

# The Forest

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Learning about animals that live in forests; how they live; not to disturb their habitats; respecting nature
- ▶ Listening, reading and understanding
- ▶ Answering the questions orally and in writing
- ▶ Vocabulary: Finding animal words from the grid and writing them down, synonyms.
- ▶ Grammar: Learning about articles (a, an, the) and their usage. Also, learning about position words – prepositions: What they are and their usage
- ▶ Learning to converse, correct pronunciation.
- ▶ Learning to use words and write sentences; applying the lesson learnt individually
- ▶ Applying the lesson learnt in our daily life

### GEAR UP!

- ▶ Talk about forests—what forests are; what animals and people live in them; how different animals live; the balance of life which is seen in nature with trees, plants, animals, birds—the earth, people and climate, all being interdependent.
- ▶ Talk about the damage caused by killing animals, poaching, cutting trees, even by damming up rivers indiscriminately, etc.
- ▶ Show the pictures in Gear Up and ask the habitat of each animal. The students can write down the names of animals.

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**Outcome:** Learning about forests, animals in the wild and their habitat; respecting nature and environment.

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### READ AND DISCOVER

- ▶ Ask the students to read aloud in turns.
- ▶ Explain the lesson and its words and phrases, e.g., ‘pluck’, ‘wild animals’, ‘twist and turn’, ‘burrow’, etc.

- ▶ Ask in-text questions, e.g., “Have you been to a forest?”, “Have you seen wild animals?”, “Where?”, “How should we treat forests and wild animals?”, etc.

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

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### ENJOY AND UNDERSTAND

- ▶ Exercise A: Discuss the questions and their answers in the class. Then, the students can mark the correct answers in their books.
- ▶ Exercise B: Discuss each question and its answer in the class. When the students give the correct answers, write them on the blackboard. The students can transcribe the answer in their notebooks. Ask them to ensure neat cursive writing.

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

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### GRAMMAR AND SPOTLIGHT

- ▶ Explain articles: ‘a’, ‘an’ and ‘the’ using the blackboard and given examples. The article ‘a’ is used before a consonant, ‘an’ before a vowel or a vowel sound and ‘the’ before a previously known noun or something unique like the sun and the moon.
- ▶ Exercises A and B: Discuss and answer them in the class. The teacher can give examples from the class, home, etc., to add to the practice.
- ▶ Use a blackboard and given examples to explain the students what position words (prepositions) are and how they are related to nouns and pronouns.
- ▶ Have a game in the class by making the students use prepositions in things pertaining to their daily life. For example, having milk for breakfast; pencils in the pencil box; books on the table; standing in a queue; coming to school; travelling by bus; etc. Prepositions are best learnt by practice.
- ▶ Exercises A, B and C: Discuss the questions and their possible answers in the class. The words can be selected orally first. Then, the students can mark/write answers in their own books.

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**Outcome:** Learning about prepositions: What they are and how they are used.

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### SPELL WELL

- ▶ Help students fill the missing letters to form words.

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**Outcome:** Learning words, pronunciation.

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### VOCABULARY

- ▶ Exercise A: Ask the students to find the animals in the grid on their own. Then, help them by writing the animals on the blackboard so that the students can transcribe them in their notebooks as well as make any corrections.
- ▶ Exercise B: Discuss and let the students find the words with similar meanings. Explain meanings when required, e.g., ‘windy’, ‘breezy’, ‘shabby’, etc. students can mark the answers in their books.

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**Outcome:** Finding words from the grid and writing them down, finding words with similar meanings.

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## LISTEN AND LEARN

- ▶ Teacher will read out the passage and students will listen to it carefully. After listening to the passage, the students will answer the questions orally.
- ▶ Ask the questions one at a time and ask the students to reply, write down the correct answers on the blackboard for all to see and understand.

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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 Parul and Nitin. Let them learn their part of the conversation and enact it together.
- ▶ Ask the students to listen carefully to the pronunciation, pauses, emphasis, inflexions, etc.
- ▶ The teacher should correct their pronunciation, pauses, emphasis, inflexions, etc.

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**Outcome:** Learning to converse, pronounce, pauses, emphasis and inflexions.  
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## WRITING

- ▶ See the picture and fill in the blanks with appropriate words, based on the clues of the first and the last letters given. The students can do this on their own.
- ▶ The teacher can announce the answers aloud and the students can correct them in pairs.

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**Outcome:** See the picture and fill in the right words.  
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## PROJECT WORK

- ▶ This can be done by students at home or partly in the class, e.g., paste pictures and make the nest in the class with students bringing the materials to make nests. They can work in groups of five.

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**Outcome:** Learning about birds and seeing how skilled they are at making nests.  
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## VALUE CORNER

- ▶ Read the sentence. Discuss respect for all the creatures and nature based on the lesson.

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**Outcome:** Applying the values learnt in life—loving and respecting animals and nature.  
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## LIFE SKILLS

- ▶ Explain why 1 and 3 are the correct options.