

# A Time to Care

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Rising above all differences to help others
- ▶ Reading, listening, enjoying and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, compound adjectives, synonyms, editing, pronunciation of words
- ▶ Grammar: Determiners; articles; phrases and clauses; and simple, compound and complex sentences
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Writing a paragraph or project work using words to describe (a) your parents (b) your school (c) your friend (d) your Principal (e) a disaster that occurred recently

### GEAR UP!

- ▶ Do Exercises A and B first. Ask the students if they know about places where these could have occurred. Also, what other kinds of natural disasters are in the world, e.g., eruption of a volcano; tsunami, cyclone, typhoon, etc.?
- ▶ How should we behave in case of an earthquake (a) to protect ourselves (b) to help others (c) to reconstruct?

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**Outcome:** Discussing about natural disasters; how should we act during disasters.  
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### READ AND DISCOVER

- ▶ Ask the students to read aloud the lesson in turns.
- ▶ Explain the lesson and its words and phrases, e.g., like a pack of cards, large-scale destruction, true human nature, etc.
- ▶ Ask in-text questions, e.g., How is true human nature revealed when a disaster strikes? What are the various differences we need to rise above? etc. (food, language, state, country, religion, caste)

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**Outcome:** Reading aloud and understanding words, meanings, spellings and pronunciation.  
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## **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences. Correct them wherever required.
- ▶ Exercise B: Students can do this on their own.
- ▶ Ask the questions one at a time. Then, students can answer them and teacher can check their work individually.
- ▶ HOTS—Discuss in the class first. Then, ask the students to write the answers on their own. The teacher can assess students' answers individually along with other written work.

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

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## **GRAMMAR SPOTLIGHT**

- ▶ Use the blackboard and given examples to explain about determiners. Determiners are used before nouns and adjectives, and determine which noun is being spoken of and what is being said of it. They can be (a) Demonstrative, (b) Possessive, (c) Quantifiers, (d) Numerals, (e) Cardinals and Articles
- ▶ Define article 'The is used for a specific person or object.
- ▶ Indefinite articles 'A' or 'An' are used for one person or object. 'A' is used before consonant sounds and consonants. 'An' is used before vowel sounds and vowels.
- ▶ Use blackboard and given examples to explain about phrases and clauses.
- ▶ Kinds of phrases: Noun, adjective and adverb phrases.
- ▶ Clauses: Independent and dependent clauses.
- ▶ Sentences: Simple [one independent clause]; compound [two independent clauses joined by a conjunction]; complex [one independent and one or more dependent clauses].
- ▶ Exercises A – E: These can be done by the students on their own. The teacher can announce the answers aloud or write them on the blackboard. Students can check and correct their own work.

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**Outcome:** Learning about determiners and articles. Also, learning about phrases; clauses; simple, compound and complex sentences, and their definition and usage.

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## **SPELL WELL**

- ▶ Ask the students to do the exercise on their own.
- ▶ The teacher can announce the answers aloud. Students can check their own work and correct them.

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**Outcome:** Learning words, spellings, meanings and pronunciation.

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## **VOCABULARY**

### **Compound Adjectives**

- ▶ Two or three words combine to form a descriptive word, an adjective.
- ▶ Exercise A: Ask the students to do the exercise. Then, the teacher can announce the correct answer aloud. Students can check and correct their own work.

- ▶ Exercise B: Find the synonyms from the given words. Ask the students to select synonyms to the underlined words on their own. Then, the teacher can announce the answers and students can check their own work.

### **Editing**

- ▶ Students can do it on their own. Then, the teacher can either announce the corrections or write it on the blackboard. Students can correct their own work.

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**Outcome:** Discussing compound adjectives; synonyms; editing.

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### **LISTEN AND LEARN**

- ▶ Read out the passage. Ask the students to listen attentively to it.
- ▶ Ask one question at a time. Instruct the students to reply in complete sentences. Correct them wherever required.

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**Outcome:** Listening attentively; understanding and answering the questions orally.

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### **CONVERSE AND CONNECT**

- ▶ Select two students to enact Faisal and Minal.
- ▶ Enact the conversation in the class and correct them wherever required.
- ▶ Ask the students to listen attentively to the pronunciation, pause, emphasis and inflexion.
- ▶ Involve the students in assessing the conversation on the basis of the four parameters given above.

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**Outcome:** Learning to converse – pronunciation, pause, emphasis and inflexion correctly.

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### **WRITING**

- ▶ Students may do these exercises on their own.
- ▶ The teacher can assess this along with other written work done by the students individually.

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**Outcome:** Writing sentences and a short paragraph.

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### **PROJECT WORK**

- ▶ Make groups of eight. Discuss the recent disaster; how people helped; list things required for help; how to be safe.

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**Outcome:** Discussing in a group about recent natural disaster; how people helped; how to be safe.

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### **VALUE CORNER/LIFE SKILLS**

- ▶ Read the sentences aloud. Draw attention to the lesson.
- ▶ Discuss how people rise above their differences to help each other.

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**Outcome:** Helping dislocated people.

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