

Brave Rani Lakshmibai

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Teaching the students about bravery and courage both as individuals and as a team at personal, social and national level. Differentiating between courage and bravado
- ▶ Giving instances of individual courage and of team courage and of bravery shown at various levels
- ▶ Listening, reading aloud and understanding
- ▶ Expanding vocabulary, learning pronunciation, spellings and meanings
- ▶ Answering questions orally and in writing
- ▶ Grammar: Learning about subject-verb agreement – Simple past, past progressive/ continuous and simple future tenses: Definitions and usage
- ▶ Learning to be observant; practising courage in one's daily life; writing letter, writing on one's own; usage of what has been learnt in the lesson

GEAR UP!

- ▶ Discuss courage—individual courage (saving someone from fire, drowning, accident, attack, handling illness or challenges, stage fright, public speaking, giving exams, dealing with fear of failure, etc.), team courage (sports, competitions between groups/schools, standing up for social issues, etc.) national level (army, air force, navy, police, political field, etc.).
- ▶ Discuss difference between bravery and bravado, understand fear (e.g. electricity, fire, crossing road, not play dangerous, risky games without proper training); deal with fear (of exams, of public speaking, of what other people think of you, of telling the truth, etc.)
- ▶ Explain the National Bravery Awards for children, given on Republic Day after announcement on 14 November, Children's Day. What does it mean? Questions can be discussed and answered in the class.

Outcome: What is courage? What is the difference between bravery and bravado? Learn about awards.

READ AND DISCOVER

- ▶ Ask the students to read the lesson aloud in rotation.

- ▶ Correct pronunciation, stress and pauses while reading.
- ▶ Ask in-text questions about words, ideas, etc., in the lesson, e.g., medals, assembly, overcoming fear, adopting military training.
- ▶ Ask in-text questions about the narrative, e.g., What is purse snatching, chain snatching? What is special about being given a medal in the assembly? When and where was Rani Lakshmbai born? [Talk about child marriage in India, if there is any curiosity about it, and explain its historical, social and legal implications.] Do we have women in the defence services and police, etc.?

Outcome: Learning correct pronunciation and reading; alert listening, vocabulary and meanings.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Discuss answers in the class, and then students will answer orally.
- ▶ Exercises B and C: Can be answered by students on their own.
- ▶ Exercise D: Answers can be discussed in the class; students are asked to answer on their own.
- ▶ HOTS: Discuss in the class, then students will answer on their own.
- ▶ The best HOTS answer can be discussed in the class highlighting (a) why it is the best (b) expression, (c) vocabulary, etc.

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

GRAMMAR SPOTLIGHT

- ▶ Explain the concepts of past and future tenses with reference to present tense done earlier using blackboard and examples from the class and daily life—definition.
- ▶ Explain with reference to the subject-verb agreement done with present tense. What is the agreement of verbs ‘be’ and ‘has’ in the past tense?
- ▶ Explain this with the future tense too.
- ▶ Exercises should be done orally and then students can write them down.

Outcome: Learning about subject-verb agreement in the past tense; simple past and past progressive, and future tense.

SPELL WELL

- ▶ Go over words and meanings in boxes in lesson—learn spellings and meanings.
- ▶ Students are asked to complete the words and can make sentences with them.

Outcome: Learning words, their spellings and meanings.

VOCABULARY

- ▶ Exercise A: Write out five words from the word grid. This can be discussed and done in the class.

- ▶ Exercise B: This exercise can be discussed and done in class. Later, the teacher can announce the answer.

Outcome: Discussing words, pronunciation, meaning, spelling and use of dictionary.

LISTEN AND LEARN

- ▶ Read out the passage and tell the students to listen to it carefully. After listening to the passage, the students will answer the questions orally.

Outcome: Listening attentively and answering questions orally.

CONVERSE AND CONNECT

- ▶ Two students can be selected in advance to learn the dialogue. Enact it in the class. Students in groups are asked to comment on the dialogue enactment, pronunciation, expression, inflexion, etc.
- ▶ Bravery is important in life.

Outcome: Learning speech rhythms and pronunciation, talking correctly.

WRITING

- ▶ Composition: Writing a letter – can be done by the students on their own.
- ▶ The teacher can assess the work.

Outcome: Learning the format of a letter, and using words to complete it.

PROJECT WORK

- ▶ Students should do on their own.

Outcome: Learning about the brave deeds of others.

VALUE CORNER / LIFE SKILLS

- ▶ Discuss all that has been learnt, and encourage students to talk about issues.

Outcome: Learning about the importance of bravery.
