

# Humpty Dumpty



## LESSON PLAN

### SPECIFIC OBJECTIVES

- Learning about a classic story – ‘Alice in Wonderland’ and its sequel ‘Through the Looking Glass’
- Reading, listening and understanding the lesson
- Grammar: Adverbs and their usage
- Answering questions orally and in writing
- Learning to converse

### WARM UP

- Ensure that the whole class is involved and has fun through activity.

**Outcome:** Having fun while learning.

### READ AND ENJOY

- Ask the students to take turns to read the lesson aloud.
- Explain the words and their meanings. Reading creates familiarisation with words.
- The Alice stories of Lewis Carroll require understanding at two levels– one is a simple funny story for children and the other is a more subtle awareness of the interpretations that Carroll has brought into the story. Examples: The concept of ‘Through the Looking Glass’: This creates the basis of a topsy-turvy world, where ‘un-birthdays’ are celebrated for 364 days!
- Draw attention to Alice’s habit of speaking to herself; she and Humpty Dumpty taking offence easily; what a name means; making words mean whatever he chose, etc.
- Enjoy the story – then it will be enjoyable for the students!

**Outcome:** Reading, listening attentively to words, pronunciation.

### READ AND UNDERSTAND

- Discuss the questions in Exercises A, B and C. Then ask the students to answer them orally first.

- Where necessary, write the answers on the board to help them in answering the questions on the text, whether oral or written.
- They may then write down the answers of Exercises B–C.

**Outcome:** Answering the questions orally and in writing.

## GRAMMAR IS FUN

- Use the board to explain adverbs.
- Adverbs tell us how actions are done.
- Discuss Exercise D orally first and then the students can do it in class.

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

## SPELL WELL

- Words ending in -ing – how they are formed.
- If a word ends in 'e', it is dropped, while adding -ing. Use the examples given in the book.
- Do Exercise E orally first, using the board, if necessary. Then ask the students to write down the answers.

**Outcome:** Learning to spell correctly.

## WORD POWER

- Suffixes: -able; -ful; -less – ask the students to suggest words where they are used. Examples: Capable/Careful/Careless.
- Do Exercise F orally first, using the board, if necessary.
- Then ask the students to write the answers.
- Teach the correct way of pronouncing these words.

**Outcome:** Learning suffixes.

## LET'S LISTEN

- Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
- Teacher can read the instructions aloud, or ask the students to take turns reading so that they understand them well.
- Ask them to colour as she reads. Then they will be able to relate to the passage and the drawing.
- Check the students where necessary.

**Outcome:** Listening attentively; following the instructions.

## SPEAK WELL

- Let the students listen to the Digital Board so that they are sure of the right way to say the words.
- Though the words begin with the letter 'c', yet they have different sounds.

**Outcome:** Differentiating between C and S sounds and C with K sounds.

## CONVERSE AND CONNECT

- Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
- Ask the students to read aloud the conversation and then share a similar conversation with their partners.
- Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- Correct the students regarding the content and pronunciation.

**Outcome:** Learning to converse, pronounce, pause, emphasise.

## SPEAK AND EXPRESS

- Ask the students to look at the picture of Tom and Jerry.
- Ask them if they have watched their cartoon on TV.
- Then ask them at random to give their views about the characters and their antics.
- Correct them where required.
- This will help the students to express what they want to say or explain.

**Outcome:** Enhancement of self-confidence and speaking skills.

## WRITING WELL

- Ask them to read the text first and then write down the points about (a) what Humpty looks like (b) what he is wearing and (c) what he has said about names, and birthdays/un-birthdays.
- Then ask them to form these points into sentences, approximately 2-3 sentences each.
- Check the work of each student to ensure that he/she has learnt how to write this.
- Correct the students where required.

**Outcome:** Developing one's creative skills.

## ACTIVITY/PROJECT

- This activity can be done by the students at home.
- Display their work in the class.

**Outcome:** Expressing one's creativity.

# The Song of the Engine



Poem

## LESSON PLAN

This beautiful poem tells us that we should keep on moving in spite of any obstacle. If we have self-confidence, we can overcome any hurdle.

### SPECIFIC OBJECTIVES

- Enjoying the rhyme and rhythm of poetry
- Learning recitation with correct pronunciation and pauses
- Understanding the poem
- Answering questions on it orally and in writing

### READ AND ENJOY

- Read out or recite the poem to students.
- Explain its message.
- Students to memorise it and recite in groups.

**Outcome:** Memorise and correctly recite poem.

### READ AND UNDERSTAND

- Discuss Exercises A and B. Then students can mark or answer on their own.

**Outcome:** Understanding the poem and answering questions on it.

### ACTIVITY/PROJECT

- The students would love to do this activity.

**Outcome:** Expressing one's creativity.