

Murali Becomes a Good Boy

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning to be helpful, kind and polite to all
- ▶ Reading, listening and understanding
- ▶ Answering the questions orally and in writing
- ▶ Vocabulary: Learning to write one word for a group of words.
- ▶ Grammar: Learning about joining words (Conjunctions): what they are and their usage. Also learning about adverbs—words that add something to verbs, by telling us more about the action; formation and usage.
- ▶ Learning to converse and correct pronunciation.
- ▶ Writing neatly and using the lessons learnt to make clear and complete sentences
- ▶ Applying the lessons learnt to creative work and applying the values to our life

GEAR UP!

- ▶ Talk to the students. Ask them if it is necessary to be helpful, kind and polite. Why? Are they helpful and kind and polite in the class, in the school, at home, on the road, in the market and among friends?
- ▶ Saying 'please', 'thank you', 'sorry', etc.
- ▶ Do the Gear Up exercise. Discuss each picture and ask the students to read the words under each picture. Do the students do any of the actions shown in the pictures? Do they do anything else too? e.g., take the dog for a walk, help their father to wash the car, help their mother to lay or clear the table or dust the house, etc.

Outcome: Learning to be helpful, kind and polite to everyone and everybody. Why is it important?

READ AND DISCOVER

- ▶ Ask the students to take turns to read aloud the lesson. Correct their pronunciation.
- ▶ Explain the lesson, and words and phrases, e.g., naughty, angry, troubled, complained now and then, ripe, slipped, changed, onwards, politely, etc.

- ▶ Ask in-text questions, e.g., ‘How did Murali trouble Sangeeta?’, ‘How did he trouble Ramaya?’, ‘What happened to Murali’s father?’, etc.

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

ENJOY AND UNDERSTAND

- ▶ Exercise A: Discuss the questions in the class. The students can mark the answers in their books.
- ▶ Exercise B: Ask the question one at a time. Let the students answer them. Write down the correct answers on the blackboard. The students can transcribe them in their books.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and given examples to explain about conjunctions. They join words, phrases or sentences.
- ▶ Explain how they do this using ‘and’, ‘but’ and ‘or’. For example, Asha and Usha went for a class. This means both of them went.
- ▶ Asha went for a class, but Usha did not go. This means that one is the opposite of the other. Ask Asha or Usha to come for the class. This means that you have a choice.
- ▶ Use the blackboard and the given examples to explain about adverbs—words that add something to verbs. They tell you more about the action.
- ▶ Explain how adverbs are formed by adding ‘-ly’ to words either directly or by change in the spelling, e.g., ‘soft + ly = softly’, ‘happy + ly = happily’ ‘cruel + ly = cruelly’, etc.
- ▶ Exercise A: Ask the students to select the right word from the Help Box and fill in the blanks.
- ▶ Exercise B: Ask the students to identify the conjunctions.
- ▶ Exercise C: Ask the students to add ‘-ly’ and complete the adverbs and write them in the blanks.
- ▶ The teacher can announce the correct answers aloud and the students can correct them in pairs.
- ▶ Exercises A, B and C: These can be done orally first. Then, the students can mark/write them in their books.

Outcome: Learning about conjunctions and adverbs what they are and how they are used.

VOCABULARY

- ▶ Exercise A: Explain the formation of adverbs from the given group of words.
- ▶ Exercise B: Some words end with letters and. Add one letter from the box to and to make new words, e.g., ‘hand’, ‘band’, ‘sand’, ‘land’ and ‘wand’. (Explain that ‘wand’ is pronounced differently). You can suggest other words ending with the same letters, e.g., oud–‘loud’, ‘cloud’, ‘aloud’, ‘proud’, etc., or ay–‘say’, ‘lay’, ‘may’, ‘stay’, ‘pray’, etc.

Outcome: Learning about adverbs and words ending with and.

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 their answers and pronunciation.

Outcome: Listening attentively; answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students to enact Deepak and Vidur.
- ▶ They must learn the conversation and enact it in the class.
- ▶ Ask the students to listen attentively to pronunciation, pauses, emphasis and inflexions.
- ▶ Correct their pronunciation, emphasis, pauses and inflexions.

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

WRITING

- ▶ Ask the students to write the sentences in their notebooks.

Outcome: Learning to use words to write correct sentences: Neat cursive writing.

PROJECT WORK

- ▶ This can be done in the class and can be a fun exercise with conversation.

Outcome: Working with partner/group to apply the lesson learnt.

VALUE CORNER

- ▶ Read aloud the sentence. Discuss on the basis of the lesson.

Outcome: Applying the lesson learnt in our daily life.

LIFE SKILLS

- ▶ Discuss the situation and the options with the students. Explain why all the options are correct.