

A Role Model—Dr APJ Abdul Kalam



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LESSON PLAN

SPECIFIC OBJECTIVES

- Learning about doing hard work to achieve your goals
- Having a role model to admire so that you can set your mind in the right direction
- Reading, listening and understanding
- Answering questions orally and in writing
- Vocabulary: Words, meanings, spellings, pronunciation; forming compound words, antonyms, words pronounced with |eɪ| and |æ| sounds.
- Grammar: Negative and interrogative sentences
- Learning to converse
- Learning the meaning of words; making a diary entry

WARM UP

- Talk to students about the President of India as Head of State—explain about him/her as the first citizen and the commander-in-chief of the defence forces.
- Explain what is significant about the four Presidents whose pictures are shown.
- Explain what the concept of a role model is. Ask the students if they have a role model; if so, who? Why? In this lesson, Dr APJ Abdul Kalam has been described as Deepak's role model.

Outcome: Learning about late President of India, Dr APJ Abdul Kalam, as a role model.

READING

- Read the lesson aloud—students to take turns.
- Explain the words and phrases, e.g., working in the fields, truly a blessing, resume his studies, etc. Ask the students.
- Ask in-text questions, e.g., why did Deepak have a gap of one year in school? etc.
- Discuss why Dr Kalam was Deepak's role model. Ask the students whether they would also take him as a role model. Relate to Warm Up discussion.

Outcome: Reading aloud, listening and understanding word meaning, spellings and pronunciation.

READ AND UNDERSTAND

- Exercise A: Students can answer these on their own, consulting the lesson. The teacher can announce the answers aloud and students can check the answers in pairs.
- Exercise B: Ask one question at a time and let the students answer. Write the correct answer on the blackboard and let the students transcribe it in their books.
- Exercise C [Think and Answer]: Read and discuss the question in the class. Then ask the students to write down the answer.

Outcome: Reading, understanding and answering questions orally and in writing.

GRAMMAR IS FUN

- Explain negative and interrogative sentences using the blackboard and given examples.
- Discuss Exercises D and E. Let the students answer orally. Write the correct answers on the board. Students can transcribe them in their books.

Outcome: Negative and interrogative sentences and their usage.

SPELL WELL

- Explain what compound words are—two totally different words can be combined to make a third word with a distinct meaning.
- Use the blackboard and given examples to explain compound words. The teacher can add other words too, e.g., road + side = roadside; bath + tub = bathtub; cup + board = cupboard, etc.
- Exercise F: Discuss and let the students do it on their own.
- Exercise G: Ask the students to select the correct words from the Help Box and write the letters in the blanks to complete the words.
- The teacher can announce the correct answers to Exercises F and G and students can correct them in pairs.

Outcome: Learning correct spellings, meanings and compound words.

WORD POWER

- Exercise H: Ask the students to suggest antonyms (opposites) for each of the given words and write this correct answer on the blackboard, and let the students transcribe in their books.

Outcome: Learning antonyms.

LET'S LISTEN

- Read out the passage. Ask the students to listen to it carefully.

- Explain the passage, words like residence, staff, bodyguard, stables, space, ministries, etc.
- Ask one question at a time. Instruct the students to reply in complete sentences. Correct them where required.

Outcome: Listening attentively, understanding and answering questions orally.

SPEAK WELL

- Read aloud the words, pronouncing each word correctly. Ask the class to repeat aloud.

• **Outcome:** Distinguish ei and æ sounds.

CONVERSE AND CONNECT

- Select two students to enact Shalini and Nidhi.
- Ask the students to listen attentively to the pronunciation, pause, emphasis and inflexion.
- They can learn the conversation and enact in the class. Correct their conversation.

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

SPEAK AND EXPRESS

- Ask the students to look at the picture.
- Then ask them the given questions.
- Let them discuss the questions with their partners.
- Ensure that they have understood what is asked of them.
- Help the students speak freely and with confidence.

Outcome: Enhancement of self-confidence and speaking skills.

WRITE WELL

- Explain what a diary is to the students in the class.
- Let them fill in suitable words and complete the passage on their own.
- The teacher can assess.

Outcome: Learning what a diary is; finding suitable words and writing on one's own.

ACTIVITY/PROJECT

- Students can do this on their own using their imagination and creativity.

Outcome: Applying what you learnt in your creative work.

The Swing

LESSON PLAN

This is a poem written by Robert Louis Stevenson. It tells about the joy one feels while riding a swing.

SPECIFIC OBJECTIVES

- Reading, enjoying and reciting the poem
- Understanding the poem
- Answering questions on it

READ AND ENJOY

- Read the poem aloud in the class with correct rhythm and pronunciation.
- Ask the students whether they enjoy going up and down on a swing.
- Students can learn and recite the poem. Correct them wherever required.

Outcome: Recite and enjoy poetry.

READ AND UNDERSTAND

- The students will do Exercise A on their own.
- Discuss Exercise B.

ACTIVITY/PROJECT

- The students are familiar with these objects. They often see them in a park.

Outcome: Enhancement of observation power.