

## Brave Rani Lakshmi Bai

### SPECIFIC OBJECTIVES

- Teaching the students about bravery and courage both as individuals and as a team at personal, social and national level. Differentiating between courage and bravado
- Giving instances of individual courage and of team courage and of bravery shown at various levels
- Listening, reading aloud and understanding
- Expanding vocabulary, learning pronunciation, spellings and meanings
- Answering questions orally and in writing
- Grammar: Learning about abstract nouns and possessive nouns—definition and usage
- Learning to be observant; practising courage in one's daily life; writing letter, writing on one's own; usage of what has been learnt in the lesson

### WARM UP

- Discuss courage—individual courage (saving someone from fire, drowning, accident, attack, handling illness or challenges, stage fright, public speaking, giving exams, dealing with fear of failure, etc.), team courage (sports, competitions between groups/schools, standing up for social issues, etc.) national level (army, air force, navy, police, political field, etc.).
- Discuss difference between bravery and bravado, understand fear (e.g. electricity, fire, crossing road, not play dangerous, risky games without proper training); deal with fear (of exams, of public speaking, of what other people think of you, of telling the truth, etc.)
- Explain the National Bravery Awards for children, given on Republic Day after announcement on 14 November, Children's Day. What does it mean? Questions can be discussed and answered in the class.

**Outcome:** What is courage? What is the difference between bravery and bravado? Learn about awards.

## READING

- Ask the students to read the lesson aloud in rotation.
- Correct pronunciation, stress and pauses while reading.
- Ask in-text questions about words, ideas, etc., in the lesson, e.g., medals, assembly, overcoming fear, adopting military training.
- Ask in-text questions about the narrative, e.g., What is purse snatching, chain snatching? What is special about being given a medal in the assembly? When and where was Rani Lakshmbai born? [Talk about child marriage in India, if there is any curiosity about it, and explain its historical, social and legal implications.] Do we have women in the defence services and police, etc.?

**Outcome:** Learning correct pronunciation and reading; alert listening, vocabulary and meanings.

## READ AND UNDERSTAND

- Exercises A and B: Can be answered by students on their own.
- Exercise C: Answers can be discussed in the class; students are asked to answer on their own.
- HOTS: Discuss in the class, then students will answer on their own.

**Outcome:** Understanding the narrative, answering questions orally and in writing.

## GRAMMAR IS FUN

- Explain abstract nouns and possessive nouns with the help of the blackboard and examples given
- Discuss Exercises D–F. Do each exercise orally first and then ask the students to mark the correct answers in their books. Announce the correct answers aloud and students can correct their answers in pairs.

**Outcome:** Learning about abstract nouns, possessive nouns and their usage.

## LET'S SPELL

- Let the students identify the correct spellings from the box.
- Announce the correct answers so that the students can correct their work.

**Outcome:** Learning the spelling of words, their meanings and pronunciation.

## WORD POWER

- First, ask the students to name the trees. Then, let them solve the word grid.

**Outcome:** Learning the names and spellings of different trees.

## LET'S LISTEN

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

- After the students have listened to the text, ask the students to answer the questions orally.

**Outcome:** Listening attentively and answering questions orally.

## LET'S SPEAK

- Read aloud the words to differentiate between a: and ɔ:. Students to follow. Correct their pronunciation.

**Outcome:** Differentiating between a: and ɔ: sounds.

## LET'S CONVERSE

- Two students can be selected in to learn and play the roles of Madhuri and Sunita.
- Enact the dialogue in the class.
- Students in groups can be asked to comment on the dialogue enactment, pronunciation, expression, inflexion, etc.

**Outcome:** Learning speech rhythms and pronunciation, talking correctly.

## WRITING SKILLS

- Composition: Writing a letter – can be done by the students on their own.
- The teacher can assess the work.

**Outcome:** Learning the format of a letter, and using words to complete it.

## ACTIVITY/PROJECT

- Students should do on their own.

**Outcome:** Learning about the brave deeds of others.