

Water is Precious—Save It

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning about water—its scarcity, sources, use, waste, preservation, pollution, etc.
- ▶ Listening, reading and understanding
- ▶ Vocabulary—words, meanings, pronunciation, spellings; -ing words
- ▶ Answering questions orally and in writing
- ▶ Learning about position words—prepositions—recognising them, their usage
- ▶ Using words in sentences; writing; conversation
- ▶ Applying lessons learnt

GEAR UP!

- ▶ Discuss pictures—ask students about the sources of water—explain.
- ▶ Explain to them the uses of water—drinking, washing, bathing, cleaning.
- ▶ What scarcity of water is and why water gets polluted and becomes dangerous.
- ▶ How we can save and conserve water in school and at home—use only as much water as we need for brushing teeth; bath/shower—waste involved; don't throw away drinking water; leaky taps, etc.

Outcome: Water—sources, uses, scarcity, pollution—how to use water and conserve it.

READ AND DISCOVER

- ▶ Read the lesson aloud. Students can read a few lines, each in rotation.
- ▶ Explain the words and the narrative of the lesson.
- ▶ Correct the pronunciation, pauses, etc.
- ▶ Ask students which of the three children they like the best and why.
- ▶ Ask in-text questions, e.g., How old was Sid? Who was playing in the garden? What did Sid's teacher tell her class? Why did Sid say the flowers would die? etc.

Outcome: Reading aloud, listening attentively, new words, pronunciation, spelling, meaning.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Discuss the exercise and students may select the correct answer. Then students can tick on the right answer.
- ▶ Exercise B: Discuss each question and help students to answer. Write correct answer on blackboard and let students transcribe it in their books.
- ▶ Encourage students to speak short, complete sentences.

Outcome: Understanding lesson, answer questions orally and in writing.

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and the given examples to explain what position words are. Use other examples from the class and from home to expand their knowledge and skill, e.g., on the table, in the room, at the station, etc.
- ▶ Exercise A: Explain the sentences with respect to the picture. Then students will underline the prepositions.
- ▶ Exercise B: Help students select the correct prepositions.
- ▶ Exercises C, D, and E: Explain and help students select and write the prepositions, and select the correcting action words from the help box.

Outcome: Learning about prepositions and how to use them.

VOCABULARY

- ▶ Exercise A: Discuss and complete the words with “ll”. Say each word aloud; students to follow. Suggest more common words (e.g., bell; well; chill; call; hall, etc.)
- ▶ Exercise B: Discuss the pictures—students can match them. Write names of the animals on blackboard and they may transcribe. (lion—cub, cat—kitten; goat—kid)
- ▶ Add more names of animals and birds and their young (e.g., dog—puppy; duck—duckling; hen—chick; sheep—lamb; cow—calf; horse—foal, etc.)

Outcome: Animals and their young; words with ‘ll’, learn more words.

LISTEN AND LEARN

- ▶ Teacher will read out the passage and the students will listen to it carefully.
- ▶ Let students understand the passage, the words, the meanings, pronunciation, etc.
- ▶ Discuss each question and its answer with students. Then let them give correct answers orally.

Outcome: Listening attentively, understanding, answering questions orally.

CONVERSE AND CONNECT

- ▶ Three students can be selected to learn the parts of Viwan, Sid and Avni.

- ▶ Let them enact the conversation in class. Correct the pronunciation, pause and inflexion.

Outcome: Learning to converse; pronunciation, pause, inflexion, etc.

WRITING

- ▶ Discuss each sentence and ask students to select the right word.
- ▶ Help them—read and select correctly.
- ▶ They can write the words down in the blanks.
- ▶ They can transcribe the sentences in their homework notebooks.

Outcome: Learning to use words in sentences; writing down sentences.

PROJECT WORK

- ▶ Try to draw and colour three pictures to show how water is used; or cut and paste pictures, e.g., someone drinking water; having a bath; watering plants or fields, etc.

Outcome: Writing; reinforcing lesson learnt, working on your own. May involve parents.

VALUE CORNER/LIFE SKILLS

- ▶ Read out the lines.
- ▶ Explain and discuss with students.
- ▶ Explain the correct way to use water by helping the student select the right option(s).

Outcome: Reinforcing the lesson learnt about saving water.
