw three pink flowers with green stems in the vase.

◀ Art Integration; Application of Knowledge

- F** Your teacher will show you short video clips or pictures with simple actions. First identify the action in each. Then, call out adverbs that would best describe the action being shown. Your teacher may give you options to choose from or ask you leading questions to guide you to suitable answers.

◀ Multidisciplinary Approach; Experiential Learning

Example

action: eating

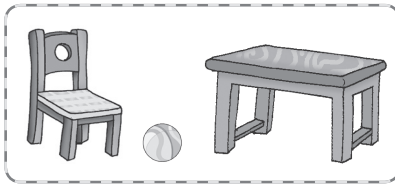
sample answers: happily/slowly/silently



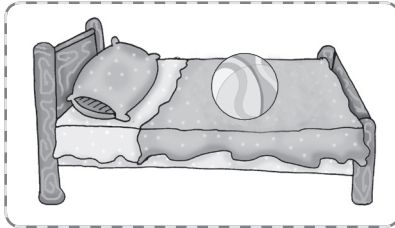
- C** Work in two teams. Your teacher will show the first team any three of these pictures and ask them to call out sentences about each one using prepositions. Your teacher will make a note of how long it takes for the team to cover all three pictures. She/He may also use a 60-second timer to make it more competitive. Then, the second team will continue the activity with the remaining three pictures. Your teacher will declare the winner at the end of the activity.

◀ Application of Knowledge; Communication

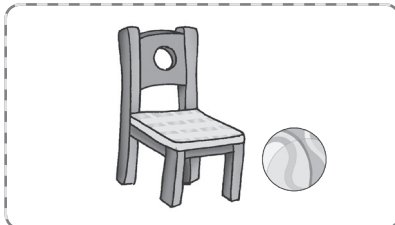
1.



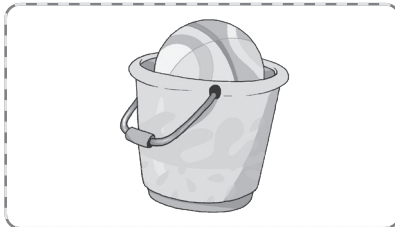
2.



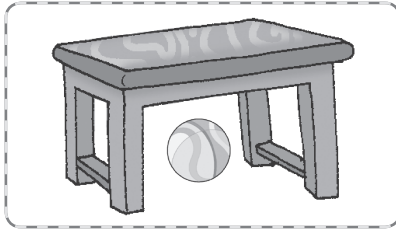
3.



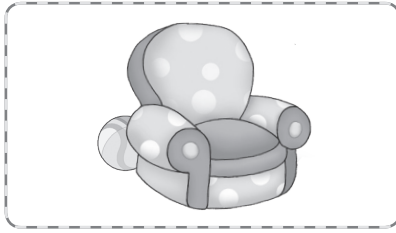
4.



5.



6.



- H** Your teacher will call out these pairs of sentences. Clap once when you identify the sentence that uses a conjunction correctly.

◀ Conceptual Understanding; Life Skills and Values

- a. Papa *and* Amma are making dinner.
Papa *but* Amma are making dinner.
- b. There are no vehicles on the road *or* I will cross only when the traffic signal turns red.
There are no vehicles on the road *but* I will cross only when the traffic signal turns red.
- c. My little brother does not touch scissors *or* knives.
My little brother does not touch scissors *but* knives.
- d. Grandma always turns off the lights *but* fans when she leaves a room.
Grandma always turns off the lights *and* fans when she leaves a room.
- e. My sister wanted to play *or* she completed her homework first.
My sister wanted to play *but* she completed her homework first.

Projects

- A** Work in groups to create a songbook. Collect rhymes and songs. Leave a page blank in the beginning and write them in the book in alphabetical order of their titles. Make sure no rhymes are repeated. Number the pages. Now write the titles and correct page numbers of the rhymes and songs in the blank page.

◀ Art Integration; Collaboration; Life Skills

- B** Your teacher will divide the class into groups of five. Each group will put together a scrapbook. You may collect and paste pictures of various



objects from old magazines and newspapers. Then, label each picture with the correct noun and article. Your teacher will collect the scrapbooks and display one book per day in class. Go through the books.

◀ Collaboration

- C** Work in pairs to draw your favourite part of the school on a chart paper and colour it. Then, label three to five things found there. Example: library – books, pens, desks, pencils, crayons

Your teacher will walk around the class and guide you when necessary. You have two days to complete the project. The chart papers may be displayed in the classroom.

◀ Art Integration; Collaboration

- D** Your teacher will divide you into groups of eight or ten. Each group will choose an action song. Learn the song and practise the actions in your groups. The groups will take turns to perform their action song at the end of a week.



◀ Multidisciplinary Approach; Art Integration; Collaboration

- E** Work in two teams. Your teacher will assign the article 'a' to one team and 'an' to the other for the day. She/He will paste two large chart papers on the classroom wall. One will be titled 'a' and the other 'an'. There will also be rows to separate each day of the week. Whenever a team member thinks of a noun that uses their article, she/he can add it to the correct chart paper row for the day. The teams will interchange articles the next day and continue this exercise. Your teacher will evaluate the results and announce a winner at the end of the week.

◀ Conceptual Understanding; Collaboration

SAFAL

Sample Questions

A Read these pairs of sentences. Copy the correct sentences in your notebook.

1. I am going to play.
Am I going to play.
2. Where are you from?
Where you are from?
3. Wow. That is a beautiful flower.
Wow! That is a beautiful flower.
4. Renu is present in class today?
Is Renu present in class today?
5. Ouch. My hand hurts.
Ouch! My hand hurts.

B Look at this picture. Your teacher will pick a few students. Each student will call out one or two sentences about the picture. Use nouns, verbs, adjectives and prepositions correctly.



- C** Listen to your teacher read out this paragraph. Clap your hands each time you hear a pronoun.
 I like colouring with my green crayon. It is my favourite.
 Arif attends drawing classes with me. He loves going there. We go to class on Saturday evenings. Miss Maya teaches us to draw. She is nice and always smiling.
 Arif always asks her questions. She answers him patiently.
- D** Identify five differences between these two pictures. Use prepositions and conjunctions to frame five sentences on the differences.

