

Sid and Suhani Watch TV

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning to watch TV in a sensible and balanced way
- ▶ Balancing recreational activities—TV watching, indoor and outdoor games, creative work, family time, etc.
- ▶ Listening, reading and understanding
- ▶ Answering the questions orally and in writing
- ▶ Grammar: Learning about the present tense and past tense
- ▶ Vocabulary: Unscramble jumbled letters to make words; opposites
- ▶ Writing a letter neatly in a proper form
- ▶ Applying the lessons learnt in individual work and in daily life

GEAR UP!

- ▶ Talk about watching TV in the class. What do the students enjoy watching—cricket, news, films, serials, epics, knowledge channels, cartoons, music, reality shows, etc.? How long do they watch? Do they eat meals in front of the TV? What do their parents tell them to do?
- ▶ Explain why it is unhealthy to sit for hours watching TV—obesity, eye trouble and slowing of the mind. Need to balance outdoor and indoor activities—games, fresh air, exercise, friends along with doing school work, working on computer, watching TV, reading and spending time with family.
- ▶ Do the exercise of Gear Up in the class. Make the students understand that the people seen on the TV are hardworking people, who do a regular job. If they are on TV today, it is because of their hard work—TV is only one aspect of their lives. They do not spend much time watching TV.

Outcome: What attracts us to TV? Why do we spend so much time on it? What are the advantages/disadvantages of watching TV? Sensible and balanced viewing.

READ AND DISCOVER

- ▶ Read the lesson aloud and then ask the students to take turns to read it. Correct their pronunciation.

- ▶ Explain the lesson and words and phrases used in it, e.g., ‘cry baby’, ‘idiot box’, ‘scrabble’, ‘indoor and outdoor games’, etc.
- ▶ Ask in-text questions, e.g., ‘Do the students take permission from parents to watch TV or do other things?’, ‘How long do they watch TV?’, ‘Why is it called ‘idiot box’? etc.

Outcome: Reading aloud, understanding word meaning, spellings and pronunciation.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Discuss each question in the class so that the students can answer and mark the correct answers in their books.
- ▶ Exercise B: Discuss each question in the class. Ask the students to answer these questions. Write the correct answers on the blackboard and the students will transcribe them in their notebooks. Thus, they will learn neat cursive writing and also how to answer in complete sentences.

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

GRAMMAR SPOTLIGHT

- ▶ Explain how action words are connected with the time factor: the present, the past and the future.
- ▶ Then explain using the blackboard, the given examples and examples from the daily lives of the students, what the present tense of action words is and how we use them.
- ▶ Do a similar action for explaining past tense in action words also.
- ▶ As you explain each tense, do the connected with it, first orally and then in writing.

Outcome: Learning about tenses: Present Tense and Past Tense.

SPELL WELL

- ▶ Ask the students to select the right words from the Help Box and fill in the missing letters to complete the words.
- ▶ Let them learn the spellings, meanings and pronunciation of all the words.

Outcome: Learning words, spellings, meanings and pronunciation.

VOCABULARY

- ▶ Discuss the exercise in the class and encourage the students to find the opposites. Correct the answers and let students mark them in their books.

Outcome: Knowing opposites of words.

LISTEN AND LEARN

- ▶ Teacher will read out the passage and the students will listen to it carefully. After listening to the passage, the students will answer the questions orally.

- ▶ Correct the mistakes and the pronunciation.

Outcome: Listening attentively, understanding and answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students as Suhani and Sid. Ask them to learn and enact the conversation.
- ▶ Ask the students to listen carefully to pronunciation, emphasis, pauses and inflexions.
- ▶ Correct their pronunciation, emphasis, pauses and inflexions.

Outcome: Learning to converse; pronunciation, emphasis, pauses and inflexions.

WRITING

- ▶ Discuss the form of letter—explain with the help of a blackboard.
- ▶ Ask the students where the capital letters, full stops, commas and question marks should be used. Use the blackboard to write them all down. The usual aid will help them to remember.
- ▶ When the letter is correctly completed on the blackboard, ask the students to transcribe it neatly in their notebooks.

Outcome: Learning to write a letter, form of a letter, using capital letters, full stops, commas and question marks.

PROJECT WORK

- ▶ Tell them to assess whether the time spent in watching TV by them and their family members is healthy or not, and write it down.

Outcome: Applying what has been learnt in the lesson in individual work, involving parents.

VALUE CORNER

- ▶ Read the sentence aloud.
- ▶ Discuss it and all that the students have learnt about watching TV.
- ▶ How are they going to apply the lesson learnt in their daily routine?

Outcome: Sensible and moderate TV watching; applying the lessons learnt.

LIFE SKILLS

- ▶ Discuss all the options. 3 is the best option. 4 is a viable option if the brother/ sister agrees. 2 is for a later time when they can discuss it.