

The Speaking Trees

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning the value of environment, especially of trees and how to save the environment. What are the enemies of a good and healthy environment? How can we help save the environment and trees?
- ▶ Reading, listening and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, similes
- ▶ Grammar: Explain sentences and their kinds; subject and predicate; phrases and clauses
- ▶ Learning to converse
- ▶ Writing sentences of different kinds, creative group work based on the lesson learnt
- ▶ Applying the values learnt to life

GEAR UP!

- ▶ Talk about trees – ask the students if they go to parks or to places where there are bird sanctuaries or wildlife reserves or for nature walks. Why is it a very rewarding experience that helps you to relax, find peace and creativity, harmony?
- ▶ Exercise A: Ask the students which trees they can identify. Help them identify all – How does each one help us? Where do they grow?
- ▶ Exercise B: Each student can do this and share it in the class.

Outcome: Becoming aware of trees and the environment, identifying trees. Learning their value.

READ AND DISCOVER

- ▶ The teacher can select students to read aloud the dialogues spoken by trees.
- ▶ Correct their pronunciation, etc.
- ▶ Explain new or difficult phrases and words, e.g., what environmentalists are, soothing, structures, water table, reliable, etc.
- ▶ Ask in-text questions, e.g., Have they seen trees on the roadside and trees in parks or forests? What is the difference? Have they seen the Yamuna river or other rivers or streams? Are they clean? etc.

- ▶ Learn how should we treat all living things around us with care and concern.

Outcome: Reading aloud words, meanings, spellings, pronunciation and understanding them.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time and instruct the students to reply in complete sentences. Correct them wherever required.
- ▶ Exercise B: Students can do this on their own. The teacher can announce the answers aloud and students can check and correct their answers.
- ▶ Exercise C: Discuss each question in the class. When the correct answer emerges, the teacher can dictate the answer. Students can write it down in their books.
- ▶ HOTS–Discuss in the class. Ask the students to write the answers on their own. The teacher must check the answers individually.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and given examples to explain sentences and their predicate and subject; kinds of sentences, i.e., declarative, interrogative, exclamatory and imperative sentences.
- ▶ Exercises A and B: Discuss sentence, phrases and clauses; kinds of sentences.

Outcome: Learning sentences; predicate and subject; phrases and clauses and kinds of sentences.

SPELL WELL

- ▶ Ask the students to do this exercise on their own by selecting words from the Help Box to complete the words with the correct letters.
- ▶ The teacher can announce the correct answers aloud and students can correct their own answers.
- ▶ Explain the meanings of any word they do not know.
- ▶ The teacher can hold a Spelling Bee Competition of all the words learnt so far or give a dictation of twenty words at least.

Outcome: Learning words, spellings, meanings and pronunciation.

VOCABULARY

- ▶ Discuss what similes are. Then, ask the students to do the exercises on their own.
- ▶ The teacher can announce the answers aloud. Students can correct their work in pairs.

Outcome: Learning about similes.

LISTEN AND LEARN

- ▶ Read out the passage. Ask the students to listen to it attentively. Explain it.

- ▶ Then, ask them to answer one question at a time, replying in complete sentences.
- ▶ Correct them wherever required.

Outcome: Listening attentively, understanding and answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students as Divya and Veena. Enact the conversation in the class.
- ▶ Ask the students to listen to it attentively. Draw attention to the aspects of conversation, pronunciation, pause, emphasis and inflexion. Explain how punctuation and emotion are reflected in conversation.

Outcome: Learning to converse—pronunciation, pause, emphasis and inflexion.

WRITING

- ▶ **Transcription:** Exercise A: Ask the students to write the passage neatly in their book. In each sentence, tell them to write its kind in brackets.
- ▶ **Composition:** Exercise B: Ask the students to add their own words to the complete sentences.
- ▶ Exercise C: Students can do this on their own. The teacher can check their work individually.
- ▶ The teacher must assess each student's work individually.

Outcome: Writing neatly, creative writing.

PROJECT WORK

- ▶ This is to be done as group work in the class.
- ▶ Each group can select its own tree and paste pictures, draw or create with paper or other material. They can write four lines, either in verse form or as a para, on the tree.

Outcome: Group work—creative display chart of a tree and preparation of a rhyme.

VALUE CORNER/LIFE SKILLS

- ▶ Read out the passage. Explain it and ask the students if they know who St. Teresa of Calcutta is. Explain how she found strength and peace in nature and silence.
- ▶ Explain the question in 'Life Skills' and the four options. Guide the students in selecting the correct option(s).

Outcome: Applying what has been learnt to life.
