

# Good Habits

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Learning about good habits; what bad habits are; what good manners are; politeness and consideration; why these things are important to know and practice in our daily life
- ▶ Reading, listening and understanding
- ▶ Answering the questions orally and in writing
- ▶ Vocabulary: Learning about synonyms
- ▶ Grammar: Nouns—definitions and usage—common and proper nouns; number and gender
- ▶ Conversation: speech, rhythms, pauses and inflexions
- ▶ Individual work reinforcing the lesson learnt
- ▶ Learning to apply the values learnt in the class and also in life

### GEAR UP!

- ▶ Ask the students to give suggestions of what they think good habits or bad habits are. Make two lists on the blackboard as they suggest. Ask them why they consider each habit good or bad.
- ▶ Based on the discussion, ask them how they will independently decide what habits are good and what are bad.
- ▶ Talk to them about good manners, politeness and consideration for others in the class, at home, on the road, in a market, in a bus or train, etc.
- ▶ Do the exercise based on the above discussion.

**Outcome:** Knowledge about good/bad habits and manners; why we need to cultivate good ones.

### READ AND DISCOVER

- ▶ Read aloud the lesson and ask the students to read aloud the parts played by them in the book.
- ▶ Explain (a) why we use 'may' and not 'can' in asking permission (b) use of 'please', 'thank you', 'sorry', etc. (c) why littering is not a good habit but using a dustbin is good. Ask the students to have habits like using a handkerchief, speaking softly, not spoiling the furniture, not bullying, etc.

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**Outcome:** Reading and listening, word meaning, spellings and pronunciation along with good manners.

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### **ENJOY AND UNDERSTAND**

- ▶ Discuss exercises A and B in the class.
- ▶ Let the students answer the questions on their own.
- ▶ Correction can be done by students in pairs with the teacher announcing the correct answers.

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

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### **GRAMMAR SPOTLIGHT**

- ▶ Explain what nouns are using the blackboard and examples from classroom, school and home.
- ▶ (a) What are nouns – Learning to recognise and use proper and common nouns.
- ▶ (b) Numbers: One and many.
- ▶ Explain ‘one’ and ‘more than one’ using the blackboard and examples. Add your own examples from the classroom, home, etc.
- ▶ Explain carefully the addition of –s and –es.
- ▶ (c) Gender: Masculine and feminine.
- ▶ Exercises A, B, C and D can be discussed in the class. Then, the students can do each exercise in their books.
- ▶ Corrections can be done by the teacher announcing the correct answers aloud and the students checking in pairs.

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**Outcome:** Nouns: definition and usage; common and proper nouns; number and gender.

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### **SPELL WELL**

- ▶ Ask the students to select the correct word from the given box and fill in the blanks with letters.
- ▶ Correct answers can be announced by the teacher, and students can correct in their own books.

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**Outcome:** Learning spellings, meanings.

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### **VOCABULARY**

- ▶ Explain what synonyms are. We need to know them to use the right word in the right context, e.g., we say ‘a beautiful day’ but we do not say ‘a pretty day’ we say ‘water surrounding an island’ but we do not say ‘water neighbouring an island’.
- ▶ Use the blackboard and the given examples, and other things from the class to explain what synonyms are.
- ▶ Exercise—discuss in the class and let the students match the words. Teacher can help them by writing the answers on the blackboard.

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**Outcome:** Learning synonyms.

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## LISTEN AND LEARN

- ▶ Teacher will read out the passage and the students will listen to it carefully. After listening to the passage, the students will answer the questions orally.

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

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## CONVERSE AND CONNECT

- ▶ Students can enact the conversation.
- ▶ Ask the students to listen attentively to speech, rhythms, pauses and inflexions.
- ▶ Draw attention to the pronunciation of words that start with 'w' (water, window and worry).
- ▶ Ask the students whether this is a polite conversation. Why do they think so? (use of may I, thank you, excuse me, please, sorry, etc.).

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**Outcome:** Learning speech, rhythms, pauses and inflexions; pronunciation, speaking politely.

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## WRITING

- ▶ The students can do this exercise on their own.

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**Outcome:** Becoming familiar with imperative sentences, good habits and cursive writing

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## PROJECT WORK

- ▶ Can be done by the students on their own. Parents can also help them.

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**Outcome:** Applying the lesson learnt through individual work

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## VALUE CORNER / LIFE SKILLS

- ▶ Read aloud and discuss how the lesson can be applied in life.
- ▶ Explain why options 1 and 3 are correct.**Outcome:** Applying the values of good habits and manners in life