

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Understanding and appreciating the love and loyalty of a dog; how a dog can be a very fulfilling and affectionate companion
- ▶ Reading, listening, enjoying and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation; suffixes – form and use in sentences; editing; summarising a story
- ▶ Grammar: Subject–verb agreement – usage in sentences; transitive and intransitive verbs
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Learning to summarise a story; narrate the help and activities of a dog
- ▶ Applying the lesson learnt to life

### GEAR UP!

- ▶ Discuss Exercise: Ask the students if they can recognise the breeds shown. What are they? Do they know any other breeds? Do they have a pet dog?

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**Outcome:** Knowing about different breeds of dogs.  
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### READ AND DISCOVER

- ▶ Ask the students to read the lesson aloud in turns.
- ▶ Explain the lesson.
- ▶ Ask in-text questions, e.g., What breed of dog was Malakoff? Who decided to help Jacques? Why did Jacques panic?

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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 wherever required.

- ▶ Exercises B and C: Ask the students to do these on their own. The teacher can assess all the written work of the students individually for the lesson.
- ▶ HOTS—Discuss in the class. Then, ask the students to write the answers on their own. The teacher can assess along with all written work.

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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 subject-verb agreement, i.e., verb must agree with the subject in number (singular/plural) and person (first/second/third) –concord.
- ▶ Exercises A and B: Ask the students to do these on their own. The teacher can announce correct answers aloud. Students can check and correct their own work.
- ▶ Explain transitive and intransitive verbs, and about direct and indirect objects.
- ▶ Exercises C and D: These can be discussed in the class and then students can do them on their own. The teacher can announce correct answers aloud. Students can check and correct their answers.

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**Outcome:** Learning subject-verb agreement and its usage, transitive and intransitive verbs.

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### **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 correct answers aloud and students can check their own work.

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**Outcome:** Learning words, spellings, meanings and pronunciation.

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### **VOCABULARY**

- ▶ Exercises A and B: Ask the students to do the exercises on their own. The teacher can announce the answers aloud and students can check their own work.

#### **Editing**

- ▶ Exercise C: Ask one of the students to read the passage aloud. This helps to assess where the sentence break comes. Then, ask the students to transcribe the passage by adding capital letters and punctuation marks wherever required.
- ▶ The teacher can then announce the corrections and the students can check their own work.

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**Outcome:** Explaining suffixes—word formation and usage; word meanings, editing a passage—capital letters and punctuation marks.

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### **LISTEN AND LEARN**

- ▶ Read out the passage. Ask the students to listen attentively to it. Explain wherever required.

- ▶ Ask one question at a time. Instruct the students to reply in complete sentences orally.
- ▶ Correct them wherever required.

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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 Manoj and David.
- ▶ Enact the conversation in the class. Correct them wherever required.
- ▶ Ask the students to listen attentively to pronunciation, pause, emphasis and inflexion.
- ▶ Involve the class in the assessment of the conversation – on the basis of the parameters given above.

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

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### **WRITING**

- ▶ Explain why we need to learn to summarise, e.g., if we are working as journalists and have to write a report on an event or a meeting, etc., we cannot write in detail. So, we must know how to summarise.
- ▶ Ask the students to do the exercise on their own.
- ▶ The teacher can assess the students' work individually.

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**Outcome:** Learning to summarise a story.

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### **PROJECT WORK**

- ▶ This can be done by the students to understand more about dogs and the bond between them and human beings.
- ▶ The teacher can ask for random responses from the students.

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**Outcome:** Finding out about dogs from dog lovers: Writing and speaking about them.

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### **VALUE CORNER / LIFE SKILLS**

- ▶ Read the sentence aloud.
- ▶ Discuss in the class with reference to all that has been learnt in the lesson.
- ▶ Explain the question in 'Life Skills' and encourage student to speaker their views freely in the discussion.

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**Outcome:** Discussing how a dog can enrich the life of its owner as a friend and a companion.

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