

The Case of the Missing Necklace

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Enjoying good detective and mystery stories. We all like to play as detectives with good powers of observation and deduction
- ▶ Gender sensitisation—equality of the genders, giving opportunities and respect to genders equally
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering the questions orally and in writing
- ▶ Vocabulary: Word meanings, spellings, pronunciation, using the dictionary; editing
- ▶ Grammar: Prepositions; prepositional phrases; prepositions and adverbs; conjunctions—coordinating, subordinating and correlative
- ▶ Writing a notice
- ▶ Group project work on crime in the city—Dos and Don'ts for an alert citizen
- ▶ Applying what has been learnt to life

GEAR UP!

- ▶ Read aloud the introduction to the two authors—Sir Arthur Conan Doyle and Agatha Christie—and their great creations—Sherlock Holmes and Hercule Poirot. Ask the students if they have read any of their stories—encourage them to enjoy good fiction of this genre—Several books by Enid Blyton (Famous Five; Secret Seven; Barney stories), the Nancy Drew Stories, Harry Potter series, Feluda stories by Satyajit Ray are some they may enjoy. Library work and film shows will supplement the interest.
- ▶ Discuss—the enjoyment of detective and adventure stories; playing cops-and-robbers, hide-and-seek, etc., is part of the same enjoyment.

Outcome: An introduction to some favourite writers and characters of detective stories—enjoying fiction.

READ AND DISCOVER

- ▶ Students may read aloud the lesson in turns. Correct them where required.

- ▶ Explain the lesson, words and phrases, e.g., ‘the international market’, ‘scattered’, ‘presence of mind’, ‘underestimated’, etc.
- ▶ Ask in-text questions; e.g., ‘what to do in different types of difficult circumstances’, ‘what is gender sensitivity’, ‘equality of genders’, ‘personal experience or observation of gender insensitive behaviour’, etc.

Outcome: Reading aloud, enjoying and understanding words, meanings; learning spellings and pronunciation.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences.
- ▶ Exercises B, C and D: These can be done by the students on their own. The teacher must assess the work of the students individually along with other written work.
- ▶ HOTS—Discuss the questions in the class. Then, ask the students to write the answers on their own. The teacher must assess their work individually. The best HOTS answers can be discussed in the class regarding content, vocabulary, grammar, etc.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and the given examples to explain prepositions; prepositional phrases and different usage of prepositions and adverbs. Similarly, explain conjunctions—coordinating, subordinating and correlative.
- ▶ Exercises A to G can be done by the students on their own. The teacher can announce the correct answers aloud. The students can check and correct their own work.

Outcome: Learning prepositions, prepositional phrases, prepositions and adverbs, and conjunctions and their types.

VOCABULARY

Word Power

- ▶ Exercises A and B: These can be done orally first in the class. Then, the students can write the answers on their own. The teacher can announce answers and partners can assess them.

Dictionary Work

- ▶ Exercise C: The students can do this exercise on their own. The teacher can announce the answers in the class and students can check and correct their work.

Editing

- ▶ Exercise D: The students can do this on their own. The teacher can announce the corrections or write the correctly edited passage on the blackboard. The students can check and correct their own work.

Outcome: Learning words and their meanings; dictionary usage; 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 Mohit and Jatin.
- ▶ Enact the conversation in the class. Ask the students to listen to it attentively. Correct them where required.
- ▶ Involve the students in the assessment of the conversation enacted on the four parameters of pronunciation, pauses, emphasis and inflexion.

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

WRITING

- ▶ Read out the instructions and explain if required.
- ▶ Ask the students to do the exercise on their own.
- ▶ The notice may be discussed in the class and a correct sample written on the blackboard. Students may check their own work.

Outcome: Writing a notice as instructed.

PROJECT WORK

- ▶ The students are asked to work in groups of five.
- ▶ Collect data, discuss, draw up points on (a) action taken, and (b) Dos and Don'ts.
- ▶ This can be put on a chart and displayed.

Outcome: Doing group work on crime reports in the city; Action taken by police/citizens; Dos and Don'ts.

VALUE CORNER

- ▶ Read out the quotation.
- ▶ Discuss with reference to the lesson.

Outcome: Applying what has been learnt to life.

LIFE SKILLS

- ▶ Read the problem and tell each student to prepare a list. Discuss in the class.

Outcome: Learning about ways to check theft, chain-snatching, etc.
