



Tom Sawyer's Toothache

LESSON PLAN

SPECIFIC OBJECTIVES

- An introduction to good world literature: Mark Twain's 'The Adventures of Tom Sawyer'
- Appreciating and enjoying humour
- Listening, reading and understanding and answering the questions orally and in writing
- Vocabulary: Words, meanings, spellings, homonyms and word opposites
- Grammar: Learning about different kinds of adverbs
- Learning to converse correctly

WARM UP

- Discuss the given questions given.
- Talk about oral hygiene and health.
- The chapter is a humorous one – talk about the excuses students make for various things – late to school; haven't done the homework; forgot a book; don't want to drink milk; etc. Make it funny, not serious.
- Ask students to answer the questions on their own.
- Try to set their minds at rest about the fear of going to the dentist!

Outcome: Learning about oral hygiene and health; learning to enjoy humour in writing.

READING

- Read the lesson aloud or ask students to read parts of it.
- Explain the words and meaning. Reading creates familiarisation with words.
- Ask in-text questions: Have you ever made excuses about something you forgot or where you made a mistake?

- Encourage students to read 'The Adventures of Tom Sawyer'.

Outcome: Reading aloud and understanding the word meanings, spellings and pronunciation.

READ AND UNDERSTAND

- Let the students do Exercises A, B and C on their own.
- Discuss Exercise D [Think and Answer]: Let the students answer. Announce the correct answers aloud. Students can correct the answers in pairs.
- Think and Answer: Read and discuss the question in class. Then ask the students to write down the answer.
- The teacher can then check the answer of each student.

Outcome: Reading aloud, listening and understanding words, meanings, spellings and pronunciation.

GRAMMAR IS FUN

- Teach students what adverbs are using the blackboard and examples from real life.
- What adverbs of manner, place and time are. Give definitions and examples.
- Exercise F can be done as classwork by the students on their own and assessed in pairs of two with the teacher giving correct answers.

Outcome: Learning about adverbs, definitions, examples and usage.

SPELL WELL

- Let the students identify the correct spellings.
- Announce the correct spellings so that the students can check their answers and correct them.

Outcome: Learning spellings, meanings and pronunciation.

WORD POWER

- Explain that homonyms have same spellings and pronunciation but have different meanings.
- Let the students try Exercises H and I.
- Announce the correct answers so that the students can check and correct their answers.

Outcome: Learning about homonyms and opposites of words.

LET'S LISTEN

- The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.
- Then ask the students orally to fill in the blanks.
- Correct wherever required.

Outcome: Listening attentively and filling blanks to complete passage.

LET'S SPEAK

- The teacher will say each word clearly so that the students are able to understand how they are pronounced.

Outcome: Learning the pronunciation of words.

CONVERSE AND CONNECT

- Select two students to learn and enact the scene with your partner.
- The other students will correct pronunciation, expression, etc.

Outcome: Understanding speech correctly, pronunciation, stress, pause, etc.

SPEAK AND EXPRESS

- Exercise M: Ask the students to look at the picture.
- Then ask them the given questions, correcting them where required. Relate to the issues raised in the lesson regarding oral hygiene and health.
- Exercise N: Ask the students at random to recount a funny incident regarding making an excuse to avoid doing something.
- Teach them to put their thoughts into words correctly and politely.

Outcome: Enhancement of self-confidence and writing skills.

DICTIONARY SKILLS

- Encourage the students to look up the words in the dictionary.
- Let them read the meanings. You can help them in case of further explanations or clarifications.

Outcome: Understanding how to use a dictionary; enhancement of vocabulary.

WRITE WELL

- Ask the students to look at the pictures.
- Then ask them at random to tell what they see in the three pictures.
- Select the best sentences the students offer and write them on the board.
- Then ask them to write down the sentences as you progress with each picture.

Outcome: Enhancement of writing skills.

ACTIVITY/PROJECT

- Students can do it on their own.

Outcome: Applying one's learning to exercise imagination for project.



A Good Play

LESSON PLAN

The poem, written by Robert Louis Stevenson, describes how the poet spent an enjoyable afternoon playing a game on the stairs.

SPECIFIC OBJECTIVES

- Learning to use your imagination to create enjoyable games
- Having fun with a sibling or friend
- Reading and reciting the poem with the correct rhythm and emphasis
- Answering questions on the poem
- Learning words, meanings, spellings, pronunciation, rhymes

READING

- Read the poem aloud, correctly articulating the words, rhythm, mood and pauses.
- Explain the poem.
- Let the students learn the poem and recite it in groups.

Outcome: Read, recite and understand.

READ AND UNDERSTAND

- This poem, from 'A Child's Garden of Verses', is by Robert Louis Stevenson who wrote a lot of poems, stories and novels about children and older people and their lives. He wrote 'Treasure Island', 'Kidnapped', 'The Strange Case of Dr Jekyll and Mr Hyde', etc.
- This poem describes how the poet and his friend Tom have spent a thoroughly enjoyable afternoon ['till tea'] playing a game on the stairs. They imagined they were sailors at sea and created a ship out of chairs, pillows as billowing waves and water in a bucket to represent the sea water! They even had some food for their journey—an apple and a slice of cake. It was great fun, though Tom tumbled down and hurt his knee.
- Discuss the exercises and ask the students to answer them orally, before they write the answers down.

Outcome: Answering questions on the poem.