

The Gift of the Magi

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ The art of giving gifts—the happiness of giving is greater than that of receiving—the grace of receiving gifts
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, prefixes, forming new words and editing
- ▶ Grammar: Sentences—types of sentences; question tags; transformation of sentences.
- ▶ Writing paragraphs
- ▶ Learning to converse correctly with proper pronunciation, pauses, emphasis and inflexion
- ▶ Applying lesson learnt to life

GEAR UP!

- ▶ Are festivals and anniversaries, etc., for giving or receiving gifts? What are gifts intended for—to mark an occasion or a formality or to say that we care?
- ▶ Giving the best gift—cost of the gift, gift of time, gift of one’s own efforts, gifts we receive quietly daily from parents, teachers, friends, etc. Should we expect something in return? How to give and accept gifts with grace and affection?
- ▶ Exercises A and B can be discussed in the class and these can be done by the students on their own.

Outcome: Learning about giving and receiving gifts.

READ AND DISCOVER

- ▶ Students may read aloud the lesson in turns.
- ▶ Correct their pronunciation where necessary.
- ▶ Explain words, phrases and idiomatic use of English, e.g., ‘proclaiming its value by substance alone’, ‘immediate employment of all the comforting powers of the lord of the flat’, ‘coveted; possibly bearing the privilege of exchange in case of duplication’, ‘the uneventful chronicle’, etc.

- ▶ Ask in-text questions, e.g., ‘Who were King Solomon and the Queen of Sheba?’, ‘Who was the Babe?’, ‘Who were the Magi?’, ‘What gifts did they bring?’, ‘Why did one’s cheeks burn when dealing with the vegetable man and the butcher?’, ‘Did Jim like the platinum fob chain?’, etc. [Biblical stories should be told.]

Outcome: Reading aloud, understanding word meanings, learning spellings, pronunciation and phrases.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences.
- ▶ Exercises B, C and D may be answered by the students on their own. The teacher may assess their work individually along with all other written work.
- ▶ HOTS—Discuss both the questions in the class. Then, ask the students to write the answers on their own. After individual assessment of the work of students, the best HOTS answer can be discussed in the class highlighting why it is the best.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and examples from daily life to encourage students to make and recognise sentences.
- ▶ Types of sentences—Declaratives (Statements), Interrogatives (Questions), Imperatives (Commands, requests) and Exclamatory (Emotions).
- ▶ What are questions tags—used in declarative and imperative sentences?
- ▶ Transforming one type of sentence into another.
- ▶ Exercises A, B and C: Discuss in the class. Then, students can answer on their own. Answers can be announced aloud in the class and students can check their own work.

Outcome: Sentences—types, questions tags and transformation of sentences.

VOCABULARY

- ▶ Use the blackboard and the given examples to explain prefixes.
- ▶ Forming new words with prefixes to convey opposites that show support or opposition, that show number or quantity.
- ▶ Exercises A and B: The students may do these on their own. The teacher can announce the correct answers. The students can check and correct their own work.

Editing

- ▶ Discuss it in the class. Then, ask the students to do the exercise on their own. The teacher can then write the correctly edited passage on the blackboard. The students can check and correct their own work.

Outcome: Learning prefixes and editing.

LISTEN AND LEARN

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

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

CONVERSE AND CONNECT

- ▶ Select two students to enact Saroja and John.
- ▶ Enact the conversation in the class. Correct them where required.
- ▶ Ask the students to listen attentively to it—pronunciation, pauses, emphasis and inflexion.
- ▶ Involve the students in the assessment of the enactment of the conversation on the four parameters.

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

WRITING

- ▶ Ask the students to do the exercises on their own. If the teacher thinks it advisable, the exercises can be discussed in the class before the students write a paragraph.
- ▶ The teacher must individually evaluate the answers.

Outcome: Writing a paragraph.

PROJECT WORK

- ▶ The students can do this project on their own working in pairs.
- ▶ Discuss and write down the points. The teacher can advise the students to maintain a Project Book for all the drawings, cuttings and discussion points.

Outcome: Working with a partner to do the project to apply what has been learnt.

VALUE CORNER/LIFE SKILLS

- ▶ Read aloud the quotation.
- ▶ Discuss in the context of what has been learnt in the lesson.
- ▶ Explain the question in 'Life Skills' and help in the discussion.

Outcome: Applying the values learnt to life.
