

Donating Human Organs is Supreme Sharing

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ The worth and value of donating organs/blood to fellow human beings—it amounts to the best form of sharing and charity.
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering the questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, words in the context of sports/games, using a dictionary, sentences, editing
- ▶ Grammar: Adverbs—kinds, position, order and degrees of comparison
- ▶ Learning to converse correctly with proper pronunciation, pauses, emphasis and inflexion
- ▶ Writing a short story
- ▶ Individual and group work based on the lesson
- ▶ Applying the value learnt to life

GEAR UP!

- ▶ Discuss what organ/blood donation is. Why it is required; what its value and worth are; the highest form of compassion and generosity.
- ▶ Exercise A: Read aloud and discuss.
- ▶ Exercise B: The questions can be discussed in the class.

Outcome: Learning what organ donation is. The need for it, the value and worth of organ/blood donation.

READ AND DISCOVER

- ▶ The students may read aloud the lesson in turns. Correct them where required.
- ▶ Explain the lesson, words and phrases, e.g., ‘organ transplantation facility’, ‘a noble human spirit’, ‘a continuous charity’, ‘ill-intention’, etc.
- ▶ Ask in-text questions, e.g., organ donation has been called ‘one of the greatest boons of modern

science’—name some other boons; organs are ‘a free gift of nature’—name some other free gifts of nature, etc.

Outcome: Reading aloud, understanding; answering the questions orally, learning word meanings and spellings.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time. Instruct the students to answer in complete sentences. Correct them where required.
- ▶ Exercises B and C: Ask the students to do these exercises on their own. The teacher must assess their work individually along with all other work.
- ▶ HOTS—Discuss the statement in the class and then ask the students to write a brief paragraph on it (about 5–6 sentences). The teacher must assess their work individually.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and given examples to explain adverbs—kinds of adverbs: manner, degree or quantity, place, time, frequency and interrogative.
- ▶ Position of adverbs and order of adverbs—usage.
- ▶ Degrees of comparison—usage.
- ▶ Exercises A to D: Discuss and then ask the students to do them on their own. Announce the answers aloud and students can check their own work.

Outcome: Learning about adverbs—their kinds, position, order, degrees of comparison, and usage.

VOCABULARY

- ▶ Words in the context of sports/games—explain by using given examples.
- ▶ Exercises A and B: The students can do these exercises on their own.

Dictionary Work

- ▶ Exercises C and D: The students can do these exercises on their own. The teacher must assess all the above exercises individually.

Editing

- ▶ Exercise E: Ask the students to do the exercise on their own. The teacher can announce the correct answers aloud. The students can correct their own answers. If necessary, the teacher can write the edited passage on the blackboard.

Outcome: Learning words in the context of sports, sentences; using the dictionary; editing.

LISTEN AND LEARN

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

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

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

CONVERSE AND CONNECT

- ▶ Select two students to enact Pulkit and Rohan.
- ▶ Enact the conversation in the class. Ask the students to listen to it attentively. Correct them where required.
- ▶ Involve the students in assessing the conversation enacted on the basis of pronunciation, pauses, emphasis and inflexion.

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

WRITING

- ▶ Exercises A and B: Both exercises can be discussed and then the students can do them on their own. The teacher can assess the work of each student individually.

Outcome: Writing anecdotes; writing sentences on the given topic.

PROJECT WORK

- ▶ Data may be collected and pasted for the homework.
- ▶ It can be used also for project work, discussion and preparing a display.

Outcome: Doing individual and group work—collecting data; discussion and display.

VALUE CORNER

- ▶ Read the sentences aloud. Explain them.
- ▶ Discuss in the class with reference to what has been learnt in the lesson.

Outcome: Applying what has been learnt to life.

LIFE SKILLS

- ▶ Read and discuss the problem in the class.

Outcome: Applying what has been learnt to a real-life incident.
