

The Bear and The Two Travellers

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning about friendship, differences and fights with friends, making up, forgiving
- ▶ What is danger? How to face it? Difference between being brave and being foolish
- ▶ Reading picture books; understanding
- ▶ Vocabulary—words, meanings, spellings and pronunciation
- ▶ Answering questions on the lesson orally and in writing
- ▶ Learning more about ‘doing words’—using am/is/are + action words + ing; also learning about ‘ed’ or ‘d’ or yesterday words
- ▶ Listening attentively and answering questions, etc.
- ▶ Learning to converse correctly
- ▶ Applying what has been learnt in the lesson

GEAR UP!

- ▶ Discuss: What is a friend? Do you have friends, a best friend? What do you do together?
- ▶ What do you expect your friend to do—if someone speaks badly about you? If teacher scolds you for something you have not done? If a big boy or girl bullies you? If you are studying for exam? If you fall ill and cannot attend class for a week?
- ▶ Do you and your friend fight? Do you stop talking to and helping each other? Do you forgive each other and make up? What is special about your friend?
- ▶ Discuss the question and the choices of answers with the students. Ask them to tick the answer of their choice. Ask why for different choices.

Outcome: Who is a friend? Do friends fight? Making up/forgiving

READ AND DISCOVER

- ▶ Read aloud the lesson.
- ▶ Explain to students the difficult words, and the story.

- ▶ Ask them if they like picture stories and comics. Why?
- ▶ Words like near, careful, climb, safe, danger and helpful can be discussed.
- ▶ Ask in-text questions, e.g., Who were walking through the forest and why? Was Aman right or wrong? Is Mohit right in the end or not?

Outcome: Reading picture stories; understanding words, pronunciation, meanings, spellings, etc.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Discuss each question and its answer. Then students can mark the correct answer in their books.
- ▶ Exercise B: Discuss each question and ask students to give an answer. Write the answer on the board after students give the correct answer orally.

Outcome: Understanding and answering questions orally.

GRAMMAR SPOTLIGHT

- ▶ Explain the use of am/is/are + action words + ing. Also explain use of 'ed' or 'd' words or yesterday words.
- ▶ Use the blackboard and examples given, and from daily life, to show action word + ing as well as 'd' or 'ed' word examples.
- ▶ Exercise A: Discuss each sentence, then help students to identify and underline the action word + ing in the sentences.
- ▶ Exercise B: Discuss each sentence and then ask students to fill in the blanks.
- ▶ Identify and underline the action word + ing in the sentences.

Outcome: Learning about action word + ing constructions and their usage.

SPELL WELL

- ▶ Ask students to identify the correct words and select them from the Help Box.
- ▶ Ask them to fill in the blanks with the right letters and complete them.
- ▶ Learn the spellings and ask them if they know the meanings.

Outcome: Learn spellings of words, their meaning and pronunciation.

VOCABULARY

- ▶ Exercise A: Ask students to look at the picture and give words to name the pictures. If correct, then ask students to spell the word—write it on the blackboard—Then students may copy the letters to fill the blanks.
- ▶ Exercise B: Ask students to identify one word at a time and write it on the board. Then the students may write the missing letters and complete the words.

- ▶ Exercise C: Discuss each group to see which word has the same meaning as the given word. Then ask students to circle it. Students will thus learn meanings of other words too.

Outcome: Learn word spellings; words with double letters; synonymous words.

LISTEN AND LEARN

- ▶ Teacher will read out the passage and the students will listen to it carefully.
- ▶ Then ask them the questions. Let them answer orally. Ask them to answer in full sentences—Correct them wherever required.

Outcome: Listening attentively and answering the questions orally.

CONVERSE AND CONNECT

- ▶ Tell two students to learn the dialogue and enact it.
- ▶ Correct the pronunciation, pause and inflexion.
- ▶ Draw attention to words with double letters:—tree; well; sorry; really; worry; swimming; will; better; indeed

Outcome: Learning to converse with correct pronunciation, pause and inflexion.

WRITING

- ▶ Select the correct words to complete the given sentences.
- ▶ Ask the students to copy the sentences neatly in their notebooks.

Outcome: Using suitable words to make complete sentences.

PROJECT WORK

- ▶ List friends and write one quality of each. Give them examples of qualities, e.g., helpful, kind, friendly, gentle, etc.

Outcome: Applying what has been learnt in the lesson; working on your own.

VALUE CORNER / LIFE SKILLS

- ▶ Read out the sentence.
- ▶ Link with lesson and what it says.
- ▶ Discuss with students how they will try to be good friends.
- ▶ Help the students understand the given situation and choose the correct option(s).

Outcome: Learning to apply the value in daily life.
