

Activities

- A** Imagine that you had a dream last night. Work in pairs. Narrate what you dreamt in three or four sentences to your partner. Your partner can ask you questions using words such as *who*, *when* and so on. Take turns to complete the activity.

◀ Creativity; Application of Knowledge



- B** Your teacher will place a few bowls on a bench. Each of these will have a noun (category/group) written on it such as *trees*, *games*, *vegetables*, *countries* and so on. She/He will keep a box of ice-cream sticks for you to pick from. Each ice-cream stick will have

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

a noun written on it that falls under the categories listed on the bowls. With a 15-second timer on, sort as many ice-cream sticks as possible into the correct bowls. The class can help you if you sort incorrectly. Give other students a turn too. This activity can be done till all the sticks are in the respective bowls.

◀ Conceptual Understanding; Multidisciplinary Approach

- C** Your teacher will write the subjects and predicates of a few sentences on different pieces of paper. She/He will place them in a bowl and shuffle them. Each student will pick up a paper, call out what is written on it and then make it a sentence by adding a subject/predicate to it. A one-minute timer can be used to make this more competitive.

◀ Conceptual Understanding; Application of Knowledge

- D** Your teacher will call out these sentences one at a time, repeating the noun in place of a pronoun. Clap your hands when you hear the repeated noun. Call out the correct pronoun and modify the sentence accordingly.

◀ Conceptual Understanding; Life Skills and Values

Example



Ria is sure that *Ria* watered the plants.

Answer: she; Ria is sure that *she* watered the plants.

1. Soham brushed his teeth before *Soham* went to bed.
2. My grandparents came home today. I love spending time with *my grandparents*.

3. Amma and Appa are busy. *Amma* and *Appa* are folding clothes in the next room.
4. My friends and I are going to the beach. *My friends and I* help clean the beach once every month.
5. Lily, *Lily* should not stick your hand out of the window of the bus.
6. Fiza is watching TV. *Fiza* completed her homework as soon as she got home.

- E** Make an invitation card, requesting your friend to celebrate a festival with your family. Request her/him to come early to help you decorate the house. Include information about what to expect during the celebration. Use verbs correctly.

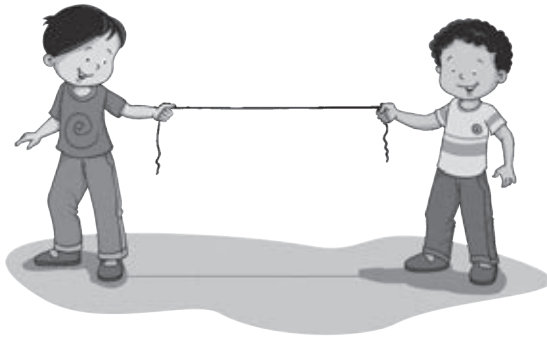
◀ Communication; Experiential Learning

- F** Work in pairs. Take turns to give your partner instructions to draw something. Use adjectives correctly.

◀ Art Integration; Application of Knowledge

Example

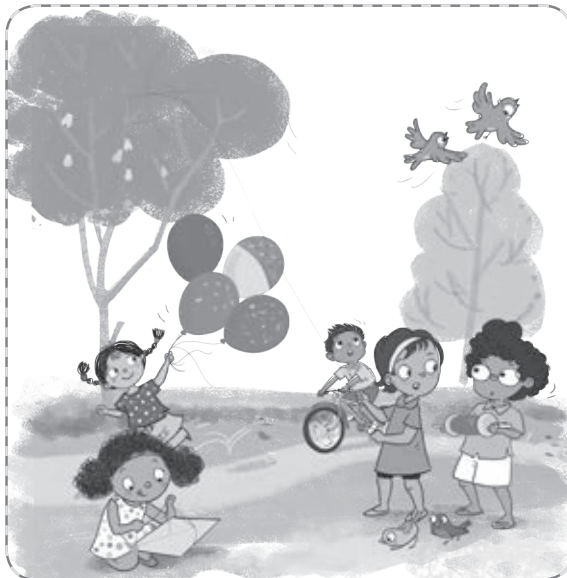
Two boys are pulling on the ends of a *long, black* string.



- G** Write the differences between the two pictures on the next page. Ensure that there is subject-verb agreement and use suitable adjectives in your sentences.

Draw and add something to the first picture so that there is another difference between the two pictures.

◀ Critical Thinking; Art Integration



- H Work in two teams. Your teacher will give each team an object such as a green colour pencil or a red sharpener. Team A will hide the object somewhere in class. Team B will ask questions using prepositions to guess the location of the object. Once the object is discovered, Team B will take their turn at hiding the object given to them.

◀ Application of Knowledge; Critical Thinking

- I Work in groups. Take turns to narrate a famous story in the class.

◀ Creativity; Collaboration

- J Write *a* and *an* in two separate columns. Look around the class, identify different nouns and classify them under the right column. The activity must be completed within a minute or two. Those who give the maximum correct answers will be the winner(s).

◀ Conceptual Understanding

- K Work in pairs. Make a story using the conjunction *and*.

◀ Creativity; Application of Knowledge

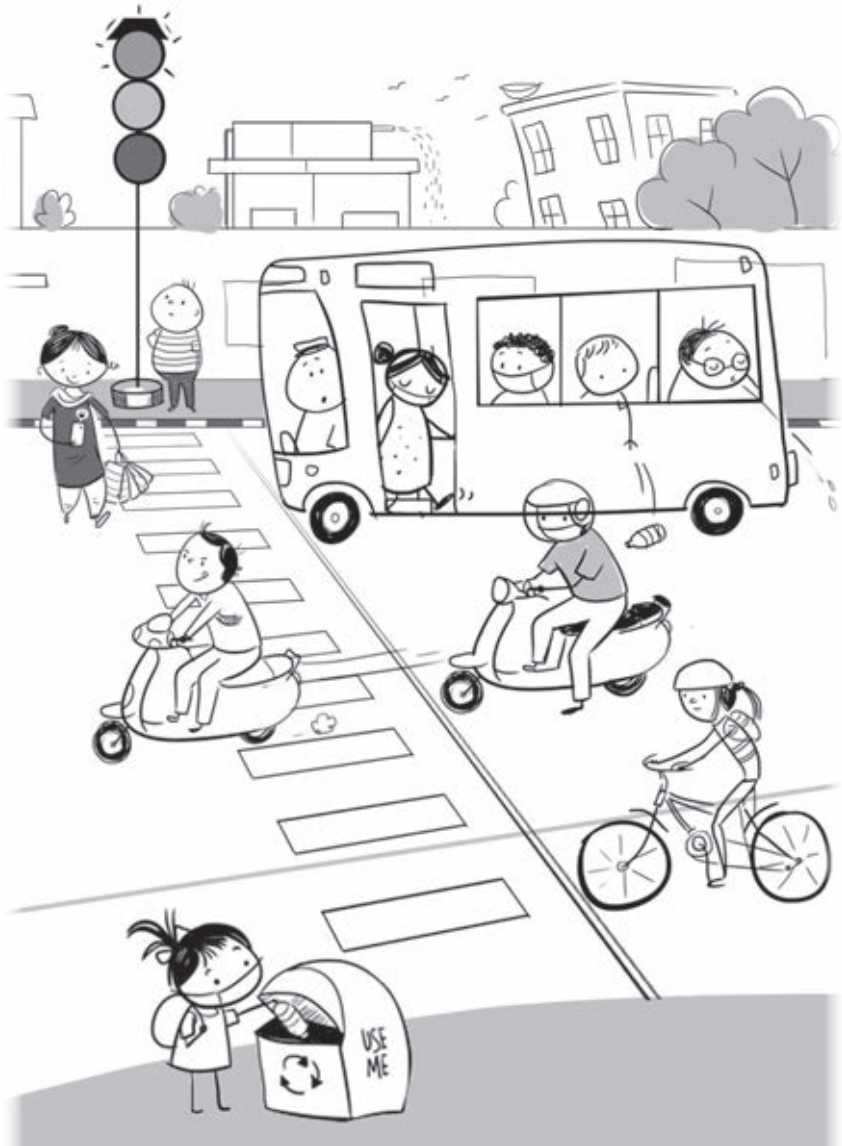
Example

Once upon a time, there were a brother and sister. They lived in a house made of mud and straw.



- L Work in pairs. Look at the picture. Write two sentences about the actions that are right and two about the actions that are wrong.

◀ Life Skills and Values; Multidisciplinary Approach



Projects

- A** Work in groups of five. Your teacher will give each group a topic such as *trees* or *flowers*. Find poems and songs on the topic. Write them on a chart paper using a sketch pen. Use a different colour for the nouns and another for the conjunctions. You may paste pictures too. Display your work in class.

◀ Art Integration; Collaboration

- B** Work in groups. Look at this picture. Use it to create a grammar quiz of eight questions. You must cover articles, adverbs and prepositions.

Example



There is a boy _____ the pond. He is pulling _____ paper boat _____

Answers: at/near, a, softly/happily

◀ Application of Knowledge; Critical Thinking

- C** Work in groups to create a poster about cleanliness. The groups will also take turns each week to keep the classroom neat and tidy. Include a section

on each poster where the teacher can give groups yellow, brown or red stars based on their efforts.

◀ **Experiential Learning; Multidisciplinary Approach**

Example



- D Work in two teams. You will practise for a week and then present a well-known fable as a mime. The other team will guess the story and narrate it once they have identified it correctly. Use parts of speech correctly. Your teacher will help you when necessary.

◀ **Art Integration; Collaboration**