

# At Priya's School

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Learning why we go to school, why it is important
- ▶ Learning to balance work and play in school
- ▶ What we do, learn in school
- ▶ Reading, listening and understanding the lesson
- ▶ Vocabulary—new words, pronunciation, spellings, meanings and usage
- ▶ Answering questions orally and in writing
- ▶ Learning about doing words (verbs), is, am, are, has, have
- ▶ Applying lessons learnt about school, teachers, etc., reinforced through exercises

### GEAR UP!

- ▶ Talk about school—why we go to school; what happens if we do not go to school; explain about unfortunate children who are denied school. Talk about achievers like Abdul Kalam, S. Ramanujan, etc., who struggled for education.
- ▶ Talk about all aspects of school life—learning, skills and knowledge, professional requirement, creativity, balancing work and play.
- ▶ Discuss the three questions in class.

**Outcome:** Know your school; what is good about school, what is not; what about children who cannot or do not go to school—understand their problems.

### READ AND DISCOVER

- ▶ Read aloud the lesson.
- ▶ Each student may take turns to read one or two sentences. Correct their pronunciation.
- ▶ Explain the meanings of words.
- ▶ Ask students to compare what is in the lesson with their own routine.
- ▶ Ask in-text questions, e.g., what colour is Priya's bag? What is in it? What is in her pencil box? Who goes to the bus stop with Priya?

- ▶ Explain the words in colour. Show and explain some of the verbs used in the lesson.

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**Outcome:** Learning the experiences of school, reading, listening, understanding words, spellings, pronunciation, meanings and usage.

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### **ENJOY AND UNDERSTAND**

- ▶ Discuss answers to Exercises A and B in class.
- ▶ As students come up with correct answers, write them on the blackboard. The students can then transcribe or mark them in their books.
- ▶ Ask students about their routine—e.g., how do they come to school? What do they carry? Who brings them? What do they have for lunch? etc.

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**Outcome:** Understand the lesson; answer questions orally and in writing.

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### **GRAMMAR SPOTLIGHT**

- ▶ Explain what verbs are—doing and being words.
- ▶ Use the blackboard and given examples as well as the examples from the classroom and daily life around us to explain what verbs are—how they are ‘doing’ words.
- ▶ Exercise A: Discuss each sentence with reference to the pictures. Then ask students to draw lines connecting the sentences to the pictures.
- ▶ Exercise B: As above, discuss each sentence with reference to the pictures. Have fun making animal sounds! See what other sounds the students are familiar with, e.g., sneezing, laughing, clapping, etc.
- ▶ Exercise C: Discuss each word to decide what it means. This can help students to select the verbs or ‘action words’. Then, ask them to write the words.
- ▶ Students can be asked to read, pronounce and spell each word in the three exercises correctly.
- ▶ Teacher can take a small oral spelling test.

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**Outcome:** Learning about verbs and their usage.

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### **VOCABULARY**

- ▶ Exercise A: Discuss with students—divide them into 6 groups. Each group to select the right word from the Help Box—Ask each group to give their word. Spell it and let them fill in the letters in the blanks. Ask the meaning of each word.
- ▶ Exercise B: Discuss with students—why the words form a set each. Find the name for each set from the Help Box. Ask them to write them.
- ▶ Exercise C: What is this set? One week—what are the days of the week? Which names are the missing ones? Write them on the blackboard. Ask students to transcribe the words in the right box.

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**Outcome:** Learning words, spellings, meaning and pronunciation.

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## LISTEN AND LEARN

- ▶ Teacher will read out the passage and the students will listen to it carefully.
- ▶ After listening to the passage the students will answer the questions orally.

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**Outcome:** Listen attentively. Understand, answer questions orally; pronunciation; speech.  
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## CONVERSE AND CONNECT

- ▶ Ask two students to read the conversation, enacting it in class. If necessary, write it down on the blackboard.
- ▶ Ask the other students to listen carefully.
- ▶ Correct the pronunciation, pauses, inflexions such as questions, exclamations, etc.

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**Outcome:** Learning to converse; pronunciation, pause, etc.  
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## WRITING

- ▶ Explain the sentences and ask the students to write them in their notebooks.
- ▶ Ask students to write correct prepositions in the blanks.

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**Outcome:** Learning to write neatly.  
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## PROJECT WORK

- ▶ Cut pictures and paste them in scrapbook with the help of parents. Write one sentence about each of them using suitable verbs.

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**Outcome:** Use of verbs, involvement of parents in student's work.  
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## VALUE CORNER / LIFE SKILLS

- ▶ Read out the sentence and explain it.
- ▶ Discuss with reference to lesson.
- ▶ Ask students if they enjoy school—both studies and other activities—why?

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**Outcome:** Enjoy the school experience.  
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