REVISED EDITION

WOW!
GRAMMAR & COMPOSITION

LESSON PLANS
Chapter 1: Sentences

Learning Objectives
By the end of this lesson, the students will be able to:
- differentiate between sentences and incorrectly arranged groups of words.
- understand that sentences begin with a capital letter and end with a full stop.
- understand that questions end with a question mark.
- differentiate between two kinds of sentences: statements and questions.
- apply the learning while communicating.

Lesson Scheme

Introduction to sentences

Time: 10 minutes

1. Tell the students that they are going to learn about sentences.
2. Ask a student to read the definition of a sentence from the textbook.
3. Write down a few sentences and a few incorrectly arranged groups of words on the board and ask
the students to identify which ones are sentences. Here are a few examples:
   - The boy in the blue car is my friend, Mohan. (a sentence)
   - Mangoes like I. (a group of words that does not make complete sense)
4. Ask the students to attempt Exercise 1 individually.
5. Encourage peer reviews and later, discuss the responses.

Capital letter

Usage

Time: 10 minutes

1. Ask the students to look at the “Capital Letter” section in their textbooks.
2. Read each rule along with the examples. Give other examples as well from your immediate
surroundings.
3. Encourage maximum number of students to come up with their own examples for each category.
4. Let the students attempt Exercise 2 as an error correction activity.
5. If the students miss out on capitalizing a word, do not correct them immediately. Ask why the word
should begin with a capital letter. Ensure there is a rule-recycle at this stage.
6. Follow similar steps if they capitalize incorrectly.

Types of Sentences

Identification, Use, and Practice

Time: 10 minutes

1. Tell the students that based on their use, sentences can be categorized as statements and questions.
2. Zoom in on the definition box on Page 3.
3. Give them some examples of both kinds of sentences. In your examples, cover all types of sentences such as declarative, imperative, or exclamatory, without naming them.
4. Make a few students take turns to read out the definitions from the textbook.
5. You may also ask the students to cite examples of the two kinds of sentences (statements and questions) to evaluate their understanding.
6. Form pairs and ask the students to work with their partners to answer the questions in Exercise 3.
7. Help out the students and later discuss the answers.
8. Play the concept animation.

Extension Activity

1. Divide the class into two groups and assign one of the following names to each group:
   - Sentences
   - Questions
2. Make the two groups stand in a line against a classroom wall each.
3. The teacher will say out statements or questions, and the students need to immediately raise their hands in case they feel the sentence belongs to their group.
4. If a student raises their hand for an incorrect sentence, they will leave the line and sit down.
5. The group that has the maximum players in the end will be the winner.

Chapter 2: Naming Words

Total Time: 40 minutes

Learning Objectives

By the end of this lesson, the students will be able to:
- tell what naming words are.
- differentiate between common names and special names.
- understand that special names begin with a capital letter.
- understand that naming words can either be countable or uncountable.
- apply the learning while communicating.

Lesson Scheme

Introduction to naming words

Time: 10 minutes
1. Tell the students that they are going to learn about naming words.
2. Ask a student to read the definition of a naming word from the textbook.
3. For each category, give other examples from your immediate surroundings.
4. Write down a few naming words and a few words that are not naming words on the board. Ask the students to identify the naming words. Here are a few examples:
   - Anand ball good spoon tall
   - Taj Mahal Red Fort lamp talk phone
5. Have the students work in pairs to complete Exercise 1.
Common names and special names

Usage

Time: 10 minutes

2. Read out the definition and examples of common names and special names.
3. Play the first concept animation.
4. Encourage maximum number of students to come up with their own examples for each category.
5. Let the students solve Exercise 2 individually.

Countable and uncountable naming words

Identification

Time: 20 minutes

1. Tell the students that naming words can either be countable or uncountable.
2. Zoom in on the pictures on Page 8 and ask the students to read the definition given below.
3. Help the students solve Exercise 3.
4. Follow up with a small activity. Ask each student to place all the objects in their schoolbags on their desks. The students should then count the number of each object.
5. Ask the students to turn to Page 9. Zoom in on that page.
6. Let the students spend 2–3 minutes looking at the pictures and reading the example sentences.
7. Ask all the students to look at the definition and ask one student to read it aloud in the class.
8. Ask questions such as:
   - Can you count sugar?
   - Can you count the number of pencils in your pencil box?
   - How many chairs are there in our classroom?
9. You can arrange a small follow-up activity. Bring a few uncountable materials like sand, sugar, or coffee to class. Lay out these objects, and a few countable objects like a pencil, chalk, duster, etc. on a table.
10. Blindfold the students one by one and ask them to pick an object from the table. The students have to touch and guess if the thing they have picked is a countable or an uncountable object. Another student can confirm the response as correct or incorrect.
11. Form pairs and ask the students to work with their partners to answer the questions in Exercise 4.
12. For remedial, play the concept animation.
13. Help out the students and later discuss the answers.

Extension Activity

1. Call out a naming word and a roll number.
2. Let the student of that roll number say if that naming word is a countable noun or an uncountable noun.
3. Make sure all students get a chance to answer.
Chapter 3: One and More than One

Learning Objectives
By the end of this lesson, the students will be able to:
- add -s or -es to make countable naming words more than one.
- differentiate between naming words that take an -s and those that take an -es to become more than one.
- apply the learning while communicating.

Lesson Scheme

Introduction to naming words and their plurals

1. Tell the students that they are going to learn to change naming words from one to more than one.
2. Show items in the classroom which are more than one. For example: two chalks, two pencils, etc.
3. Ask a student to write the names of the items shown on the board. For example, pencils, chalks, books, etc. Allow the students to make mistakes.
4. Write down a few naming words with their plurals on the board and ask the students to identify which words are one and which ones are more than one. Here are a few examples:
   - bat   bats
   - book  books
   - cap   caps
   - bag   bags
   - pencil pencils
5. Tell the students that the letter s shows that things are more than one. It could mean two or three or even more, but the spelling wouldn’t change.
6. Have the students work in pairs to complete Exercises 1 and 2.
7. You could extend Exercise 2 to include other body parts if you have the time.

Spelling rules

Usage

1. Zoom in on the spelling rules given on Page 11.
2. Read each rule along with the examples. Give other examples from your immediate surroundings.
3. Encourage maximum number of students to come up with their own examples for each category.
4. Encourage the students to complete Exercises 3 and 4 in pairs.
5. Play the concept animation.

Identification

1. Tell the students that based on their use, naming words can either be one or more than one.
2. Give them some examples of both the kinds using different kinds of naming words.
3. Ask the students to randomly say a naming word (common names only).
4. Write the plural form of the word on the board and ask the students to decode the spelling rule.
5. Explain each rule in detail by giving appropriate examples.
6. Tell the students that the best way to remember naming words, whose spellings change completely when they become more than one, is to memorize a list. Ask the students (in groups or pairs) to find as many such naming words as they can and make a list. They will be asked to share their list in class later.
7. Form pairs and ask the students to work with their partners to answer the questions in Exercise 5.
8. Help out the students and discuss the answers later.

**Extension Activity**

*Time: 15 minutes*

<table>
<thead>
<tr>
<th>Template</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have leaves.</td>
<td>Who has foot?</td>
</tr>
<tr>
<td>I have feet.</td>
<td>Who has sheep?</td>
</tr>
<tr>
<td>I have sheep.</td>
<td>Who has potato?</td>
</tr>
<tr>
<td>I have potatoes.</td>
<td>Who has cactus?</td>
</tr>
<tr>
<td>I have cacti.</td>
<td>Who has mouse?</td>
</tr>
<tr>
<td>I have mice.</td>
<td>Who has knife?</td>
</tr>
<tr>
<td>I have knives.</td>
<td>Who has elf?</td>
</tr>
<tr>
<td>I have elves.</td>
<td>Who has hero?</td>
</tr>
<tr>
<td>I have heroes.</td>
<td>Who has deer?</td>
</tr>
<tr>
<td>I have deer.</td>
<td>Who has leaf?</td>
</tr>
</tbody>
</table>

**Preparation**

Using the template list of irregular plural nouns, create a set of cards by writing each “I have...Who has?” pair on an index card. Ten samples have been provided in the template, but feel free to add as many more as you wish.

**Directions**

Distribute a card to each student. Have the students get out of their seats and pick a student to go first. The student reads his or her card. The student who answers the question part of the card is a match.

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When a match is found, the matching student reads his or her card next and the pattern continues until all of the pairs are next to each other in a circle.

**Chapter 4: A, An, The**

**Total Time: 30 minutes**

**Learning Objectives**

By the end of this lesson, the students will be able to:

- differentiate between words that are preceded by *a*, those that are preceded by *an*, and those that are preceded by *the*.
- Understand that:
  - we use *a* before words that start with a consonant sound.
  - we use *an* before words that start with a vowel sound.
  - we use *a* and *an* before things that are only one in number.
- understand when words begin with *the*.
- apply the learning while communicating.

**Lesson Scheme**

**Introduction to *a* and *an***

*Time: 10 minutes*

1. Tell the students that they are going to learn about *a* and *an*.
2. Ask a student to read the rules from the textbook.
3. Write down a few words on the board and ask the students to identify which ones will begin with *a* and which ones will begin with *an*. Here are a few examples: car  apple  egg  hat  bottle  hour
4. Ask the students to work on Exercises 1 and 2.

**The**

**Usage**

*Time: 10 minutes*

1. Zoom in and read each rule along with the examples. Give other examples from your immediate surroundings in the class.
2. Encourage maximum number of students to come up with their own examples.

**Identification**

*Time: 10 minutes*

1. Tell the students that based on their use, words can be categorized as those that start with *a*, those that start with *an*, and those that start with *the*.
2. Give them some examples of all the three kinds.
3. Make a few students take turns to read out the definitions from the textbook.
4. Explain each article in detail by giving appropriate examples. You could also ask the students to cite examples to evaluate their understanding of the section.
5. Form pairs and ask the students to work with their partners to answer the questions in Exercises 3, 4, and 5.
6. Help out the students and discuss the answers later.
7. Play the concept animation.

**Extension Activity**

1. Divide the class into three groups and assign one of the following names to each group:
   - A
   - An
   - The
2. Make each group stand in a line.
3. The teacher will say out words that could be preceded by *a, an*, or *the*. The students need to immediately raise their hands in case they feel the word belongs to their group.
4. If a student raises their hand for an incorrect word, they will leave the line and sit down.
5. The group that has the maximum players in the end will be the winner.
Chapter 1
Sentences

1. Tick the ones that are sentences. Rewrite the ones that are not as sentences. Two have been done for you.

a) My favourite colour is red.

__________________________

✓

b) cat there on stairs the is a

There is a cat on the stairs.

c) Tim is late for school.

__________________________

d) Aunt Lily likes lemonade.

__________________________

e) Dan is visiting the zoo.

__________________________

f) is good a boy he

__________________________
g) The baby is sleeping.

_______________________________________________________

h) doctor my is father a

_______________________________________________________

2. Complete these sentences to form a paragraph about your family.

My name is _____________________. My father’s name is ________________

and he is _________________. My mother’s name is ________________

and she _____________________________. We live

____________________________________

3. Write two sentences about each picture.

a) _________________________________________
   _________________________________________
   _________________________________________
   _________________________________________

b) _________________________________________
   _________________________________________
   _________________________________________
   _________________________________________

c) _________________________________________
   _________________________________________
   _________________________________________
   _________________________________________

d) _________________________________________
   _________________________________________
   _________________________________________
   _________________________________________
4. Rewrite these sentences using capital letters wherever needed.

a) My birthday is in September.

b) My brother Leo is in school.

c) February is the shortest month.

d) New Delhi is the capital of India.

e) Lisa and I play Holi every year.

5. End these sentences with a full stop or a question mark.

a) I like to watch TV____

b) Where are the shoes____

c) Give me a glass of water____

d) Do you want rice____

e) We went to the market yesterday____
f) What is your favourite sport____

g) I lost my mobile phone____

h) When do you wake up____

6. Read these sentences. Each sentence has one mistake. Rewrite them correctly.

a) The book is lying on the table?
   ________________________________________________________

b) My friend misha likes reading.
   _______________________________________________________
   _______________________________________________________

c) Where is the cat.
   ______________________________________________________

   d) i like to eat popcorn.
   ______________________________________________________

   e) We play football on sunday.
   ______________________________________________________

   f) my mother’s name is Rita.
   ______________________________________________________
Chapter 2
Naming Words

1. Colour the boxes. Colour the box red if it names a person, blue if it names a place, yellow if it names an animal, and green if it names a thing.

<table>
<thead>
<tr>
<th>mother</th>
<th>zebra</th>
<th>phone</th>
<th>park</th>
</tr>
</thead>
<tbody>
<tr>
<td>zoo</td>
<td>pen</td>
<td>pigeon</td>
<td>Mani</td>
</tr>
<tr>
<td>tree</td>
<td>doctor</td>
<td>hospital</td>
<td>fish</td>
</tr>
<tr>
<td>dolphin</td>
<td>home</td>
<td>cousin</td>
<td>bottle</td>
</tr>
</tbody>
</table>

2. A few naming words have been underlined in these sentences. Write what they name: person, place, animal, or thing.

a) The cat is drinking milk. ________________
b) A pilot flies a plane. ________________
c) A lion lives in its den. ________________
d) Dan is wearing red socks. ________________
e) The police caught the thief. ________________
f) The children are waiting for the bus. ________________
3. Underline the naming words.

a) The king is speaking.

b) I saw a big car.

c) The ducks are swimming.

d) The rabbit runs very fast.

4. Place these words in the correct columns.

<table>
<thead>
<tr>
<th>August</th>
<th>school</th>
<th>friend</th>
<th>Peter</th>
<th>owl</th>
<th>India Gate</th>
<th>dog</th>
<th>Paris</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Special Name</th>
<th>Common Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Write S if the underlined word is a special name and C if it is a common name.

a) The animals live on a farm. ____________

b) Have you read the Sleeping Beauty? ____________

c) Avik goes to Delhi School. ____________

d) The girl is sitting on a broken chair. ____________

e) We are going to Water World tomorrow! ____________

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f) Jason fell from his **bicycle**.

6. Write **C** for countable and **U** for uncountable.

a) **fish**  ____  

b) **tea**  ____  

c) **pen**  ____  

d) **rose**  ____  

e) **milk**  ____  

f) **shoe**  ____  

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Chapter 3
One and More than One

1. Add *-s* or *-es* to make these words more than one.

a) box
b) apple
c) eye
d) hand
e) orange
f) balloon
g) lamp
h) watch
i) dress
j) egg

2. Make these words more than one.

a) man
b) foot
c) child
d) mouse
e) tooth
f) woman

3. Place the words given below in the correct columns.

<table>
<thead>
<tr>
<th>cars</th>
<th>buses</th>
<th>dog</th>
<th>glass</th>
<th>table</th>
<th>dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fox</td>
<td>keys</td>
<td>houses</td>
<td>book</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Tick the correct options to complete the sentences.

a) I had two (apple/apples) in the morning.

b) There are five (gift/gifts) on the table.

c) Mr and Mrs Das own one (car/cars).

d) She bought three (dress/dresses) for her birthday.

e) Sam bought a new (watch/watches).

f) We are standing under a mango (tree/trees).

5. Count the objects and write the words that match the pictures. One has been done for you.

a) bags
Chapter 4
A, An, The

1. Write five naming words that begin with a vowel sound.
   a) an __________________
   b) an __________________
   c) an __________________
   d) an __________________
   e) an __________________

2. Write five naming words that begin with a consonant sound.
   a) a _________________
   b) a _________________
   c) a _________________
   d) a _________________
   e) a _________________

3. Fill in the blanks with a or an.
   a) _______ apple
   b) _______ lion
   c) _______ flower
   d) _______ egg
   e) _______ box
   f) _______ owl
   g) _______ ball
   h) _______ doctor
i) _______ airplane  j) _______ island

4. Fill in the blanks with a, an, or the.

a) I ate _______ orange. _______ orange was sour.

b) She lives in _______ house. _______ house is big.

c) I saw _______ baby. _______ baby was cute.

d) Jerry found _______ ball. _______ ball was Tim’s.

e) This is _______ umbrella. _______ umbrella is broken.

f) I crossed _______ apple tree. _______ apple tree was huge.

g) I gave her _______ pencil. She lost _______ pencil.

h) Mary bought _______ animal book. She likes _______ book.

5. Circle the words where the is not needed.

a) the India  b) the Taj Mahal  c) the Mona

d) the Moon  e) the Sun  f) the China

g) the world  h) the Mr Roy

6. Write a, an, or the in the blank spaces.

a) Look at _______ Moon!

c) The children saw _______ rainbow.

e) Have you seen _______ India Gate?

g) Have you ever touched _______ ice cube?
b) _______ octopus has eight arms.

d) Can you read _______ clock?

f) The birds are flying in _______ sky.

h) There is _______ arrow at the end of the road.
Chapter 1: Sentences
1. c) ✓  d) ✓  e) ✓  
   f) He is a good boy.  
   g) ✓  
   h) My father is a doctor.
2. Answers may vary.
3. Answers may vary.
4. a) My birthday is in September.  
   b) My brother Leo is in school.  
   c) February is the shortest month.  
   d) New Delhi is the capital of India.  
   e) Lisa and I play Holi every year.
5. a) ?  b) ?  c) .  
   d) ?  e) .  f) ?  
6. a) The book is lying on the table.  
   b) My friend Misha likes reading.  
   c) Where is the cat?  
   d) I like to eat popcorn.  
   e) We play football on Sunday.  
   f) My mother’s name is Rita.

Chapter 2: Naming Words
1. Person: mother; doctor; cousin; Mani  
   Place: zoo; home; hospital; park  
   Animal: dolphin; zebra; pigeon; fish  
   Thing: tree; pen; phone; bottle  
2. a) animal  b) person  c) place  
   d) thing  e) person  f) thing  
3. a) The king is speaking.  
   b) I saw a big car.  
   c) The ducks are swimming.  
   d) The rabbit runs very fast.
4. Special Name: August; Peter; India Gate; Paris  
   Common Name: school; friend; owl; dog
5. a) C  b) S  c) S  
   d) C  e) S  f) C  
6. a) C  b) U  c) C  
   d) C  e) U  f) C  

Chapter 3: One and More than One
1. a) boxes  b) apples  c) eyes  
   d) hands  e) oranges  f) balloons  
   g) lamps  h) watches  i) dresses  
   j) eggs  
2. a) men  b) feet  c) children  
   d) mice  e) teeth  f) women  
3. One: dog; glass; table; fox; book  
   More than One: cars; buses; dishes; keys; houses  
4. a) apples  b) gifts  c) car  
   d) dresses  e) watch f) tree  
5. a) bags  b) books c) brush  
   d) buses  e) keys

Chapter 4: A, An, The
1. Answers may vary.
2. Answers may vary.
3. a) an  b) a  c) a  
   d) an  e) a  f) an  
   g) a  h) a  i) an  
   j) an  
4. a) an; The  b) a; The  
   c) a; The  d) a; The  
   e) an; The  f) an; The  
   g) a; the  h) an; the  
5. a; c; f; h  
6. a) the  b) An  c) a  
   d) a  e) the  f) the  
   g) an  h) an
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2

ANSWER KEYS
Chapter 1: Sentences

1. a) ✓
   d) ✓
   e) ✓

2. a) Jason; I
   b) We; Delhi
   c) There; February
   d) My; Holi

3. a) ×
   c) ×
   e) ×

4. b) Did you do your homework?
   c) I am going to the park with Vicky.
   d) My birthday is in June.
   e) Where do you live?

5. Answers may vary.

Chapter 2: Naming Words

1. b) parrot; animal
c) man; person
d) table; thing
e) cow; animal
f) baby; person
g) school; place
h) pen; thing

2. a) Mary
   d) July
   e) spoon

3. a) bag
   b) erasers
c) pencils
d) crayons

4. b) U
c) U
d) C
e) C
f) C
g) U
h) C

Chapter 3: One and More than One

1. b) desks
c) camels
d) dolls
e) pens
f) flowers
g) nests
h) eggs

2. a) nose.
b) eyes.
c) ears.
d) fingers.

3. a) dresses
   b) watches
   c) classes
   d) foxes

4. a) M
   b) O
c) O
d) M
e) O

5. b) one rose; five roses
c) one toothbrush; five toothbrushes
d) one torch; six torches

Chapter 4: A, An, The

1. a) ✓
   c) ✓
   d) ✓
   e) ✓
   f) ×
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How?
Who?
Where?
Whose?

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