

Little World of Mud

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Understanding the need to love and respect animals and their space. “We must acknowledge their rights on the earth”
- ▶ Understanding the harmony that can exist between human beings
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, idioms and their usage, dictionary work, sentences and editing
- ▶ Grammar: Transforming sentences, question tags
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Writing a notice, a short note or a paragraph
- ▶ Think and do: Group work, collecting data, discussing and making points about wildlife sanctuaries, protecting flora and fauna
- ▶ Applying what has been learnt to life

GEAR UP!

- ▶ Discuss the pictures in the exercise. Describe the activity. Students may write down.
- ▶ Explain the common features of the pictures: being close to nature; harmony of all life and life forms.

Outcome: Being close to nature; harmony of all life and life forms.

READ AND DISCOVER

- ▶ Ask the students to read aloud the lesson in turns. Correct them wherever necessary.
- ▶ Explain the lesson and its words and phrases like diverse, scum, sun-bronzed face, well-versed, astride, etc.

- ▶ Ask in-text questions, e.g., What do the following mean:
 - (a) The pond’s diverse life, so beautifully arranged that each occupant gained some benefit from the well-being of the others.
 - (b) To the inhabitants of the world, the world was just a muddy pond.
 - (c) It is important that we respect birds and animals. We must acknowledge their rights on the earth.

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

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask the students one question at a time. Instruct them to reply in complete sentences. Correct them wherever required.
- ▶ Exercises B, C and D: Ask the students to do these exercises on their own. The teacher must assess the work of the students individually along with other written work.
- ▶ HOTS—Discuss the questions. Then, ask the students to write the answers on their own. The teacher must assess the work of the students individually along with other written work. Share the best HOTS answer with the class.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and given examples to explain how sentences are transformed
 - (a) from declarative to interrogative
 - (b) from declarative to exclamatory
 - (c) from affirmative to negative
 - (d) from imperative to interrogative and vice versa
 - (e) by removing or using the adverb ‘too’
 - (f) by interchanging degrees of comparison
 - (g) By interchanging active and passive voice
 - (h) By changing kinds of a sentence: simple, complex and compound
- ▶ Also discuss and explain question tags
- ▶ Exercises A and B: Ask the students to do them on their own. Then, the teacher can announce correct answers aloud. Students can check their own work and correct it.

Outcome: Learning to transform sentences.

VOCABULARY

- ▶ Explain what an idiom is: a group of words that implies a different meaning from the meanings of the individual words. Idioms are peculiar to each language, they cannot be translated. Give examples from Hindi such as ‘nau-do-gyarah hona’; ‘baccha bagal mein, dhindhora shehar mein’; ‘daal main kuch kala hai’; etc.

- ▶ Go through the idioms given in detail, along with the examples.
- ▶ Exercises A and B: Ask the students to do these on their own. The teacher may correct them individually along with the other written work.

Dictionary Work

- ▶ Exercise A: Ask the students to do the exercise on their own. The teacher must assess their work individually along with other written work.

Editing

- ▶ Exercise D: Ask the students to do the exercise on their own. Call up one student to write the edited passage on the blackboard. Involve the class in correcting it. The final correctly edited passage on the board may be copied by the students.

Outcome: Idioms—their meanings and usage; dictionary work; sentences and editing.

LISTEN AND LEARN

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

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

CONVERSE AND CONNECT

- ▶ Select two students to enact Bina and Sarika.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen to it attentively.
- ▶ Involve the class in the assessment of the enactment of the conversation based on pronunciation, pause, emphasis and inflexion.

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

WRITING

- ▶ Use the given examples to explain how a formal notice is written: the language, word limit, format, content, date, etc.
- ▶ Ask the students to do the exercise on their own. Call up one of the students to write it out on the blackboard. Involve the class in a discussion and assessment to correct it. The final corrected notice on the blackboard may be written down by the students.

Outcome: Writing a formal notice.

PROJECT WORK

- ▶ Make groups of five. List three wildlife sanctuaries each. Get data on flora and fauna in each. Discuss and list points to protect them.

Outcome: Group work: wildlife sanctuaries, data on their flora and fauna and discuss about their protection.

VALUE CORNER

- ▶ Read the sentence. Explain and discuss in the class.

Outcome: Applying what has been learnt to life.

LIFE SKILLS

- ▶ Discuss the exercise given in the class along with all the options listed, indicating why you would accept or not accept them.

Outcome: Learning to solve a problem in a real-life situation; decision making.
