

Class : 4
Subject : Grammar Cloud

Lesson : The Sentence

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Sentences
- Meaningful sentences
- Grammatically correct sentences

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Worksheet provided for practice

Warm Up

Before getting started, you can write the following sentences on the black board.

- is reading a book Ram.
- He is running towards the dog.
- rises sun the in east the.

Now, ask the question: which of these sentences is correct and why?

Points to Discuss

- A sentence is a group words joined together to make a sensible statement.
- First letter of a sentence is always a capital letter.
- For grammatically correct sentences we use punctuation marks.

Classroom Activity

Swapping Words Around

This activity uses a mixed-up sentence which students have to put in the correct order. However, there is a rule! Students are only

allowed to swap the places of two words in each move. Write the words, in any order in a straight line on the board. Give them a limited number of moves, say six for a nine word sentence. In other words, they have to sort out a nine word mixed-up sentence by moving two words each turn, in six turns. In each turn, the chosen words must be put in the place of the other. Make it easier by showing them the original sentence first, if you feel this is too difficult. For example,

are library studying Mohit together and Sohan in the.

First move: Mohit library studying are together and Sohan in the.

Second move: Mohit and Sohan are together library studying in the.

Third move: Mohit and Sohan are studying library together in the.

Fourth move: Mohit and Sohan are studying together library in the.

Fifth move: Mohit and Sohan are studying together in the library.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|------------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Participation | | | | |
| Accuracy | | | | |
| Task fulfillment | | | | |

Classroom Activity

Begin in the Middle

Write the middle word of the sentence on the board, and then give the class the two words that go on either side of it in the sentence. The students' task is to decide which goes in front and which goes behind. If they choose correctly, write the words in their places on either side, then give them the next pair, then another, and so on

until the sentence is complete. Thus, if the original sentence was ‘Ria said she wished she had a new red bicycle.’ Then, start with ‘had’, the first pair would be ‘she’ and ‘a’, and the second ‘wished’ and ‘new’. To make it competitive, they lose a life for each wrong decision. If they lose three lives, they have lost the game.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|------------------|-------------------|-------------------|-------------|---------------|
| Accuracy | | | | |
| Task fulfillment | | | | |
| Knowledge | | | | |
| Understanding | | | | |
| Participation | | | | |

Classroom Activity

Threes

Choose a twelve word sentence. For example,

My mother went to the market but has not come back yet.

Write the words alternately in three sections.

1. My to but come
2. mother the has back
3. went market not yet

Next, mix the words up within the sections and write them on the board.

1. to My come but
2. back mother has the
3. yet not went shops

Put students in groups of three, give each student a number, 1, 2, or 3 and ask them to say one word from their section in turn. Encour-

age them to experiment with different orders until they find one that sounds right. (Note: leaving the capital letter on 'My' will help them to start.)

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|-------------------|-------------|---------------|
| Accuracy | | | | |
| Task fulfillment | | | | |
| Awareness | | | | |
| Participation | | | | |
| Sentence formation | | | | |

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Mind Reading Students

Tell the students you have thought of a sentence. Give them the number of words in your sentence (say, 10 words), also the first word (say, 'I'), and the tense to be used (say, present, past or future). Ask for possible answers. In fact, you have not thought of a sentence but work with the students' answers until you get a correct sentence of the required length. Encourage students to play around with sentences until they hit the required word number, but you will probably need to help them.

For example, one student may say "I have ten rupees in my pocket." This sentence is too short, so write it on the board but leave spaces, so you can change it to "I have ten rupees in my pocket to buy a chocolate." The point is to make students think they are reading

your mind, by finding the sentences so quickly, so pretend to be surprised when they are successful.

Enrichment

Have students brainstorm, identify, read, and write meaningful and grammatically correct sentences.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Sentence construction

Life Skills

Collect New Words

Have each student keep a notebook of new words. This is a nice activity to do daily or a few times a week. It is also good for handwriting practice. Each day, each student finds a word in the dictionary that he does not know. He then writes the word, the definition, and an original sentence using the word in his notebook. Ask students to bring their notebook on the last working day of the month and exchange their words with the class.

Tips for Teachers

- Students at this level are more critical at thinking. They start building their own belief system and try to challenge themselves.
- Help them by inculcating a habit of productive work.
- It is the duty of a teacher to help student understand the consequences of their actions.
- During activities look for arrogant behaviours and try to sort them out.

Class : 4

Subject : Grammar Cloud

Lesson : Subject and Predicate

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Sentences
- Subject of a sentence
- Predicate of a sentence

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Sentences on a paper strip. Cut subjects from predicates.
- Paper strips with pictures of different scenarios written on them
- A hat or a box

Warm Up

Before getting started, you can write the following sentences on the black board.

- He is running towards the dog.
- I am singing a song.
- Rahul makes best jokes.

Now, ask the question:

- Why is the first word in each sentence underlined?
- Do all sentences make sense?
- Are these sentences grammatically correct?

Points to Discuss

- A sentence is a group words joined together to make a sensible statement. It has two parts.
- The part of the sentence that tells us, what or whom the sentence is about, is called the **subject**.

- The part of the sentence that tells us, something about the subject, is called the **predicate**.

Classroom Activity

Make-a-Sentence Challenge

In this hands-on game, help students to make their own sentences. Write several sentences on a piece of paper. Cut out all the subjects and predicates from each of the sentences. Place all of the pieces of paper in a hat or a box. Have each student draw a paper strip. Give students 1 minute to make as many full sentences as they can, using their own subject or predicate. The winner receives a prize.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|--------------------|-------------|---------------|
| Understanding | | | | |
| Participation | | | | |
| Accuracy | | | | |
| Task fulfillment | | | | |
| Sentence formation | | | | |

Classroom Activity

Dramatic Sentences

Write down several scenes or simple scenarios on a piece of paper, such as: friends going to a movie, kids playing a baseball game, etc. Ask few students to come up and pick sentences from the hat or the box and act out the scenario without using words. Take turns allowing the other students to guess what kind of scene is being acted

out. When a student participant makes a guess, ask him to make a complete sentence, such as "Bill is riding a bike." Then ask him to identify the subject and the predicate in the sentence.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|-------------------|-------------|---------------|
| Communication | | | | |
| Task fulfillment | | | | |
| Participation | | | | |
| Sentence formation | | | | |

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Multi-Sensory Grammar Lesson

Use coloured markers to help students easily visualise the different parts of the sentence. Give each student markers and a worksheet with sentences. Ask the students to circle subjects in red and underline all the predicates in blue. Discuss with students the usual placement of subjects (front) and predicates (end) and the exceptions where the subject is placed at the end. Students can also practise this on the board with different coloured chalks or board markers.

Enrichment

Have students brainstorm, identify, read, and write identify subject and predicate in meaningful sentences.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Creativity
- Sentence formation
- Logical thinking

Life Skills

Students need to be able to care appropriately for both school and personal property. This includes keeping desks tidy, returning materials to their proper storage locations, keeping the classroom neat and clean, throwing papers and wrappers in the trash bin, and keeping all personal items organised and accessible.

Tips for Teachers

- Subject and Predicate are the two basic building blocks of any complete sentence; and a complete sentence is the first step in a student's journey in Grammar!
- Write an example sentence on the board and underline the subject once and the predicate twice.
- Ask students to write a short sentence in their notebooks and underline the different parts as you did. Then ask them to share their sentences as you write them on the board.
- Take students to the library and pick one of the story books. Get students to identify the subjects and predicates in the sentences. Make sure that do not mark anything on the book. They should write separately in their notebook or on a sheet of paper.
- Give them practice worksheets of subject and predicate.
- Give praise to the entire class as frequently as possible (for example, "Thank you for working so quietly" or "I'm delighted to see you all working so well today").
- Use facial expressions to convey to the student that the misbehaviour was not totally overlooked. Circulate around the room frequently, to avert potential behaviour problems.

Class : 4
Subject : Grammar Cloud

Lesson : Kinds of Sentences

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Sentences
- Assertive sentences
- Interrogative sentences
- Exclamatory sentences
- Imperative sentences

Teaching Resource Materials

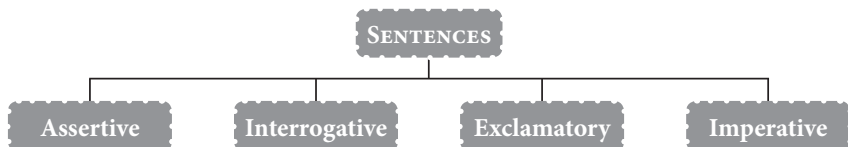
- Textbook: Grammar Cloud 4
- Banners of sentence types
- Appreciation stickers
- Blank paper chits

Warm Up

Before getting started, you can ask the following questions in class:

- What is your name?
- How will you tell someone that you are happy or angry?
- How will you ask someone for help?
- How will you tell someone about something?

Points to Discuss



- A group of words that makes a complete sense is called a sentence.
- A sentence always begins with a capital letter, has a verb and ends with a full stop (.), question mark (?) or exclamation mark (!).
- In English, there are different types of sentences.
- Sentences that end in a (.) full stop are called assertive sentences. They are statements.
- Sentences that end with a question mark (?) are called interrogative sentences. They are questions.
- A sentence which gives request, command or direction is called imperative sentence. It usually begins with a verb. They also end with a full stop (.)
- The sentences that end with an exclamation mark (!) are known as exclamatory sentences. These sentences express sudden feelings of happiness, sorrow or surprise.
- The words Wow, Hurrah, Alas, Oh no, etc., are words used for exclamations.

NOTE: Teach students about the types of sentences through classic method of board teaching. After the students are familiar with the concepts do following activities in the classroom.

Classroom Activity

Four Corners

Hang the sentence banners in each corner of the classroom. Students choose a corner in which to stand. Teacher reads a sentence. If students think it is the sentence type designated by their corner, they sit down. If students are wrong (they stand up in the wrong corner), they are out of the game! Students who are correct, get an appreciation sticker. Teacher reads 10 sentences. The student with the most stickers is the Sentence Champ!

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|-------------------|-------------|---------------|
| Awareness | | | | |
| Participation | | | | |
| Discipline | | | | |
| Accuracy | | | | |

Classroom Activity

Use the given worksheet for practice.

WORKSHEET

1. Write two examples of each type.

a. Imperative (give command)

b. Assertive (simple statement)

c. Exclamatory (express strong feeling)

d. Interrogative (ask a question)

_____ - _____

2. Use the correct punctuation for the following sentence.

- a. I had a crazy day at school_____
- b. When are we going to the museum_____
- c. You need to complete your homework on time_____
- d. Please take out the garbage when you get home_____
- e. Where are we going to work_____
- f. Yay_____ We won the game_____

3. Read each sentence and add correct punctuation mark and then write the type of each sentence.

- a. How was your day in school_____
- b. I am so excited I passed the test_____
- c. Walking up that mountain is dangerous_____
- d. He is the leader of the group_____
- e. Wow _____ What a beautiful painting_____

NOTE : This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Grammar Drama

Divide the class into four groups. Give each group a sentence type and ask them to prepare a skit on it. The best performances will receive a gold star or even chocolates as per teacher's choice.

Question and Answer

Divide the class into two groups. Assign each student a blank paper chit. Ask each student of one group to write a question on a chit. Collect all question chits from the group and spread them on the table. Now, ask the students of the other group to come up and pick one question from the table and write its answer in his or her chit. Once all the questions are answered, let each student stand up and read the question and the answer. The students who have answered correctly can be given golden star.

Enrichment

Have students read a short story or a passage and read and identify different types of sentences in it.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Sentence construction
- Logical and critical thinking

Life Skills

Making good decisions is a life skill every child should begin learning at a young age. At this age they should learn to analyse the situation and think of the actions to take place. Students have a keen observing skills, they will know what they want to know. Therefore, teaching them to analyse what they observe around them should start at this age.

Tips for Teachers

- Ask students to write few sentences about their families. Encourage them to use all four types of sentences, if possible.

Let them exchange their work with their partners and cross check each other's work.

- Give the student a position of responsibility in the classroom and encourage him/her to set a good example for others (e.g., passing out papers, collecting notebooks).
- Post a chart in the front of the room delineating the rules to be followed when responding. For example:
 1. Raise your hand if you wish to talk.
 2. Wait to be called on.
 3. Listen while others talk.
- Teach them the difference between command and request sentences. Tell them that the teacher or a parent can give you the command, but in peer group, they should request their classmates to do some work. For example,
- **Teacher to student:** Open the window.
- **Student to student:** Please help me in my classwork.

Class : 4

Subject : Grammar Cloud

Lesson : Articles- A, An, The

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Articles a, an and the
- Indefinite articles **a** and **an**
- Definite articles **the**

Teaching Resource Materials

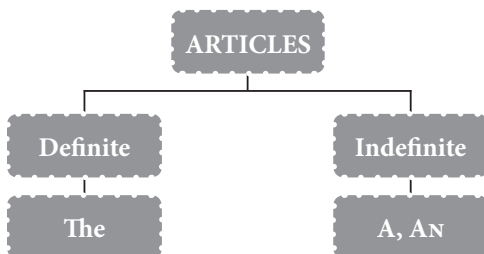
- Textbook: Grammar Cloud 4
- Some pictures depicting simple scenes such as an apple and a book on a table, birds flying in the blue sky with clouds, two big trees and a bench in a park, etc.
- Printouts of the game for fun time

Warm Up

Before getting started, you can ask the following questions in class:

- What are articles?
- When do we use article **a**?
- When do we use the article **an**?
- When do we use the article **the**?

Points to Discuss



NOTE : *The concept of articles has been taught in previous two classes. Revise the concept once more and use the worksheet for practice.*

Classroom Activity

Simon Says “Listen carefully to the articles”

Simon Says is a well-known children's game where students only do an action if the instructions are preceded by the words “Simon says...” and otherwise, they stand still. In this activity students only do the action if the instructions are grammatically and logically correct, and this can easily be adapted to practise articles with instructions. For example,

Look at the teacher.

Point at the tallest student.

Pick up a notebook from the table.

In case the article is not used properly, the students will not be able to understand the instruction. For example,

Touch the student. (they don't know which student)

Takeout the book from your bag. (they don't know which book)

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|------------------|--------------------|-------------------|-------------|---------------|
| Awareness | | | | |
| Participation | | | | |
| Discipline | | | | |
| Task fulfillment | | | | |

Classroom Activity

Picture Dictation

This is another fairly well-known game, where one student describes a picture (given by the teacher) and others try to draw what they hear. This activity is a very natural place for the use of articles, especially the generalization that we use “a” the first time we talk about something and “the” the next time. For example,

An apple is lying on a table.

The apple is red in colour.

The table has four legs and is brown in colour.

A book is also lying on the table.

The book is of blue colour.

When the picture is finished, it can then be compared with the original. Give a golden star to the students who have drawn the picture correctly. Appreciate other students as well for their effort.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|------------------|--------------------|-------------------|-------------|---------------|
| Communication | | | | |
| Task fulfillment | | | | |
| Knowledge | | | | |
| Participation | | | | |
| Confidence | | | | |

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Article Board Game

Give each pair the printout of the following game. The first pair to finish will win.

| | | | | | | | |
|--|--------------------------------|----------------------------|---|----------------------------------|---------------------------------------|--------------------------|-------------------------------|
| Start | Please wash ____ apple. | ____ igloo is made of ice. | ____ kitchen is large. | Turn off ____ lights. | That is ____ pretty dress. | I am ____ architect. | Did you see ____ fireworks. |
| a, an, or the? | | | | | | | ____ earth is large! |
| He is ____ firefighter. | I need to buy ____ umbrella. | ____ suitcase is heavy! | ____ apple a day keeps the doctor away. | I am taking ____ English course. | This is ____ onion. | ____ flowers smell nice. | I ate ____ egg for breakfast. |
| We saw ____ elephant at the zoo. | | | | | | | |
| He is ____ best soccer player in ____ world! | Can you pass ____ salt please? | I play ____ drums. | I mailed ____ letter to my sister. | ____ city is noisy. | May I have ____ cup of coffee please? | I work in ____ office. | Finish |

Enrichment

Have students brainstorm, identify, read, and write sentences by placing correct articles in them.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Sentence formation
- Logical thinking
- Analytical

Life Skills

Teach students how they should behave well in group and class-room activities. It includes listening to others in large and small groups, knowing how to take turns, contributing appropriately, sharing, and being polite and respectful during the activities.

Tips for Teachers

- Students should know the difference between **a**, **an** and **the**.
- They should know that the articles **a** and **an** are used for singular item and article **the** is used for proper noun either singular or plural.
- Make book exercises time based.
- Explain few exercises in the classroom and give them as homework.
- Give them few practice worksheets based on the articles so as to make the concept clear.

Class : 4
Subject : Grammar Cloud

Lesson : Nouns

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Common and proper noun
- Countable and uncountable noun
- Concrete and abstract noun
- Collective and material noun

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Cards with types of noun written on them
- Worksheet for practice as given below
- Bags for different nouns
- Flash cards with some adjectives, verbs and common nouns written on them from which abstract nouns can be formed
- Cards with format as follows (try to give instructions from all different types of nouns)— Few sample cards are given below:

Find the common and proper noun in the following sentence.

Jane and Jia are best friends

Write the abstract noun of the following.

child _____

laugh _____

Write the plural of the following nouns.

man _____

kite _____

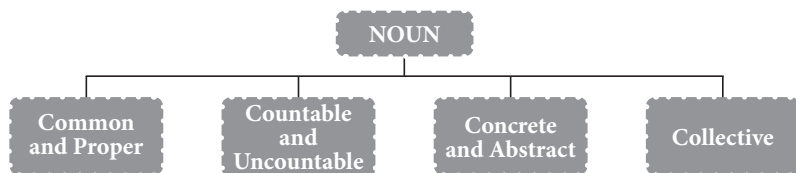
Warm Up

Before getting started, you can ask the following questions in class:

- What is a noun?
- What are the most famous tourist places of India?
- How many states are there in India?
- Can you see air?
- Can you hold water and can you hold air?

- What is the name of our President?
- The answers to these questions will help students understand the different types of nouns.

Points to Discuss



- English, nouns are categorised in different forms.
- **Common Nouns** are the general names given to persons, animals, places or things which are of the same kind. They do not necessarily begin with capital letter.
- **Proper Nouns** are the names of particular persons, animals, places or things. They always start with capital letter.
- Some nouns can be counted. These are called **countable nouns**. They have both singular and plural forms.
- Some nouns cannot be counted. These are called **uncountable nouns**. They do not have a plural form.
- Nouns that you can touch and see and have shapes and sizes are called **concrete nouns**. You can feel them with your hands.
- **Abstract nouns** are all ideas that we can experience. We can feel them in our hearts. They do not have any shape and size.
- A **collective noun** is the name given to a collection of people, animals or things.

***NOTE :** The concept of noun, common noun and proper noun has been taught in previous two classes. Revise the concepts again and use the worksheet for practice.*

Classroom Activity

Skit on Type of Noun

Divide the class in groups of four students. Now, ask one student from each group to come forward. Let each of these students choose a card at random and they will have to prepare a skit on the type of noun they get. In their skit, they can give definition of the type of noun, their examples, some sentences, etc.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-------------------|--------------------|-------------------|-------------|---------------|
| Participation | | | | |
| Creativity | | | | |
| Public speaking | | | | |
| Task fulfillmentt | | | | |

Classroom Activity

Use the following worksheet as practice for the concept of noun, common noun and proper noun.

WORKSHEET

1. Determine whether each noun is a common noun or a proper noun.

- a. March _____
- b. day _____
- c. Christmas _____
- d. doctor _____
- e. cereal _____

2. Read the following sentences. Write 'c' above concrete noun and 'a' above abstract noun.

- a. After dinner Molly felt very full.
- b. Next month Henry will go on vacation.
- c. When Ethan broke his leg, he felt intense pain.
- d. I ate peanuts on my birthday.
- e. The elephant died in October.

3. Write two sentences for each of the following nouns.

a. Countable

b. Uncountable

c. Material

d. Collective

Note: This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

Classroom Activity

Going for a Picnic

This is a pair activity. Give each pair of students a coloured sheet and coloured pencils. Ask them to make two columns on the sheet and name them “Countable” and “Uncountable”. Now, ask each pair to write down at least five countable and uncountable things that they would like to carry on the picnic. Once they have completed their work, collect their sheets, shuffle them and redistribute them to all pairs. Let one pair crosscheck the list of items written by other pair and assess their work.

Classroom Activity

Happy to Happiness

This is an individual activity. Put all flash cards with common nouns, adjectives and verbs written on them. Call students one by one and tell them to take out one card and go back to their seat. Once the cards are assigned to each student, tell them to write the abstract noun formed from the given word. Now, tell them to exchange their cards with their bench partner and crosscheck their work.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-----------------|--------------------|-------------------|-------------|---------------|
| Accuracy | | | | |
| Team work | | | | |
| Vocabulary | | | | |
| Task fulfilment | | | | |

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

The Scoot!

Place the bags on the table in line. Ask students to pick a card (shown in the teacher resource material) from each bag and get back to their seats. The students have to perform the instruction written on the card before the teacher says scoot. It is upto the teacher to say scoot 30 seconds, 45 seconds or 1 minute later. Students who complete all the cards correctly win.

Stand up for Material Nouns

Place few objects on your table (for example, book, wooden piece, rubber, glass, chalk, etc.) and show them one by one to the class. Instruct them to stand up on their seats if the object is a material noun. The students who will give wrong answers will be out of the game. Make those students stand separately. The students who left in the end will be the winners.

Classroom Objects

Create six columns on the board and write the types of nouns as column header. Give two minutes to the class to look out for different types of nouns in the classroom. Now, call one student at a time and ask him or her write down any one noun of the classroom objects in the correct column. If any student make a mistake while categorising the object, ask other students to correct him or her. A sample table is shown below.

| Common | Proper | Abstract | Concrete | Countable | Uncountable |
|--------|--------|----------|----------|-----------|-------------|
| book | Jia | noise | pencil | students | water |

Group of Objects

Place different objects on your table (say, flowers, grapes, keys, books, sticks, etc.). Now, first show the students a single object (say, a grape) and then the group of objects together. Tell them that some groups of objects are called by a specific name. These are called collective nouns. For example, group of flowers is called a bouquet, group of grapes and keys is called a bunch, group of books is called a pile or library, group of sticks is called a bundle, and so on.

Enrichment

Have students read a paragraph and identify different types of nouns in it.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Social
- Creativity
- Public speaking
- Logical thinking
- Decision making

Life Skills

Children must learn how to prepare a meal in the kitchen. You can teach students how to fix a sandwich and how to use the microwave. As children become more confident in the kitchen, they can add on other meal prep life skills like learning how to pack their own lunch, make healthy food choices, cook a simple meal on the stove with adult supervision and plan their own meals.

Tips for Teachers

- Give proper explanation and enough suitable examples to make the concept clear. The concept of different types of noun can be made clear by showing pictures of different objects, persons, or animals. Make them understand the difference between each type of noun by looking at the pictures.
- Develop a method to call on each one of your students and don't let a few of your talkative ones dominate the class.
- Encourage all of your students to participate in your lesson and if a student gives a wrong answer, encourage and help them to succeed by helping them come up with the correct answer by giving clues, asking questions and probing them.
- Make sure that you always thank all students for their participation in class lessons.
- Please remember to give students enough wait time to answer the question because students are all different and some need more time than others.
- You never want to shut down your students keep the answers flowing and always continue to encourage and bring forth the best in them.

Class : 4
Subject : Grammar Cloud

Lesson : Nouns: Number

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Singular Noun
- Plural Noun

Teaching Resource Materials

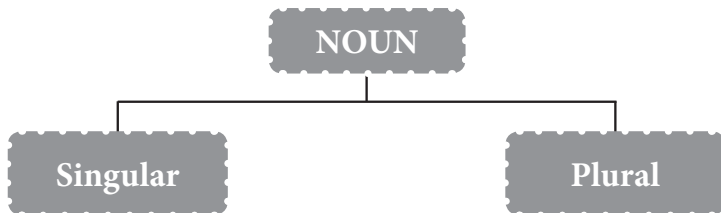
- Textbook: Grammar Cloud 4
- Worksheet for practice as give below
- Word cards and picture cards of nouns
- Flash cards of singular and plural nouns

Warm Up

Before getting started, you can ask the following questions in class:

- How many students are there in the classroom?
- What is a group of sheep called?
- Is hair a singular noun or plural noun?
- What is a single hair called?
- What is plural of man?
- What is plural of child?

Points to Discuss



- There are two types of noun—singular and plural.
- Singular nouns are those nouns that names only one person, place, animal or thing.
- Plural nouns are those nouns that names more than one person, place, animal or thing.

NOTE : *The concept of singular and plural nouns has been taught in previous class. Use the following worksheet for practice and revising the concept.*

Classroom Activity

Use the following worksheet of noun for practice.

WORKSHEET

1. Circle the plural form of each noun that correctly fits the sentence.

- The (houses/homes) for sale were all over-priced.
- The teacher reminded his students to bring their (penciles/pencils) to school everyday.
- There were a lot of (computers/computeres) in the new lab.
- She brought three (camerass/cameras) for all three of sisters.
- The (televisions/televisions) at the store were on sale.

2. Rewrite the sentences after changing them to plural noun.

a. The child went to see the play at the theatre.

b. Mom bought a loaf of bread.

c. It was autumn when a leaf fell from the tree.

d. The thief stole all the jewellery.

e. The cow had a baby.

Classroom Activity

Change the Number

Put all the flash cards with singular and plural nouns written on them in a box. Ask students to come and take out one card randomly from the box and go back to their seats. Once all cards are distributed, tell each student to change the number of the noun written on the flash card. If singular noun is written, they have to write its plural form, and vice versa.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★★ | Good ★★★ | Average ★★ |
|-----------------|--------------------|--------------------|-------------|---------------|
| Accuracy | | | | |
| Task fulfilment | | | | |
| Vocabulary | | | | |
| Spellings | | | | |

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

One or More

Divide the board in two halves. On one side, write the heading 'SINGULAR' and on the other side write "PLURAL". Now, write some sentences in singular (for example, a boy has a toy. I am playing with a car, she will read a book, etc.). Then ask students

to convert the singular nouns into plural nouns. Make them raise their hands if they know the answer. Complete the other side of the board and then teach them about how we can convert singular noun in plurals.

Noun Poem

Divide your class into pairs and have them create a noun poem together. They should use both singular and plural forms of nouns in their poem. Encourage them to incorporate irregular nouns into their writing. You might want to model an example to use such as

I see one box. He sees two boxes.

I found one knife. My friend finds two knives.

The students in pairs can write their poems and decorate them, or act them out using props or pictures.

Enrichment

Have students brainstorm, identify, read, and write singular and plural nouns in their surroundings.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Companionship

Life Skills

While indulging in a group activity, students should remain patient and attentive. They should wait for their turn and allow the fellow participant to complete their turn. If a student fails to answer correctly, other students should not mock him/her. A healthy and positive classroom environment is very essential for a child's intellectual growth.

Tips for Teachers

- While working in a group activity, make sure you take enough number of students to avoid chaos during the activity.
- While teaching them the conversion of singular into plural make sure they have learned the use of endings completely.
- Book exercises can be done both in class and as homework. Before giving them the homework make sure you discuss the exercises in the classroom.
- Encourage them to behave well in the class.
- Make sure you focus on shy students and encourage them to participate more in classroom activities.

Class : 4

Subject : Grammar Cloud

Lesson : Nouns: Gender

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Masculine gender
- Feminine gender
- Neuter gender
- Common gender

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Worksheet for practice as given below
- Flash cards with different gender examples written on them

Warm Up

Before getting started, you can ask the following questions in class:

- What is the opposite of mother?
- What is the gender of a table?
- Who is your best friend, a boy or a girl?
- Do non-living things have gender?
- If lion is a male then who is a lioness?
- Is rabbit a male or a female?
- What is the gender of a teacher or a doctor?

Points to Discuss

- In English, the nouns are divided into four genders, masculine, feminine, neuter and common.
- Masculine gender refers to the male category like man, father, brother, boy, steward, peacock, lion, etc.

- Feminine gender refers to the female category like girl, mother, sister, waitress, air hostess, peahen, lioness, etc.
- Non-living things have neuter gender.
- Common gender stands for both male and female. For example, teacher, doctor, etc.

Classroom Activity

NOTE : *The concept of gender has been taught in previous two classes. Revise the concepts again and use the following worksheet for practice.*

WORKSHEET

1. Change the gender in the following sentences.

- a. She met that girl at the club.

- b. He told his teacher the truth.

- c. The cow ate the green grass.

- d. A tiger is a savage animal.

- e. A mouse is a tiny animal.

2. Identify the words if they are masculine, feminine, neuter, or common gender noun.

a. Hunter

Masculine Feminine

Neuter Common

b. Computer

Masculine

Feminine

Neuter Common

c. Spinster

Masculine

Feminine

Neuter Common

d. Police-man

| | | |
|-----------|----------|---------------|
| Masculine | Feminine | Neuter Common |
|-----------|----------|---------------|

e. Governor

| | | |
|-----------|----------|---------------|
| Masculine | Feminine | Neuter Common |
|-----------|----------|---------------|

f. Heroine

| | | |
|-----------|----------|---------------|
| Masculine | Feminine | Neuter Common |
|-----------|----------|---------------|

g. Son-in-law

| | | |
|-----------|----------|---------------|
| Masculine | Feminine | Neuter Common |
|-----------|----------|---------------|

Note: *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

Classroom Activity

The Role Play!

Let each student choose a flash card. They will have to act and say about their character that is written on the flash card. The rest of the students have to guess the character and the gender. For example, a flash card says 'Mother'. Then the student who gets this flash card will say, I do household work, but I am not a maid. I take care of children but I am not a nanny. I cook food but I am not a chef. I love my family members and they are my world. Who am I? The other students will say "She is a mother."

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-----------------|--------------------|-------------------|-------------|---------------|
| Awareness | | | | |
| Participation | | | | |
| Description | | | | |
| Vocabulary | | | | |
| Task fulfilment | | | | |

Classroom Activity

The Neuter and the Common Gender

Divide the class into two groups—one for neuter gender and the other for common gender. Divide the board into two sections and write **Neuter** on one side and **Common** on the other. Ask a student of the first team to come and write a name of a neuter noun, and a student of the second team to name a common noun. The team which gives a wrong noun loses a point. The team which writes a correct noun but spellings are incorrect loses half point. The team which gives more correct nouns wins. Play the game for 5-8 minutes. Ask the class to clap for the winning team.

This activity helps the student understand the difference between the neuter and common gender.

Note : *You can help the students by telling that non-living things have neuter gender and the professions such as singer, dancer, teacher, doctor, student, minister, peon, painter, etc., have common gender.*

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|--------------------|-------------|---------------|
| Awareness | | | | |
| Participation | | | | |
| Accuracy | | | | |
| Vocabulary | | | | |

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Categorise the Gender

Hang a banner of all four types of genders in four corners of the classroom. Place the flash cards of the genders on the table and ask students to pick one card, and go and stand in the correct corner by holding the flash card. The students who do not stand in the correct corner will lose the game. Once all the flash cards are finished, collect them back and play the game again. You can play this game any number of times so that the students get the clarity of all types of genders.

Enrichment

Have students brainstorm, identify, read, and write about the four gender nouns.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Presentation
- Imagination
- Team work

Life Skills

Role plays are very useful. They build the self-confidence of the students, improve language and communication skills, and help them deal with different situations. Students learn the moral behaviours and understand the basic characteristics of that role that they play, either of a human, an animal or anything else.

Tips for Teachers

- Start the lesson by writing some nouns (male, female, neuter, common) on the board. Ask the students about the gender of

each noun. Give them as many words as possible for which they can tell the opposite gender of the given words.

- Ask the students to give more gender (masculine, feminine, neuter) nouns.
- While performing activities make sure students do not make noise and quietly raise their hands if they know the answers.
- Make students with extrovert behaviour sit with shy students. It will help the introvert kid to build some confidence.
- Make sure you collect all the teaching material and it is not ruined. Teach students to use the materials properly.

Class : 4

Subject : Grammar Cloud

Lesson : Nouns: Possession

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Use of apostrophe (')
- Apostrophes in Singular Possessive Nouns
- Apostrophes in Plural Possessive Nouns

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Worksheet for practice as given below
- Old magazines and/or newspapers
- Scissors
- Glue sticks
- White piece of poster paper

Warm Up

Before getting started, you can ask the following questions in class:

- Whose bag is this?
- Is this Aman's bag?
- Whom does this book belongs to?
- A cat's baby is called?

Points to Discuss

- We use 's to show belonging or possession. We also use it to show that something or someone is related to another.

Classroom Activity

The Hunt!

Tell students that they are going to go on an apostrophe hunt to see how they are used. Explain that they will look for apostrophe examples in newspapers and magazines. Begin by having them write the title “The Apostrophe” either at the top or in the center of the poster paper. Begin cutting out examples that you find in advertisements and articles. Paste them in a collage format on the poster paper. Try to encourage students to find as many different examples of how apostrophes are used.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★★ | Good ★★★ | Average ★★ |
|-----------------|--------------------|--------------------|-------------|---------------|
| Understanding | | | | |
| Participation | | | | |
| Task fulfilment | | | | |
| Neatness | | | | |
| Motor skills | | | | |

Classroom Activity

Possessive Plural Nouns

Divide the class into groups of three students each. Have the groups brainstorm different plural nouns together. Make sure students come up with plural nouns that end in “s” and those that do not end in “s”. Ask one student of the group to use the word to create a possessive plural noun and another student can use the word in a sentence. For example, if a student says the word “children”, another student can write “children’s notebooks”, and the third student can write, “The teacher is looking at the children’s notebooks.” Encourage students to look over each other’s work and share their sentences with other groups.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-----------------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Participation | | | | |
| Vocabulary | | | | |
| Sentence formation | | | | |
| Motor skills | | | | |

Classroom Activity

Use the following worksheet for practice.

WORKSHEET

1. Read the first sentence. Finish the second sentence using the possessive apostrophe + s. One has been done for you.

a. The lunch belongs to Bob. It is Bob's lunch.

b. The pencil belongs to Dave. It is.

c. The book belongs to the library. It is

d. The desk belongs to the school. It is

e. The shoes belong to Jill. They are

2. Write a possessive form of the underlined word.

a. Carl favourite toy is broken

b. Chef Carter cut the strawberries tops off.

c. This is my neighbour dog.

d. The clowns noses were red.

e. I found the policeman whistle.

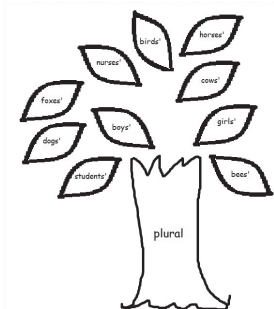
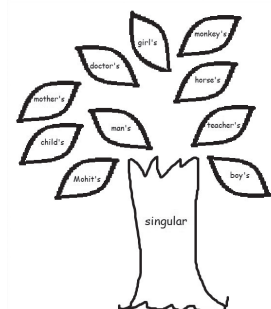
Note: *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

The Possessive Nouns Tree

Draw two trees on the board and write “Singular” on the trunk of one tree and “Plural” on that of the other. Draw 10 to 15 leaves on each tree. Now, call students one by one and ask them to write one possessive noun in one leaf of either of the trees. The sample trees are shown below.



Yes or No

Write down some sentences on the board with possessive nouns. Some of the sentences should be wrong in the use of apostrophe. Instruct students to read out the sentences one by one and tell whether the sentence is correct or not. If not then what will be the correct sentence. Choose a student to correct the sentence and write it on the board.

Enrichment

Have students brainstorm, identify, read, and write about possessive nouns in both singular and plural form.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Creativity
- Sentence formation
- Team work
- Motor skills
- Research

Life Skills

Newspaper is a very good source of information. Tell students the benefits of reading newspaper for 10 to 15 minutes daily. It enhances their language, vocabulary, writing skills, and general knowledge. Tell them that the newspaper keeps them updated with current developments of country and the world. They get useful information on latest discoveries and inventions. You can randomly ask few students to tell the latest news of a day to check whether they have been following your instructions.

Tips for Teachers

- While doing the paper cutting activity make sure no student harm themselves.
- Pasting can be a bit chaotic so tell the students how to use a gum stick wisely.
- Keep first aid in hand.
- It is a fun and individual game but students can help each other in cutting and pasting, make sure no fights are picked up during the activity and no student harm each other.
- The best way for this activity is that you demonstrate it yourself first. Then move around the class keeping eye on every student.
- Once the newspaper activity is done, make sure the kids collect all tit bits of the paper and throw them in the dust bin.

Class : 4
Subject : Grammar Cloud

Lesson : Pronouns

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the student will be able to learn about:

- Pronouns
- Singular and plural pronouns
- Gender pronouns
- Personal pronouns
- Difference between possessive pronouns and possessive adjectives

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Class test in the format as given below

Warm Up

Before getting started, you can ask the following questions in class:

- What are pronouns?
- Can you give examples of singular pronoun?
- Can you give examples of plural pronoun?
- Why do we use the pronoun “mine”?
- Do you know the difference between possessive pronoun and possessive adjectives?

Points to Discuss

- Pronouns are used for or in place of nouns to avoid repetition.
- Personal pronouns are the pronouns used in place of people, animals and things.
- Pronouns, which are used to show, possession or ownership are called possessive pronouns.

- Possessive adjectives are made from pronouns but are used before nouns as adjectives.

Classroom Activity

The concept of pronoun, possessive pronoun and personal pronoun has been taught in the previous classes. Students have performed various activities and worksheets on pronouns. For this class, re-revise the lesson through classic board teaching technique and ask students to prepare for a class test on a decided date. The format of the class test is given below.

Class Test Format

1. Give five sentences with a noun underlined, they will have to rewrite a personal pronoun to replace that underlined noun.
2. Give five sentences and students have to rewrite the sentence after converting it into a personal pronoun. Write in bracket in which the sentences should be changed. For example, I have an umbrella. (third person)
3. Give them 10 sentences with blanks. They have to fill the blanks with suitable possessive pronoun or possessive adjective. You can give options in brackets if required.

Note: This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

Classroom Activity

My or Mine

The main aim of this activity is to make student understand the difference between possessive pronoun and possessive adjectives. Call two students randomly with any of their belongings say, pencil, water bottle, book, etc. Now, ask the first student to show his or her belonging and speak out two sentences—first, using the possessive pronoun and the second with the possessive adjective. For example,

This book is mine.

This is my book.

Now, ask the second student to speak out the sentences by using “yours” and “your”. For example,

This book is yours.

This is your book.

Finally, give them the belonging (say, notebook) of any other student. Now, both will say:

This notebook is his.

This is his notebook

Or This notebook is hers.

This is her notebook.

Note : Before starting the activity, you can tell students that the possessive pronouns are usually placed at the end of the sentence; whereas the possessive adjectives appear before nouns.

FUN TIME

Once the chapter is completed you can play the following game in the classroom,

Find the Pronoun

Write down at least 10-15 sentences on the board that have personal pronoun, possessive pronoun or possessive adjective in them. Now, divide the classroom into four teams. Make one student from each team a team leader. Tell them that they have five minutes to find out all the pronouns in the sentences written on the board. Make sure you use a timer. After five minutes, give them two more minutes to submit their answers to their respective team leaders. Now, ask the team leaders to read out the answers one by one. The winning team will get a star on their wrist for brilliant performances.

Enrichment

Have students read a short story or a paragraph and identify different types of pronouns in it.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Creativity
- Leadership

Life Skills

A leader is somebody who takes initiative and responsibility of people working with him. Leadership qualities include, decision making, understanding different capabilities and abilities of team members and encouraging them to perform better. Before becoming a team leader you must be a team player.

Tips for Teachers

- Start the activity with a little introduction through the warm up questions.
- Use a stop watch or a timer during time based activity.
- Encourage them to behave well in the class.
- Tell them the meaning of team work and team spirit and team leader.
- Take in account of students who initiate more and those who does not.
- Equal participation should be encouraged in the classroom.
- Students usually get confused between possessive pronoun and possessive adjectives. Make sure to give them suitable examples to make the concept clear.

Class : 4

Subject : Grammar Cloud

Lesson : Adjectives

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Adjectives
- Types of adjectives

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Worksheet for practice as given below
- Picture cards showing different scenes such as rainy day, shopping mall, park scene, etc.
- Small paper strips with an adjective written on each
- Pictures of some animals, birds and insects

Warm Up

Before getting started, you can ask the following questions in class:

- What is the colour of the sky?
- What is the shape of sun?
- How many wheels do the cars have?
- How does the sugar taste?
- How does a flower smell?

Points to Discuss

- Words that describe nouns and pronouns are called adjectives.
- The adjectives which tell us, of what kind—a person, place, animal or thing is, are called adjectives of quality.
- The adjectives which tell us how much of a thing is meant are called adjectives of quantity.
- The adjectives which tell us how many persons, places, animals

or things are meant are called adjectives of number.

- The adjectives which are used to point out persons, places, animals or things are called demonstrative adjective.
- The adjectives which show the ownership and are used before nouns are called possessive adjectives.

Classroom Activity

Introduce yourself and your partner

The teacher can go first and then ask students to introduce themselves first and then their partners. Standing at the front of the classroom, students introduce themselves to the class by describing qualities about themselves – for example, “I’m curious, cheerful and tall.” After that, they will introduce their partner by saying “This is my partner. He/she is a bright student. We sit together every day.” etc.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|--------------------|-------------|---------------|
| Participation | | | | |
| Pronunciation | | | | |
| Vocabulary | | | | |
| Public speaking | | | | |
| Sentence formation | | | | |

Classroom Activity

Choose the Suitable Noun

Put all the paper strips of adjectives in a box. Call two students at

a time and ask one of them to take out an adjective strip and ask other to speak out a noun for the adjective. For example,

Pair 1:

Student 1: big

Student 2: elephant

Pair 2:

Student 1: beautiful

Student 2: flower

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Participation | | | | |
| Vocabulary | | | | |
| Communication | | | | |

Classroom Activity

Antonym and Synonym

This activity also requires the use of paper strips of adjectives. Again put the paper strips of adjectives in the box. Call two students randomly and ask one of them to take out an adjective strip. Now, ask one of them to say a synonym of the adjective and the other to say its antonym. For example,

Pair 1: big (adjective)

Student 1: large (synonym)

Student 2: small (antonym)

Pair 2: tasty (adjective)

Student 1: delicious (synonym)

Student 2: tasteless

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|-------------------|-------------|---------------|
| Knowledge | | | | |
| Pronunciation | | | | |
| Vocabulary | | | | |

Classroom Activity

Similes

A simile is a figure of speech that directly compares two things.

Show a picture of an animal, insect or a bird to the class and ask them to imagine a number of adjectives that can be given to that picture. Then tell them that the best adjective can be used to compare the animal with some other person. This comparison is called a simile. For example, if you show students a picture of owl, the students can say wise, intelligent. Then, you will say “as wise as an owl” is a simile.

NOTE : You can show the picture of lion, bee, peacock, elephant, fox, bat, bull, and lamb.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|-------------------|-------------|---------------|
| Knowledge | | | | |
| Understanding | | | | |
| Participation | | | | |
| Vocabulary | | | | |

Classroom Activity

Use the following worksheet for practice.

WORKSHEET

1. Underline the demonstrative adjectives and circle the possessive adjectives in the following.

- a. This tree is very old.
- b. That is my geometry box.
- c. Can you give me two of your marbles?
- d. This door leads to the attic.
- e. These are my stickers.
- f. He planted those trees.
- g. This building is very old. Its walls need paint.
- h. My uncle gave me a gift.

2. See the underlined adjective and state its kind:

a. Who gave you this book?

- i. Adjective of quality ii. Demonstrative adjective
- iii. Adjective of quantity iv. Adjective of number

b. Anita has got five pencils.

- i. Adjective of quality ii. Demonstrative adjective
- iii. Adjective of quantity iv. Adjective of number

c. There was a mistake in your answer sheet.

- i. Adjective of quality ii. Demonstrative adjective
- iii. Adjective of quantity iv. Possessive adjective

d. That child is happy.

- i. Adjective of quality ii. Demonstrative adjective
- iii. Adjective of quantity iv. Adjective of number

e. Is there any milk in the jug?

- i. Adjective of quality ii. Demonstrative adjective
- iii. Adjective of quantity iv. Adjective of number

3. Write a short paragraph on your favourite movie. Try to make use of different kinds of adjectives while describing the movie.

Note: *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Word Riddles

This is a fun game that tests student's creativity and understanding using adjectives. Have students come up with 'Who am I?' riddles using adjectives to describe animals, people, vehicles and other nouns. Have them read the riddles out to the class (or in small groups) and see who can solve the riddle. For example,

I am a bright and colourful insect. I have wings and I suck the nectar of flowers. Who am I?

Describing your Best Friend

Tell students to describe the qualities of their best friend. This can be a great exercise and also a great activity for teaching children positive social interactions, focusing on positive aspects of their classmates and developing empathy and sensitivity to one another.

Describe the Scene

Divide the class into groups of five students each. Give each group and picture card (with some scene), coloured sheets and coloured pencils. Instruct each group to observe the picture and write few lines to describe the picture. This activity will help them to think creatively and brainstorm the adjectives that can be used to describe the picture in the best way.

Enrichment

Have students brainstorm, identify, read, and write words that describe something or someone.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Written
- Creativity
- Empathy and sensitivity towards others
- Positive thinking

Life Skills

Teacher should inform students about compliments. Compliments are words of praise given to others to make them feel good about themselves. It is a social characteristic that students must have. Complimenting is a two way road. If you receive a compliment then you can also reply in a compliment. If you receive a compliment always reply with a thank you first.

Tips for Teachers

- It's very easy to get into the habit of calling home to parents when there is an issue to report. While these calls are necessary

and worthwhile, calls home for celebration are equally if not more important.

- Demonstrate the behaviour you want to see. Your class is your responsibility. Therefore, show students the kind of behavior you want them to inculcate in your classroom.
- Celebrate hard work. It your duty to motivate students and pay more attention to weak students. But if any student good or weak has performed well you must appreciate him/her.
- The classroom should not be the only place for group activities. Make groups and give them home projects so that they learn informal interactions.

Class : 4

Subject : Grammar Cloud

Lesson : Degrees of Comparison

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Adjectives of comparison

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Worksheet for practice as given below
- Survey sheets

Warm Up

Before getting started, you can ask the following questions in class:

- Who is the funniest person in your family?
- What is more expensive gold or silver?
- Who is the largest animal in the jungle?
- Who is the tallest student of our class?
- Which is the smallest bird in the world?

Points to Discuss

- We use adjectives not only to describe people or things but also to compare them.
- The positive degree simply denotes the existence of some quality in the thing or person we speak about. It is used to show no comparison.
- The comparative degree denotes a higher degree of quality than the positive. It is used to show comparison between two persons or things.
- The superlative degree denotes the highest degree of quality than the positive. It is used to compare more than two persons or things.

Classroom Activity

"Let's compare things on the table"

Put students into groups of 3 or 4 and have them sit around a table. Start by modeling the activity with a group. Choose an object that all the students have, such as a pencil, pen, pencil case, bag, water bottle, crayons, book, notebook, etc. and get each student to place one of theirs on the table. Then students compare their objects, for example:

Student A : (pointing) A colourful pencil case.

Student B : (pointing) A more colourful pencil case.

Student C : (pointing) The most colourful pencil case!

Have the groups use as many items as possible as they practice.

Now, ask them to walk around the room and compare the two or more objects using suitable degree of comparison. Finally, have each group present one of their conversations to the class.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|------------------|--------------------|-------------------|-------------|---------------|
| Awareness | | | | |
| Participation | | | | |
| Communication | | | | |
| Vocabulary | | | | |
| Task fulfillment | | | | |

Classroom Activity

Use the following worksheet for practice.

WORKSHEET

Complete the following sentences with the correct form of adjectives.

- a. This is the _____ watch in the shop. (expensive)
- b. The cheetah runs _____ than any other animal on earth. (fast)
- c. I know my handwriting is _____ (bad) but Swapnil's is _____ (bad).
- d. Mount Everest is the _____ peak in the world. (high)
- e. Ramya is the _____ girl in the class. (quiet)
- f. This is _____ than that. (good)
- g. Though Karan runs _____ (fast), Ankur is the _____ (fast) runner in our school.
- h. It is the _____ painting in the gallery. (valuable)
- i. I earn _____ money than you. (much)
- j. Rani is _____ than Rama. (pretty)

Note: *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Class Superlatives Survey

Give out a "Class Superlatives Survey" sheet to each student and have everybody stand up and mingle to write the names of students on their surveys. If you have a large class you can split into groups of 8-10 students to do their surveys. The activity may get a bit hectic but it will be great fun as students decide on important questions such as who has the biggest smile and is the fastest speaker. At the end of the activity, collate all of the individual survey answers to decide which student wins the popular vote for each category.

True or False

Play a short true or false trivia game saying sentences like “Russia is bigger than England,” “Burj Khalifa is the tallest building in the world,” “Ostrich is smaller than the penguin.” etc. This game will not only help in understanding the degree of comparison but also assess and enhance the general knowledge of the students.

Enrichment

Have students brainstorm, identify, read, and write sentences with adjectives while having the knowledge of comparison of adjectives.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Positive thinking
- Healthy comparisons among peer group

Life Skills

Teach students that etiquettes begin at home. These include manners during meals, with cousins and sibling and friends, with parents and elders and new people. Children’s manners and etiquettes represent his upbringing and family environment.

Tips for Teachers

- Explain the rules of in forming the degrees of comparison to the students.
- Give them a list of some of the commonly used adjectives with their comparative and superlative form. Tell them to learn the list by heart.

- Students at this age are very hyped and curious. They will want to know everything and be anything. You must share their zest of life and only then they will see a guide in you and respect you.
- Working with students sometimes takes tolls on your temper. Remember they are just kid and needs to be taught everything. Keep your cool and remain patient.
- Sometimes a student might not behave according to his will. Every human has some good in him/her. Try to see the good in every student and help them bring it out in them.

Class : 4
Subject : Grammar Cloud

Lesson : Verbs

Date : ____/____/____

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Verbs
- Being verbs, action words, and verbs of possession
- Transitive verbs
- Intransitive verbs

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Few potatoes
- Coloured sheets
- Coloured pencils
- Worksheet for practice as given below

Warm Up

Before getting started, you can ask the following questions in class:

- What is a verb?
- Are verbs only the action words?
- Are there any other verbs also?
- Can you frame some sentences that have verb denoting possession?
- Can you make sentences with two or more verbs in one sentence?

Points to Discuss

- Verbs are of three types:
 - ★ Verbs that denote 'Being': For example, is, am, are, was, were
 - ★ Verbs that denote 'Actions': For example, read, eat, sleep, etc.

- ★ Verbs that denote ‘Possession’: For example, has, have, had
- The subject and the verb in a sentence must match. This is called subject verb agreement.
- The sentence that has an object after the verb a **transitive verb**.
- The sentence that has no object after the verb is an **Intransitive verb**.

Classroom Activity

Hot Verb-Tato

Arrange a groups of 10 students in circles. Give each group a potato. Put on some lively music. On start, each student must say a verb and pass the “potato” to another student. When time runs out, the student holding the potato is subject to some lighthearted punishment. To make the entire experience educational and fun, the punishment can be anything related to verbs. For example, students can be given three random verbs and asked to use them in three meaningful and related sentences (like a three-sentence story).

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|-------------------|-------------|---------------|
| Awareness | | | | |
| Participation | | | | |
| Pronunciation | | | | |
| Vocabulary | | | | |
| Confidence | | | | |

Classroom Activity

Three Types of Verbs

Divide the class into three groups. Assign the name “Being Verbs”, “Actions Words” and “Possession Verbs” to each group, respectively. Give each group few coloured sheets and coloured pencils. Give each group the 10 minutes time to write as many sentences as possible containing the type of verb as that of their group name. For example,

Group 1 : I am a boy. (Being verb)

Group 2 : The sun shines in the morning. (Action word)

Group 3 : I have an extra pencil. (Possessive verb)

Ask the students to write the verb in different colour so that it is highlighted. The group who writes maximum correct sentences wins.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|--------------------|-------------|---------------|
| Accuracy | | | | |
| Participation | | | | |
| Task fulfilment | | | | |
| Sentence formation | | | | |
| Team work | | | | |

Classroom Activity

Transitive or Intransitive

Pair up the students. Call one pair at a time to the front and ask one student to speak out a sentence having an intransitive verb, and the

other students adds an object to it to make it transitive. For example,

Student 1 : Mohit reads.

Student 2 : Mohit reads a story book.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|--------------------|-------------|---------------|
| Understanding | | | | |
| Participation | | | | |
| Sentence formation | | | | |
| Task fulfilment | | | | |

Classroom Activity

Use the following worksheet for practice.

WORKSHEET

1. Choose the correct verb to form verb agreement.
- a. The four aliens _____ green goo inside their spaceship. (eat/ eats)
 - b. Those cars _____ a loud sound as they race around the track. (make/makes)
 - c. Our pizzas _____ so delicious! (taste/tastes)
 - d. My dinosaur _____ onto the trampoline. (leap/leaps)
 - e. I _____ milkshakes to cool down on hot summer days. (drink/drinks)

2. Fill in the blanks with the correct tense forms of the verbs in the brackets.

- a. It _____ (rain) since last night, and it _____ (look) as if it may rain for the rest of the day.
- b. My school _____ (hold) a food-and-fun fair next month to raise money for the school building-fund.
- c. Look! Those bees _____ (buzz) round the flowers. The bees _____ not only _____ (collect) honey, but they _____ (pollinate) the flowers as well.
- d. Mary told him what _____ (happen) to his dog, so he _____ (run) home to see how it _____ (be).
- e. _____ the taxi _____ (come) yet ? It _____ (be) already ten minutes late. I hope it _____ (be) here soon.

Note: *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

The Random!

This will be a quick and fun game to play and revise the verbs students have learned in the class. Choose a student at random and ask him/her to say a sentence that contains one or more verbs. Next, choose another student who will pick out a verb from the sentence and tell whether it is an action verb, possession verb, transitive, intransitive or 'being' verb. Continue the game until all the students have their chance to answer either of the questions. This will help them retain the verbs and the forms in which it is being used.

Enrichment

Have students brainstorm, identify, read, and write the correct forms of verbs.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Team work
- Public speaking

Life Skills

When you teach a lesson in the class, it is quite possible that some of the students may not understand the topic in one shot. They may have some doubts. Encourage students to ask questions from you and clear their doubts in the class itself.

“The important thing is to never stop questioning.”
- Albert Einstein

However, tell them that they should first raise their hand. When the teacher asks them to stand up, then stand up and ask the question. Tell them to remember that only one person can speak at a time to avoid any kind of chaos in the classroom. This will help maintain the decorum of the class.

Tips for Teachers

- Begin the lesson by revising the concept done in the earlier classes.
- Write the following poem on the board and ask students to write the poem in their notebook and underline the verbs in it.

My School Pledge

I pledge today to do my best.
In reading, English, and all of the rest.
I promise to obey the rules
In my class and in my school.
I'll respect myself and others, too!

I'll expect the best in all I do.

I am here to learn all I can.

To try my best and be all I am.

The main aim of this poem to create a shared sense of responsibility for the classroom, respect for self and others, and an overall culture of learning.

- Clearly explain the difference between the transitive and intransitive verbs. Tell them that a transitive verb is an action verb that always takes a direct object. The direct object always answers the question "What?" or "Whom?", but not "When?", "Where", or "How".

For example,

I am writing with a pencil. (Intransitive because it is not answering "What?")

I am writing a story with a pencil. (Transitive because it is answering "writing a story")

- Classroom activities are best resource for indulging students in self-learning. Encourage them to participate actively.

Class : 4
Subject : Grammar Cloud

Lesson : Adverbs

Date : ____/____/____

Total number of periods required: 2

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Adverbs
- Formation of adverb
- Adverbs of manner
- Adverbs of time
- Adverbs of frequency
- Adverbs of place

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Few bags with cards of action words and adverbs written on them
- Flash cards (as many as there are number of students in the class) with 'ly' written on each of them

Warm Up

Before getting started, you can ask the following questions in class:

- How do babies walk?
- Where are we standing?
- When will lunch bell ring?
- Where is the Principal's office?
- How often do you watch a movie?

Points to Discuss

- The words that tell us **how** a thing is done, **where** it is done and when it is done are called **adverbs**.

- The words that tell us how the action takes place are called how adverbs or **adverbs of manner**.
- The adverbs that tell us where the actions have taken place, are called where adverbs or **adverb of place**.
- The adverbs that tell us when the actions have taken place, are called when adverbs or **adverb of time**.
- An **adverb of frequency** tells us how often an action happens.

Classroom Activity

Group monkeys!

Make groups of 6-8 students. Give each group the bag of action words. A student will pick a card from the bag. He/she will act the action that will be written on the card. The action words will be written as actions + adverbs include: skip slowly, jump quietly, hop carefully, run backwards, and walk quickly and so on. The group will guess what the action word and the adverb is.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-----------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Accuracy | | | | |
| Participation | | | | |
| Task fulfilment | | | | |

Classroom Activity

-ly or not!

Give each student the -ly flash card. Now, speak out some adjectives (say, quick, loud, slow, careful, regular, sad, cheerful, hard, fast,

high, etc.). Ask students to show the -ly flash card if they think that the adverb is formed by adding 'ly' to the adjective; otherwise they will not show the card. The students who show the card incorrectly will be out of the game.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Accuracy | | | | |
| Participation | | | | |
| Discipline | | | | |

Classroom Activity

How, When, Where?

Divide the class into groups of four students each. Give each group a blank sheet of paper. Ask one student from the group to write a sentence with intransitive verb. Now, ask other students to write one sentence each telling how, when, and where. For example,

Student 1 : She walked. (Intransitive)

Student 2 : She walked slowly. (How)

Student 3 : She walked slowly outside the house. (Where)

Student 4 : She walked slowly outside the house yesterday. (When)

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Participation | | | | |
| Sentence formation | | | | |
| Task fulfilment | | | | |
| Team work | | | | |

Classroom Activity

Use the following worksheet for practice.

WORKSHEET

1. Circle the correct word to complete the sentence.

- I can speak Spanish very _____. (good / well)
- Katrina took a painting class, so she can paint pictures _____. (beautiful / beautifully)
- Mr. Smith looked _____ at me when I arrived late. (angry / angrily)
- Of course, I was _____ when I got an A+ on the exam. (happy / happily)
- She talks so _____, you can hear her from miles away! (loud / loudly)
- Let's walk _____, I don't want to be late. (quickly / quick)
- The thief _____ took the money and walked out the door. (quiet / quietly)

2. Put the adverb at the right place in the sentence.

- a. She goes to bed early (always)

- b. We watch TV (never)

- c. Julie and Tom go to the cinema (often)

- d. I eat fast food (sometimes)

- e. He studies English (every night)

- f. You drink coffee (normally)

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Add to Sentences

Put a simple sentence on the board such as, “She eats lunch.” Students then add adjectives and adverbs to the sentence. You might have them come to the board and add to the sentence with different-colored chalk or markers, or you could give them card stock with tape on the back to write their words on before they add them to the simple sentence. You could also divide students into teams and have a competition to see who can create the best sentence; let a few students in the class serve as judges. Students can also complete the activity individually and share their sentences with the class. Identify the adverbs as a class when students finish the activity.

Creating a List

Provide your students with a verb, adverb, or an adjective. Tell them to write down an adverb that describes the word you give

them. Then write down each student's word on the board. The class can vote on the most creative one. Then give students an adjective and a noun. Students should then come up with as many adverbs as they can to describe the subject you gave them. For example, if you write "sad clown" on the board, the winner of this game would be the student who could come up with the longest adverb chain to describe the sad clown. For example, someone might write "never a very sad clown".

Enrichment

Have students read a short story or poem and underline each adverb that they find.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Understanding
- Team work
- Sentence construction

Life Skills

Teach students the basic etiquettes while working in groups. Tell them to say "please" and "thank you"; and appreciate each other's work. Always be polite and share things in the group activity. Work quietly and do not disturb other groups. Do not peep into others' work.

Tips for Teachers

- Before starting any lesson tell them what are being taught and why. The only way children will do something is when they are interested in it. A teacher must understand her/his students and their interests.

- Begin the lesson by writing some simple sentences on the board and ask students to add suitable adverbs to them.
- Explain students how adding an adverb changed the initial sentence. Support them to understand that adverbs made the sentence more specific.
- Write the definition of the adverb on the board and explain the various types of adverbs by giving suitable examples.
- The group activities require a lot of discipline. Make sure least chaos is made during the games and activities.

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Prepositions
- Preposition words

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- A calendar

Warm Up

Before getting started, you can ask the following questions in class:

- Where do you sit?
- Where is your bench?
- Where is the blackboard?
- Where is the duster?
- Where are your notebooks?

Points to Discuss

- A **preposition** is a word which shows the relation between a noun or a pronoun and some other words in a sentence
- The prepositions on, at, in, are often used to denote time and are called **prepositions of time**.
- Some more prepositions are in front of, near, behind, between, etc.

Classroom Activity

Missing Preposition

Write a sentence on the board with a missing preposition. For ex-

ample, “The dog sits the table.” Ask students what is wrong with the sentence. They will say, a word is missing or it doesn't make sense. Explain that, in this sentence, it is unclear how the dog and the table are related to one another. Now, draw a picture of a dog under a table, and ask the students to use the picture to decide what word should be added to the sentence to make it clear. Invite a student to come up to the board and rewrite the correct sentence (i.e. “The dog sits under the table.”) Underline the word **under** in the new sentence and explain that this word is a preposition.

Do this activity for 8 to 10 minutes using different sentences. You can also ask students to volunteer and write their sentence on the board.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Participation | | | | |

Classroom Activity

Preposition List

The first preposition game can simply involve helping students to brainstorm as many prepositions that they can think of. Simply define a preposition for students, and then ask them to list as many as they can. You can have them write their lists on a piece of paper and the student who has the most prepositions wins the game. Alternatively, you can have them go around the room and each student must come up with a new preposition. As the students list the prepositions, you can write them up on the board and refer it with all the prepositions given in the textbook.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-----------------|--------------------|-------------------|-------------|---------------|
| Awareness | | | | |
| Participation | | | | |
| Task fulfilment | | | | |
| Vocabulary | | | | |

Classroom Activity

Fill the suitable proposition

Write a sentence with a missing preposition on the board. Include a blank line where the preposition should be (i.e. The boy is standing _____ the house.) On a sheet of paper, have each student rewrite the sentence three times, using three different prepositions from the list. Instruct students to pass their paper to their bench partner when they have finished their sentences. Then tell students to underline the prepositions in the sentences they received from their classmate. Call on a few students to read their sentences aloud.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|------------------|--------------------|-------------------|-------------|---------------|
| Accuracy | | | | |
| Task fulfillment | | | | |
| Knowledge | | | | |
| Vocabulary | | | | |

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Preposition Scavenger Hunt

Once children have made a long list of prepositions, you can then do a preposition scavenger hunt. Have one student step out of the room for a moment and hide something in the classroom, such as a piece of candy or some other desirable object. When the student returns, the other students can direct him to the hidden object using only prepositions. For example, they can tell the student that the hidden object is "up, down, around, against, aside, by, under" and so on. Ensure they use prepositions only until the student finds the hidden object. Once the student finds the object he/she will give the statement as "I found _____ at _____(time) on _____(day)."

At what time?

Divide your class into two teams, and have one student from each team come to the front of the room to stand on either side of a desk or table. Ask a question about an activity most people do every day. For example, "What time do most people eat breakfast?" Students should race to slap the table, and the first student who gets her hand down answers with one of the following: in the morning, in the afternoon, in the evening or at night. If the students give the correct answer, they score a point for their team. If they give an incorrect answer, they lose a point for the team. After everyone in the class has had a turn, tally the scores to see who wins.

Enrichment

Have students read a short story or a passage and identify as many prepositions as they can while reading.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication

- Vocabulary
- Pronunciation
- Grammar knowledge
- Interactive

Life Skills

As a teacher you must inculcate a habit of learning from the environment in students. They should know that the learning is not limited to the walls of classroom but can be done in other environments too. Ask them to apply the knowledge they gain in classroom in the outside world.

Tips for Teachers

- Begin the lesson by revising the concept of preposition they have done in the earlier classes.
- Write few sentences on the board and ask them to underline the prepositions in the sentences.
- Tell them that if we miss the preposition in a sentence, it doesn't make any sense.
- Use your time very wisely. Do not linger on classroom activities for too long. Textbook exercises are equally important.
- Take some time to think about the strategies you plan to use to encourage positive classroom behaviour. Clarifying your strategies will make it easier for you to lead the class confidently and effectively.

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Conjunctions
- Conjunction words
- Use of conjunctions in sentences

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Sets of multiple sentence cards
- Sets of conjunction cards
- Bingo cards
- A bag of conjunctions cards
- A spinning wheel

Warm Up

Before getting started, you can ask the following questions in class:

- What are conjunctions?
- Can you name few conjunction words?
- What is the difference between 'and' and 'but' conjunction?
- Can you tell one sentence having 'and' in it?
- Can you tell one sentence having 'but' in it?
- What is the use of 'or' conjunction?
- The answers to these questions help you assess the previous knowledge of the students.

Points to Discuss

- In English, there are words that help us join two or more sentences. These words are called **conjunctions**.

Class : 4 **and** is used to join two sentences.

Grammar **Conjunctions** are used to show contrast or difference.

- **because** is used to tell us the cause.
- **since** is used to tell us the time.
- **or** is used to show a choice.
- **though** and **although** are used to show opposite feeling/action.
- **while** and **when** are used to tell when something happens.

Classroom Activity

Sentences with Conjunctions

Divide the students into groups of three. Give each group a set of sentences cards and conjunction cards. Tell the students to shuffle the sentence cards and place them face down in a pile on the desk. The conjunction cards should be shuffled and spread out face up on the desk, so all the three students can easily see and reach them. Students then take it in turns to pick up a sentence card and read it to the other two students using the word 'blank' where the conjunction should go. The two students listen to the sentence and then race to grab the correct conjunction card to complete the sentence. The correct answer will be written at the bottom of the sentence card.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|------------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Participation | | | | |
| Vocabulary | | | | |
| Logical thinking | | | | |

Classroom Activity

Conjunction Bingo

Conjunctions bingo gives students practice reading and saying conjunctions. Each student, pair or group is given a bingo card with five sentences on it. Each sentence is missing a conjunction. The game leader for each group, or the teacher leading the game for the whole group, pulls conjunctions out of a bag one at a time. Replace the cards back into the bag as many of them can be used more than once. If the conjunction that is called out fits into a gap in a sentence on their card, students write it into the appropriate sentence. The first student to have all five sentences complete calls out 'Bingo'. At the end of the game the winning team has to read all of their completed sentences. The game leader should note the conjunctions that have been pulled out, in order to verify the winning teams' answers. If there are any mistakes, it is erased and the game continues.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-------------------|--------------------|-------------------|-------------|---------------|
| Grammar knowledge | | | | |
| Participation | | | | |
| Task fulfilment | | | | |
| Team work | | | | |
| Discipline | | | | |

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Analyse and Reason

Kids can have fun spinning a wheel to answer conjunction questions in anticipation of where the pointer will land. Each area on the wheel may pertain to a specific category, such as school, music, food or other areas of interest. Each question requires the blank to be filled in. For example: "I can play with my friends (blank) eat dinner later." The multiple choice answers could be "and," "then," "during" and "when." Multiple choice games encourage students to analyze and reason.

Enrichment

Have students brainstorm, identify, read, and write conjunction words while using them in the sentences.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Creativity
- Team work

Life Skills

Bullying happens when a person or a group of people repeatedly and intentionally use words or actions to cause distress and harm to another person's wellbeing. Bullying affects lots of young people and happens in many schools. Teach students that they should treat everyone with respect. They should stop and think before saying or doing something that could hurt someone. Tell them the ways of staying safe:

- Talk to an adult you trust. Don't keep your feelings inside. They can help you make a plan to stop the bullying.
- Stay away from places where bullying happens.
- Stay near adults and other kids. Most bullying happens when adults aren't around.

Tips for Teachers

- Start the activity with a little introduction through the warm up questions.
- Use a stop watch or a timer during time based activity.
- Encourage them to behave well in the class.
- Tell them the meaning of team work and team spirit and team leader.
- Take in account of students who initiate more and those who do not.
- Equal participation should be encouraged in the classroom.

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Interjections
- Use of interjection in sentences

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Blank paper slips
- Two cans

Warm Up

Before getting started, you can ask the following questions in class:

- How will you express your joy in a word?
- You lost something and you are sad, how will you tell this to someone?
- Your friend has done something good. How will you appreciate him in one word?

Points to Discuss

- Words expressing feelings of joy, anger, sorrow or fear are called interjections.
- Each of them expresses a sudden feeling.
- Some interjections are made up of more than two words like 'Well done', 'Good luck'.

Classroom Activity

Emotion Game

Interjections deal with emotions. You can break students into teams

and have each team list 5-10 emotions on slips of paper. Shades of meaning are important here. The two teams can take turns choosing a slip of paper and creating a sentence that uses an interjection that corresponds with that emotion. For example, if the student draws the emotion upset, she might create the sentence "Ah! I am not happy that my pet goldfish died." If the sentence features very strong emotion, the student would use an exclamation point, and if the emotion is less severe, a comma.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|-------------------|-------------|---------------|
| Knowledge | | | | |
| Participation | | | | |
| Sentence formation | | | | |
| Vocabulary | | | | |
| Creativity | | | | |

Classroom Activity

Fill in the Blanks

Students can brainstorm a list of interjections such as "aha," "oh my," "ouch" and "bravo." Next, students write a vibrant paragraph that leaves blanks for the interjections. Students then pass the paper to another student and have them fill in the blanks. After reading the new stories to their partners, students can double check to make sure the sentences were punctuated correctly.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★★ | Good ★★★ | Average ★★ |
|-----------------|--------------------|--------------------|-------------|---------------|
| Understanding | | | | |
| Participation | | | | |
| Task fulfilment | | | | |
| Vocabulary | | | | |
| Creativity | | | | |

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Wham!

Students can create two cans to play the game Wham! Students divide into groups and take turns writing interjections on individual slips of paper to put in the Wham! can. Then, students create interrogative, declarative, and imperative sentences to put in the other can. A student from Team A draws a sentence, and must verbally identify the sentence type. He must sit down if he guesses wrong. Then, a person from Team B needs to draw an interjection from the Wham! can and use that interjection to turn the sentence into an exclamatory sentence. If they cannot do it, they must sit down. The team which has the most members standing at the end of the game is the winner.

Enrichment

Have students brainstorm, identify, read, and write interjection words while using them in the sentences.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Creativity
- Team work
- Sentence construction
- Logical thinking

Life Skills

Public transport is one place where children should know the dos and don'ts of. They should know that behaving properly in public is one of the most important characteristic of a good children. In public transport children must always stay with person they are travelling with. Wandering off should not be encouraged. Talking to strangers with the consent of the elder or person they are travelling with. They should not make noise or be stubborn about anything and always listen to the elders.

Tips for Teachers

- Once a topic is finished make the students do book exercises in classroom.
- For homework give the students some activities can be discussed in classroom.
- Allow student to find their mistakes and of their partners and correct them on their own.
- Encourage them to participate more.
- Divide the activities equally to that all students have equal participation.

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Capital letters
- Punctuation marks

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Dices with punctuation marks on its side

Warm Up

Before getting started, write down some sentences from the textbook. Each sentence must contain a punctuation mark. Circle the first word with the capital letter and underline the punctuation marks and ask students what these symbols are and what are they used for?

Points to Discuss

- We use a capital letter to show the beginning of a sentence. We use a capital letter to write the names of places, people, days, months, monuments, etc.
- Some punctuation marks are
- Full stop (.)
- Question mark (?)
- Comma (,)
- Exclamation mark (!)
- Apostrophe (')
- Quotation marks (" ")

Classroom Activity

Name the Story Books

Take students to the school library and ask them to choose three story books of their choice. Once, everyone in the class has chosen the story books, ask them to observe the titles of the book. Ask some of the students about what they have observed in the title. Now, tell them that the first letter of each word in the book title is written in capitals except the helping verbs, articles, conjunctions and prepositions—these are written in lowercase if appear in the middle of the book name. For example,

Alice in the Wonderland

The Thirsty Crow

The Fox and the Grapes

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|-------------------|-------------|---------------|
| Observation | | | | |
| Understanding | | | | |
| Discipline | | | | |

Classroom Activity

Roll the Dice

Divide students in small groups. Give each group a dice that has punctuation marks pasted on its side. The students will roll the dice twice and will create a sentence using both the punctuation marks. He/she also has to take care of the capital letters. Every student will make five sentences and later submit their work for evaluation.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|-------------------|-------------|---------------|
| Participation | | | | |
| Vocabulary | | | | |
| Sentence formation | | | | |
| Team work | | | | |
| Discipline | | | | |

Classroom Activity

Possession or Contraction

An apostrophe is used to show possession or to show the omission of a letter, or the shortened form of a word. Write few sentences of possession on the board and ask students to rewrite the sentences using apostrophe in their notebook. For example,

The tail of the dog is curved.

The dog's tail is curved.

Once this activity is done, write few words which can be written in short form by omitting letters. Ask students to write those words in short form using apostrophe. For example,

Do not Don't

I am I'm

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Accuracy | | | | |
| Participation | | | | |

Classroom Activity

Use the following worksheet for practice purpose.

WORKSHEET

Read the following story. What do you observe? Re-write the story by replacing (*) with the correct punctuation marks [(.), (,), (!), (?), ('s)]. Also, use the capital letter wherever necessary.

THE MISER AND HIS GOLD

an old miser lived in a house with a garden*the miser hid his gold coins in a pit under some stones in the garden*every day*before going to bed*the miser went to the stones where he hid the gold and counted the coins*he continued this routine every day*but not once did he spend the gold he saved*one day*a thief who knew the old miser's routine*waited for the old man to go back into his house*after it was dark*the thief went to the hiding place and took the gold*the next day*the old miser found that his treasure was missing and started crying loudly*his neighbour heard the miser's cries and inquired about what happened*on learning what happened*the neighbour asked*“why didn't you save the money inside the house*it would've been easier to access the money when you had to buy something*”“Buy*”*said the miser*“i never used the gold to buy anything*i was never going to spend it*”on hearing this*the neighbour threw a stone into the pit and said*“if that is the case*save the stone*it is as worthless as the gold you have lost*”

Moral—A possession is just as worthy of what it is used for.

Note : This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Make Sentences

Divide the class into five groups. Label each group with a punctuation mark. Each group now has to make sentences with the punctuation mark of their group. The group with the most creative yet logical sentences will win. Give this game at most 10 minutes.

Famous Quotes

Search Internet and write at least five famous inspirational quotes on the board along with the name of the personality who had said these words. Now, ask students to write these quotes in the following format.

Mahatma Gandhi has said, “The best way to find yourself is to lose yourself in the service of others.”

This activity will help them understand the use of quotation marks.

Enrichment

Have students brainstorm, identify, read, and write sentences with appropriate punctuation marks.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Sentence construction
- Creativity
- Team work
- Logical thinking

Life Skills

While indulging in a group activity, students should remain patient and attentive. They should wait for their turn and allow the fellow participant to complete their turn. If a student fails to answer correctly, other students should not mock him/her. A healthy and positive classroom environment is very essential for a child's intellectual growth.

Tips for Teachers

- While working in a group activity, make sure you take enough number of students to avoid chaos during the activity.

- Book exercises can be done both in class and as homework. Before giving them the homework make sure you discuss the exercises in the classroom.
- Encourage them to behave well in the class.
- Maintain discipline during activities and those who create chaos should be punished.

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Tenses
- Past Tense
- Present Tense
- Future Tense
- Forms of verbs in tenses

Teaching Resource Materials

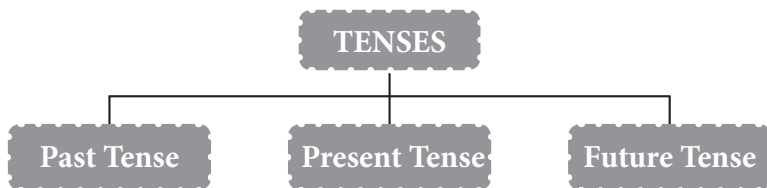
- Textbook: Grammar Cloud 4

Warm Up

Before getting started, you can ask the following questions in class:

- What did you reach school in the morning?
- Who reads newspaper in your home?
- Will you read newspaper tomorrow?
- When do you drink milk?
- Did you help your mother yesterday?

Points to Discuss



- **Tense** is a form of verb which tells us whether something is happening now(present) has already happened (past), or is going to happen (future).

- **Present tense** verbs tell us what is happening now or happens frequently.
- **Past tense** verbs tell us what has already happened. This could be any time of the past.
- **Future tense** verbs refer to actions that will happen in the future.

Classroom Activity

Read out loud!

Ask all the students to open their textbook and read out the verb table loudly. Tell them to observe the change in verb forms in the past tense and the future tense. Ask every student to make a sentence from the verb. This way, you will get three sentences of a single verb in three different tenses.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|-------------------|-------------|---------------|
| Participation | | | | |
| Communication | | | | |
| Vocabulary | | | | |
| Sentence formation | | | | |

Classroom Activity

Write a few lines

Write down some topics on the board, for example, my morning routine, my class schedule, what I want to be and more. Let students choose any topic of their choice and ask them to write few lines using the verb table. Tell them that they must choose the tense appropriately.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★★ | Good ★★★ | Average ★★ |
|------------------|--------------------|--------------------|-------------|---------------|
| Accuracy | | | | |
| Task fulfillment | | | | |
| Knowledge | | | | |
| Spellings | | | | |
| Creativity | | | | |
| Ideas | | | | |

Classroom Activity

Let's Recall

Bring an old family picture of yours from home. Paste it in your notebook and try to remember the events that were happened at the time of clicking that picture, and write few lines on it. This activity will help students understand the use of past tense.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|--------------------|-------------|---------------|
| Observation | | | | |
| Memory | | | | |
| Sentence formation | | | | |
| Use of tense | | | | |
| Vocabulary | | | | |

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

My super hero!

Let your students use their imaginations and write about their superhero. They will have to answer the following questions: Who is your superhero? What is his/her superpower? How did he/she get his/her superpower? What does your superhero use his/her superpower for? What will you do if you have their superpower?

Let's go in the Past

History means the study of our past; it refers to a record of the events that were happened a long time ago. Show a historical video to the students and ask them to watch it carefully. Once the video is over, ask them few questions about the events shown in the video. The students should tell the answers in the past tense. This activity also helps to assess their general knowledge, memory and observation.

Enrichment

Have students brainstorm, identify, read, and write sentences in present, past and future tense.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Understanding
- Creativity
- Observational

Life Skills

Whenever you enter a classroom, you should always greet your fellow students with a 'Hello' or a 'Good morning'. It is a good habit to meet people cheerfully therefore, always keep a smile while meeting your elders, friends or younger people. Ask them how they are and tell them how you are. Be humble and polite.

Tips for Teachers

- Start by showing the students the enlarged **verb tense chart**, with past, present and future simple tense definitions, descriptions and examples.
- Explain that verb tense tells us when an action takes place. The past tense tells what has already happened, the present tense tells us what is happening, and the future tense tells what will happen.
- To show the video, make sure you choose an event which students find interesting. For example, Indian freedom struggle, Mughal Empire, Delhi Sultanate, etc.
- Ask students to come prepare for the Let's Recall activity. They should ask their parents to tell few memories related to picture so that they can write those memories in the class.
- Strictly ask students to thoroughly learn the past form of some commonly used verbs as it will help them in writing the sentences in the past tense.

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Homophones and their uses

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Flash cards of homophones

Warm Up

Before getting started, you can write the following sentences on board and ask the class what is wrong in each sentence:

- I comb my **hare**.
- She tells beautiful **tails**.
- I am at **piece**.
- I **except** your sorry.
- I do not **no** the answer.
- There is a **whole** in the wall.

Students will carefully look at the sentences and find the words which are used incorrectly. Then they will replace the incorrect word with the correct word.

Points to Discuss

- A **homophone** is a word that is spoken or pronounced in the same way as another word, but has a different meaning and spelling.

Classroom Activity

Make Homophone!

Have your class list the letters of the alphabet from A to Z on a sheet of paper. Starting with each of the letters, see how many homophone pairs they can think of. Allow your students to work in groups and see if anyone can make a complete set of 26 homophone pairs.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|-------------------|-------------|---------------|
| Awareness | | | | |
| Participation | | | | |
| Vocabulary | | | | |

Classroom Activity

Being Logical

Divide your class into small groups and challenge the groups to write one sentence with as many homophone pairs as possible. What is the highest number of homophone pairs that a group can put into a logical sentence? For example,

Our maid made a pizza one **hour** ago and it was so tasty that I **ate eight** slices of pizza.

(three pairs: our/hour, maid/made and ate/eight)

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-----------------|--------------------|-------------------|-------------|---------------|
| Awareness | | | | |
| Participation | | | | |
| Vocabulary | | | | |
| Team work | | | | |
| Task fulfilment | | | | |

Classroom Activity

Dictation

Dictate sentences that contain homophones to your students. After dictation, ask students to exchange their notebooks with their partners and crosscheck each other's work. You can write the correct sentences on the board so that students can verify from there.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-----------------|--------------------|-------------------|-------------|---------------|
| Spellings | | | | |
| Observation | | | | |
| Task fulfilment | | | | |

Similar Words

Write at least 20 words on the board such that two words in the list have the same meaning. Have your students make a list of similar words from the list of given words. They will end up with 10 pairs of words which have similar meaning. For example,

| | |
|-----------|--------|
| beautiful | pretty |
| small | tiny |
| boring | dull |

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-----------------|--------------------|-------------------|-------------|---------------|
| Accuracy | | | | |
| Vocabulary | | | | |
| Participation | | | | |
| Task fulfilment | | | | |

FUN TIME

Once the lesson is completed, you can play the following games in the classroom.

Riddles

Ask your class a riddle which has a homophone pair for its answer. For example, what do you call a naked grizzly? A bare bear. What do you call a pony with a sore throat? A hoarse horse. Challenge

your students to come up with some homophone riddles of their own. You can display the riddles on a bulletin board and challenge your class to come up with the answers during their free periods.

Homophone Memory

Lay all the homophones flash cards out face down on the table and call two students at random. Now, ask them to take turns trying to match pairs of homophones. If a student finds a match, he or she will keep the two cards, otherwise keep the cards back to their position. The student with more number of homophone pairs at the end will be the winner.

Enrichment

Have students brainstorm, identify, read, and write words with similar sound but different meanings and spellings.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Spellings

Life Skills

Children should know the first aid help for emergencies. They should have knowledge of things a first aid box has and how to use them. Ask students to observe the first aid box at home and make the list of things in it. Discuss it next day in the class and come up with a general first aid box

Tips for Teachers

- Give students a useful list of several homophones you can use to increase student vocabulary and spelling skills.

- Ask students to create their own homophone dictionary. Ask them to write the homophone words, their meaning and use them in a sentence. Whenever they find a homophone pair while reading some story or lesson, ask them to add it into their homophone list.
- Point out a pair of homophones, such as sun/son, and ask identifying questions such as “Which one is a big yellow ball in the sky?”
- Use your time very wisely. Do not linger on classroom activities for too long. Textbook exercises are equally important.
- Spelling mistakes are the most common mistakes students make while writing, help them learn different homophones apart from the book so that they have a least chance of confusing between the spellings.

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Synonyms and their use
- Antonyms and their use
- Rules for making antonyms

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Pocket Thesaurus
- A set of index cards, with pairs of synonyms (one word per card) written on them, for example, seat/chair, easy/simple, etc.
- A set of flash cards with some prefixes and suffixes written on them (one prefix or suffix per card)
- A chart with words written on it in a table format
- Sheets of antonym words (antonyms of the words used in chart)
- Bingo sheets

Warm Up

Before getting started, you can ask the following questions in class:

- If elephant is big then what is a rabbit?
- If ice creams are cold and the tea is?
- Are winters cold or chilling?
- How will you describe the sun—shiny or bright?

Points to Discuss

- Words that have the same meaning as other words are called **synonyms**.

Class : 4 Words that are opposites of other words are called **antonyms**.
Grammar Class Antonyms are formed by adding prefixes and suffixes.

Classroom Activity

Synonym Mad Libs

Choose a passage from a book you're currently reading as a part of your English/language arts curriculum, and circle a handful of words. Then, ask students for synonyms of those words, and use their responses to modify the original text. Read it aloud later.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|-------------------|-------------|---------------|
| Awareness | | | | |
| Participation | | | | |
| Vocabulary | | | | |
| Spellings | | | | |

Classroom Activity

Synonyms Memory

Lay all the index cards out face down on the table and call two students at random. Now, ask them to take turns trying to match synonyms pairs. If a student finds a match, he or she will keep the two cards, otherwise keep the cards back to their position. The student with more number of synonym pairs at the end will be the winner. For example,

| | |
|--------|--------|
| seat | chair |
| simple | easy |
| mad | angry |
| tiny | little |
| stone | rock |

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|-------------------|-------------------|-------------|---------------|
| Awareness | | | | |
| Participation | | | | |
| Vocabulary | | | | |
| Memory | | | | |

Classroom Activity

Antonym Rules

Divide the class into groups of five students each. Assign a flash card of a prefix or suffix to each group. Now, ask each group to think of at least five words whose antonym is made by adding the prefix or suffix written on their flash card. For example, if a group gets a flash card with suffix-less, they can write the following words:

| Word | Antonym |
|----------|-----------|
| Harmful | Harmless |
| Careful | Careless |
| Doubtful | Doubtless |
| Useful | Useless |
| Powerful | Powerless |

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|---------------|--------------------|-------------------|-------------|---------------|
| Participation | | | | |
| Vocabulary | | | | |
| Spellings | | | | |
| Team work | | | | |

Classroom Activity

Antonym Search

Distribute the sheets to the students. Paste the chart on the board so that it is visible to the class. Now, start reading the word one by one and the students will search for the antonym of that word in the sheet. Once an antonym is found write it below the original word on the chart and cut it. Let students raise their hands to answer to avoid chaos.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|------------------|--------------------|-------------------|-------------|---------------|
| Accuracy | | | | |
| Task fulfillment | | | | |
| Knowledge | | | | |
| Vocabulary | | | | |

FUN TIME

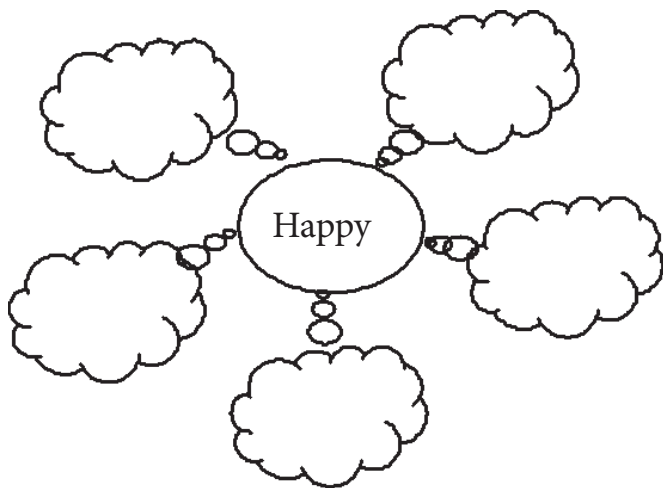
Once the lesson is completed, you can play the following games in the classroom.

Bingo!

Take print out of blank bingo boards for each student. Write down the words equal to the blank boxes of the bingo board on the board. Make sure half of these words are synonym and half antonyms. Now, instruct students to fill the blank boxes randomly and collect all the printouts. Shuffle the printouts and distribute them among students. Erase the words from the board. Now, start saying words and what to find about that word. For example, you say “antonym for the word big”, the students will find the word small and strike it out. The student who completes first five words horizontally or vertically or diagonally will say BINGO. Keep on playing until all the words are crossed.

Word Bubbles

Draw a circle or an oval in the center of the board, and then create several thought bubbles extending outward. Write a simple word, like “happy” in the circle, then ask the students to use their pocket thesaurus (or their vocabulary) to fill in the surrounding bubbles with synonyms. This will help your students expand their vocabulary with synonyms.



Enrichment

Have students read a short story or a paragraph, and write synonyms and antonyms of any 10 words in the story.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Memory
- Searching
- Team work
- Spellings

Life Skills

Keeping the environment neat and clean is one of the healthiest ways to live. Teach student the importance of cleanliness and ask them to inculcate a habit of cleaning the surroundings. Starting with the classroom they can clean their room, house, corridors of school, parks etc.

Tips for Teachers

- Begin the lesson by telling the difference between the meanings of antonyms and synonyms. Make sure they understand the concept of both terms.
- To review the terms synonym and antonym with the students, write a few words on the board, and ask the students to orally give examples of synonyms and antonyms for those words.
- Circulate the room to keep students on task and to answer any questions they may arise throughout the class period.
- Assess the students by circulating the room to observe the participation of each group member. Student will be assessed on how well they communicate with their partner(s) and how well they follow directions.

- You can also give a paragraph to the students that uses a repeating word. Student will rewrite the paragraph using synonyms, so that the paragraph has the same meaning, but is more interesting. They will also write a paragraph replacing the words with antonyms, so that the paragraph has the opposite meaning.
- Tell the rules of making the antonyms of the words by adding suitable prefix or suffix.
- For more practice, try to do the textbook exercise in the classroom.

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Writing compositions with the help of the given hints

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- A lot of blank paper slips
- Two bags or cans
- Printout of a short story (one for each pair)

Warm Up

Before getting started, you can ask the following questions in class:

- What is a composition?
- Can you complete a paragraph if given some clues or hints?
- Do you like reading stories?
- Can you rewrite a given story in your own words?

The answers to these questions will help you assess the interest of students in reading and writing compositions.

Points to Discuss

- A **composition** is a group of sentences that tells either about something or someone in a bigger picture.
- It is like a story or a poem that is made out of a given idea.

Classroom Activity

Let's Compose

Distribute two paper slips to each student. At one slip they will

write a topic and at other they will write few words including noun, verbs, adjectives, adverbs and pronouns of their choice. Collect all the topic slips in one bag/can and word slips in the other. Shuffle both the bags and let each student draw a slip from each bag individually and randomly. Give them 20 minutes to compose a story on the topic and words they get.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-----------------|--------------------|-------------------|-------------|---------------|
| Awareness | | | | |
| Vocabulary | | | | |
| Task fulfilment | | | | |
| Creativity | | | | |
| Ideas | | | | |

Classroom Activity

Let’s Rewrite a Story

Make pairs of students and give the printout of a story to each pair. Have students read the story carefully and rewrite it in their own words. Once they have completed, ask one student from each pair to come and read their version of the story. Appreciate the effort of all students and display the best story on the bulletin board.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Vocabulary | | | | |
| Spellings | | | | |
| Sentence formation | | | | |
| Accuracy | | | | |
| Task fulfilment | | | | |

FUN TIME

Once the lesson is complete, ask students to compose a poem about their family and then make them read it out or sing it out in the class.

Enrichment

Have students explore new ideas and thoughts to write compositions on various topics.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity

Life Skills

Composition will help students work on their writing skills as well as grammar use. They will be able to frame and write sentences in correct tense and with correct punctuation. They can be introduced the idea of writing their daily events in a diary and forming this habit can help them with their English writing skills.

Tips for Teachers

- Students need constant help in grammar. They should be understood while they ask for help. A teacher must take care of students and their needs.
- Classroom activities are meant for encouraging students to be more attentive and disciplined with fun environment.
- Textbook exercises are very important. Make sure students understand before doing them.

Paragraph Writing

Total number of periods required: 3

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Learning some of the important features of writing a paragraph
- Explore new ideas and thoughts on a given topic
- Writing a paragraph

Teaching Resource Materials

- Textbook: Grammar Cloud 4

Warm Up

Before getting started, you can ask the following questions in class:

- What is a group of many sentences called?
- When you read a long story or a lesson in the book, do you find that the text is divided into many paragraphs?
- How will find reading a long story without any paragraphs?
- How do you think the story is divided into paragraphs?
- Is there any criteria for starting a new paragraph or paragraphs are created randomly?

These questions will help students understand the importance of dividing a long piece of text into paragraphs.

Points to Discuss

- A **paragraph** has sentences that talk about one main idea.
- Before writing a paragraph think about what you want to write in the paragraph.

Classroom Activity

Paragraph Sandwich

1. Discuss the three main components of a paragraph, or story.

a. The introduction (top bread) : The first sentence should introduce the theme.

b. The internal or supporting information (the filling) : The next few sentences should develop the theme/give more details in an interesting manner.

c. The conclusion (bottom bread) : The last sentence should sum up the ideas in a clear manner

2. Provide students with some of the parts already filled in. For example, you provide all the "filling" sentences, and ask students to write a good introduction and conclusion.

3. Provide students with one example filled in entirely. Ask them to cut out each portion and then rearrange the pieces.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★★ | Good ★★★ | Average ★★ |
|----------------------|--------------------|--------------------|-------------|---------------|
| Concept clarity | | | | |
| Understanding | | | | |
| Spellings | | | | |
| Creativity and Ideas | | | | |
| Sentence formation | | | | |

Classroom Activity

Think and Write

Give students 20-25 minutes to write a paragraph on "OUR ENVIRONMENT" and after that let them read few lines from their paragraph.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★★ | Good ★★★ | Average ★★ |
|----------------------|--------------------|--------------------|-------------|---------------|
| Creativity and Ideas | | | | |
| Vocabulary | | | | |
| Spellings | | | | |
| Sentence formation | | | | |
| Public speaking | | | | |

FUN TIME

Once the lesson is complete, write down the topic “Health and Hygiene” on the board. Now, ask each student to stand and tell one way in which we can keep our body healthy and fit.

Enrichment

Have students write paragraphs on given topics.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Sentence construction
- Creativity

Life Skills

From the very beginning students should be taught the concept of success and failure. They should know that failure is just small step towards success. If a student fails in performing something, it does not mean he/she can never do anything in their lives. Failure must be accepted and one must know how to move on.

Tips for Teachers

- A good classroom environment always has some elements of creativity which makes the lessons more interesting and interactive. The right mix of creativity along with curriculum helps students to be innovative and also encourages them to learn new things.
- When some time is set aside for creativity in between all the tiring study times, it takes a lot of stress away from students.
- For homework give few topics to students to explore new ideas and thoughts and write paragraphs.
- Encourage students to read story books and newspapers as it will help them in writing new things.
- Allow students to brainstorm ideas for writing a paragraph of their own.
- Ask them to read and understand the paragraphs given in the textbook and try to rewrite them in their own words and with their thoughts and ideas.

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Informal letters
- Formal letters

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Letter-writing pads

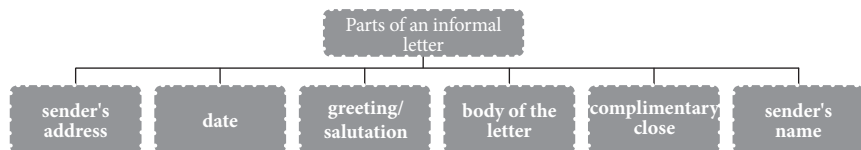
Warm Up

Before getting started, you can ask the following questions in the class:

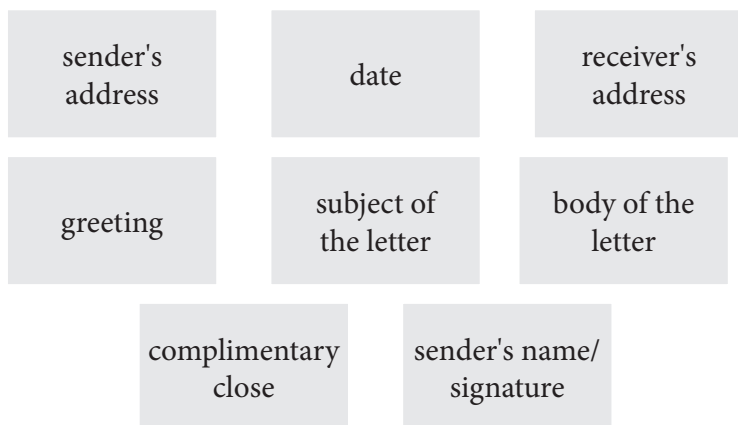
- How did people communicate when there were no mobile phones?
- Who delivered the messages before mobiles and telephones?
- Have you ever written a letter to any of your friend or relative?
- Have you written a letter to your school Principal?
- Do you find any difference between the writing of the two letters?

Points to Discuss

- We write informal letters to our friends and relatives. So, the language is personal.
- The main parts of an informal letter are:



- Formal letters are written to official bodies, schools, colleges, etc., to make requests or complaints.
- The main parts of a formal letter are:



Classroom Activity

Birthday Party Invitation

After telling the use and format of informal letters and doing the textbook exercise, tell students to write a letter to their best friend inviting him/her to their birthday party. To make the invitation look attractive, they can make use of the letter-writing pads for writing the invitation. You can ask them to bring the 2 or 3 letter-writing pads from their home.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-------------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Content and ideas | | | | |
| Grammar knowledge | | | | |

| | | | | |
|-----------------------------------|--|--|--|--|
| Coverage of the parts of a letter | | | | |
| Language of the letter | | | | |
| Task fulfillment | | | | |

Classroom Activity

School Trip

After telling the use and format of formal letters and doing the textbook exercise, tell students to write a letter to the Principal of the school asking him/her to make a school trip to a science fair. Tell them that the formal letters are always written on plain paper. We should never use any designer or colourful papers for writing the formal letters.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|-----------------------------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Grammar knowledge | | | | |
| Sentence formation | | | | |
| Coverage of the parts of a letter | | | | |
| Language of the letter | | | | |
| Task fulfillment | | | | |

FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

Will you or not!

Ask students to move around in the class and ask each other certain questions as given below:

- Will you invite me to your birthday?
- Will you come to my birthday party?
- Will you become my pen-friend?
- Will you write me in the vacations?

After this let students see how many classmates are willingly there to write letters to each other.

Enrichment

Have students read and write formal and informal letters.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Expressive
- Creativity
- Connectivity with friends and relatives

Life Skills

Letter Writing Week

Letter Writing Week is always celebrated in the second week of January. The main aim of this week is that people from all around the world will pick up a pen or pencil and write a letter or a “Thank you Note” to their loved ones or friends.

We are more expressive when we write a letter compared to an email or text message where we just want to take short cuts. When we write letters, we try not to make spelling mistakes, and we usually make sure that we write with good handwriting. We usually just make more of an effort.

“Well-being improves when people express positive emotions in letter.”

Tips for Teachers

- Letters take many forms and serve a variety of purposes. Give your students practice with the fine art of letter writing.
- Letter writing is a lost art these days. Revive students' interest in writing friendly letters.
- Tell the basic formats of both type of letters. Tell them that it is very important to write the letter with all components; otherwise it results into an incomplete letter.
- Encourage your students to practise formal letter writing. Tell them that a formal letter needs to short and to the point—only important points need to be given in it.
- Make sure students are enjoying classroom activities and add some more if there is a scope for some more clarifications.

Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Reading comprehensions and answer the questions based on them

Teaching Resource Materials

- Textbook: Grammar Cloud 4
- Worksheet given at the end

Warm Up

Before getting started, you can draw a picture on the board and ask the following questions in class:

- What do you see in the picture?
- Can you name any three living things in the picture?
- Can you name any three non-living things in the picture?

Points to Discuss

- A **comprehension** is an understanding of a text or a picture.
- After understanding a text or picture a reader can answer certain questions based on the text or picture.

Classroom Activity

Read, Analyse and Answer

Make pairs of students and ask them to issue a story book or a poem book of their choice from the library. Now, they will choose a story/poem from the book, read it and frame few questions related to the story on a paper. Each question paper will have the title of the story to identify it. Now, shuffle the books among the pairs

Class : 4 and distribute the question papers to the respective pair with the story. Give them 20 minutes to read and answer the question. After they are finished, the books and the question paper along with the answer will be given back to the pair who issued the book initially. The pairs will cross-examine the answers and tell the results.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

| Criteria | Excellent ★★★★★ | Very good ★★★★ | Good ★★★ | Average ★★ |
|--------------------|--------------------|-------------------|-------------|---------------|
| Understanding | | | | |
| Participation | | | | |
| Question formation | | | | |
| Vocabulary | | | | |
| Creativity | | | | |

FUN TIME

Once the lesson is completed, you can play the following game in the class.

What an object!

Put any object you find interesting on the table (anything available in the class). Now, start asking questions about the object and students will raise their hands to answer. The answers can be both real and fictional.

Enrichment

Have students read the given comprehensions and answer the questions based on them.

Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Pronunciation
- Creativity
- Observational
- Understanding

Life Skills

Children of this age are very creative. They are influenced by a lot of things and a lot of people. From this age they should start inculcating the knowledge of right and wrong. They should be taught what things are wrong in this world and what are right. For example, career, friends, humans, behaviours, etc.

Tips for Teachers

- Give tips to students for comprehensions. They should read the comprehension first and then go to the questions and answer them.
- Vocabulary is important aspect in writing. Encourage students to improve their vocabulary by learning 5-10 new words every day.
- Students should understand the textbook exercises before doing them.
- It is the responsibility of the teacher to help students with poor understanding skills and encourage them.
- Give them the following worksheet after they have completed their textbook exercises.

WORKSHEET

Read the following poem.

To make a garden all you need

Is just a single simple seed.

A patch of earth, a sheltered spot,
That's not too cold, but not too hot.
A little rain, a lot of sun,
That's all you need.
And when you're done,
In some strange way, your seed will know
Just how to sprout and how to grow.
Until you see to your surprise
A miracle before your eyes,
A baby leaf still curled up tight.
That's pushing upward toward the light.
What will it be? A tree? A weed?
Each one is started from a seed.

—Mary Ann Hoberman

A. Answer these questions.

1. What all do you need to grow a plant?

2. Where should you plant the seed?

3. What is 'strange' about the seed?

4. Write the lines from the poem that describe the 'miracle' you see.

5. 'Each one is started from a seed.' What do the words 'each one' refer to?

B. Write two pairs of rhyming words from the poem.

1. _____, _____

2. _____, _____

C. Find the synonyms of the following words from the passage.

1. Protected _____

2. Slight _____

3. Wonder _____

4. Unfamiliar _____