



Learning outcome	SWBAT use adverbs to modify the meaning of verbs.
Materials Required	Lesson Deck: <a href="#">U3_GDK5</a> , Worksheet: <a href="#">U3_GWS5</a> .
NOTE	This deck relies greatly on student interaction. Kindly provide ample opportunity for students to voice their views. Slides have animation so kindly rehearse before class.
Slide 3	Start the class with a breathing exercise. <b>Move to the Next Slide.</b>
Slide 4	SAY: Hello friends, how are you doing today? Let's meet some new people. <b>Note: click to start the animation</b>  SAY: Read out the text in the callout. <b>Move to the Next Slide.</b>
Slide 5	ASK: What would you like to be when you grow up? <b>Note: Encourage multiple answers.</b> <b>Move to the Next Slide.</b>
Slide 6	SAY: Now let's see what Alok wants to be? <b>Note: Think pair share - make pairs/groups and ask children to describe the 4 career options given here.</b> <b>Move to the Next Slide.</b>
Slide 7 (animation)	SAY: Let's see what Vidya wants to be when she grows up. <b>Note: Think pair share - make pairs/groups and ask children to give examples for having multiple options of career.</b>



	<p>SAY: That is excellent <b>Move to the Next Slide.</b></p>																		
Slide 8-12	<p>Click once for the first part of the lesson. Click once more for the second part. Note: Read the lesson and have scope for interaction. <b>Move to the Next Slide.</b></p>																		
Slide 13	<p>Note: Read and discuss the answers for the comprehension questions. <b>Move to the Next Slide.</b></p>																		
Slide 14 (animation)	<p>SAY: The “to be” is a verb used to describe something or someone, isn’t it? Let’s learn more about this verb. Note: Read and explain ‘to be’ affirmative/positive as a sentence which is a fact. Example : I am a teacher; We are Indians. Click for the text to appear as animation. SAY: Look at the structure of the sentence. Note: Explain the structure Noun + Verb + Affirmative(In an affirmative sentence there will always be a Noun/pronoun + verb + affirmation/fact.) <b>Move to the Next Slide.</b></p>																		
Slide 15	<p>Note: Read out and explain the short form of to be verbs. (as given here)</p> <table border="1"><thead><tr><th>Long form</th><th>Short form</th></tr></thead><tbody><tr><td>I am</td><td>I'm</td></tr><tr><td>You are</td><td>You're</td></tr><tr><td>He is</td><td>He's</td></tr><tr><td>She is</td><td>She's</td></tr><tr><td>It is</td><td>It's</td></tr><tr><td>We are</td><td>We're</td></tr><tr><td>You are</td><td>You're</td></tr><tr><td>They are</td><td>They're</td></tr></tbody></table>	Long form	Short form	I am	I'm	You are	You're	He is	He's	She is	She's	It is	It's	We are	We're	You are	You're	They are	They're
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	<p>SAY: "I am teaching you" can also be said as "I'm teaching you". "You are listening" can also be said as "you're listening". <b>Move to the Next Slide.</b></p>
Slide 16	<p><b>Note: Read and explain 'to be' negative. Click for the text to appear as animation.</b> SAY: Look at the structure of the sentence. <b>Note: Explain the structure Noun + Verb + not + Affirmative (In a negative sentence there will always be a noun/pronoun + verb + Not+ affirmation/fact).</b> <b>Move to the Next Slide.</b></p>
Slide 17	<p><b>Note: read and explain 'to be' interrogative (questioning). click for the text to appear as animation.</b> SAY: look at the structure of the sentence. <b>Note: Explain the structure Verb + Noun/pronoun + ?(QUESTION MARK)</b> <b>Move to the Next Slide.</b></p>
Slide 18 Slide 19 Slide 20	<p><b>Note: Do the activity with the children.</b> ASK: think-pair-share discuss with your partner and tell me the correct answers.</p>
Slide 21 Homework	<p>Explain the homework exercise.</p>
Assessment	<p>Worksheet.</p>