

Indian Women Shine at the Olympics

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning about hard work and perseverance to attain one's goals, practice makes perfect
- ▶ Learning about gender sensitivity
- ▶ Reading, listening and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation; words using 'oo' or 'u';
- ▶ Grammar: Learning about pronouns—personal, possessive, demonstrative, reflexive, interrogative and their usage.
- ▶ Learning to converse
- ▶ Applying what has been learnt in written and creative work
- ▶ Applying lesson learnt to life

GEAR UP!

- ▶ Do the exercise in the class first.
- ▶ Discuss about sports. Also, discuss about the three sportswomen shown in Gear Up.
- ▶ Discuss what is required to be a top-level athlete or sportsperson. Are there aspiring students in the class? What do they do to learn and improve in their sports? Who are their favourite sportspersons? Why?

Outcome: Discussing what makes for a winning sportsperson; gender sensitivity.

READ AND DISCOVER

- ▶ Ask the students to read the lesson aloud in turns.
- ▶ Explain the lesson and its words and phrases, e.g., respectively; charcoal; limelight; mentor, etc.
- ▶ Ask in-text questions and initiate discussion — Difficulties faced by Mary Kom — how did she overcome them; family background important as in the case of P.V. Sindhu; need for focus training, practice. Do awards encourage us or do they make us feel satisfied and stop making efforts? Hard

work, perseverance and continuous practice are required if one wants to be a steady achiever in any field – sports, music, dance, theatre, art, crafts, science, etc.

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

READ AND UNDERSTAND

- ▶ Exercise A: Students can do this exercise on their own. The teacher can announce the answers aloud. Students can check and correct their own work.
- ▶ Exercise B: Ask one question at a time. As the correct answer emerges, the teacher can dictate it to the class. Students can write it down in their copies.
- ▶ HOTS – Discuss the questions and their possible answers. Dictate the final answer and ask the students to write it down.

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

GRAMMAR SPOTLIGHT

- ▶ Explain personal pronouns using the blackboard and given examples. Explain first person (I, me, we, us, my, our); second person (you, yours) and third person (he, she, they, it, him, her, his, them, their) and how they are used.
- ▶ Explain possessive pronouns with the use of the blackboard and given examples to show possession or ownership, e.g., mine, yours, ours, theirs, its, his, hers, etc.
- ▶ Explain demonstrative pronouns which point out nouns, e.g., this boy, that house, these mangoes, those girls, etc.
- ▶ Explain relative pronouns which show the relationship between nouns or pronouns to which they refer, e.g., whose mother, which he gave, who is speaking now, that was told, etc.
- ▶ Explain interrogative pronouns that are used for asking questions, e.g., who, whom, what, whose, which, etc.
- ▶ Exercises A, B, C and D can be done one at a time by the students on their own. Then, the teacher can announce correct answers aloud. Students can correct their own answers so that they can understand the usage clearly.

Outcome: Learning kinds of pronouns—personal, possessive, demonstrative, relative and interrogative.

SPELL WELL

- ▶ Ask the students to do the exercise on their own by selecting words from the Help Box to complete the words.
- ▶ The teacher can announce the answers aloud. Students can check and correct their own work.
- ▶ This exercise can also be used for dictionary work, Spelling Bee competition and dictation.

Outcome: Learning words, meanings, spellings and pronunciation.

VOCABULARY

- ▶ Ask the students to do this exercise on their own.
- ▶ The teacher can announce the answers and students can check and correct their own work.

Outcome: Spelling words with oo or u.

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 wherever required.

Outcome: Listening attentively and answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students to enact Madhuri and Sagar.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen to it carefully.
- ▶ Involve the class in the assessment of the conversation—pronunciation, pause, emphasis and inflexion.

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

WRITING

- ▶ **Transcription:** Exercise A: Write the passage neatly in their books, adding punctuation marks and capital letters wherever required.
- ▶ Exercise B: Students can complete the interview on their own. Then, the teacher can write the words on the blackboard and students can check and make corrections.
- ▶ This can be assessed by the teacher along with the homework.

Outcome: Writing neatly by using the punctuation marks and capital letters.

PROJECT WORK

- ▶ Ask the students in groups of five to do the project. They make a list of the games they like to play and discuss details—when they play, whom they play with, how can they improve, etc.

Outcome: Discussing in groups to apply what has been learnt in the lesson.

VALUE CORNER/LIFE SKILLS

- ▶ Read out the sentences aloud.
- ▶ Explain them.
- ▶ Discuss—Practice demands willpower, determination and steadiness. Apply this to life goals.
- ▶ Also explain the question as well as the options given in 'Life Skills'
- ▶ Help the students so that they can understand and select the correct option(s).

Outcome: Applying the lesson learnt to life.