

## A Role Model—Dr APJ Abdul Kalam

### 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 |U| and |u:| sounds.
- Grammar: Learning about collective nouns; countable and uncountable nouns; gender
- Learning to converse
- Learning to write correctly; 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 former 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.

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

## GRAMMAR IS FUN

- Explain, using the blackboard and given examples, about collective nouns, countable and uncountable nouns and gender.
- Supplement with examples from the class.
- Exercises C to E: Discuss each exercise and let the students mark/write the answers in their books. The teacher can then announce the correct answers and students can check their answers in pairs.

**Outcome:** Learning about collective nouns, countable and uncountable nouns, gender.

## LET'S SPELL

- 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.

## LET'S SPEAK

- Read aloud the words clearly.
- Differentiate the sound of u and u: even though the words in both columns are spelt with oo (except put). The teacher can add words, e.g., good (u), spool (u:), nook (u), stool (u:), etc.

**Outcome:** Distinguish between u and u: sounds.

## LET'S CONVERSE

- 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.

## WRITING SKILLS

- 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.