

4. Animals grow _____ and stronger during _____ season.

Answer the following questions based on the report above:

(Students can be divided into small groups to discuss the first three questions. For the last question, students will raise hands/unmute themselves to share their experiences).

1. What according to you is the difference between a weather and a season? Write one difference in your notebook.
2. Why are seasons important?
3. What happens to the plants and trees during autumn?
4. Which season do you like the most and why?

Follow on Activity (relating to other skills)

Discuss in your groups the activities you enjoy during the four seasons described in the report above. Through this the teacher will come to know the most liked and disliked activity and further bring changes to plan and implement the above activities.

Monopoly

Theme	: Rhyming words
Skill	: Speaking and writing
Grade	: Primary level learners (first, second and third class)
Sub Skill(s)	: Word family patterns and spelling patterns. Speaking and writing
Duration	: 20-25 minutes
Learning Objectives	: To enable learners to <ul style="list-style-type: none"> • enhance their vocabulary • do independent reading to expand word knowledge • generalize their knowledge to read and spell new words with similar patterns

- apply their knowledge of word patterns for speaking, reading, and writing

Activity : Discussion, pedagogical processes (including teacher instructions and class organization)

Pre-Activity

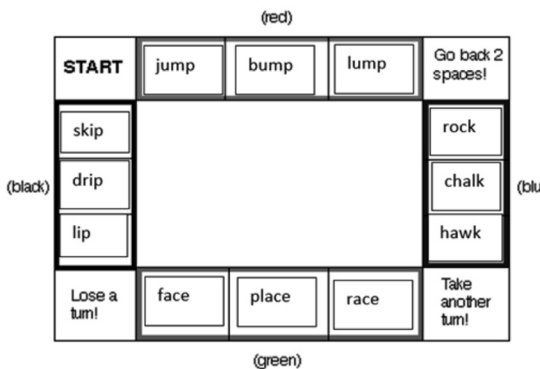
- Divide the class into groups of four or five.
- Create a four or five-square game board on each side. Prepare word cards with families of words that emerge from the child’s reading: jump, bump, lump; rock, chalk, hawk; face, place, race.
- Colour code the family of words and the game board side by side.
- Put the words in sets facing up around the board. To include a chance element in the game, add extra instructions such as “take a different turn,” “move back 2 spaces,” etc. Prepare colour-coded score cards for every player for each word family.
- The teacher will also ask students to speak or write sentences with the rhyming words. The students who are successful in writing sentences will get bonus points/smilies/emojis.

Warm-up

The teacher will tell a story about rhyming words to the students to familiarize them with the words of the same family, for example *Eggy’s Children’s Rhyming Story*.

Main Activity

The players will roll the dice or travel around the board using a spinner. Wherever a player ends up reading the word, it will be written in the relevant category of “word family” on the score sheet.



Score Sheet

Red	Blue
1.	1.
2.	2.
3.	3.
Green	Black
1.	1.
2.	2.
3.	3.

Follow on Activity (relating to other skills)

The teacher will ask the learners to identify and make sentences with similar sounding words like cat and bat. She can also ask students to write down similar sounding words ending with at, ed, un, and te etc.

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