

On Cats and Dogs

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning to love animals and enjoy their companionship; the non-judgemental friendship of animals, comfort and relaxation and removing stress
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, spellings, meanings, pronunciation, gender equality and language usage, dictionary work, sentences and editing
- ▶ Grammar: Pronouns: Types of pronouns: their antecedents
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Writing a letter informally and sentences
- ▶ Think and do: Data collection on prevention of cruelty to animals–PETA. Project on how to prevent it
- ▶ Applying what has been learnt to life

GEAR UP!

- ▶ Ask if students have pets; if they do, do they like them, love them–Why? Some children may be afraid of animals. Discuss how animals can be friends and the care they require.
- ▶ Read aloud the passages; explain and understand and can share a few stories with students.

Outcome: Reading and understanding why love and companionship of animals are so special.

READ AND DISCOVER

- ▶ Ask the students to read the lesson aloud in turns. Check them wherever required.
- ▶ Explain the lesson and discuss why in each sentence, a specific reference is made to why cats and dogs are better than human beings. Words and phrases, e.g., keep up an appearance, sarcastic like, etc.
- ▶ Ask in-text questions, e.g., What is sarcasm? What do our parents tell us or our teachers tell us that is reflected in the lesson? What does non-judgemental friendship mean? Should a good friend correct us if we are wrong?

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

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences. Question 2 can be discussed—being creative, physically active, working at chores or helping others can help us get over a feeling of dejection, anger, etc.
- ▶ Exercises B, C, D and E can be done by students on their own. Exercises B and D can be orally corrected in pairs in the class, if teacher announces the right answers aloud. Answers to exercises C and E must be assessed along with other written work of each student individually.
- ▶ HOTS: Discuss in the class. Then, ask the students to answer the question on their own. Their answers must be assessed individually. The best HOTS answer may be discussed in the class.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and given examples to explain what pronouns are.
- ▶ Types of Pronouns: Personal, demonstrative, distributive, interrogative, possessive, reflexive/emphasising, relative.
- ▶ Antecedent of a pronoun.
- ▶ Exercises A and B: Discuss in the class. Then, ask the students to do the exercises on their own. Randomly, ask the students for the correct answers. Check them wherever necessary. Students can correct their answers in pairs.

Outcome: Explaining pronouns—types, usage, antecedents.

VOCABULARY

- ▶ Explain what gender equality is; need for gender sensitive and gender-friendly language. Use the blackboard to explain the new words as given. For instance, in the lesson, the phrase “female dog” has been used instead of the formerly used word “bitch” which has abusive connotations today. We say “homemaker” instead of “housewife” because many women see “housewife” as a pejorative term.
- ▶ Exercise A: There are many gender-friendly words. Share these words with the students. They can select any five for the exercise.

Dictionary Work

- ▶ Exercises B and C can be done by the students on their own. The teacher can assess the work of the students along with other written work.

Editing

- ▶ Exercise D: Ask the students to do the exercise on their own.
- ▶ A student can be asked to write the correctly edited passage on the blackboard. Correct it, involving the students in the discussion. Write the finally corrected passage on the blackboard. Students may write it down in their books.

Outcome: Gender equality and usage of language; using the dictionary; 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 Jenny and Shazia.
- ▶ Enact the conversation in the class. Correct them wherever necessary.
- ▶ Involve the students in assessing the enactment of the conversation on the basis of the parameters of pronunciation, pause, emphasis, inflexion and mood.

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

WRITING

- ▶ Exercise A: Refresh the students about the format of an informal letter and its address, date, paragraph, ending, etc.
- ▶ Students may write the letter on their own.
- ▶ Exercise B: Students can do this exercise on their own after discussion in class. The teacher can give examples of sentences, which the students can check and correct on their own.

Outcome: Writing an informal letter to a friend. Writing sentences using adverbs in different degrees.

PROJECT WORK

- ▶ Students are asked to work in groups of five. Collect data and make a list after discussion as instructed.

Outcome: Group work; data collection on PETA; discussion on prevention of cruelty to animals and list how.

VALUE CORNER

- ▶ Discuss the quotation in the light of what has been learnt in life.

Outcome: Loving animals as companions.

LIFE SKILLS

- ▶ Discuss the question in the class. Each of the options can be examined with reasons for and against it.

Outcome: Working dutifully to serve the interests of stray dogs.
