

Nature's Message to Mankind

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ We create our own environment. We must use it in a responsible way to ensure balanced and harmonious development. Our irresponsible behaviour will invite disaster for our planet and us
- ▶ This is a play—learn about stage-craft. It has personification of the various aspects of nature depicted in it.
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Learning words related to the environment; compound nouns; making sentences of given words.
- ▶ Grammar: Auxiliaries, modals and their usage; active and passive voice in verbs; changing sentences from active to passive voice.
- ▶ Learning to converse correctly with proper pronunciation, pauses, emphasis and inflexion
- ▶ Writing a paragraph for class magazine
- ▶ Applying values learnt in the lesson to life

GEAR UP!

- ▶ Discuss the given exercise. Who is damaging the planet Earth? How? What can we do to control the damage? It is our individual and collective responsibility on a day-to-day basis.
- ▶ Growing up into alert, aware and responsible adults. What are the things in your class, your school, your home that you can improve?

Outcome: Remaining alert to damage to planet Earth—a man-made disaster.

READ AND DISCOVER

- ▶ Explain the lesson, words and phrases, e.g., 'acid rain', 'greenhouse gases', etc.
- ▶ Ask in-text questions, e.g., 'Human beings have inflicted these problems on themselves. How?', 'Climate change is today's reality—discuss with examples', etc.

Outcome: Reading one-act play aloud; understanding, word meanings and spellings.

ENJOY AND UNDERSTAND

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

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and given examples to explain auxiliaries and modals with usage
- ▶ Also use the given examples to explain and refresh what active voice and passive voice are and how to change active voice to passive voice in sentences.
- ▶ Exercises A to E: The students can do these on their own and the teacher can then announce the correct answers aloud. The students can check and correct their own work.

Outcome: Learning about auxiliaries and modals and their usage. Also, learning about active and passive voice and changing sentences from active to passive voice.

VOCABULARY

- ▶ Use the blackboard to explain about the environment and its pollution. Also, discuss the given verbs.
- ▶ Exercises A, B and C can be done by the students on their own. The teacher must assess the work of the students individually.

Editing

- ▶ Exercise D: Ask the students to do the exercise on their own. The teacher can ask one of the students to write the edited passage on the blackboard. Involve the students in correcting it. The final correctly edited passage can be used by the students to check their own work and correct it.

Outcome: Learning about words related to environment and its pollution; using a dictionary; making sentences; 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 Dipti and Madhvi.
 - ▶ 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 basis of the four parameters of pronunciation, pauses, emphasis and inflexion.
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Outcome: Learning to converse—pronunciation, pause, emphasis and inflexion.

WRITING

- ▶ Discuss and write a paragraph for the class magazine.
 - ▶ The teacher must assess the work of the students individually along with other written work.
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Outcome: Writing a newspaper report.

PROJECT WORK

- ▶ The teacher may divide the class into groups of 9 or 10.
 - ▶ Each group may be assigned the Project Work.
 - ▶ The final work of each group can be shared with the class as a reading or enactment.
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Outcome: Group work: preparing a play on 'Nature is Our Best Friend.'

VALUE CORNER/LIFE SKILLS

- ▶ Read out the quotation and explain.
 - ▶ Discuss in the class with reference to the lesson.
 - ▶ Discuss and explain the question given in 'Life Skills'
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Outcome: Applying what has been learnt to life.
