

The Story of a Tree

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning about trees—why they are so important for the environment; how they are useful; why and how we should protect them, grow them and love them. World Environment Day
- ▶ Reading, listening and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation; using correct words in sentences; words ending with er or ar
- ▶ Grammar: Learning about verbs: Simple present tense; present continuous/progressive tense; definitions and usage
- ▶ Learning to converse
- ▶ Learn about plays: characters; conversation; scenes; etc.
- ▶ Writing creatively on your own
- ▶ Learning about facts associated with what you have read in the lesson, e.g., Chipko Movement; medicinal qualities of trees; etc.
- ▶ Creative project work
- ▶ Applying what you have learnt to daily life

GEAR UP!

- ▶ Discuss trees and forests; why they are so important – for holding the soil; helping bring moisture and rain; fresh air; food and medicines; shade; home to birds and animals; type of trees.
- ▶ Explain about Chipko Movement; how the cutting of trees caused great havoc during the floods in Uttarakhand.
- ▶ Discuss each question in Gear Up. Then, ask the students to fill the answers correctly. Help them by writing answers on the blackboard.

Outcome: Observing trees around you; being alert to nature and its importance and benefits.

READ AND DISCOVER

- ▶ Explain more about plays; scenes depict passing of time or a different place. Then, tell them how the neem tree has been personified (treated as a person) called Nimi.
- ▶ Read out the introduction. Relate to what has been discussed earlier about World Environment Day—with special focus on forests and trees and how we as individuals can help save them and grow more trees.
- ▶ Select four students to read aloud the parts of Rati, Fida, Jaspreet and Nimi.
- ▶ Read the lesson aloud. Correct their pronunciation, pause, emphasis and inflexion.
- ▶ Explain ideas, words and phrases, e.g., support an idea; what all does a sapling need; etc.
- ▶ Ask in-text questions, e.g., Who were the three friends? How did they celebrate World Environment Day? How did they care for the neem tree? etc.

Outcome: Understand about plays; read aloud—word meaning, spellings and pronunciation; understand.

ENJOY AND UNDERSTAND

- ▶ Exercise A: These can be done by the students on their own after discussion. The teacher can announce the correct answers aloud. Students can check their answers in pairs.
- ▶ Exercise B: Discuss each question in the class. Then, ask the students to write down the answer. Instead of writing the answers on the blackboard, try to dictate them. Only write the difficult words to help them.
- ▶ Exercise C: This exercise can be done by the students on their own. Then the teacher can announce the answers. Students can check the answers and correct any mistakes.
- ▶ **HOTS** – Discuss the question in the class. The teacher can write clues on the blackboard. Ask the students to write it on their own, using the clues, in about five sentences at the most.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and given examples to explain verbs – Simple present tense; present continuous/ progressive tense.
- ▶ Explain the concept of action in the present time like studying in class, writing, listening; or constant activity like the shining of the sun or the blue of the sky, etc. Explain it with reference to today, then understanding yesterday and tomorrow becomes easier.
- ▶ Exercises A, B and C: Discuss each sentence. Ask the students to suggest the correct verbs to use; placement. Then, write each sentence correctly on the blackboard. Students can transcribe them in their own books.

Outcome: Learning about Verbs—Simple Present and Present Continuous/Progressive Tenses

SPELL WELL

- ▶ Ask the students to do this exercise on their own by selecting words from the Help Box to find letters to fill in the blanks.
- ▶ The teacher can announce the correct answers aloud. Students can check their own answers.

Outcome: Learning words, spellings, meanings and pronunciation.

VOCABULARY

- ▶ Exercise A: Explain that there are words that express feelings. Ask the students to suggest such words and what they express. Then, do the exercise.
- ▶ Take one sentence at a time and ask them to suggest the right words from the Help Box.
- ▶ Exercise B: First, ask the students to say each complete word aloud adding the suffix. Then, ask them which of the two suggested end letters would be right -er or -ar. Write the correct answers on the blackboard. Students may check their own answers and correct them.

Outcome: Explaining words that express feelings: Words that end with -er or -ar.

LISTEN AND LEARN

- ▶ The teacher will read out the passage. Ask the students to listen attentively to it.
- ▶ Exercise A: Ask them to read one statement at a time and say if it is True or False. Then, ask them to write their correct answers.
- ▶ Exercise B: Ask one question at a time. Instruct them to reply in complete sentences. Correct them wherever required.

Outcome: Listening attentively; understanding and answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students to enact Father and Harish.
- ▶ Enact the conversation in the class. Correct them.
- ▶ Involve the class in the assessment of the conversation enacted.

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

WRITING

- ▶ Draw attention of the students to one picture at a time. Ask them to say something about it.
- ▶ Put down words and phrases as clues on the blackboard.
- ▶ Instruct the students to use the clues (some or all) to write three sentences about each picture on their own.
- ▶ The teacher must assess their work individually.

Outcome: Seeing pictures and writing descriptions of them on your own, and also writing neatly.

PROJECT WORK

- ▶ Every student must do this project work on his/her own.
- ▶ At the end of three weeks, the teacher can ask to see some of the plants and all the drawings to assess.

Outcome: Learning how to care for trees and how they grow.

VALUE CORNER

- ▶ Read the sentence. Explain it clearly. Discuss what the reaction of students is to this and to the lesson learnt.

Outcome: Learning how valuable trees are useful to the earth and environment

LIFE SKILLS

- ▶ All 5 options are acceptable.