

The Letter 'A'

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Understanding disability—some of the greatest geniuses have been differently abled, e.g., Beethoven, Stephen Hawking, Christy Brown, Helen Keller and Sudha Chandran
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, cohesive writing; odd words and sentences; dictionary work and editing
- ▶ Grammar: Tenses—Past, present and future; different tenses in each; usage
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Writing a letter; writing questions for questionnaire
- ▶ Think and do: Making groups and trying to know how to help differently abled persons in various public places
- ▶ Applying what has been learnt to life

GEAR UP!

- ▶ Read the two brief biographical sketches given.
- ▶ Discuss what the reactions of the students are.
- ▶ 'My Left Foot' is the film which tells us the life of Christy Brown. 'Black' is the film about a girl who is differently abled like Helen Keller. Ask the students to see the films.
- ▶ Talk about great achievers like Surdas (blind); Beethoven (deaf) and Stephen Hawking (physically challenged).
- ▶ Explain the sensitivity needed to handle or interact with the differently abled.

Outcome: Explaining inspirational lives of differently abled persons.

READ AND DISCOVER

- ▶ Ask the students to read aloud the lesson in turns. Correct them wherever required.
- ▶ Explain the lesson and its words and phrases, e.g., cerebral palsy; heartrending; inert; imprisoned

in a world of my own; chipped; pierced; etc.

- ▶ Ask in-text questions, e.g., what do the following sentences mean:
 - (a) That was a momentous decision as far as my future life was concerned.
 - (b) It is his body that is shattered, not his mind.
 - (c) Now I would speak through something more lasting than spoken words–written words.
 - (d) That one letter... was my road to a new world.

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

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: The students can answer these questions on their own. The teacher must assess the work of the students, along with other written work, individually.
- ▶ HOTS—Discuss in the class. Ask the students to write the answer on their own. Then, the teacher must assess the work of the students individually along with other written work. The best HOTS answer can 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 the three tenses and their different forms: Simple, continuous, perfect and perfect continuous.
- ▶ ‘Shall’ can be used in present tense also, e.g., Shall we walk down now?
- ▶ ‘Going to’/ ‘about to’ is used for future action.
- ▶ ‘Will’/‘Shall’ + Future perfect tense.
- ▶ Simple present tense is used for some action finalised for the future, e.g., the flight for Zurich leaves at 2:15 a.m.
- ▶ Present progressive (continuous) tense for action that is planned and unlikely to change, e.g., We are meeting at the stadium at 5 a.m. tomorrow.
- ▶ Difference between simple past and present perfect tenses.
- ▶ Exercises A to D: Discuss the exercises in the class. The possible alternatives for filling each blank can be indicated after discussion, as more than one correct answer is acceptable.

Outcome: Tenses and their different forms and usage.

VOCABULARY

- ▶ Effective writing is cohesive. Odd words, phrases and sentences need to be avoided. The only time they are deliberately used is to provoke humour, e.g., My Family and Other Animals; Birds; Beasts; Relatives; etc.
- ▶ Use the blackboard and given examples to explain the above.

- ▶ Exercises A and B: Ask the students to do the exercises on their own. Then, the teacher can ask the students at random to give the answers. Correct them if required. Students can check their own answers.

Dictionary Work

- ▶ Exercises C and D: The students can do both the exercises on their own. The teacher must assess the work of the students individually.

Editing

- ▶ Exercise E: Ask the students to do the exercise on their own. Then, the teacher can call up one of the students to write the edited passage on the blackboard. The class can be involved in correcting it till the final correctly edited passage is on the blackboard. Students can write it down in their books.

Outcome: Cohesive use of words; dictionary work; 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 Lapshita and Vani.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen to it attentively.
- ▶ Involve the students in the assessment of the enactment of the conversation based on pronunciation, pause, emphasis and inflexion.

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

WRITING

- ▶ Ask the students to use the format of an informal letter to write to their father. Use the right number of words in cohesive paragraphs.
- ▶ The teacher must assess the work of the students individually along with other written work.

Outcome: Writing a letter and a questionnaire as instructed.

PROJECT WORK

- ▶ Make groups of five students for the project.
- ▶ Ask them to do the exercise keeping in mind the sensitivity of specially abled persons and their own compassion as well as the problems likely to arise in public places.

Outcome: Making a group and try to know how to help specially abled people in public places, keeping in mind compassion or sensitivity.

VALUE CORNER

- ▶ Read out the quotation. Discuss in the class.
 - ▶ Differently abled persons do not need pity. They need respect, opportunity and the compassion to be treated as equals.
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Outcome: Applying what has been learnt to life.

LIFE SKILLS

- ▶ Discuss the problem in the class along with all the options, and let the students explain why they would or would not choose a particular option. The teacher can guide discussion.
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Outcome: Learning how to react in an emergency situation.
