

Public Property is Your Own Property

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning what public property is; how it is built and maintained; how and why it should be treated with respect
- ▶ Cultivating right civic sense and habits
- ▶ Reading, listening and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, antonyms; adding suffixes to words (-able, -less, -ful)
- ▶ Grammar: Learning about verbs: simple future tense and its usage. Also, learning about the 'going to' form.
- ▶ Writing neatly; composing a letter of invitation using suitable words on your own
- ▶ Applying what has been learnt to daily life

GEAR UP!

- ▶ Explain to the class what is meant by civic sense; what constitutes civilised behaviour at home, in the class, in the school, in the market, on the road, in the park, at public event and monument, etc.
- ▶ Ask the students to give suggestions of bad civic behaviour they may have seen, e.g., spitting or urinating on the road; scribbling on the wall; throwing litter and garbage everywhere; talking loudly on a cellphone in public places or when driving or crossing a road; etc.
- ▶ Discuss the pictures in Gear Up and ask the students to mark those which show right action with a (✓). Ask them why they are right. Then, mark the others with a (✗) and ask why they are wrong.

Outcome: Discussing civic sense and good habits in public places.

READ AND DISCOVER

- ▶ Ask the students to take turns to read aloud.
- ▶ Correct their pronunciation.
- ▶ Explain the lesson and its words and phrases, e.g., well-maintained park; Chinese whisper; garbage; disposal packet; scribbling; etc.

- ▶ Ask in-text questions, e.g., Do you throw the litter on the road or in the park? What is a garbage dump? How is garbage disposed of in your house? Should we throw things on the road and in the river?

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

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time and instruct the students to reply in complete sentences. Correct the answers and pronunciation.
- ▶ Exercises B and C: Ask the students to do these two exercises on their own after discussion. Teacher can announce the answers aloud and students can correct their answers in pairs.
- ▶ Exercise D: Discuss one question at a time. When the correct answer emerges, write it on the blackboard. Students can transcribe it in their books.
- ▶ **HOTS**–Discuss the questions and their answers. The students can do this on their own. The teacher can assess.

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

GRAMMAR SPOTLIGHT

- ▶ Explain with the use of blackboard and given examples simple future tense: what is the concept of actions that will happen or be done in the future. Using ‘will’ and ‘shall’ with the verb.
- ▶ Do the exercises orally before the students mark/write them in their books.

Outcome: Learning simple future tense, word contractions, and the ‘going to’ form.

SPELL WELL

- ▶ Exercise A: Students can do this on their own, selecting words from the Help Box and filling in the missing letters. Then, the teacher can announce the correct answers aloud and students can correct their answers in pairs.

Outcome: Learning spellings and pronunciation.

VOCABULARY

- ▶ Explain what suffixes are. Use the blackboard and given examples to explain how the three suffixes –able; –ful and –less are used. The teacher can add her own examples if she likes, e.g., sale + able = saleable; care + ful = careful; care + less = careless.
- ▶ Exercise A: Ask the students which of the three suffixes should be added to each word, one at a time. When they give a correct answer, write it on the blackboard and students can then transcribe it in their books.
- ▶ Exercise B: Let the students do this exercise on their own. Then, the teacher can write the answers which the students can check and transcribe in their notebooks.

Outcome: Adding suffixes –able, –ful and –less to the words.

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 orally in complete sentences.
- ▶ Correct the answers wherever required.

Outcome: Listening attentively; understanding and answering questions in writing.

CONVERSE AND CONNECT

- ▶ Select two students to enact Disha and Rachna. They may learn the parts.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen to the conversation carefully. They must pay attention to the pronunciation, pause, emphasis, inflexion, etc.
- ▶ Correct their pronunciation, pauses, etc., and involve the class. Explain the words that are new, e.g., stationery, responsibly, etc.
- ▶ Talk about the Swachh Bharat campaign.

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

WRITING

- ▶ Exercise A: Let the students do this exercise on their own. Corrections can be made orally or on the blackboard.
- ▶ Exercise B: Do this exercise orally in the class. Ask the students to suggest suitable words to fill in the blanks. Then, put down the correct words on the blackboard. Students can copy them down in their books. Explain the format of the letter carefully.

Outcome: Reading aloud and understanding words, meanings, spellings and pronunciation.

PROJECT WORK

- ▶ This project can be done by the students on their own. They can involve parents if necessary.

Outcome: Doing project work on what has been learnt in the lesson.

VALUE CORNER

- ▶ Read the sentences aloud. Discuss what has been learnt in the lesson.
- ▶ Ask the students what they are going to do every day to ensure that they live with civic sense.

Outcome: Applying what has been learnt to life.

LIFE SKILLS

- ▶ Read and discuss the situations as well as the options.
- ▶ 2 is the best option. Option 3 can also be considered if option 2 fails to bring the desired result.

Outcome: Learning about cleanliness.
