

A New Beginning

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Understanding that there is nothing which cannot be achieved by courage, willpower and determined regular hard work
- ▶ Reading, listening, enjoying and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, positive/negative describing words—using a dictionary, editing, linking words
- ▶ Grammar: Adverbs—kinds of adverbs; formation of adverbs; interrogative adverbs; position of adverbs; degrees of comparison. Also, prepositions and their usage.
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Writing a paragraph on a given subject
- ▶ Applying lesson learnt to life skills, project and values

GEAR UP!

- ▶ Discuss in the class how several people in the world of sports have achieved success despite physical challenges. Discuss how willpower, courage, determination and perseverance have helped to overcome all odds.
- ▶ Exercises A and B: These can be done by the students on their own. Then, discuss the answers. Right answers to A can be given. Different views may emerge on B—discuss the reasons for the choices made by different students. Focus that under all their choices are hard work, regular practice, determination and courage.

Outcome: Discussing the world of sports—what factors determine the achievement of persons against all odds: willpower, courage and perseverance.

READ AND DISCOVER

- ▶ Ask the students to read aloud the lesson in turns.
- ▶ Explain the lesson and its words and phrases, e.g., willpower; extended; nicknamed; insignificant; bounce back; twist in the tale; etc.

- ▶ Ask in-text questions, e.g., Why did Ms Divya cheer the loudest? There is a phrase–mind over matter, does it apply here? Why? etc.

Outcome: Reading aloud and understanding 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 necessary.
- ▶ Exercises B and C: Ask the students to do these exercises on their own. The teacher can assess them individually.
- ▶ HOTS—Discuss the questions first in the class. Then, ask the students to answer them on their own. The teacher can assess the answers of students' individually along with other written work.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and given examples to explain about the kinds of Adverbs–manner, time, place, degree and frequency.
- ▶ Form adverbs by using suffixes.
- ▶ Interrogative adverbs: how, where, why and when. [relate to manner, time, place, etc.]
- ▶ Explain the position of adverbs in a sentence.
- ▶ Degrees of comparison: Positive, comparative and superlative.
- ▶ Also use the blackboard and the given examples to explain prepositions—words that relate nouns/pronouns to other nouns/pronouns in a sentence.
- ▶ Kinds of prepositions—place, time, direction, agency.
- ▶ Exercises A to G: Discuss and then ask the students to do them on their own. The teacher can announce answers and students can check their work on their own.

Outcome: Learning about Adverbs—kinds of adverbs; formation of adverbs; interrogative adverbs; position of adverbs; degrees of comparison. Also, learning about prepositions.

VOCABULARY

- ▶ Positive/Negative describing words–antonyms. Ask the students to learn well. The teacher can ask the students at random to make sentences with them orally.

Dictionary Work

- ▶ Using the dictionary, ask the students to find meanings of the words.

Editing

- ▶ Ask the students to edit the passage on their own. Recall capital letters and punctuation marks as required.
- ▶ The teacher can assess the exercise done by announcing the correct answers and students can correct their own work.

Outcome: Positive/Negative description (antonyms); using the dictionary; editing.

LISTEN AND LEARN

- ▶ Read out the passage. Ask the students to listen attentively to it.
- ▶ 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 Nitu and Shreya.
- ▶ Enact the conversation in the class. Correct them wherever required.
- ▶ Ask the students to listen attentively to pronunciation, pause, emphasis and inflexion.
- ▶ Involve the students in the assessment of the conversation on the basis of the parameters mentioned above.

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

WRITING

- ▶ Ask the students to write a paragraph in 10–12 sentences, using the requisite linking words from the Help Box.
- ▶ Instruct the students that any or all the words can be used, once or more often.
- ▶ There must be cohesion of thought. They can jot down a few points first and then write the paragraph.
- ▶ The teacher can assess the work individually along with other written work.

Outcome: Writing a paragraph using given linking words.

PROJECT WORK

- ▶ Students can do this project on their own and share it in the class.
- ▶ The teacher can ask the students to keep a scrapbook or journal for all Project Works.

Outcome: Learning to research and record and using the internet.

VALUE CORNER

- ▶ Read the quotation. Discuss in the class.
- ▶ Explain the difference between ‘price’ and ‘value’.
- ▶ The true value of an achievement lies in the effort, courage and determination behind it.

Outcome: Understanding the value of achievement.

LIFE SKILLS

- ▶ Think about the life situation given in the passage. What would the students choose to do? Why? How will it help the students and the team?
- ▶ Students can jot down points and discuss in the class.

Outcome: Applying lesson learnt in life.
