

A Role Model

—Dr APJ Abdul Kalam

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning about doing hard work to achieve your goals
- ▶ Having a role model to admire so that you can set your mind in the right direction
- ▶ Reading, listening and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation; forming compound words; unscrambling words; antonyms
- ▶ Grammar: Learning about declarative, interrogative, imperative and exclamatory sentences.
- ▶ Learning to converse
- ▶ Learning to write correctly; making a diary entry; making sentences on their own using words learnt
- ▶ Applying what has been learnt to daily life

GEAR UP!

- ▶ Talk to students about the President of India as Head of State – explain about him/her as the first citizen and the commander-in-chief of the defence forces.
- ▶ Explain what is significant about the four Presidents whose pictures are shown.
- ▶ Explain what the concept of a role model is. Ask the students if they have a role model; if so, who? Why? In this lesson, Dr APJ Abdul Kalam has been described as Deepak’s role model.

Outcome: Learning about former President of India, Dr APJ Abdul Kalam, as a role model.

READ AND DISCOVER

- ▶ Read the lesson aloud – students to take turns.
- ▶ Explain the words and phrases, e.g., working in the fields, truly a blessing, resume his studies, etc. Ask the students.
- ▶ Ask in-text questions, e.g., why did Deepak have a gap of one year in school? etc.
- ▶ Discuss why Dr Kalam was Deepak’s role model. Ask the students whether they would also take him as a role model. Relate to Gear Up discussion.

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

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask questions one at a time and discuss answers. Instruct the students to reply in complete sentences.
- ▶ Exercises B and C: Students can answer these on their own, consulting the lesson. The teacher can announce the answers aloud and students can check the answers in pairs.
- ▶ Exercise D: Ask one question at a time and let the students answer. Write the correct answer on the blackboard and let the students transcribe it in their books.
- ▶ HOTS–Relate to what has been discussed in earlier lessons. Discuss the success arising from hard work – not the fly-by-night or get-rich-quick schemes! Discuss the question in detail in the class.

Outcome: Reading, understanding and answering questions orally and in writing.

GRAMMAR SPOTLIGHT

- ▶ Explain, using the blackboard and given examples, about sentences: Statements or Declarative sentences; Questions or Interrogative sentences, Imperative and exclamatory sentences.
- ▶ Also, explain how they are used along with full stops, question marks and capital letters.
- ▶ Supplement with examples from the class.
- ▶ Exercises A and B: Discuss each exercise and let the students mark/write the answers in their books. The teacher can then announce the correct answers and students can check their answers in pairs.

Outcome: Reading, understanding and answering questions orally and in writing.

SPELL WELL

- ▶ Explain what compound words are–two totally different words can be combined to make a third word with a distinct meaning.
- ▶ Use the blackboard and given examples to explain compound words. The teacher can add other words too, e.g., road + side = roadside; bath + tub = bathtub; cup + board = cupboard, etc.
- ▶ Exercise A: Discuss and let the students do it on their own.
- ▶ Exercise B: Ask the students to select the correct words from the Help Box and write the letters in the blanks to complete the words.
- ▶ The teacher can announce the correct answers to Exercises A and B and students can correct them in pairs.

Outcome: Learning word spellings, meanings and compound words.

VOCABULARY

- ▶ Exercise A: Discuss and let the students do it on their own.
- ▶ Exercise B: Ask the students to suggest antonyms (opposites) for each of the given words and write the correct answers on the blackboard, and let the students transcribe them in their books.

Outcome: Learning antonyms.

LISTEN AND LEARN

- ▶ Teacher will read out the passage and the students will listen to it carefully.
- ▶ Explain the passage, words like residence, staff, bodyguard, stables, space, ministries, etc.
- ▶ After listening to the passage, the students will answer the questions orally.
- ▶ Ask one question at a time. Instruct the students to reply in complete sentences. Correct them where required.

Outcome: Listening attentively, understanding and answering questions orally.

CONVERSE AND CONNECT

- ▶ Select two students to enact Shalini and Nidhi.
- ▶ They can learn the conversation and enact in the class. Correct their conversation.
- ▶ Ask the students to listen attentively to the pronunciation, pause, emphasis and inflexion.

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

WRITING

- ▶ Discuss Exercise A. Then, students will fill in the blanks on their own.
- ▶ Exercise B: Let the students do the exercise on their own. Then, write the paragraph along with appropriate words in the blanks so that students can check and correct answers on their own.

Outcome: Learning to complete sentences and fill in the blanks.

PROJECT WORK

- ▶ Students can do this on their own using their imagination and creativity.

Outcome: Applying what you learnt in your creative work.

VALUE CORNER

- ▶ Read the sentence aloud and explain.
- ▶ Relate to what has been discussed and learnt in this and in earlier lessons.
- ▶ Discuss with the students about how they will achieve their dreams, how they will react to any obstacles, etc.

Outcome: Applying the lesson learnt in life.

LIFE SKILLS

- ▶ Explain why (c) is the best option. (a) is the second option.