

World Animal Day

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning to love animals; treat them well; live in harmony with animals
- ▶ Reading, listening and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings and punctuation; one-word for a group of words; finding words from clues
- ▶ Grammar: Verbs –Simple past and past continuous/ progressive tenses. Definition and usage
- ▶ Learning to converse
- ▶ Writing neatly; composing sentences on your own
- ▶ Creative work to enjoy and understand the lesson learnt
- ▶ Applying the lesson learnt to daily life

GEAR UP!

- ▶ Discuss with the class about their thoughts and feelings about animals and birds. Introduce them to the writings of authors such as Gerald Durrell and James Herriot. Discuss why animals are so endearing and important.
- ▶ Discuss about World Animal Day and why it is celebrated. Share humorous animal stories.
- ▶ Read the animal jokes and share them. Explain if required.

Outcome: Understanding humour; learning about animals and loving them.

READ AND UNDERSTAND

- ▶ Involve as many students in the reading as possible—one for each animal who speaks; one for Binny; the rest can be some animals of their own choice, even if silent.
- ▶ Students can read aloud the lesson and correct their pronunciation. Explain new words, e.g., exotic, cucumber, poked, passed away, etc.
- ▶ Ask in-text questions, e.g., the food eaten by each animal, why animals and humans should live together in peace, how to react kindly to someone who has hurt you, etc.

Outcome: Reading the lesson which is in comic book format; understanding and enjoying word meaning and spellings.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Read out one question at a time and ask the students to reply in complete sentences. Correct their answers.
- ▶ Exercises B and C: Students can do these exercises on their own and the teacher can announce the answers aloud in the class. Students can correct them in pairs.
- ▶ Exercise D: Ask one question at a time. When the correct answer emerges, the teacher can write it on the blackboard. Students can transcribe the answers in their books.
- ▶ **HOTS**–Discuss the answer in the class. Ask the students to write the answer down on their own in 3–4 lines. The teacher can assess.

Outcome: Understanding and answering questions orally and in writing.

GRAMMAR SPOTLIGHT

- ▶ Explain the concept of time in the past – things you have done yesterday, last week, etc.
- ▶ Explain past tense, then explain the simple past tense and past continuous/progressive tenses.
- ▶ Explain with the use of blackboard and the given examples; also use your own examples from daily life.
- ▶ Exercises A, B and C: Discuss orally with the details already given. Ask the students to fill in the blanks on their own. The teacher can announce the correct answers aloud; students can correct their answers in pairs.

Outcome: Learning simple past tense and past continuous/progressive tense.

SPELL WELL

- ▶ Exercise: Ask the students to do this exercise on their own. They can select words from the Help Box and fill the suitable words in the blanks. The teacher can announce the correct answers aloud; students can correct their answers in pairs.

Outcome: Learning word spellings and one-word for a group of words.

VOCABULARY

- ▶ Ask the students to refer to the lesson for words.
- ▶ Tell them to attempt this exercise in pairs and write the answers in their books.
- ▶ The teacher can then discuss each clue and announce the correct answer aloud. Students can check and correct their answers in their books.

Outcome: Learning to find words from clues.

LISTEN AND LEARN

- ▶ The teacher will read out the passage ask the students to listen to it attentively and understand it.
- ▶ Explain what they cannot understand, e.g., endangered species; extinct; focus; compassion; etc.
- ▶ Ask one question at a time and instruct students to reply in complete sentences.
- ▶ Correct their answers.

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

CONVERSE AND CONNECT

- ▶ Select two students to enact the parts of Malini and Junaid.
- ▶ Ask them to enact the conversation in the class.
- ▶ Ask the students to listen to it attentively, noting the pronunciation, pause, emphasis, inflexion, etc.
- ▶ Involve the students in assessing if they are speaking correctly. The teacher should correct wherever required.

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

WRITING

- ▶ Composition: Write the sentences of both exercises on their own. The teacher can assess the work of each student.

Outcome: Writing neatly and making sentences on their own.

PROJECT WORK

- ▶ Ask the students to do both the exercises on their own.
- ▶ They may involve parents if required.

Outcome: Reinforcing creative work related to the lesson.

VALUE CORNER

- ▶ Read out the sentence and explain it in the class.
- ▶ Discuss it with reference to what has been learnt and discussed earlier in the lesson.

Outcome: Applying the lesson learnt to life.

LIFE SKILLS

- ▶ Explain the situation and guide them to the correct option(s).