

# Chilling at the North Pole

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Love of nature—the habitat in its natural beauty, the birds and animals, the climate, etc. What we get from being with nature—happiness, contentment and peace
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words relating to environment, meanings, spellings, pronunciation; prepositional phrases; using the dictionary and editing
- ▶ Grammar: Nouns—formation, functions; gender, number
- ▶ Learning to converse correctly with proper pronunciation, pauses, emphasis and inflexion
- ▶ Writing descriptive and narrative paragraphs
- ▶ Project work on animals living in the Arctic region.
- ▶ Applying the values learnt to life

### GEAR UP!

- ▶ Discuss: What the Poles are—the climate, the land and terrain and whether it is able to support plant and animal life.
- ▶ Exercise A: Ask the students to identify the animals. Help and guide them to write down their names.
- ▶ Exercise B: Ask them to use a dictionary to find the meanings of ‘glacier’ and ‘iceberg’—explain them.

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**Outcome:** Learning about the poles—the land, terrain, habitat, etc.  
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### READ AND DISCOVER

- ▶ Students may read aloud the lesson in turns. Correct their pronunciation.
- ▶ Explain the lesson, especially words and phrases, e.g., ‘extremities of weather’, ‘trudge’, ‘magical fjords’, ‘icebergs’, ‘legally permissible’, ‘natural habitat’, etc.
- ▶ Ask in-text questions, e.g., whether the students watch NatGeo, Animal Planet, Discovery Channels

on TV; what would it be like for them to be without TV; mobile or internet; why is nature charming as well as ruthless, etc.

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**Outcome:** Reading aloud, enjoying 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 where required.
- ▶ Exercises B and C: Ask the students to do the exercises on their own. The teacher must assess their work individually along with other written work.
- ▶ HOTS: Discuss the question first in the class. Then, ask the students to write the answer on their own. Discuss the best answer in the class, highlighting why it is the best.

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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 Nouns—their formation from adjectives and verbs. Functions of nouns—as subject, direct or indirect objects or as objects of adjectives. Genders—feminine, masculine, common and neuter genders. Numbers—singular and plural.
- ▶ Exercises A–F: Ask the students to do the exercises on their own. Then, the teacher can announce the correct answers aloud. The students can check and correct their own work.

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**Outcome:** Learning nouns—formation and functions; genders and numbers.

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### **VOCABULARY**

- ▶ Use the blackboard and given examples of prepositional phrases.
- ▶ Exercises A and B may be done by the students on their own. The teacher must assess the work of the students individually. Students may require help to consult the dictionary, if so the teacher may guide them.

#### **Dictionary Work**

- ▶ Exercises C and D: Student can do these on their own. Later, the teacher can announce the answers and students can check and correct the answers.

#### **Editing**

- ▶ Exercise E: Do the exercise orally first in the class and then ask the students to do it on their own. The teacher may correct the work of the students individually or write the correct answer on the blackboard and ask them to check and correct their own work.

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**Outcome:** Learning about prepositional phrases; using a dictionary; making sentences; editing.

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### **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 necessary.

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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 Puneet and Rita.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen to it attentively.
- ▶ Involve the class in assessment of the conversation on the basis of the four parameters—pronunciation, pauses, emphasis and inflexion.

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

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### **WRITING**

- ▶ Students may do both on their own.
- ▶ The teacher must assess their work individually keeping them informed clearly about the corrections required by them.

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**Outcome:** Writing paragraphs—using grammar and vocabulary learnt.

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### **PROJECT WORK**

- ▶ The class can be divided into groups of eight. The groups may do the project and the posters can be displayed in the class.

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**Outcome:** Doing group work—project on what has been learnt in the lesson.

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### **VALUE CORNER**

- ▶ Read out the quotation and explain it.
- ▶ Discuss the value of nature. Why is it necessary to preserve it?

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**Outcome:** Applying what has been learnt in life.

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### **LIFE SKILLS**

- ▶ Read the situation given.
- ▶ Discuss along with reasons to preserve nature.

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**Outcome:** Learning to maintain pristine purity of nature.

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