

Mousy's Day Out

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning to obey parents and teachers, why it is required, balance between obedience and initiative
- ▶ Understanding and enjoying humour
- ▶ Reading, listening and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, prefixes -im and -in;
- ▶ Grammar: Verbs–auxiliary verbs; forms of verbs in present, past and past participle; other (main) verbs which are strong or weak. Also, learning about the present tense form and usage
- ▶ Learning to converse
- ▶ Writing neatly and making sentences of your own using various forms of past tense and present tense. Learning to write a letter of thanks
- ▶ Doing group work and discussion to understand and applying the lesson learnt
- ▶ Applying the lesson learnt to life

GEAR UP!

- ▶ Exercise A: Read out the jokes and enjoy with the class.
- ▶ Exercise B: Ask the students to share jokes or riddles and the teacher can share some of her own.
- ▶ Explain what humour is and how it helps us relax. Also, explain that it is not about laughing at people, e.g., not at fat people or at someone who slips on the road, etc.

Outcome: Understanding and enjoying humour.

READ AND DISCOVER

- ▶ Ask the students to read aloud the lesson in turns. Correct their pronunciation wherever required.
- ▶ Explain the meaning of the lesson and its words and phrases, e.g., explore, vacant, confident, grocery, etc.
- ▶ Talk to the class about instructions given to them by their parents or by teacher – why they are given – what is the need for obedience and proper caution. How do we balance caution and initiative?

- ▶ Ask in-text questions, e.g., How did Mousy break a window glass? Was Mousy right in following Max Mousy? etc.

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

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences orally. Correct them wherever required.
- ▶ Exercise B: Ask the students to do this exercise on their own. The teacher can announce the answers aloud. Students can check their own work and correct it.
- ▶ Exercise C: Discuss each question in the class. As the correct answer emerges, the teacher can dictate it to the class and students can write it down.
- ▶ **HOTS:** Discuss the question what would the parents of the students tell them to do. What advice would they give to a younger brother/sister/schoolmate? Ask them to write. Assess the individual answers.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and the given examples to explain verbs—auxiliary verbs in present, past and past participle forms; main verbs in present, past and past participle forms; strong and weak verbs.
- ▶ Use the blackboard and given examples to explain four forms of the present tense, i.e. simple, progressive, perfect and perfect continuous, e.g., Shyam goes to school (simple present); Ram is going to school (present progressive); Sweta has gone home (present perfect); He has been reading a book for three hours (present perfect continuous)
- ▶ Exercise A: Use of auxiliary verbs depends on the given subjects of the sentences, e.g., I am eating a mango; the cow is grazing; I have done this work. In these sentences, am, is and have are auxiliary or helping verbs.
- ▶ Exercises B and C: Explain the active and doing verbs, i.e., main verbs in present, past and past participle forms in the given sentences.
- ▶ Exercises A, B and C: Do them orally first. Then, ask the students to write. The teacher can announce the correct answers and students can check their own work.
- ▶ Exercises D and E: Explain the different forms of the present tense and let the students do the exercises on their own. Then the teacher can announce the correct answers and students can check their own work.

Outcome: Explaining auxiliary or helping verbs in present, past and participle forms; strong and weak verbs.

SPELL WELL

- ▶ Ask the students to do the exercise on their own.
- ▶ The teacher can announce correct answers aloud and students can check their own work.
- ▶ The exercise can also be used for dictionary usage, Spelling Bee Competition and dictation.

Outcome: Learning words, spellings, meanings and pronunciation.

VOCABULARY

- ▶ Prefixes –im or –in are to be added to form new words. Do the exercise orally in the class.
- ▶ Ask the students to do it on their own. Also, ask them what each word and its opposite mean. Help them.
- ▶ The teacher can announce correct answers. Students can check their own work.

Outcome: Using prefixes ‘-im’ or ‘-in’ to form new words and their opposites.

LISTEN AND LEARN

- ▶ Read out the passage. Ask the students to listen to it attentively. Explain it.
- ▶ 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 Mukta and Netra.
- ▶ Ask the students to listen attentively to pronunciation, etc.
- ▶ Involve the class in the assessment.

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

WRITING

- ▶ **Transcription:** Exercise A: Students can do this exercise on their own. Later the teacher can announce the pronouns and verbs in class and students can check and make corrections.
- ▶ **Composition:** Exercise B: Ask the students to complete the ‘Thank-you’ note with sentences in past and present tenses. Assess this exercise of students.

Outcome: Completing the sentences using past and present tenses.

PROJECT WORK

- ▶ Groups of five students should be made. Ask them to do the exercise of writing down lists of do’s and don’ts.
- ▶ Discussion can be done with the whole class as there are likely to be common points.

Outcome: Doing group work to reinforce the lesson learnt.

VALUE CORNER/LIFE SKILLS

- ▶ Read aloud the sentence. Explain and discuss.
- ▶ Explain the question as well as the options in ‘Life Skills’. Help students to select the correct option(s).

Outcome: Applying the lessons learnt to life.
