

# BEADS 4 TERM 3

Helen Keller

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## LESSON PLAN

### SPECIFIC OBJECTIVES

- Learning about overcoming all odds with one's courage and determination
- Reading, listening and understanding the lesson
- Answering questions
- Vocabulary—Words, meanings, spellings, pronunciation
- Grammar—Learning about different kinds of adverbs
- Learning to converse

### WARM UP

- Discuss about the persons mentioned in Warm Up.
- Helen Keller was a role model. She achieved great things in spite of being physically challenged. Her story is very inspiring.
- Tell the children they should never make fun of a person who is physically or mentally challenged.

**Outcome:** Learning about the role of will-power in overcoming physical handicaps.

### READ AND ENJOY

- Ask the students to read aloud the lesson in turns.
- Correct their pronunciation.
- Explain the lesson.
- Ask questions like, “Why was I lucky to get a teacher like Anne Sullivan?” “Should we feel sympathy or empathy for the physically or mentally challenged persons?”

**Outcome:** Read aloud, listen and understand words, meanings, spellings and pronunciation.

### READ AND UNDERSTAND

- Let the students do Exercise A on their own. Announce the correct answers so that the students can check their answers and correct them.
- Discuss Exercises B and C. When the correct answer emerges, dictate it to the students to write in their books.

- Think and Answer—Tell briefly about Louis Braille and his script. Let the students, then, write the answer.

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

## GRAMMAR IS FUN

- Teach students what adverbs are using the blackboard and examples from class and life.
- What adverbs of manner, place and time are. Definitions, examples and usage.
- Exercise E 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.

## LET'S SPELL

- 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 them try Exercise G.
- Announce the correct answers so that the students can check and correct their answers.

**Outcome:** Learning about homonyms.

## LET'S LISTEN

- Read the passage twice.
- Ask questions one by one.
- Let the students answer in complete sentences orally.
- Correct wherever required.

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

## LET'S SPEAK

- There are some words where the spellings are different but the pronunciation is same. These are called homophones. Explain through the examples given in Let's Speak.

**Outcome:** Knowing about homophones.

## LET'S CONVERSE

- Let two students enact the roles of Raman and Father.
- Let them enact the conversation in the class.
- Correct their pronunciation, pauses, etc.

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

### WRITING SKILLS

- Let the students do this exercise on their own with the help of the hints. Assess each student's paragraph and correct wherever required.

### ACTIVITY/PROJECT

- Download the Braille's script from the Internet. Let the students write down their names in the Braille script.

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