

Water is Precious—Conserve It

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning to respect the environment; planet earth's resources – scarce resources; water and its use; saving water and water resources
- ▶ Reading, listening and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation; homophones; synonyms; listening and learning to pronounce words correctly
- ▶ Grammar: Types of adjectives [Quality; Quantity; Number] and their usage; Degrees of Comparison in Adjectives [Positive; Comparative; Superlative]. Also learning about participles.
- ▶ Learning to converse
- ▶ Using suitable words in sentences; writing a letter
- ▶ Applying what has been learnt to daily life.

GEAR UP!

- ▶ Discuss about water on the earth – where do we find it: rains, ponds, lakes, rivers, canals, seas, oceans. How do we store it and use it for washing, cleaning, bathing, drinking, sports, making electricity, watering fields and plants?
- ▶ Discuss the problems caused by too much water (e.g., floods or tsunamis or cyclones) or by too little water (e.g., deserts, droughts, etc.).
- ▶ Discuss the pictures – name each water sport correctly. Ask the students what is done in each. Also, talk of swimming – it too is a sport and a healthy activity.

Outcome: Learning about water on the earth; enjoying water sports; sources and uses of water.

READ AND DISCOVER

- ▶ Ask the students to read aloud the lesson in turns.
- ▶ Explain the lesson, its words and their meanings.
- ▶ Correct the pronunciation as they read.

- ▶ Ask in-text questions about words and phrases, e.g., “an evergrowing problem”, “save the river Yamuna”, etc.
- ▶ Ask in-text questions about the narrative, e.g., Why do we not use bathtubs? What happens if water is not potable? etc.

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

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences orally.
- ▶ Exercises B: Students can do this exercise on their own. The teacher can give the answers orally and students can check them in pairs.
- ▶ Exercise C: Students can mark the answers on their own. The teacher can then announce the answers and students can check then.
- ▶ Exercise D: Discuss each question. Write the correct answer on the blackboard and students can transcribe it in their books.
- ▶ HOTS— Discuss with reference to the lesson and Gear Up discussion. Then, students can suggest answer.

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

GRAMMAR SPOTLIGHT

- ▶ Explain what adjectives are with the use of blackboard and given examples.
- ▶ Using the examples in the book and from the students’ and your experience, explain that there are adjectives which describe different things, to explain quality, quantity and number. For example, an intelligent boy; a hardworking girl; dusty windows in the class; more sand in the playground; two children on a bench; a green tree; etc. Do NOT use any negative adjectives for students or people in school/home. However, a naughty puppy; an angry shopkeeper; a careless driver; etc.; can be used. Also, explain the three degrees of an adjective with suitable examples.
- ▶ Exercise A students can try this exercise on their own at first. Then the teacher can write the sentences on the blackboard with the correct form of the words. Students can check and make any correction and transcribe the sentences in their notebooks.
- ▶ Exercise B, C and D: Explain participles with suitable examples. Then do these exercises orally with the students. Then write the sentences on the blackboard so that the students can check and correct any mistakes.

Outcome: Learning about adjectives – Types: Quality; quantity; number; and degrees of comparison. Also learn about participles and their usage.

SPELL WELL

- ▶ Explain what homophones are; words that sound alike but are spelt differently and mean different things too, e.g., are, our and hour – they sound similar or alike but have different spellings and meanings.
- ▶ Exercise A: Do the exercise orally in the class. Then, let the students do it on their own. Ask and explain the differences of meaning between the pairs of words.
- ▶ Exercise B: Ask the students to select the words from the Help Box and write the missing letters.

- ▶ The teacher can announce answers aloud for both exercises and students can correct them in pairs.

Outcome: Learning homophones – spellings and meanings; word spellings.

VOCABULARY

- ▶ Ask the students to think of synonyms for the given words. Then, they should try to find them in the grid and mark them.
- ▶ Ask them to learn the spellings.

Outcome: Learning synonyms in a word grid.

LISTEN AND LEARN

- ▶ The teacher will read the passage and the students will listen to it carefully. After listening to the passage, the students will answer the questions orally.
- ▶ Ask the students one question at a time. Instruct them to answer in complete sentences orally.
- ▶ Correct their answers.

Outcome: Listening attentively; understanding and answering questions orally.

CONVERSE AND CONVERT

- ▶ Ask the students to listen to it carefully—pronunciation, pause, emphasis and inflexion.
- ▶ Select 2 students to enact Mother and Anne.
- ▶ They may enact the conversation in the class.
- ▶ Correct the students and involve the class in the assessment.

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

WRITING

- ▶ **Transcription:** Let the students transcribe neatly, taking care to begin proper nouns with capital letters.
- ▶ **Composition:** Students can use their own knowledge of adjectives and sentences to complete the given exercise by selecting words from the Help Box.
- ▶ The teacher can assess each student’s work.

Outcome: Using adjectives correctly to complete sentences.

PROJECT WORK

- ▶ Exercise A: This is group work which can be done by the students in the class.
- ▶ Exercise B: This project can be done by each student at home.
- ▶ The teacher can assess.

Outcome: Doing project in a group; creative application of lesson learnt.

VALUE CORNER/LIFE SKILLS

- ▶ Read the lines aloud. Discuss with reference to the lesson and earlier discussions.

Outcome: Reinforcing the need to save water and using the lesson in daily life.