



Sindh Education Foundation
Government of Sindh

Grade 4 — English Index

SEF Digital Resource Pack

Grade 4 - English

This document lists by unit:

1. The learning objectives that students will be able to learn by using the Sindh Education Foundation Digital Resource Pack.
2. The classification of items included in the Digital Resource Pack.
3. It is suggested that the lessons be used multiple times for additional impact on student learning.

	Learning Objectives	Lesson Plans for SEF Digital Resource Items
Starter Pack		
	Students will be able to: <ul style="list-style-type: none"> Identify and build common words beginning with the digraph "ch and sh" Identify and build common words beginning with the digraph "th, wh, and ph" Name and identify nouns as common and proper Identify action words Use verbs in sentences of their own Define and identify adjectives. Use adjectives in sentences. Identify words that are opposites (adjectives) Recognize the use of Interrogative Pronouns. Form correct questions with interrogative pronouns. form logical and grammatically correct sentences by re-arranging the words 	<ol style="list-style-type: none"> 1. Introduction to Digraphs (ch, sh, ph) (Video and exercise Digraph 1) 2. Introduction to Digraphs (wh, th) (Video and exercise Digraph 2) 3. Nouns (flipbook and exercise) 4. Verbs (flipbook and exercise) 5. Adjectives (flipbook and exercise) 6. Opposites (flipbook and exercise) 7. Interrogative Pronouns (flipbook and exercise) 8. Jumbled Sentences (flipbook and exercise)
Unit 1: Best Friends		
	Students will be able to: <ul style="list-style-type: none"> Listen to the story with concentration and understanding and respond to the relevant questions. Retell the sequence of events within the story by summarizing what happened with accuracy. Identify the kinds of Interrogative Pronouns. Form correct questions with interrogative pronouns. Identify parts of speech as Adverbs and Conjunctions. Create sentences using Adverbs and Conjunctions. Practice the phonics sounds of long vowel E (ee). 	<ol style="list-style-type: none"> 1. Listen and retell the story (video & exercise) 2. Changing part of speech (flipbook & exercise) 3. Interrogative pronoun (flipbook & exercise) 4. Comprehension & Word families (video & exercise)

	<ul style="list-style-type: none"> Write a paragraph using words having phonic sounds of long vowel E (ee). 	5. Paragraph writing (from words family) (exercise)
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Unit 2: White Crayons

	<p>Students will be able to:</p> <ul style="list-style-type: none"> Listen to the story with concentration and understanding and respond to the relevant questions. Retell the sequence of events within the story by summarizing what happened with accuracy. Read "between the lines" to identify events and information about the story. Identify antonyms for a common adjective. Name and define parts of speech. Determine parts of speech as nouns, verbs and adjectives. Recognize and spell words in homophone sets. Assign the correct meaning to each word in a homophone set. Identify the basic elements of a story (beginning, middle, and ending). Write a guided story using these elements. 	<ol style="list-style-type: none"> Listen and retell the story (video & exercise) Comprehension & Antonyms (flipbook & exercise) Parts of speech (flipbook & exercise) Homophones (flipbook & exercise) Story writing (exercise)
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Unit 3: Baba Dholwala

	<p>Students will be able to:</p> <ul style="list-style-type: none"> Listen to the story with concentration and understanding and respond to the relevant questions. Retell the sequence of events within the story by summarizing what happened with accuracy. Read "between the lines" to identify events and information about the story. Define anagrams using simple two/three syllable words and Construct new words by reordering a set of letters. Define collective nouns. Construct their own sentences using collective nouns. Identify Verbs and its tense. Change Past Tense to Present Tense. Identify the concepts of narrative writing (story creation) through the use of characters, setting, and plot. Write a real fiction narrative. 	<ol style="list-style-type: none"> Listen and retell the story (video & exercise) Comprehension & Antonyms (video & exercise) Parts of speech (flipbook & exercise) Homophones (flipbook & exercise) Story writing (exercise)
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Unit 4: The Waterhole

	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Listen to the story with concentration and understanding and respond to the relevant questions. • Retell the sequence of events within the story by summarizing what happened with accuracy. • Identify missing words from sentences using “context clues.” • Define unknown words using context clues in a story. • Define articles. • Use the articles “a” and “an” appropriately in their writing. • Identify a simile in a sentence. • Create simple similes of their own. • Identify the main idea and supporting details in a passage. • Create a single paragraph by developing a topic sentence and simple supporting facts and details. 	<ol style="list-style-type: none"> 1. Listen and retell the story (video & exercise) 2. Contextual clues (video & exercise) 3. Similes (flipbook & exercise) 4. Articles (flipbook & exercise) 5. Comprehension & Main idea of the story (exercise)
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Unit 5: Plink, Plank, and Plonk

	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Listen to the story with concentration and understanding and respond to the relevant questions. • Retell the sequence of events within the story by summarizing what happened with accuracy. • Form the comparative degree of regular and irregular adjectives. • To understand and use a range of punctuation (full stops, capital letters, commas, question mark and speech marks). • Read with concentration and fluency to deepen understanding of the story using comprehension strategies. • Write a letter where they can state their problem clearly to help them solve conflict in their real lives. 	<ol style="list-style-type: none"> 1. Listen and retell the story (video & exercise) 2. Comparing adjectives (flipbook & exercise) 3. Punctuation (flipbook & exercise) 4. Comprehension (video & exercise) 5. Letter writing (exercise)
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Lesson Plan
Starter pack

Class: **IV**

Subject: **English**

Topic: **Digraphs 'ch', 'sh' and 'ph'**

Lesson Objectives:

By the end of the lesson students will be able to:

- Identify and build common words beginning with the digraph "ch" "sh" and "ph"

Resources/Instructional Materials Needed:

- Video on Digraphs
- Flash cards for digraphs
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 min	<p>Anticipation:</p> <ul style="list-style-type: none"> Teacher will explain the students that today they will learn about consonant blends, which are two or three consonants that come together to make a different consonant sound. In particular, tell them that they will discuss a special type of blend called a consonant digraph, where two consonants combine to make one sound. Review the consonants with your students. Choose a few consonant cards, and ask your students to say the sound of each. Inform students that they will be watching a video to learn more about digraphs. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> identify and build common words beginning with the digraphs 'ch', 'sh' and 'ph' through: <p>✓ Listening to their responses during discussions</p> <p>✓ Checking answers of interactive exercises.</p>
25 min	<p>Building Knowledge:</p> <ul style="list-style-type: none"> The students will watch the video of digraphs. Before beginning the video tell the students that you want them to listen for words that begin with /sh/ch/ph and If they hear a word, put a "thumbs up". As students begin recognizing the "blending" words, list them on the board or chart paper. Some of the words will appear more than once; encourage the kids to put up their thumbs every time they hear the repeated words. Teacher will pause for them to read the words. After watching the video with student's response, read through the list together as a class, emphasizing the blending sounds of sh, ch, and ph Students to add more words to the list beginning with the same blends. 	
5 min	<p>Consolidation:</p> <ul style="list-style-type: none"> Have students work with a partner to read another story and find words with the digraphs sh, ch, and ph Have students list the words that begin with the blends learnt on the word wall. <p>Activity:</p> <ul style="list-style-type: none"> The students will then be instructed to open the exercise <u>Sort by the starting sound (Exercise 1 & 2 Introduction to digraph)</u> 	

Lesson Plan
Starter pack

Class: **IV**

Subject: **English**

Topic: **Digraphs 'wh' and 'th'**

Lesson Objectives:

By the end of the lesson students will be able to:

- Identify and build common words beginning with the digraph "wh" and "th"

Resources/Instructional Materials Needed:

- Video on Digraphs
- Flash cards for digraphs
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 min	<p>Anticipation:</p> <ul style="list-style-type: none"> Teacher will explain the students that today they will learn about consonant blends, which are two or three consonants that come together to make a different consonant sound. In particular, tell them that they will discuss a special type of blend called a consonant digraph, where two consonants combine to make one sound. Review the consonants with your students. Choose a few consonant cards, and ask your students to say the sound of each. Inform students that they will be watching a video to learn more about digraphs. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> identify and build common words beginning with the digraphs 'wh' and 'th' <p>through:</p> <ul style="list-style-type: none"> ✓ Listening to their responses during discussions ✓ Checking answers of interactive exercises.
25 min	<p>Building Knowledge:</p> <ul style="list-style-type: none"> The students will watch the video of digraphs. Before beginning the video tell the students that you want them to listen for words that begin with wh/th and If they hear a word, put a "thumbs up". As students begin recognizing the "blending" words, list them on the board or chart paper. Some of the words will appear more than once; encourage the kids to put up their thumbs every time they hear the repeated words. Teacher will pause for them to read the words. After watching the video with student's response, read through the list together as a class, emphasizing the blending sounds of wh, and th Students to add more words to the list beginning with the same blends. 	
5 min 5min	<p>Consolidation:</p> <ul style="list-style-type: none"> Have students work with a partner to read another story and find words with the digraphs wh and th Have students list the words that begin with the blends learnt on the word wall. <p>Activity:</p> <ul style="list-style-type: none"> The students will then be instructed to open the exercise <u>Sort by the starting sound (starter pack EX 1 & 2 digraphs)</u> 	

Lesson Plan

Starter pack

Class: **IV**

Subject: **English**

Topic: **Nouns**

Lesson Objectives:

By the end of the lesson students will be able to:

- Identify Nouns as People, Places, and Things

Resources/Instructional Materials Needed:

- Video on Digraphs
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 min	Anticipation: <ul style="list-style-type: none"> • Teacher will introduce the topic of nouns by asking the students the following questions: <ul style="list-style-type: none"> ✓ Do you know what a noun is? ✓ Do you know what a person is? ✓ Do you know what a place is? ✓ Do you know what a thing is? • Students will probably answer 'no' to the first question but will most likely have a general idea of what people, places, and things are. • So a quick review of the categories of person, place, and things will be conducted by each student saying aloud "Beach a place", "Teddy Bear a thing", "Queen is people" • Prompt them to look for nouns from their classroom and near environment which they can also show. • Inform students that they will be watching a video to learn more about Nouns. 	Students will be assessed on their ability to: <ul style="list-style-type: none"> • Identify Nouns as People, Places, and Things
25 min	Building Knowledge: <ul style="list-style-type: none"> • The students will watch the video. • Before beginning the video tell the students that you want them to listen for words that are nouns and If they hear a Noun put a "thumbs up". • As students begin recognizing the words, list them on the board or chart paper. Some of the words will appear more than once; encourage the kids to put up their thumbs every time they hear the repeated words. • Teacher will pause for them to read the words. • After watching the video with student's response, read through the list together as a class, identifying the nouns as person, place, and things. • Students to add more words to the list of person, place, and things 	through: <ul style="list-style-type: none"> ✓ Listening to their responses during discussions
5 min	Consolidation: <ul style="list-style-type: none"> • Have students work with a partner to read another story and find Nouns. 	<ul style="list-style-type: none"> ✓ Checkin

5min	<ul style="list-style-type: none"> • Have students list the words as person, place, and thing. <p>Activity:</p> <ul style="list-style-type: none"> • The students will then be instructed to open the exercise <u>Identify the Nouns</u>. • On completion of the exercise students will get the scores. 	g answers of interacti ve exercise s.
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Lesson Plan

Starter pack

Class: **IV**

Subject: **English**

Topic: **Verbs**

Lesson Objectives:

By the end of the lesson students will be able to:

- Recognize different types of verbs.
- Identify verbs in various sentences.
- Use present, and past tense verbs

Resources/Instructional Materials Needed:

- Video on Digraphs
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 min	Anticipation: <ul style="list-style-type: none"> Teacher will start with the following explanation: "You use sentences with many verbs daily. Let's see if you can identify the verbs in the following sentence." Provide a definition on the board. For example: Verb Defined: <i>A verb is a word that defines action – an action word. It will tell what the subject of a sentence is doing or what will happen.</i> <ul style="list-style-type: none"> ✓ Example A: "Terry ran upstairs." (ran tells what Terry did – Terry is the subject.) ✓ Example B: "Katie eats her lunch." (eats tells what Katie is doing – Katie is the subject.) ✓ Give students an example, such as "Ahmed throws the ball and laughs with his friends after he falls trying to catch it." Have them identify the verb. Inform students that they will be watching a video to learn more about Verbs. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> Recognize different types of verbs. Identify verbs in various sentences. Use present, and past tense verbs <p>through:</p> <ul style="list-style-type: none"> ✓ Listening to their responses during discussions ✓ Checking answers of interactive exercises.
25 min	Building Knowledge: <ul style="list-style-type: none"> The students will watch the video. Before beginning the video tell the students that you want them to listen for words that are verbs and if they hear a Verb put a "thumbs up". As students begin recognizing the words, list them on the board or chart paper. Some of the words will appear more than once; encourage the kids to put up their thumbs every time they hear the repeated words. Teacher will pause for them to read the words. After watching the video with student's response, read through the list together as a class, identifying the verbs as present and past tense verbs. Students to add more words to the list of verbs. 	
5 min	Consolidation: <ul style="list-style-type: none"> Have students work with a partner to read another story and find verbs. Have students list the words as present/past tense verbs. 	
5min	Activity: <ul style="list-style-type: none"> The students will then be instructed to open the exercise <u>Choose the best action</u> 	

	<p><u>word(verb).</u></p> <ul style="list-style-type: none">• On completion of the exercise students will get the scores.	
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Lesson Plan Starter Pack

Class: **IV**

Subject: **English**

Topic: **Adjectives**

Lesson Objectives:

By the end of the lesson students will be able to:

- Define and identify adjectives.
- Recognize and use adjectives in sentences.

Resources/Instructional Materials Needed:

- Video on Digraphs
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 mins	Anticipation: Teacher to introduce adjectives to the students by having them think of three words that describe a puppy and a flower. <ul style="list-style-type: none"> • Take students responses on the board e.g. cute, small, soft , colourful, bright, beautiful. • Teacher will ask the students to identify the describing words mentioned in the video. 	Students will be assessed on their ability to: <ul style="list-style-type: none"> • Define and identify adjectives • Use suitable adjectives in sentences. Through: <ul style="list-style-type: none"> ✓ Listening to their responses during discussions ✓ Checking answers of interactive exercises.
25 mins	Building Knowledge: <ul style="list-style-type: none"> • The students will watch the video of digraphs. • After watching the video teacher to take responses from the students by brainstorming the naming words read in the video. • Further build discussion by asking the words used to describe the nouns • Teacher to explain the students that adjectives are words used to describe a noun (person, place or thing) • Examples <ul style="list-style-type: none"> ✓ On a <u>warm ,sunny</u> day, Ahmed swam in the <u>cold, blue</u> lake. ✓ Ami bought <u>four red</u> apples, <u>three</u> oranges, and <u>two ripe</u> bananas. • Ask students to use a word describing themselves and each one to describe their classroom . • Teacher to take students responses on the board. • 	
5 mins	Consolidation: <ul style="list-style-type: none"> • Teacher to put students in pairs. Each pair will choose an object existing in the classroom and try to describe it to the class while the other students have to guess it.(pair-work) Activity: <ul style="list-style-type: none"> • The students will then be instructed to open the exercise Complete the sentences with the best adjective • Teacher to facilitate the students by monitoring their work 	

Lesson Plan

Class: **IV**

Subject: **English**

Topic: **Opposites**

Lesson Objectives:

By the end of the lesson students will be able to:

- Identify words that are opposites (adjectives)

Resources/Instructional Materials Needed:

- Video on Digraphs
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 mins	Anticipation: <ul style="list-style-type: none"> Teacher to show the class the flash card illustrating 'tall' or draw two stick figures on the board - one tall, one short - and say 'Look! He's tall. He's very tall.' You can use gesture to reinforce the meaning of the word. Point to the second drawing on the board and ask 'Is he tall?' The class will reply 'No', which you reinforce saying 'No, he's not very tall. He's small.' Introduce a second contrasting pair of adjectives, for example 'happy' and 'sad', in the same way, using mime to reinforce meaning. Continue until there are eight or ten flashcards on the board. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> Identify words that are opposite
25 mins	Building Knowledge: <ul style="list-style-type: none"> The students will watch the video of digraphs. After watching the video teacher to tell the children that today they are going to learn more about describing words, but they will be word pairs that are opposites. Explain that opposite words are words that are completely different such as little and big or hot and cold. Next the teacher will ask are the words little and small opposites? Why or why not? (No, because the words have almost the same meaning.) Teacher to take students responses and list down as many opposite they can find around them. 	<p>Through:</p> <ul style="list-style-type: none"> ✓ Listening to their responses during discussions ✓ Checking answers of interactive exercises.
10 mins	Consolidation: <ul style="list-style-type: none"> The students in pairs will draw two pictures opposite to each other Also, the teacher may give any 5 words to use in their own sentences as H.W 	
5 min	Activity: <ul style="list-style-type: none"> The students will then be instructed to open the exercise of opposites on their tablets. 	

Lesson Plan

Starter pack

Class: **IV**

Subject: **English**

Topic: **Interrogative Pronouns**

Lesson Objectives:

By the end of the lesson students will be able to:

- Recognize the use of Interrogative Pronouns.
- Form correct questions with interrogative pronouns.

Resources/Instructional Materials Needed:

- Video on Digraphs
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 min	Anticipation: <ul style="list-style-type: none"> Teacher will start with the following explanation: In the English language, there are five commonly used interrogative pronouns: what ,which, who, whom, whose Interrogative pronouns help English speakers get information. Examples: <ul style="list-style-type: none"> ✓ What do you want for dinner? ✓ Which dog is yours? ✓ Who is coming to the party? ✓ Whom were you speaking to last night? ✓ Whose cat is she holding? The words 'what' & 'which' are used to ask about objects or people: Example; "<u>What</u> is her name?" "<u>What</u> is your favorite type of candy?" Use the words "Who" & "whom" to ask about people: Example; "who is sitting in my chair? " "<u>Who</u> ate my popcorn?" Each child will try to make one question using one word from the board. Inform students that they will be watching a video to learn more about Interrogative Pronouns. 	Students will be assessed on their ability to: <ul style="list-style-type: none"> • Recognize the use of Interrogative Pronouns • Form correct questions with interrogative pronouns
25 min	Building Knowledge: <ul style="list-style-type: none"> The students will watch the video. Before beginning the video tell the students that you want them to listen for words that are used to ask questions If they hear an Interrogative pronoun put a "thumbs up". As students begin recognizing the words, list them on the board or chart paper. Some of the words will appear more than once; encourage the kids to put up their thumbs every time they hear the repeated words. Teacher will pause for them to read the words. After watching the video with student's response, read through the list together. 	through: <ul style="list-style-type: none"> ✓ Listening to their responses during discussions ✓ Checking answers of interactive exercises.
5 min	Consolidation: <ul style="list-style-type: none"> Have students work with a partner to read another story and find Interrogative pronouns. 	

5min	Activity: <ul style="list-style-type: none"> • The students will then be instructed to open the exercise. (<u>Choose the best Interrogative Pronoun</u>). • On completion of the exercise students will get the scores. 	

**Lesson Plan
Starter pack**

Class: **IV**

Subject: **English**

Topic: **Jumbled sentences**

Lesson Objectives:

By the end of the lesson students will be able to:

- Form logical and grammatically correct sentences
- Re-arrange words to form sentences.

Resources/Instructional Materials Needed:

- Video of Digraphs
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 mins	<p>Anticipation:</p> <ul style="list-style-type: none"> • Teacher to write a few sentences on the board. Ensure the words are in the students' vocabulary. • Read them once with proper stress and intonation, pausing after each sentence, e. g. <p style="text-align: center;">This is a cat. Amina has a bag. He is a boy.</p> <ul style="list-style-type: none"> • Ask students to repeat each sentence after you. • Ask them to read these sentences on their own in the same order in which they are written. Point at any sentence on the board and ask students to read it. • Remind the students that words combine to make a sentence. • The teacher to tell the students that they will be watching a video on digraph and will pay extra attention to the sentences. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • form logical and grammatically correct sentences
25 mins	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • The students will watch the video of digraphs. • After watching the video teacher to tell the children that today they are going to learn more about how a sentence is formed. • Teacher will write a sentence on the board. This is a cat. • Remove one word from the sentence and ask the students, 'Does the sentence make sense now?' Jumble up the sentences e. g. Cat is this a. • Now ask the students does it make sense? Refer back to the definition of the sentence. • Ask them to identify the pattern of sentences, it begins with a capital letter and ends on a full stop. • Teacher will model a few sentences on the board by putting them in the correct order. • An activity (see lesson notes) to be done in groups of 3s to strengthen their concept of sequencing a sentence through the help of illustrations 	<ul style="list-style-type: none"> • re-arrange words to form sentences <p>Through: ✓ Their verbal responses during discussions and response while</p>

		doing the interactive exercises
5 mins	Consolidation: <ul style="list-style-type: none"> The students in pairs will give their partner an unscramble sentence to correct it The teacher to facilitate the students through monitoring the work Activity: <ul style="list-style-type: none"> The students will then be instructed to open the exercise <u><i>I m a sentence builder</i></u> The students will attempt 5 questions and will earn points. 	

Lesson Note:

Information for Teachers

A sentence is a group of words that expresses a complete idea and has a subject and a verb.
It starts with a capital letter and end on a full stop.

The dog bit the postman

↑ ↑ ↑

subject verb object

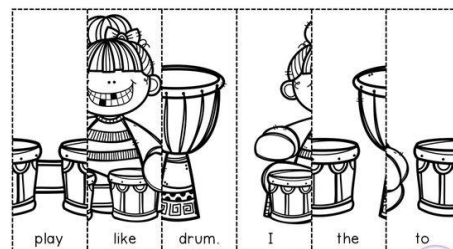
Name: _____ **Sentence Scramble**

Directions: Cut and put the puzzles together. Copy the sentence.

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TEACHING with a twist

Sentence Scramble #1



Lesson Plan Day 1

Class: IV

Subject: English

Topic: Best Friends (sequencing the events)

Lesson Objectives:

By the end of the lesson students will be able to:

- Listen to the story with concentration and understanding and respond to the relevant questions.
- Retell the sequence of events within the story by summarizing what happened with accuracy.

Resources/Instructional Materials Needed:

- A/V room set-up with Video/flip book on Best Friends.
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be familiar with listening to the stories and responding to the relevant questions.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose.

Time	Instructional Sequence	Assessment
10 mins	Anticipation: Whole class activity <ul style="list-style-type: none"> • The teacher will begin the class by asking the student to follow the beginning and say something about themselves. My best friend and I like to _____. (Play football/paint/ swim/ watch cartoons/read etc., etc.) <ul style="list-style-type: none"> • Tell them that they are going to watch a video/flipbook which would further enhance their listening and reading skills. 	Students will be assessed on their ability to: <ul style="list-style-type: none"> • Listen to the story with concentration and understanding and respond to the relevant questions.
20 mins	Building Knowledge: <ul style="list-style-type: none"> • The teacher will then play the video. • After the display of the title of the video the teacher will pause the video and ask the students to predict what the story is going to be about. • Teacher to take the students' response and play the video • Students will be asked to watch with concentration and understanding paying attention to the events in the story. • The teacher to pause at <i>"As he stood sulking near the fence, looking longingly at the river Haathi the elephant was very sad"</i> • Why was it so sad? • Students to predict what might happen next. • Teacher to appreciate with whatever predictions they come up with. (<i>This isn't a search for "right answers," nor does it eliminate the possibility of other ideas surfacing during discussion. This guiding idea is simply a plan for supporting thoughtful discussion</i>) • Play the video again and the students to compare what they assume and what happened in the story. • Last, teacher will pause the video at <i>"Haathi, put the end of your trunk on my fur and soak up as much water as you can." Billi said to him "</i> • Teacher to pose a question what they think will happen now? 	<ul style="list-style-type: none"> • Retell the events within the story by summarizing what happened with accuracy. Through ✓ Listening to their responses during discussions ✓ Checking answers of

	<ul style="list-style-type: none"> ✓ Why did Billi get her fur wet? ✓ Will Haathi stop sneezing now? • To play the video from where it was paused and watch what were the people's response? <p>Discussion Questions:</p> <ul style="list-style-type: none"> • At the end of the video, teacher to support deeper conversation in the direction of the big idea. (A friend in need is a friend indeed) • Teacher to explain this form of text (genre) is real (fiction) • Teacher to share some examples of the same genre and discuss the questions at the end of the video to check students' understanding. (<u>summarizing the story</u>) 	interactive exercises.
8 - 10 mins	<p>Consolidation:</p> <ul style="list-style-type: none"> • Teacher to instruct the students to open the interactive exercise on their tablets and sequence the events about the story. • The teacher will show selected parts of the video to recap the main elements of the story (beginning, middle, and ending). (Optional) 	

Lesson notes

Discussion Questions:

Teacher to discuss the following questions at the end of the video to check students' understanding. (summarizing the story)

Teacher can also give additional information about elephants

- There are two types of **elephants**, Asian **Elephants** and African **Elephants**. **Elephants** are the largest land mammal in the world. A female elephant is called a cow. A male elephant is called a bull. A baby elephant is called a calf. Elephants are herbivores meaning they only eat plants and vegetables no meat. Humans are known to kill elephants for their ivory tusks.

Factual questions

- Why was Haathi sneezing so often?
- Why did the other elephants keep away from Haathi?
- What was the one thing that can make haathi's sneezing stop?
- Where did Haathi live?
- Which were the best times that made haathi happy?
- Why was he unable to go to the river?
- Why do you think Billi wanted to help him?
- How was their problem solved?

Inferential questions

- Have you ever seen an elephant? If yes, describe it in your own words.
- If you were in place of Haathi what would you do?
- Do you think Billi did the right thing to help haathi?
- What do you think is the responsibility of the zoo keeper?

Some useful guidelines for teachers:

- Teacher to guide students in pronouncing and to understand meanings of the new words learnt.
- Teacher to discuss the elements of the story (beginning , middle and ending)
- The teacher to accept phrases, broken sentence or even one word as answers.
- Facilitate student to generate ideas.
- To give prompts to students.
- Help the students in numbering the events in the story.
- Teacher to tell the students that **Sequence of events is the order in which the events appear in a story**

Lesson Plan
Day 2

Class: **IV**

Subject: **English**

Topic: **Best Friends – Changing Parts of Speech**

Lesson Objectives:

By the end of the lesson students will be able to:

- Identify parts of speech as Adverbs and Conjunctions
- Create sentences using Adverbs and Conjunctions.

Resources/Instructional Materials Needed:

- Flipbook on “Best Friends ”
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Printed/written worksheet per group/pair.
- Printed/ written instructions.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students should be familiar with using phonic skills to read words.
- The flipbook must be read beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
	<p>Anticipation:</p> <p>Whole Class Activity</p> <ul style="list-style-type: none"> • Teacher will write on the board “Parts of Speech” • Have you ever noticed that there are different kinds of words and that words can do different jobs? In English, we have sorted our words into categories called parts of speech. • Can you name any of these important parts of speech? • All responses shall be noted on the board. • Tell them that we are going to learn about Adverbs and Conjunctions. • Walk around a student's desk slowly. • Write on the board: “<i>The teacher walked</i>” • Have students tell you when, where, or how you walked. • Record students' responses on the board: <i>slowly, quietly, happily.</i> • Explain to students that an adverb tells more about a verb. Adverbs usually tell where, when, or how. • Write a sentence “<i>The teacher walked slowly <u>and</u> quietly</i>” • Explain that ‘and’ in the sentence is called a Conjunction. • A conjunction is a part of speech that joins two words, phrases or clauses together. • The words <i>and, is</i> and <i>but</i> are conjunctions.(See Lesson Notes) • Tell them that they are going to read the flipbook which would further enhance their learning about Parts of Speech. • Remind them to be attentive and remember any verb they find in the story. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Identify parts of speech as Adverbs and Conjunctions • Create sentences using Adverbs and Conjunctions. <p>Through:</p> <ul style="list-style-type: none"> ✓ Checking their answers done in groups.
10 min	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • After reading the flipbook teacher will ask them to tell any verb (doing word) from the story. • Record all responses on the board and teacher will add more from the story. • Call out one verb and ask them to add an adverb to it; Example: sneezed= sneezed loudly, fell= fell badly 	<ul style="list-style-type: none"> ✓ Checking their answers done for Interactiv

10 min	<ul style="list-style-type: none"> Willing students can add adverbs to the remaining verbs from the board. Pair/Individual Activity <ul style="list-style-type: none"> Each pair will complete a written task in the notebook (refer to lesson notes) Teacher will monitor on rounds to check if instructions are clear. Students shall swap and counter their work. 	e exercise.
1min 4 min	Consolidation: The teacher will then show selected parts of the video to recap the Parts of speech. Independent Activity <ul style="list-style-type: none"> Teacher to distribute the tablets. Teacher to instruct and demonstrate the students to get to the exercise part of speech on their tablets. 	

Lesson Notes

Anticipation

Whole Class Activity

For the teacher:

Coordinating conjunctions, also called coordinators, are conjunctions that connect two or more equal items.

Examples:

- He plays tennis **and** soccer
- He works quickly **but** accurately
- You'd better do your homework, **or** you'll get a terrible grade.

Building Knowledge:

Pair/Individual Activity

INSTRUCTION CARD

- Find as many verbs and write them in your note book.
- Add an adverb to each verb Example: walked = quickly
- Use your list of verbs and adverbs to write two sentences using conjunctions (and- but- or)

Example: The boy was walking quickly but his sister walked slowly.

They worked lazily and slowly during the competition.

There was only one thing that stopped Haathi from sneezing, and that was when he dipped his trunk in the water of the Darya River that flowed nearby. All Haathi needed was to be able to get his nostrils wet with the river water and the sneezes would stop. His allergy would go away and Haathi would be a happy cheerful elephant for the rest of the day.

Billi ran to the river. She looked for a place where she could go into the water but could also easily climb out. Now cats do not like getting wet. But Billi was a kind-hearted cat and she wanted to help Haathi. She slowly entered the river water sticking close to the edge so she could climb out as soon as she was wet. When she was soaking wet she got out and slowly walked to Haathi.

Answers:

*There was only one thing that **stopped** Haathi from **sneezing**, and that was when he **dipped** his trunk in the water of the Darya River that **flowed** nearby. All Haathi needed was to be able to **get** his nostrils wet with the river water and the **sneezes** would **stop**. His allergy would **go** away and Haathi would **be** a happy cheerful elephant for the rest of the day.*

*Billi **ran** to the river. She **looked** for a place where she could **go** into the water but could also easily **climb** out. Now cats do not like getting wet. But Billi was a kind-hearted cat and she wanted to help Haathi. She slowly **entered** the river water sticking close to the edge so she could **climb** out as soon as she was wet. When she was soaking wet she **got** out and slowly **walked** to Haathi.*

Lesson Plan
Day 3

Class: **IV**

Subject: **English**

Topic: **"Best Friends" – Interrogative Pronouns**

Lesson Objectives:

By the end of the lesson students will be able to:

- Identify the kinds of Interrogative Pronouns.
- Form correct questions with interrogative pronouns.

Resources/Instructional Materials Needed:

- Flipbook on "Best Friends"
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Instruction card and printed/written extract sheets.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students should be familiar with nouns and pronouns.
- The flipbook must be read beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
20 min	<p>Anticipation:</p> <ul style="list-style-type: none"> • Teacher will tell the students that today we will learn about Interrogative Pronouns. • Interrogative pronouns are most often used in questions to gather more information about an unknown noun or nominal. The five interrogative pronouns in English are: who, whom, what, which, whose • These words can also be used in sentences that are not questions, but then we do not call them interrogative pronouns.(see lesson notes) <p>Guided Practice/Interactive Modeling</p> <ul style="list-style-type: none"> • Teacher will explain by writing the examples on the board and encourage students to participate in building sentences: ✓ Use <u>WHAT</u> to ask about objects or people. What time is it? What is her name? What color is your car? ✓ Use <u>WHICH</u> to ask about objects or people. Which flavor of ice-cream did you order? Which shirt is your favorite? Which man is your father? ✓ Use <u>WHO</u> to ask about people. Who is sitting in my chair? (<u>He</u> is sitting in your chair.) Who wants to go to the movie? (<u>She</u> wants to go to the movie.) ✓ Use <u>WHOM</u> to ask about people. Whom does Bill love? (Bill loves <u>his</u> cat.) To whom is she sending a letter? (She is sending a letter to <u>Amna</u>.) ✓ Use <u>WHOSE</u> to ask about ownership of something. <u>Whose</u> bike is that? <u>Whose</u> cat is on the tree? <u>Whose</u> sister drove the car? • Teacher will inform students that they will use the given Interrogative pronouns on the board and each student will make a sentence (either a statement or a question) • Encourage the students with words like "Good" or "Well done" when they make interesting sentences. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Identify the kinds of Interrogative Pronouns. • Form correct questions with interrogative pronouns. <p>Through:</p> <ul style="list-style-type: none"> ✓ Checking their answers done in groups. ✓ Checking their answers done for Interactive exercise.

	<ul style="list-style-type: none"> Tell them that they are going to read a flipbook which would further enhance their vocabulary. 	
15 min	Building Knowledge: Group/Individual Activity <ul style="list-style-type: none"> After reading the flip book each group will be given a printed work sheet having a brief extract from the story. They shall use the underlined nouns and make new sentences using the Interrogative pronouns: what, which, who, whom and whose Ask them to write sentences in the notebook. (Refer to lesson notes) Teacher will monitor on rounds and assist with correct spelling. Each student will read out one sentence he/she has written. 	
1min 4 min	Consolidation: The teacher will then show selected parts of the flipbook to recap the words. Independent Activity <ul style="list-style-type: none"> Teacher to distribute the tablets. Teacher to instruct and demonstrate to the students how to get to the Interactive Exercise interrogative pronoun 	

Lesson Notes

Anticipation

Information for Teachers

- ✓ **What, which, who, whom** and **whose** can also be used in sentences that are not questions, but then we do not call them interrogative pronouns.

Examples:

- I do not know what kind of cake I want.
- She did not care which seat was hers.
- Tim wants to know who borrowed his bicycle.
- Lisa knows whose cat was in your garage.
- I wondered whom you were talking with last night.

Building Knowledge:

Group/Individual Activity

Each group will be given a printed extract to work on.

INSTRUCTION CARD

Use the underlined nouns and make new sentences in your notebook using the Interrogative pronouns: **what, which, who, whom** and **whose**

Example: The thief parked the stolen car behind the overgrown bushes.

1. (what) = What was stolen? What was overgrown?
2. (who)= Who stole the car?

There was only one thing that stopped Haathi from sneezing, and that was when he dipped his trunk in the water of the Darya River that flowed nearby. All Haathi needed was to be able to get his nostrils wet with the river water and the sneezes would stop. His allergy would go away and he would be a happy cheerful elephant for the rest of the day.

All I need is to wet the end of my trunk with that river water and my sneezes stop for the day. But there is this darn fence in the middle. I am so stuck!" Billi listened to Haathi. She ran to the river. She looked for a place where she could go into the water.

Now Haathi lived in the zoo. There was a fence that went around the elephant enclosure. The river was on the outside of the fence. Sometimes the zookeeper opened the gates and allowed the elephants to roam freely and bathe in the river.

Lesson Plan
Day 4

Class: **IV**

Subject: **English**

Topic: **Best Friends –Word family -EE**

Lesson Objectives:

By the end of the lesson students will be able to:

- Practice the phonics sounds of long vowel E (ee)

Resources/Instructional Materials Needed:

- Video on “Best Friends ”
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Printed/written worksheet per group/pair.
- Printed/ written instructions.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students should be familiar with using phonic skills to read words.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
	<p>Anticipation:</p> <ul style="list-style-type: none"> • Teacher to write letter E on board and to tell the students that sometimes the letter makes a short sound and sometimes a long sound. • Teacher to then write ee on the board and practice saying the sound together with the students. • Talk about the shape of the letters. • Tell the students that today they will be learning about the word family belonging to the long ee • Ask the children to see each other’s face when they say -ee- • With students response teacher to make a list of long ee words on the board (lesson notes) • Tell the students that they will be watching a video in which they will be learning more long ee words 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Recognize and practice the phonics sounds of long vowel E (ee) <p>Through:</p> <ul style="list-style-type: none"> • Taking their feedback during oral discussion • Checking their answers done for
10 min	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • After watching the video teacher will ask them to tell any long ee from the story. • Record all responses on the board and teacher will add more from the story. <p>Group Activity</p> <ul style="list-style-type: none"> • The class will be divided into 4 groups of 6. • Each group will be given an activity to conduct after reading the given poem(lesson notes) 	
10 min	<p>Group 1: Write four words that rhymes with feet.</p> <p>Group 2: Which words go together? Use the -ee- words to match the pairs.</p>	

	<p>smelly _____</p> <p>woolly _____</p> <p>_____ saw</p> <div>feet see sheep</div> <p>Group 3:</p> <p>Use these -ee- words to complete the sentences?</p> <p>A car horn goes _____ .</p> <div>beep sleep sweets teeth</div> <p>We go to _____ at bedtime.</p> <p>Brush your _____ after eating ____</p> <p>Group 4:</p> <p>Write 5 ee and 5 ea words</p> <table><tr><td>ee</td><td>ea</td></tr><tr><td>see</td><td>sea</td></tr></table> <ul style="list-style-type: none">• Teacher will monitor on rounds to check if instructions are clear.• Students shall swap and counter their work.	ee	ea	see	sea	Interac tive exercis e.
ee	ea					
see	sea					
1min 4 min	<p>Consolidation:</p> <p>Independent Activity</p> <ul style="list-style-type: none">• Teacher to distribute the tablets.• Teacher to instruct and demonstrate the students to get to the exercise (ee words) on their tablets.					

Lesson Notes

Anticipation

Whole Class Activity

For the teacher:

List of long ee words

- Keep
- Peep
- Feet
- Queen
- Three
- Knee
- Speed
- week

Building Knowledge:

Group Activity

Mr. Creep is far from sweet.

He has got three legs and smelly feet.

Mrs. Creep is the creepy queen.

Her knees are blue and her hair is green.

Teeny creep likes to peep.

So , he always likes to play hide and seek.

The creepiest three you will ever meet,

The creepy creeps from Creepy street.

Lesson Plan
Day 5

Class: **IV**

Subject: **English**

Topic: **Best Friends– Paragraph Writing with-EE words**

Lesson Objectives:

By the end of the lesson students will be able to:

- Write a paragraph using words having phonic sounds of long vowel E (ee)

Resources/Instructional Materials Needed:

- Video on “Best Friends”
- Tablets with interactive exercise.
- Paper/notebook and pencil for each student.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students should be familiar with using phonic skills to read words.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
	<p>Anticipation:</p> <ul style="list-style-type: none"> • Teacher to write letter –ee- on board and to ask the students to tell words having the ‘ee’ sound. • All responses shall be noted on the board.(refer to lesson notes) • Tell the students that today they will together make a paragraph using words from the board. • Teacher will begin the first sentence by writing on the board. <i>The little <u>bee</u> was very upset as it flew around the small plum <u>tree</u>. It went to look for someone who knew where the <u>queen bee</u> was?</i> • With students responses teacher will write a brief paragraph of 3-4 sentences on the board and underline the words having the ‘ee’ sound. • Tell the students that they will be watching a video/flipbook in which they will be learning more long ‘ee’ words. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Write a paragraph using words having phonic sounds of long vowel E (ee).
10 min	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • After watching the video teacher will ask them to tell any long ‘ee’ word from the story. • Record all responses on the board and teacher will add more from the story. <p>Pair Activity</p> <ul style="list-style-type: none"> • Students will work in pairs to write a brief paragraph using these words from the story: sneeze, sneezed, asleep, need, asleep, feel, needed, keep, zoo keeper 	<p>Through:</p> <ul style="list-style-type: none"> ✓ Taking their feedback during oral discussion
10 min	<ul style="list-style-type: none"> • Teacher will monitor on rounds to assist with spelling and correct tenses. • A beginning can be given on the board by the teacher. • Students shall read out the paragraphs after checked by the teacher. 	<ul style="list-style-type: none"> ✓ Checking their answers done for Interactive exercise.

1min 4 min	Consolidation: Independent Activity <ul style="list-style-type: none"> Teacher to distribute the tablets. Teacher to instruct and demonstrate the students to get to the exercise (Paragraph writing) on their tablets. 	

Lesson Notes

Anticipation

Whole Class Activity

For the teacher:

List of long ee words

- bee
- tree
- free
- queen
- three
- sleep
- speed
- week
- peep
- deep
- weep

Building Knowledge:

Group Activity

The naughty monkey was waiting for the zoo keeper to open the door. It needed to have some fun. His friend was asleep in the soft bed made from hay outside in the next enclosure. He took a straw of hay and tickled his friend's nose. His friend could feel something up in his nose and sneezed loudly.

Lesson Plan
Day 1

Class: **IV**

Subject: **English**

Topic: **White Crayons (sequencing the events)**

Lesson Objectives:

By the end of the lesson students will be able to:

- Listen to the story with concentration and understanding and respond to the relevant questions.
- Retell the sequence of events within the story by summarizing what happened with accuracy.

Resources/Instructional Materials Needed:

- A/V room set-up with Video on White Crayons.
- Tablets with interactive exercise
- 2 boxes of multicolored crayons/1 crayon per student.(including white color)
- Chart Paper/A-4 Paper of white color.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be familiar with listening to the stories and responding to the relevant questions.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose.

Time	Instructional Sequence	Assessment
10 mins	<p>Anticipation:</p> <ul style="list-style-type: none"> • The teacher will begin the class by asking the student to quickly in turns to name any one color aloud. <p>Group Activity</p> <ul style="list-style-type: none"> • Each child will pick a crayon from a feely bag without looking /choosing. • Teacher will paste a chart paper/ A-4 sheets of white color on the board. • In turns of four each student will use his/her crayon to draw or write something on the paper pasted on the board. • Students having a white crayon can also come and draw. • Their feedback will be taken on which color stands out the most and which doesn't? • Ask for students' suggestions what can be done to make the yellow and white colors show. • Tell them that they are going to watch a video which would further enhance their learning about colors and the importance of each one. • They must listen attentively. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Listen to the story with concentration and understanding and respond to the relevant questions. • Retell the events within the story by summarizing
20 mins	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • The teacher will then play the video. • After the display of the title of the video the teacher will pause the video and ask the students to predict what the story is going to be about. • Teacher to take the students' response and play the video • Students will be asked to watch with concentration and understanding paying attention to the events in the story. 	

	<ul style="list-style-type: none"> The teacher to pause at <i>“when night came and everyone was asleep but the white crayon was awake”</i> Why was it so sad? Students to predict what might happen next. Teacher to appreciate with whatever predictions they come up with. (<i>This isn’t a search for “right answers,” nor does it eliminate the possibility of other ideas surfacing during discussion. This guiding idea is simply a plan for supporting thoughtful discussion</i>) Play the video again and the students to compare what they assume and what happened in the story. Last, teacher will pause the video at <i>“The next day the children came to school. The teachers came to school. And the parents came to drop their children to school”</i> Teacher to pose a question what they think will happen now? <ul style="list-style-type: none"> ✓ Will The White Crayon be happy now? ✓ Do you think White Crayons shall start to be noticed from now onwards? To play the video from where it was paused and watch what were the people’s response? <p>Discussion Questions:</p> <ul style="list-style-type: none"> At the end of the video, teacher to support deeper conversation in the direction of the big idea. (White Color too has its importance) Teacher to explain this form of text (genre) is real (fiction) Teacher to share some examples of the same genre and discuss the questions at the end of the video to check students’ understanding. (<u>summarizing the story</u>) 	<p>zing what happened with accuracy.</p> <p>Through</p> <ul style="list-style-type: none"> ✓ Listening to their responses during discussions ✓ Checking answers of interactive exercises
8 - 10 mins	<p>Consolidation:</p> <ul style="list-style-type: none"> Teacher to instruct the students to open the interactive exercise on their tablets and sequence the events about the story. The teacher will show selected parts of the video to recap the main elements of the story (beginning, middle, and ending). (Optional) 	

Lesson notes

Discussion Questions:

Teacher to discuss the following questions at the end of the video to check students' understanding. (summarizing the story)

- Why was the White Crayon sad and couldn't go to sleep"
- What did he decide to do?
- Name the first place they wrote on?
- What did they write in the letter on the board?
- Name the other places they went to and things they drew.
- What response did they get from everyone?
- How was their problem solved?

Some useful guidelines for teachers:

- Teacher to guide students in pronouncing and to understand meanings of the new words learnt.
- Teacher to discuss the elements of the story (beginning , middle and ending)
- The teacher to accept phrases, broken sentence or even one word as answers.
- Facilitate student to generate ideas.
- To give prompts to students.
- Help the students in numbering the events in the story.
- Teacher to tell the students that **Sequence of events is the order in which the events appear in a story**

Lesson Plan
Day 2

Class: **IV**

Subject: **English**

Topic: **White Crayons – Comprehension and Antonyms**

Lesson Objectives:

By the end of the lesson students will be able to:

- Read "between the lines" to identify events and information about the story
- Identify antonyms for a common adjective

Resources/Instructional Materials Needed:

- Flipbook on "White Crayons "
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Printed/written word cards.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students should be familiar with comprehending familiar text.
- The flipbook must be read beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
10 min	<p>Anticipation:</p> <ul style="list-style-type: none"> • The teacher will begin the lesson by writing a few antonyms on the blackboard e.g. light and dark, night and day, love and hate, big and small. • Ask your students what do they that they notice in those words. • Students should be able to see/tell that these words are the opposite in meaning to one another. • Teacher to tell the students that another word for opposite is Antonyms. They are two words that mean the opposite of one another.(elicit more examples of antonyms from students) lesson notes • Teacher to instruct the students to open their flip books on the tablet to individually read "White crayons" 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Read "between the lines" to identify events and information about the story • Identify antonyms for a common adjective. <p>Through:</p> <ul style="list-style-type: none"> • Checking their answers to comprehend the story
10 min	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • During reading teacher to facilitate the students in pronouncing the new words. • After reading teacher to ask a few questions orally to check their understanding of the main idea of the story (comprehension) • Also to assess students' understanding they will be asked to comprehend the story by answering two questions in their exercise books. (lesson notes) 	
10 min	<p>Pair Activity: (Refer to Lesson Notes)</p> <ul style="list-style-type: none"> ✓ Each child will be given one card with a word (adjective) written on it. ✓ Ask them to look at their card and read it to themselves. ✓ Then allow them three minutes to move around the room to find the person who has the word that would mean the opposite of their word. 	
4 min	<ul style="list-style-type: none"> ✓ After they find their partner, tell them to remain standing beside that person until time is up. When the time is up, the teacher will ask each child to share his/her word and also allow the child's partner to share their word. ✓ The words that the students say should be opposites to be correct. The class will listen as each set of partners share their pair of antonyms. 	

1min	Consolidation: <ul style="list-style-type: none"> Teacher to instruct the students to open the interactive exercise on their tablets of antonyms The teacher will then show selected parts of the video to recap the words(optional) 	<ul style="list-style-type: none"> Checking their answers done for Interactive exercise.
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Lesson Notes

Anticipation:

Words for teachers assistance

enormous/huge/big - tiny/small unhappy/sad –happy unkind- kind excited -bored
 wet- dry all- none right- wrong hot-cold sink- float beautiful-ugly
 always-seldom polite-impolite/rude bad-good light-dark best-worst rich-poor
 dangerous-safe positive-negative easy-difficult first-last weak-strong below-above
 asleep-awake sadly- happily up- down started- finished show- hide agreed- disagreed
 front- back like- dislike/unlike tallest- shortest cold-hot out-in sit -stand

Comprehension Questions:

1. What was upsetting the white crayons?
2. The white crayon was of less use. Why?
3. What did the white crayons do to show their capability?

Lesson Plan
Day 3

Class: **IV**

Subject: **English**

Topic: **White Crayons – Parts of Speech**

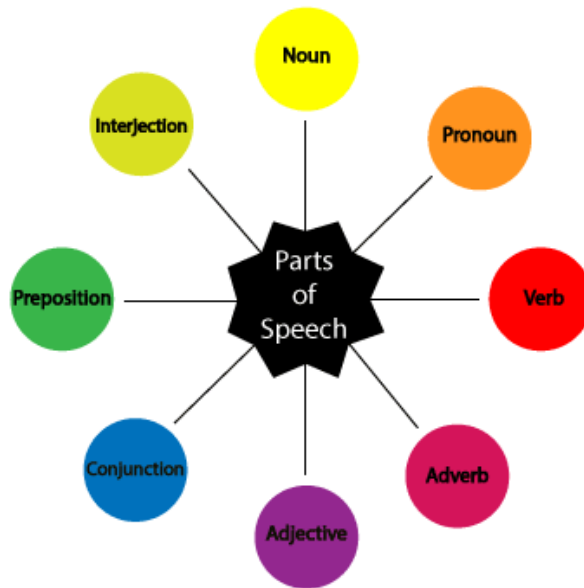
<p>Lesson Objectives:</p> <p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> Name and define parts of speech Determine parts of speech as nouns, verbs and adjectives
<p>Resources/Instructional Materials Needed:</p> <ul style="list-style-type: none"> flipbook on “White Crayons ” Tablets with interactive exercise. Paper and pencils for each student. Printed/written word cards. Worksheet per student.
<p>Required Prior Knowledge and Pre- Lesson Preparation:</p> <ul style="list-style-type: none"> Students should be familiar with using phonic skills to read words. The flipbook must be read beforehand in order to acquaint oneself with its elements, flow, pauses, etc. The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
10 min	<p>Anticipation:</p> <ul style="list-style-type: none"> The teacher to begin the lesson by writing a sentence on the board Ali runs every day in the big playground Ask the students what do the underlined words tells us? Noun, verb, adjective. Tell the students that collectively they are called parts of speech In all there are eight parts of speech. <p>-Nouns name people, places, things, and ideas.(Common & Proper Nouns) - Action verbs name actions. -Adjectives describe nouns.</p> <p>Whole Class Activity</p> <ul style="list-style-type: none"> Tell them that they are going to read a flipbook which would further enhance their learning about Parts of Speech. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> name and explain parts of speech determine parts of speech as nouns, verbs and adjectives.
10 min	<p>Building Knowledge:</p> <p>After reading the flipbook the Teacher will write a small paragraph on the board</p> <p>Sana and Amna both love to eat cheese pizza .They wait impatiently for Friday to have it at Pizza hut. Sana likes it with chilly sauce but Amna prefers mild sauce.</p>	<p>Through:</p> <ul style="list-style-type: none"> Checking their answers done in pairs. Checking their answers done for Interactive exercise.
10 min	<ul style="list-style-type: none"> Enquire from students if they have ever noticed that there are different kinds of words in a sentence and that words can do different jobs? <u>In English, we have sorted our words into categories called parts of speech. There are 8 parts of speech (lesson notes)</u> 	
4 min	<ul style="list-style-type: none"> Ask the student to identify the different parts of speech in the above paragraph. (lesson notes) The ones students are not familiar with will be explained by the teacher(lesson notes) 	

	<ul style="list-style-type: none"> The teacher will tell the students that out of the eight parts of speech today they will be focusing on three of them (Nouns, verbs, adjectives) with definition and examples (lesson notes) <p><u>Pair work:</u></p> <ul style="list-style-type: none"> Students will be divided in pairs. Each pair will be given a slip with a sentence written on it. (lesson notes) Students to identify the correct parts of speech of the underlined words. Teacher to discuss the answer as a whole class activity to solidify their concept on the three parts of speech learnt. 	
1min	<p><u>Consolidation:</u></p> <ul style="list-style-type: none"> Teacher to instruct and demonstrate the students to get to the exercise Parts of speech on their tablets. The teacher will then show selected parts of the video to recap the Parts of speech.(optional) 	

Lesson notes

Anticipation



Part of Speech	Definition	Examples
<u>Noun</u>	names a person, place, or thing	<i>pirate, Caribbean, ship, freedom, Captain Jack Sparrow</i>
<u>Pronoun</u>	takes the place of a noun	<i>I, you, he, she, it, ours, them, who, which, anybody, ourselves</i>
<u>Verb</u>	identifies an action or state of being	<i>sing, dance, believe, seem, finish, eat, drink, be, become</i>
<u>Adjective</u>	modifies a noun	<i>hot, lazy, funny, unique, bright, beautiful, healthy, wealthy, wise</i>
<u>Adverb</u>	modifies a verb, adjective, or another adverb	<i>softly, lazily, often, only, hopefully, softly, sometimes</i>
<u>Preposition</u>	shows a relationship between a noun (or pronoun) and other words in a sentence	<i>up, over, against, by, for, into, close to, out of, apart from</i>
<u>Conjunction</u>	joins words, phrases, and clauses	<i>and, but, or, yet</i>
<u>Interjection</u>	expresses emotion and can usually stand alone	<i>ah, whoops, ouch, Yabba dabba do!</i>

Building Knowledge:

(Pair activity)

1. The steaming pizza smelled delicious. (adjective)
2. The steaming pizza smelled delicious. (noun)
3. Todd had to hurry to get to his dentist appointment. (verb)
4. Todd had to hurry to get to his dentist appointment. (noun)
5. The nervous student stepped to the front of the classroom. (adjective)
6. The nervous student stepped to the front of the classroom. (verb)
7. Sal and Andy wrote a silly play that had us all laughing. (verb)
8. Sal and Andy wrote a silly play that had us all laughing. (adjective)
9. The magician performed one amazing trick after another. (noun)
10. The magician performed one amazing trick after another. (adjective)

Lesson Plan
Day 4

Class: **IV**

Subject: **English**

Topic: **White Crayons - Homophones**

Lesson Objectives:

By the end of the lesson students will be able to:

- i) Recognize and spell words in homophone sets.
- ii) Assign the correct meaning to each word in a homophone set.

Resources/Instructional Materials Needed:

- flipbook on "White Crayons "
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Printed/written word cards.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students should be familiar with using phonic skills to read words.
- The flipbook must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
10 mins	<p>Anticipation:</p> <ul style="list-style-type: none"> • The teacher will display the following sentence on the board and ask the students to read and observe what is common in the underlined words. <p style="text-align: center;"><i>They were going to <u>their</u> car that is over <u>there</u> when he <u>blew</u> the <u>blue</u> horn loudly.</i></p> <ul style="list-style-type: none"> • Explain that the words that sound the same but have different spellings and meanings are homophones. • Ask the students to name a few homophones that they know of and record them on the board. • Tell them that they are going to read the flipbook which would further enhance their learning about homophones. • They should pay attention to the story. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Recognize and spell words in homophone sets. • Assign the correct meaning to each word in a homophone set. <p>Through:</p> <ul style="list-style-type: none"> • Checking their answers done in groups. • Checking their answers done for Interactive exercise.
10 mins	<p>Building Knowledge: After reading the flipbook the students will be divided in pairs. Pair Activity</p> <ul style="list-style-type: none"> • Teacher will give each pair a worksheet and instruct the students to identify 12 incorrect words in the paragraph (homophones) ✓ The students to correct them(Refer to lesson notes) • Teacher to have a whole class discussion to check their answers. • Elicit few more examples of homophones to strengthen their concept. • If there are no suggestions choose words appropriate for the grade level and ability level of the students. • Encourage and assist to extract their meanings. 	
15 mins	<p>Consolidation:</p> <ul style="list-style-type: none"> • Teacher to instruct and demonstrate the students to get to the exercise (homophones) on their tablets. • The teacher will then show selected parts of the video to recap the words.(optional) 	

Lesson Notes

Building Knowledge:

Group/Pair Activity

Teacher will Give each child a printed sheet

“Last weak, I cent my sun Jamie to the shops to bye sum food. He got a peace of meet and too pairs. On the weigh home, the bag broke. The food fell onto the rode and got dirty. In the end, Jamie through the food in the bin.”

For the teachers:

- ✓ Firstly, you read the text with the students, or you can ask a student with good pronunciation to read.
- ✓ As the students get their tries, they compare the answers with another fellow. After this you can write down the correct words on the board
- ✓ Then, have students compare the meanings of the homophones.

weak (not strong) ----- week (from Sunday to Saturday=7 days)
cent (a little value of a coin) -----sent (past of send)
sun (the main star of Solar System) -----son (person’s male child)
bye (saying goodbye) -----buy (obtain something by paying money for it)
sum (an amount of money) ----- some (an amount of things in general)
peace (opposite of war) -----piece (part of something)
meet (Nice to meet you.) ----- meat (the flesh of an animal or a bird eaten as food)
too (adverb) ----- two (a number)
pairs (a pair of shoes) ----- pears (fruits)

Lesson Plan
Day 5

Class: **IV**

Subject: **English**

Topic: **white crayons (story writing)**

Lesson Objectives: By the end of the lesson students will be able to: <ul style="list-style-type: none"> Identify the basic elements of a story (beg, middle, ending) Write a guided story using these elements
Resources/Instructional Materials Needed: <ul style="list-style-type: none"> Video on “White crayons” Tablets with interactive exercise.
Required Prior Knowledge and Pre- Lesson Preparation: <ul style="list-style-type: none"> Students must be aware of writing familiar text. The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc. The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 mins	Anticipation: <ul style="list-style-type: none"> The teacher will begin the class by asking: <ul style="list-style-type: none"> ✓ What are the elements of story writing? (guidelines of writing a story) ✓ Tell students that you are beginning a lesson on elements of a story. Tell students that it is important for them to be able to recall the basic elements of a story as they are reading. Explain that knowing these elements provide the foundation they need to think more deeply about stories. The students will be told that they are going to watch a video that will help them learn about the story elements. 	Students will be assessed on their ability to: <ul style="list-style-type: none"> Identify the basic elements of a story Write a fiction story
25 mins	Building Knowledge: <ul style="list-style-type: none"> The teacher will then play the video “White crayons” From exposure to this video, students will gain a clear understanding of <u>setting, characters, problem/solution</u> (refer to lesson notes) Plot-the sequence of events (beginning, middle, and end) that involves the characters in conflict <div style="text-align: center;"><u>Plot</u></div> Beginning: <ul style="list-style-type: none"> <u>Teacher to explain the first element of a story is the beginning which includes describing the characters and the setting (where and when)</u> <ul style="list-style-type: none"> ➤ Characters-(people or other animals, robots, objects that the author gives life-like qualities to) presented in the narrative text via descriptions of their <i>attributes, traits, or abilities</i> ➤ Setting-<i>the place and time in which the story takes place</i> <div style="text-align: center;"><u>Middle</u></div> <ul style="list-style-type: none"> ➤ Problem or the conflict that takes place during the story <div style="text-align: center;"><u>Ending</u></div>	Through <ul style="list-style-type: none"> ✓ Listening to their responses during discussion ✓ Checking the stories written

	<ul style="list-style-type: none"> ➤ Solution to the problem • Working collaboratively, students to identify the following elements in the video. 	
5 mins	Consolidation: Individual <ul style="list-style-type: none"> • Students will be asked to write a story on the tablet. • Students to exchange their work with a partner on completing their stories. 	
<p><u>Lesson notes:</u></p> <ul style="list-style-type: none"> • The setting of a story is the <u>place</u> AND <u>time</u> of that story. Often times, the author will tell us about the setting in the very beginning of the story. It might include years/dates, times, or places. As we become better readers and our stories become more complex, we might read books that have more than one setting • The plot of a story is the actions or sequence of events in a story that make it interesting. Good readers look at plot to help them understand what's going on in the story. • The middle and Ending of the plot involves the problem in the story and how it is solved 		

Lesson Plan Day 1

Class: **IV**

Subject: **English**

Topic: **Baba Dholwala (sequencing the events)**

Lesson Objectives:

By the end of the lesson students will be able to:

- Listen to the story with concentration and understanding and respond to the relevant questions.
- Retell the sequence of events within the story by summarizing what happened with accuracy.

Resources/Instructional Materials Needed:

- A/V room set-up with Video on Baba Dholwala.
- Tablets with interactive exercise

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be familiar with listening to the stories and responding to the relevant questions.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose.

Time	Instructional Sequence	Assessment
10 mins	<p>Anticipation:</p> <ul style="list-style-type: none"> • The teacher will help to make the students sit in a large circle. • Write on the board “It made me feel happy when I helped _____ by giving/doing/assisting in _____” • Teacher will begin by saying <i>“It made me very happy when I helped an old woman cross the road”</i> • Students to follow the given prompt on the board and talk about when they helped someone. <p>Think Pair & Share Activity</p> <ul style="list-style-type: none"> • Then the students will be asked if they have ever been to a mela/ fair • Each pair will talk about being to a fair /mela with their partners and share their experience • Each pair’s feedback will be taken. • Tell them that they are going to watch a video which would further enhance their learning about an event mela. • They must watch and listen attentively. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Listen to the story with concentration and understanding and respond to the relevant questions. • Retell the events within the story by summarizing what happened with accuracy.
20 mins	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • The teacher will then play the video. • After the display of the title of the video the teacher will pause the video and ask the students to predict what the story is going to be about. • Teacher to take the students’ response and play the video • Students will be asked to watch with concentration and understanding paying attention to the events in the story. • The teacher to pause at <i>“One day when he got home he could tell that his mother had been crying. The doctor had told her that grandmother was weak and needed a walker to help her walk. ”</i> • Students to predict what might have happened in the story to make mother sad? • Teacher to appreciate with whatever predictions they come up with. <i>(This isn’t a search for “right answers,” nor does it eliminate the possibility of</i> 	<p>Through ✓ Listening to their responses during discussions</p>

	<p><i>other ideas surfacing during discussion. This guiding idea is simply a plan for supporting thoughtful discussion)</i></p> <ul style="list-style-type: none"> • Play the video again and the students to compare what they assume and what happened in the story. • Lastly, teacher will pause the video at • <i>“Everyone watched baba dholwala come down the street. He stopped in front of Kazims house and put an empty bowl on the ground in front of him. He then played the dhol</i> • Teacher to pose a question what they think will happen now? <ul style="list-style-type: none"> ✓ Why did Baba Dholwala put an empty bowl on the ground? ✓ Can you think of other ways to help raise money for a cause? • To play the video from where it was paused and watch how People participated in helping Baba Dholwala? <p>Discussion Questions:</p> <ul style="list-style-type: none"> • At the end of the video, teacher to support deeper conversation in the direction of the big idea. (The joy of helping other’s) • Teacher to explain this form of text (genre) is real (non- fiction) • Teacher to share some examples of the same genre and discuss the questions at the end of the video to check students’ understanding. (<u>summarizing the story</u>) 	✓ Checking answers of interactive exercises.
8 - 10 mins	<p>Consolidation:</p> <ul style="list-style-type: none"> • Teacher to instruct the students to open the interactive exercise on their tablets and sequence the events about the story. • The teacher will show selected parts of the video to recap the main elements of the story (beginning, middle, and ending). (Optional) 	

Lesson notes

Discussion Questions:

Teacher to discuss the following questions at the end of the video to check students' understanding. (summarizing the story)

- How many members are there in Kazim's family?
- What did Kazim do each day before the school began?
- Why was Kazim's mother upset/sad/crying?
- How did Kazim's mother respond when he said "I'll get a second job, I'll leave school."
- How did Baba dholwala come to know that Kazim was not happy?
- What plans did he make with Kazim to help him?
- Was Kazim's mother happy with the plan?
- How did all the people on his street come to know about the mela on Friday afternoon?
- What did Baba dholwala do to entertain the people in the mela?
- Was it a successful plan? Explain how?

Some useful guidelines for teachers:

- Teacher to guide students in pronouncing and to understand meanings of the new words learnt.
- Teacher to discuss the elements of the story (beginning , middle and ending)
- The teacher to accept phrases, broken sentence or even one word as answers.
- Facilitate student to generate ideas.
- To give prompts to students.
- Help the students in numbering the events in the story.
- Teacher to tell the students that Sequence of events is the order in which the events appear in a story

Lesson Plan
Day 2

Class: **IV**

Subject: **English**

Topic: **Baba Dholwala - Anagrams**

Lesson Objectives:

By the end of the lesson students will be able to:

- Read "between the lines" to identify events and information about the story
- Define anagrams using simple two/three syllable words and Construct new words by reordering a set of letters

Resources/Instructional Materials Needed:

- flipbook on "Baba Dholwala"
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Printed/written word cards.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students should be able to decode 2-3 syllable words using phonic strategies.
- The flipbook must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
10 min	<p>Anticipation:</p> <ul style="list-style-type: none"> • The teacher will write the word ' Spin ' on the board and ask them to try and make a new word by rearranging its letters • Give them an easy word at this point to get them motivated, such as spin (pins). • Just for interest, tell them that if you rearrange the letters in the word Decimal Point, you can make, I am a Dot in place! • If you rearrange the letters in Schoolmaster, you get the Classroom! • Let them wonder over this and recheck if this is actually correct! • Bring them to the objective and the term "Anagram" (Refer to lesson notes). • Tell them that they are going to read a flip book on " Baba Dholwala " which would further enhance their understanding about the story and learning about anagrams. • They should pay attention to the story while reading individually 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Read "between the lines" to identify events and information about the story • Define anagrams using simple two/three syllable words and Construct new words by reordering a set of letters <p>Through:</p> <ul style="list-style-type: none"> • Checking their answers for comprehension
10 min	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • Students will be asked to read the story twice to deepen their understanding using comprehension strategies. • The teacher will ask the students a few questions to assess their understanding about the story.(lesson notes) • Also the students will attempt 4 questions in their exercise books applying the comprehension strategies. 	
10 min	<p>Group Activity:</p> <ul style="list-style-type: none"> • Teacher will give each group 5 two syllable words to rearrange into other words (See lesson notes)(• They will work as a group to find anagrams and write the new words on a paper/poster. • Each group will swap their papers when the teacher claps and read the new words made. 	
4 min	<p>Independent Activity:</p>	

	<ul style="list-style-type: none"> Teacher will play the video again and ask students to be attentive. Display the 5 words from the story: tea/ate; time/mite; keep/peek; but/tub; mela/meal While manipulating the letters, ask students to make new words from each. Ask students for definitions or examples of the new words as you make them. Give them clues or help as needed. Have students copy the words into their note books. 	<ul style="list-style-type: none"> Checking their answers done for Interactive exercise on anagrams
	Consolidation: <ul style="list-style-type: none"> Teacher to distribute the tablets. Teacher to instruct and demonstrate the students to get to the exercise (Anagram) on their tablets. 	

Lesson Notes

Anticipation:

Questions for comprehension (orally)

- What did Kazim do each day before the school began?
- Why was Kazim's mother upset/sad/crying?
- How did Baba dholwala come to know that Kazim was not happy?
- What plan did he make with Kazim to get grandmother's walker?

Comprehension (written task)

- Describe Kazim
- Can you infer what baba dholwala might do after listening to Kazim's problem?
- What specific adjectives or phrases describe the baba dholwala's behavior?
- What is the main idea of the story?
- Have you ever helped anyone like the way baba Dholwala helped Kazim's family?

Information for Teachers

Anagrams:

- A word or phrase spelled by rearranging the letters of another word or phrase is called an anagram e.g. bear=bare, ode=doe, dear=read, tear=rate.
 - A word, phrase, or name shaped by rearranging the letters of alternative, such as cinema, shaped from iceman. "Angel" is an anagram of "glean."
 - Anagram is a method of word play in which letters of a word or phrase are reorganized in such a way that a new word or phrase is shaped.
 - An anagram is a word prepared by using letters of another word in a diverse edict.
- It's a vocabulary building game.
 - It is a crosswords puzzle game.
 - Clearly explain the meanings when needed.

Building Knowledge:**Group Activity**

- Give the groups 5 two syllable words to rearrange into other words.
- Teacher can give printed sheets/word cards or write them on the board for each group to choose 5 words.
- Teacher must see that each group tries to work with different words.
- If students are unable to guess, give them clues such as for elbow you can say, it is a part of your arm.

Task: Change these words into anagrams.

Below = _____ East = _____ Gels = _____

Cone = _____ Dads = _____ Sit = _____

List of words to be used during explanation

Below	Ate	Dial	Eager	Dab	Dear	Refill	Disk	Scared	Kin	Doom	Gels
Staple	East	Pit	No	Sit	Fade	Act	Sue	Fist	Cone	Gods	Ape Dads

Answers

Below (elbow)	Ate (tea, eat)	Dial (laid)	Eager (agree)	Dab (bad)	Dear (read, dare)
Refill (filler)	Disk (kids, skids)	Scared (sacred)	Kin (ink)	Doom (mood)	Gels (legs)
Staple (plates, petals)	East (eats. Seat, teas)	Pit (tip)	No (on)	Sit (its)	Fade (deaf)
Act (cat)	Sue (use)	Fist (fits)	Cone (once)	Gods (dogs)	Ape (pea) Dads (adds)

Lesson Plan
Day 3

Class: **IV**

Subject: **English**

Topic: **Baba Dholwala - Collective Nouns**

Lesson Objectives:

By the end of the lesson students will be able to:

- Define collective nouns
- Construct their own sentences using collective nouns.

Resources/Instructional Materials Needed:

- flipbook on "Baba Dholwala"
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Printed/written List of collective nouns.
- Hand drawn/printed images of collective nouns.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students should be familiar with nouns.
- The flipbook must be read beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
10 min	<p>Anticipation:</p> <p>Whole Class Interaction:</p> <ul style="list-style-type: none"> • Teacher will extract students' knowledge reviewing the concept of a noun. • Ask them what types of nouns they know. Give some examples of your own: people, places, things, common, proper, singular, plural, etc. • The teacher will start introducing the topic which is about collective nouns. The definition of the collective nouns will be given and its examples Collective nouns refers to the names of the person, places or things taken as a group, as a unit or as one <p>Examples: team bunch fleet of ships Family crew colony of ants</p> <ul style="list-style-type: none"> • The teacher will write the collective nouns given by the students on the board. • Tell them that they are going to read the flipbook which would further enhance their learning about nouns. • Ask them to read attentively to all animals, places, food and things mentioned in the story as at the end they will suggest collective nouns for them. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Define nouns. • Construct their own sentences using collective nouns. <p>Through:</p> <ul style="list-style-type: none"> • listening to their responses during whole class discussion
10 min	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • After reading the flipbook the teacher will write down all the nouns present in the flipbook with students responses • Then to draw students attention to how nouns can be grouped into collective nouns People: staff, crew, team, gang Animals: herd, flock, shoal Things: bunch, bouquet, set 	<ul style="list-style-type: none"> • Checking their answers done for Interactive exercise on collective nouns
4 min	<p>Individual /Whole Class Activity:</p> <ul style="list-style-type: none"> • Students will be asked to write the definition with examples in their textbooks. 	
	<p>Individual /Whole Class Activity:</p> <ul style="list-style-type: none"> • Students shall read the given list of Collective nouns displayed by the teacher and try to make a verbal sentence. 	

	<ul style="list-style-type: none"> Ask students to read out their sentences aloud. <p>Group Work:</p> <ul style="list-style-type: none"> The students will be asked to work in small groups to write a few sentences in their notebooks. Teacher will monitor on rounds and assist with spellings. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><u>LIST OF COLLECTIVE NOUNS</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Crew of sailors</td><td style="width: 33%;">flight of swallows</td><td style="width: 33%;">galaxy of stars</td></tr> <tr> <td>Band of musicians</td><td>herd of cattle</td><td>basket of fruit</td></tr> <tr> <td>Gang of thieves</td><td>army of frogs</td><td>library of books</td></tr> <tr> <td>Team of players</td><td>litter of kittens</td><td>string of pearls</td></tr> <tr> <td>Tribe of natives</td><td>flock of sheep</td><td>pair of shoes</td></tr> <tr> <td>Bunch of grapes</td><td>school of fish</td><td>flock of birds</td></tr> <tr> <td>Library of books</td><td>forest of trees</td><td>stack of papers</td></tr> </table> </div> <ul style="list-style-type: none"> Students shall be reminded of the story and asked if any collective nouns can be suggested for the nouns in the text. Example: <p>_____ of houses. _____ of coins _____ of clothes _____ of games</p> 	Crew of sailors	flight of swallows	galaxy of stars	Band of musicians	herd of cattle	basket of fruit	Gang of thieves	army of frogs	library of books	Team of players	litter of kittens	string of pearls	Tribe of natives	flock of sheep	pair of shoes	Bunch of grapes	school of fish	flock of birds	Library of books	forest of trees	stack of papers	
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Bunch of grapes	school of fish	flock of birds																					
Library of books	forest of trees	stack of papers																					
1min	<p>Consolidation:</p> <p>Independent Activity (Optional):</p> <ul style="list-style-type: none"> Teacher to distribute the tablets. Teacher to instruct and demonstrate the students to get to the exercise (Collective noun) on their tablets. <p>The teacher will then show selected parts of the video to recap the nouns in the story.(optional)</p>																						

Lesson Plan
Day 4

Class: **IV**

Subject: **English**

Topic: **Baba Dholwala - Past Tense and Present Continuous Tense**

Lesson Objectives:

By the end of the lesson students will be able to:

- Identify Verbs and its tense.
- Change Past Tense to Present Tense.

Resources/Instructional Materials Needed:

- Video on “Baba Dholwala”
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Printed or written Passage per group.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of verbs and tenses.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
10 min	<p>Anticipation:</p> <ul style="list-style-type: none"> • The teacher will begin the class by asking the students to write a verb eat, eating, played, sleep, walking, etc. (doing word) on a small paper (refer to lesson notes) • After 2 minutes they will be asked to keep their pencils down and stop writing. • Teacher will write boldly on the board in form of a flow chart and ask each child to come and paste his/her note under correct tense. • In case of incorrect response while identifying the tense it will be reposted under the correct label on the board by the teacher. • Tell them that they are going to watch a video which would further enhance their learning about verbs and tenses. • They should pay attention to the story. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Identify verbs and its tense. • Change past tense to present tense.
10 min 15-20 min 4 min	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • After watching the video the teacher will explain that we use the past or present tenses when we write a sentence, paragraph, essay, or story. • Reinforce, a verb is a word that describes an action. • The teacher will then play the video and students will be asked to watch carefully and be ready to identify any 2 verbs they have heard or read in the video. • She will pause at scenes to give them time to read and jot down verbs. • Each students feedback (verbs) will be noted on the board and tenses discussed. <p>Group Activity:</p> <ul style="list-style-type: none"> • Students shall work in groups to complete the given task of finding verbs in a passage from the story “Baba Dholwala” and changing the tense from past to present (Refer to Lesson Notes) • Teacher to monitor and check students work on rounds and assist. 	<p>Through:</p> <ul style="list-style-type: none"> • Checking their answers done in groups. • Checking their answers done for Interactive exercise.

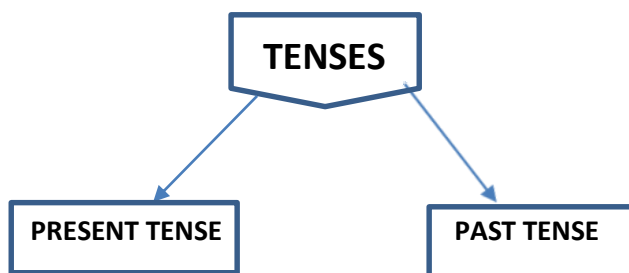
1min	Consolidation: <ul style="list-style-type: none"> Teacher to distribute the tablets. Students will be asked to attempt the exercise of verb tense on the tablets The teacher will then show selected parts of the video to recap the verbs.(optional) 	
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Lesson Notes

Anticipation:

Instructions for the teacher.

- Give a small paper to write one verb to each student.
- Do not inform them of the tense to be used as the activity is focused on getting mixed tenses.
- Ask students to avoid writing phrases or sentences.
- Teacher will time the writing part to 2-3 minutes and stop.
- Create a flow chart for students to post at.



The simple present

I walk – sleep – swim

walked – slept - swam

Present continuous

I am walking.= - sleeping- swimming

Building Knowledge:

Group Activity

- Teacher will give each group a printed passage/excerpt from the story “Baba Dholwala” (Two groups can be given the same passage)
- In groups they shall read and underline all verbs found.
- They shall write these verbs in their notebooks and also write the correct present/past tenses.
Example: sat=sit, sitting cooked=cook, cooking crying, cry = cried

Each day as the sun came up, Kazim and his mother sat together in their little hut for their breakfast of tea and roti while grandmother slept on her bed in the corner of the room. Kazim would then leave on his bike to deliver newspapers before the school day began. They were poor and Kazim’s job as a newspaper delivery boy helped his mother with the bills.

One day when he got home he could tell that his mother had been crying. The doctor had told her that grandmother was weak and needed a walker to help her walk. Without it she could fall and hurt

herself. His mother was sad. Her job as a house cleaner didn't pay well and they had very little money.

Baba Dhol wala was waiting for him. "No smile for me today, Kazim?" Baba dhol wala asked. Kazim was a polite boy and knew his manners. He stopped his bike and jumped off. He told Baba Dhol wala that his grandmother needed a walker. She was unable to walk on her own and was feeling sad having to sit around all day.

While Kazim wasn't sure how this would happen he kept listening. Baba Dhol wala told him to tell all the neighbors on his street about the mela on Friday afternoon. "Tell them to wear fine clothes and cook their best dishes," said Baba Dholwala.

Friday came. Kazim rushed home from school and told his mother to get ready and to cook something that they could sell at the mela. But his mother scolded him and told him he had lost his mind.

Extension Work:

- Individually they can write a few sentences using the verbs in their notebook.
- Teacher to guide students in pronouncing and to understand meanings of the new words learnt.
- Teacher to discuss the 2 forms of tenses and their uses.
- The teacher will monitor that students write complete and correct sentences.
- Facilitate student to generate ideas.
- To give prompts to student

Answers:

Each day as the sun came up, Kazim and his mother sat together in their little hut for their breakfast of tea and roti while grandmother slept on her bed in the corner of the room. Kazim would then leave on his bike to deliver newspapers before the school day began. They were poor and Kazim's job as a newspaper delivery boy helped his mother with the bills.

One day when he got home he could tell that his mother had been crying. The doctor had told her that grandmother was weak and needed a walker to help her walk. Without it she could fall and hurt herself. His mother was sad. Her job as a house cleaner didn't pay well and they had very little money.

Baba Dhol wala was waiting for him. "No smile for me today, Kazim?" Baba dhol wala asked. Kazim was a polite boy and knew his manners. He stopped his bike and jumped off. He told Baba Dhol wala that his grandmother needed a walker. She was unable to walk on her own and was feeling sad having to sit around all day.

While Kazim wasn't sure how this would happen he kept listening. Baba Dhol wala told him to tell all the neighbors on his street about the mela on Friday afternoon. "Tell them to wear fine clothes and cook their best dishes," said Baba Dholwala.

Friday came. Kazim rushed home from school and told his mother to get ready and to cook something that they could sell at the mela. But his mother scolded him and told him he had lost his mind.

Lesson Plan
Day 5

Class: **IV**

Subject: **English**

Topic: **Baba Dholwala - Narrative Writing**

Lesson Objectives:

By the end of the lesson students will be able to:

- Identify the concepts of narrative writing (story creation) through the use of characters, setting, and plot.
- Write a real fiction narrative.

Resources/Instructional Materials Needed:

- Video on “Baba Dholwala”
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Chart paper/A4 sheets.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of writing familiar text.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose.

Time	Instructional Sequence	Assessment
15 min	Anticipation: Teacher guided shared writing <ul style="list-style-type: none"> • The teacher will write names of a few familiar story names on the board Example: “Jack & The Beanstalk” • The elements of a story listened and known by students shall be extracted • All responses shall be written on the board. (Refer to Lesson notes) • Tell them that they are going to watch a video which would further enhance their learning about Narrative Writing. • They should pay attention to the story’s elements. 	Students will be assessed on their ability to: <ul style="list-style-type: none"> • Identify the concepts of narrative writing (story creation) through the use of characters, setting, and plot. • Write a real fiction narrative. Through:
10 min	Building Knowledge: <ul style="list-style-type: none"> • After watching the video the students will be asked to identify the elements of the story. (beg, middle, ending) • Teacher to demonstrate a brief narrative/ important events of the story “Baba Dholwala” • Provide a foundation for learning by asking students to think of an exciting or memorable time in their lives. • Teacher to explain what is a personal narrative.(lesson notes) 	
10 min	<ul style="list-style-type: none"> • Teacher will involve students to complete the story map • Write a brief story summary with major events.(Refer to lesson notes) • After completing the story map, they will be asked to think about a person who matters to them and the clear small moment they experienced with that person—Write it down. 	
4 min	<ul style="list-style-type: none"> • Ask students to turn and talk with a partner about what they wrote down. • Ask students to write down his/her partner’s ideas. This is an explicit instruction technique to keep students on task during share. 	
5min	Consolidation: Independent Task: <ul style="list-style-type: none"> • They will individually write a Narrative on the tablet. 	

	The teacher will then show selected parts of the video to recap the story events. (optional)	<ul style="list-style-type: none"> • Checking their answers done in groups. • Checking their answers done for Interactive exercise.
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Lesson Notes

Anticipation:

Information for the teacher

- Narrative Writing Lessons teach students to entertain through written stories.
- The narrative includes many text types, like; adventure, fairy tale, fantasy, historical fiction, mystery, personal narrative, realistic fiction, or science fiction.
- Narratives help students understand the different parts of a story—beginning, middle, and ending—and often include elements such as characters, settings, and problems and solutions.

Building Knowledge:

Elements of Personal Narrative Anchor Chart

- A nonfiction text that recreates an experience from an author's life
- Usually has a strong point of view
- Communicates a distinct mood or overall feeling
- Most personal narratives are about important moments, objects, or places
- Writers use sensory details—what they saw, heard, touched, smelled, and tasted

Whole Class Activity:

Teacher guided shared writing

- Draw a table on the board/ can be drawn on chart paper in advance.
- *Students shall be reminded to listen to all the members in the class.*
- *Each member will try to say something about the story.*
- *Help will be given in spelling.*

STORY MAP

	<p style="text-align: center;"><u>SETTING</u></p> <ul style="list-style-type: none"> • little hut • Kitchen • Village • Kazim's neighborhood 	<p style="text-align: center;"><u>CHARACTERS</u></p>	
	<p style="text-align: center;"><u>PROBLEM</u></p>	<p style="text-align: center;"><u>SOLUTION</u></p>	

Shared Writing

Teacher will with students help write a brief story on the board.

Baba Dholwala

Kazim his mother and grandmother lived in a small hut. They were very poor. Before the school began Kazim delivered newspapers on a bike to help his mother with the bills. One day Kazim found his mother crying and he came to know that his grandmother was....

The doctors said that she needed a

Kazim wanted to help his mother and grandmother so he decided to.... Kazims mother was upset because.....

Baba Dhol wala wanted to help to raise money for her walker so he told him to tell all the neighbors on his street about the mela on Friday afternoon. "Tell them to wear fine clothes and cook their best dishes,"

Baba Dholwala played his drum and people danced and put money in a small bowl placed on the ground.

The mela on Kazims street went on until it was time for evening prayers.

Baba Dholwala stopped beating his dhol at the sound of the azan. The neighbors shook hands and said goodbye to each other. They all thanked Baba dholwala for a fun afternoon. Kazim also thanked him and invited him to his house for a cup of tea.

Baba Dhol wala met Kazim's mother and grandmother. He gave them the bowl full of coins and told them that they could buy a walker for grandmother with the money.

Lesson Plan Day 1

Class: **IV**

Subject: **English**

Topic: **The Waterhole (sequencing the events)**

Lesson Objectives:

By the end of the lesson students will be able to:

- Listen to the story with concentration and understanding and respond to the relevant questions.
- Retell the sequence of events within the story by summarizing what happened with accuracy.

Resources/Instructional Materials Needed:

- A/V room set-up with Video on The Waterhole.
- Tablets with interactive exercise

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be familiar with listening to the stories and responding to the relevant questions.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose.

Time	Instructional Sequence	Assessment
10 mins	<p>Anticipation:</p> <ul style="list-style-type: none"> • The teacher will begin the class by asking the student to name wild animals that live in the jungle. • All responses to be noted on the board. • Then they will be asked to name things needed for their survival. Like food, water, shelter and air. <p>Pair Activity</p> <ul style="list-style-type: none"> • Each pair will choose one wild animal to discuss and talk about. • Teacher will write a few questions on the board: <ul style="list-style-type: none"> ✓ Which animal is it? ✓ What does it eat & drink? ✓ How does it find its food? ✓ Where does it live? ✓ How does it protect itself? • Each pair's feedback will be taken. • Tell them that they are going to watch a video which would further enhance their learning about animals living in the wild. • They must listen attentively. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Listen to the story with concentration and understanding and respond to the relevant questions. • Retell the events within the story by summarizing what happened with accuracy.
20 mins	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • The teacher will then play the video. • After the display of the title of the video the teacher will pause the video and ask the students to predict what the story is going to be about. • Teacher to take the students' response and play the video • Students will be asked to watch with concentration and understanding paying attention to the events in the story. • The teacher to pause at "But then something bad happened that changed everything" • Students to predict what might have happened? • Teacher to appreciate with whatever predictions they come up with. (<i>This isn't a search for "right answers," nor does it eliminate the possibility of other ideas surfacing during discussion. This guiding idea is simply a plan for supporting thoughtful discussion.</i>) 	<p>Through</p> <ul style="list-style-type: none"> ✓ Listening to their responses during discussions

	<ul style="list-style-type: none"> • Play the video again and the students to compare what they assume and what happened in the story. • Lastly, teacher will pause the video at • <i>“Patrick, a Kenyan pea farmer had grown up around wildlife. When the rains stopped he knew that without water the animals would die. He did not want that to happen ”</i> • Teacher to pose a question what they think will happen now? <ul style="list-style-type: none"> ✓ Will the animals be saved from dying? ✓ How do think will Patrick help? • To play the video from where it was paused and watch how the animals were saved by Patrick? <p>Discussion Questions:</p> <ul style="list-style-type: none"> • At the end of the video, teacher to support deeper conversation in the direction of the big idea. (Animals cannot survive without water) • Teacher to explain this form of text (genre) is real (non- fiction) • Teacher to share some examples of the same genre and discuss the questions at the end of the video to check students’ understanding. (<u>summarizing the story</u>) 	✓ Checking answers of interactive exercises.
8 - 10 mins	<p>Consolidation:</p> <ul style="list-style-type: none"> • Teacher to instruct the students to open the interactive exercise on their tablets and sequence the events about the story. • The teacher will show selected parts of the video to recap the main elements of the story (beginning, middle, and ending). (Optional) 	
<p style="text-align: center;">Lesson notes</p> <p>Discussion Questions: Teacher to discuss the following questions at the end of the video to check students’ understanding. (summarizing the story)</p> <ul style="list-style-type: none"> • What made the water hole happy? • Why did the water hole dry up? • Who was a great help to make the Water Hole a happy place? • How did he help? • How did the other people help Patrick when they heard his story? • What does he do more to help other animals? • What message does Patrick want to share with the school children? <p>Some useful guidelines for teachers:</p> <ul style="list-style-type: none"> • Teacher to guide students in pronouncing and to understand meanings of the new words learnt. • Teacher to discuss the elements of the story (beginning , middle and ending) • The teacher to accept phrases, broken sentence or even one word as answers. • Facilitate student to generate ideas. • To give prompts to students. • Help the students in numbering the events in the story. • Teacher to tell the students that <u>Sequence of events is the order in which the events appear in a story</u> 		

Lesson Plan
Day 2

Class: **IV**

Subject: **English**

Topic: **The Waterhole - Contextual Clues**

Lesson Objectives:

By the end of the lesson students will be able to:

- Identify missing words from sentences using “context clues.”
- Define unknown words using context clues in a story.

Resources/Instructional Materials Needed:

- Video on “The Waterhole”
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Printed or written sentences.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
10 min	<p>Anticipation:</p> <ul style="list-style-type: none"> • Teacher to begin the lesson by asking the students how did they liked the video on “ The water hole” • Next ask them if they remember the words "lapped," "rent," and "deliver." from the video. Also if they know the meanings of them. <p>Most probably, they won’t know it because they are not familiar with these words.</p> <ul style="list-style-type: none"> • Students will be inform that they are going to reveal a detective technique that will sometimes allow them to figure out what these words mean, as well as others, without ever looking at a dictionary. • Tell students this strategy is called using context clues to find meanings of unfamiliar words • Tell them that they are going to watch a video on “The waterhole” which would further help them to know meanings of unfamiliar words through contextual clues. • The students will be asked to watch the story with concentration. 	<p>Students will be assessed on their ability to:</p> <p>i) Identify missing words from sentences using “context clues.”</p> <p>ii) Define unknown words using context clues in a story.</p> <p>Through:</p> <ul style="list-style-type: none"> • Checking their answers done in groups. • Checking their answers done for Interactive exercise.
10 min	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • After the whole class has watched the story the teacher will ask them to read between the lines where the following words are used. ✓ “lapped,” "rent," and "deliver." • Explain to the students that if they read the lines where these words are used, they can more clearly tell what the meaning of "lapped" is since it gives the clue of drink something. • Tell students that from this example, we can determine that "lap" means to drink. • In the same way teacher to help students in determining meanings of some more unfamiliar wirds from the flipbook. 	
10 min		

	<u>Group Activity:</u> <ul style="list-style-type: none"> The class will be divided into five groups.(refer to lesson notes) They can open their flip books again. Each group will be given a slip with a paragraph/sentence/sentences written on it. Decide within the group what the “unknown words” mean by using context clues from the story “The Waterhole”. Write the answer on their backside of the slip Students shall work in groups to complete the given task. Teacher to monitor and check students work. (Refer to Lesson Notes) 	
1min	<u>Consolidation:</u> <ul style="list-style-type: none"> Teacher to instruct to get to the exercise (Contextual clues) on their tablets The teacher will then show selected parts of the video to recap the text.(optional) 	

Lesson Notes

Building Knowledge:

- Context clues as “words or sentences around unknown words that help us decide what the unknown word means.”

Group Activity:

Instructions for teachers

- Underline the unknown words on the board.

Unknown words:

Splash- chirped- trumpeted- lapped- delivers

- Give one sentence/paragraph to each group in turns and allot time.
- Once the time finishes teacher will clap twice and groups will swap papers.

“**Splash**” went the animal feet in the water. “Spshhhh” went the spray as it left the elephants’ trunks.

It was never quiet at the water hole. Birds **chirped** as they flew by.

Elephants **trumpeted**. Zebras barked and buffaloes grunted.

Now the animals had very little to drink. They **lapped** up any water they could find in little puddles until there was none left.

With extra money to use Patrick was able to buy himself a truck. He now **delivers** water to other water holes as well.

- Teacher to guide students in pronouncing and to understand meanings of the new words learnt.
- The teacher to accept phrases, broken sentence or even one word.
- Facilitate student to read and extract meanings.
- To give prompts to students

Answers:

1. Splash = Sound water makes
2. chirped= Birds chirp/sing
3. Trumpeted= The loud sound that elephants make.
4. lapped= lick with their tongue
5. delivers= Bring or give

Accept their inferred meaning if close to the actual meaning

Lesson Plan
Day 3

Class: **IV**

Subject: **English**

Topic: **The Waterhole - Similes**

Lesson Objectives:

By the end of the lesson students will be able to:

- Identify a simile in a sentence
- Create simple similes of their own

Resources/Instructional Materials Needed:

- flipbook on “The Waterhole”
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Printed or written sentences.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of adjectives and nouns.
- The flipbook must be read beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
15 min	<p>Anticipation:</p> <ul style="list-style-type: none"> • Teacher to begin the lesson by saying “ Samia is as busy as a bee, always reading, writing or drawing in the class” • Ask them what they understand by this phrase “as busy as a bee”. Can Samia be actually working like a bee? • After listening to their responses teacher to tell the students that it is a simile that is used to describes something in comparison to something else using something both objects have in common. • A few more examples of similes to be written on the board with their usage in sentences. • Inform the students that they are going to read the flipbook which would further enhance their learning to create their own similes. • They should pay attention to the story. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Identify a simile in a sentence • Create simple similes of their own <p>Through:</p> <ul style="list-style-type: none"> • listening to their responses. • Checking their answers done for Interactive exercise.
15 min	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • After reading the students will be asked to recall the adjectives used or they can used to describe the nouns in the story. • With students responses teacher to create a few similes explaining how the adjective is used to describe something in comparison having a common thing • Explain to students what a simile is (a figure of speech that compares two items using the words like or as). Make the connection between the words similar and simile. • Using the same adjectives assign the students a pair task <p>Pair Task:</p> <ul style="list-style-type: none"> • From the selected adjectives from the story make up their own Simile in pairs (a few expected answers) <ul style="list-style-type: none"> ✓ As dry as the waterhole ✓ As kind as the farmer ✓ As hot as the sun 	

	<p>✓ As thirsty as the animals</p> <ul style="list-style-type: none"> • Have students read their similes • All similes made by the students shall be written on the board and teacher will assist to make corrections if needed. 	
5min	<p>Consolidation:</p> <ul style="list-style-type: none"> • Teacher to instruct and demonstrate the students to get to the exercise (Similes) on their tablets. • The teacher will then show selected parts of the video to recap the text.(Optional) 	

Lesson Plan
Day 4

Class: IV

Subject: English

Topic: The Waterhole - Articles

Lesson Objectives:

By the end of the lesson students will be able to:

- Define articles
- Use the articles “a” and “an” appropriately in their writing

Resources/Instructional Materials Needed

- flipbook on “The Waterhole ”
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Printed/written word cards.
- Pictures of foods, animals, objects etc
- Box/basket

Required Prior Knowledge and Pre- Lesson Preparation:

- Students should be familiar with using phonic skills to read words.
- The flipbook must be read beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
6 min	<p>Anticipation:</p> <p>Whole class discussion:</p> <ul style="list-style-type: none"> • Teacher to begin the lesson by asking the students if they can recall what vowels and consonant are. • Now ask them to make a few words starting with the vowels and few from consonants. Apple, ant, egg, elephant, jug pencil, mirror etc. • Discuss where it is appropriate to use a and where an (according to the grammatical rules) • The students will be explained that these are “Articles” (lesson notes) • Tell them that they are going to read the flipbook which would further enhance their learning about new vocabulary and the usage of A & an • Ask them to read carefully to identify all animals and things mentioned in the story 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Define articles • Use the articles “a” and “an” appropriately in their writing
10 min	<p>Building Knowledge:</p> <p>Individual /Whole Class Activity</p> <p>We’re Going on a Picnic.</p> <ul style="list-style-type: none"> • Students shall be given plain paper and pencils • Ask students to think of, or draw, items they would bring to a picnic. • Write the prompt on the board: “We’re going on a picnic and I’m bringing a/an _____.” • Begin with adding your own image & sentence “I’m bringing an umbrella” • Encourage students to think beyond food items, such as a ball, a hat, a friend, an easy book. • As the students respond, they repeat what each student said, and then add their own item. For example: <i>Ayesha is bringing an apple, Omer is bringing a guitar, and I’m bringing a ball.</i> • Teacher will assist with spellings 	<p>Through:</p> <ul style="list-style-type: none"> ✓ listening to their responses during discussion ✓ Checking their

4 min	<ul style="list-style-type: none"> • Whole class feedback to be done at the end of the activity. • Students to review the definition of articles on board (lesson notes) 	answers done for Interactive exercise.
10 min	Consolidation: <ul style="list-style-type: none"> • Teacher to instruct to get to the exercise Article on their tablets. • The teacher will then show selected parts of the video to recap the use of Articles. (optional) 	

Lesson Notes

Anticipation

For the teacher:

What is an article?

Articles

An article is a small word with a very important job. Articles are special kinds of adjectives. They give information about nouns. Articles make it clear whether you are talking about a specific, definite thing or something in general.

There are only two articles: a/an and the. These words are always used with nouns. If you are talking about a specific thing (noun), you use the word the. If you are referring to any one of the possible things that the noun describes, you use the article a (or an if the first letter of the noun is a vowel).

The article **a / an** is used when we don't specify the things or people we are talking about:

-I met **a** friend -I work in **a** factory in New York.

The indefinite article **a** is used before a consonant sound:

a dog - **a** pilot- **a** teacher- **a** university

The indefinite article **an** is used before a vowel sound:

an engineer- **an** elephant - **an** athlete

The definite article *the*:

It's used when the speaker talks about a specific object that both the person speaking and the listener know.

-**The** car over there is fast - **The** president of the United States is giving a speech tonight.

Lesson Plan
Day 5

Class: **IV**

Subject: **English**

Topic: **The Waterhole - Comprehension & Main Idea**

Lesson Objectives:

By the end of the lesson students will be able to:

- Identify the main idea and supporting details in a passage.
- Create a single paragraph by developing a topic sentence and simple supporting facts and details.

Resources/Instructional Materials Needed:

- Video on "The Waterhole"
- Tablets with interactive exercise.
- Paper and pencils for each student.
- Chart paper/A4 sheets.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
15 min	Anticipation: Teacher guided shared writing <ul style="list-style-type: none"> • The teacher will read a displayed short passage and will ask for volunteers to share with the class what they think the passage was about. • All responses shall be written on the board and the main idea will be extracted. (Refer to Lesson notes) • Tell them that will read a flip book on " The Waterhole" which would further enhance their learning about finding the Main Idea of the " The water hole" (author's purpose) • They should pay attention to the story as later they will get together to find out the main idea. 	Students will be assessed on their ability to: <ul style="list-style-type: none"> • Identify the main idea and supporting details in a passage.
	Building Knowledge: Group Activity: <ul style="list-style-type: none"> • Tell the students after reading the flipbook they will tell the events happening in the story orally to extract the main idea, characters, setting, problem and solution of the story • The class will be divided into five groups. • They will be asked to recall the main events of the story and decide on the main idea. • Teacher to monitor and check students work on rounds. • Each group will read out their main idea.(Refer to Lesson Notes) • They will be asked to give answers of a few questions in writing in their exercise books to comprehend the story . (lesson notes) • Students will be allotted time to attempt the comprehension questions. 	<ul style="list-style-type: none"> • Create a single paragraph by developing a topic sentence and simple supporting facts and details.
1min	Consolidation: Independent Task: <ul style="list-style-type: none"> • Students will individually write a brief paragraph about the main idea on the tablet. 	Through: <ul style="list-style-type: none"> • Checking their answers done in groups.

	<ul style="list-style-type: none"> The teacher will then show selected parts of the video to recap the Main Idea (optional). 	<ul style="list-style-type: none"> Checking their answers done for Interactive exercise.
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Lesson Notes

Anticipation:

Information for the teacher

- ✓ The main idea, also called the central idea or main point, is the primary concept of a passage
- ✓ It represents the essential point that the author is trying to convey.
- ✓ The main idea may be clearly stated as a sentence, which may be the first one, in the middle or at the end.
- ✓ It is usually reinforced by a series of other points or details which support the main idea.
- ✓ These are called supporting ideas and may also be stated or implied.

Teacher guided shared writing

Find the Main Idea

Kittens need special care. You have to feed kittens twice a day. They have a lot of energy. You need to play with them often. They will chew on almost anything they find. You have to watch them closely.

What is the main idea?

- 1. Kittens will chew on almost anything***
- 2. Kittens need special care.***

Building Knowledge:

Group Activity:

Instructions for teachers

- ✓ Provide printed worksheet per group or can be drawn on plain paper in advance.
- ✓ *Students shall be reminded to discuss and listen to all the members in the group.*
- ✓ *Each member will take turns to write & say something.*

What's the story about?

Title: _____

Main idea: _____

I know this because...

Detail 1: _____

Detail 2: _____

Detail 3: _____

Answers:

What's the Story about?

Title: The Water Hole

Main Idea: Animals cannot live without water/ Water is essential for animals to live.

Detail 1:

When the sun came up and the day began zebras, buffaloes and elephants came to the water hole to drink water.

Detail 2:

When the rains stopped he knew that without water the animals would die. He did not want that to happen.

Detail 3:

A kind farmer called Patrick came with a truck full of water and filled up the water hole. As the water flowed into the hole she knew that the animals would not be thirsty any longer.

Lesson Plan

Day 1

Class: IV

Subject: English

Topic: Plink, Plank and Plonk. (Sequencing the events)

Lesson Objectives:

By the end of the lesson students will be able to:

- Listen to the story with concentration and understanding and respond to the relevant questions.
- Retell the sequence of events within the story by summarizing what happened with accuracy.

Resources/Instructional Materials Needed:

- A/V room set-up with Video on Plink, Plank and Plonk.
- Tablets with interactive exercise
- 1-2 empty plastic bottles of water & juice.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be familiar with listening to the stories and responding to the relevant questions.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose.

Time	Instructional Sequence	Assessment
10 mins	Anticipation: <ul style="list-style-type: none"> • The teacher will show them empty plastic bottle/bottles • Teacher will begin by saying “When I finish my drink I throw it in the bin” • Ask each student to share with others what he/she does when once it is empty. • Students’ responses shall be written briefly on the board and praised so as to encourage others. • Ask for students’ suggestions what can be done to make these empty plastic bottles useful. • Tell them that they are going to watch a video which would further enhance their learning about recycling of plastic bottles. • They must watch and listen attentively. 	Students will be assessed on their ability to: <ul style="list-style-type: none"> • Listen to the story with concentration and understanding and respond to the relevant questions.
20 mins	Building Knowledge: <ul style="list-style-type: none"> • The teacher will then play the video. • After the display of the title of the video the teacher will pause the video and ask the students to predict what the story is going to be about. • Teacher to take the students’ response and play the video • Students will be asked to watch with concentration and understanding paying attention to the events in the story. • The teacher to pause at “Plink was placed on a shelf in the gas station and bought by a boy who came with a young man to fill petrol. Once empty Plink was thrown into a heap of trash on the road side?” <ul style="list-style-type: none"> ✓ Where do you think will Plink be taken from the road side trash? • Teacher will resume the video and pause after Plink comes to his new home and becomes a Plonster. <ul style="list-style-type: none"> ✓ Why was Plink sad? ✓ What did he turn into in his new home? • Students to predict what might happen next. • Teacher to appreciate with whatever predictions they come up with. <i>(This isn’t a search for “right answers,” nor does it eliminate the possibility of other ideas surfacing during discussion. This guiding idea is simply a plan for supporting thoughtful discussion)</i> • Play the video again and the students to compare what they assume and what happened in the story. 	<ul style="list-style-type: none"> • Retell the events within the story by summarizing what happened with accuracy. Through <ul style="list-style-type: none"> ✓ Listening to their responses during discussions ✓ Checking answers of interactive exercises.

	<ul style="list-style-type: none"> Lastly, teacher will pause the video at “What happened to Plank?” <i>Plank was happy he did NOT become a Plonster. Once used up the family who bought him put him in a special box with other used plastic bottles”</i> Teacher to pose a question what they think will happen now? <ul style="list-style-type: none"> ✓ Will Plank also become a Plonster? ✓ Do you think disposing empty plastic bottles on the roads & sea water is harmful? ✓ Which is the best way to make them useful? To play the video from where it was paused and watch what happened to plank? <p>Discussion Questions:</p> <ul style="list-style-type: none"> At the end of the video, teacher to support deeper conversation in the direction of the big idea. (Help to save plastic bottles from becoming Plonsters) Teacher to explain this form of text (genre) is real (fiction) Teacher to share some examples of the same genre and discuss the questions at the end of the video to check students’ understanding. (<u>summarizing the story</u>) 	
8 - 10 mins	<p>Consolidation:</p> <ul style="list-style-type: none"> Teacher to instruct the students to open the interactive exercise on their tablets and sequence the events about the story. The teacher will show selected parts of the video to recap the main elements of the story (beginning, middle, and ending). (Optional) 	

Lesson notes

Discussion Questions:

Teacher to discuss the following questions at the end of the video to check students’ understanding. (summarizing the story)

- How do all plastic products start their life as?
- How did Plink’s journey begin?
- What makes a Plonster?
- Why was Plink not happy to become a Plonster?
- What did Plank find out when he was a sea Plonster?
- How are Plonsters harmful for marine animals?
- Why was Plonk happy?
- Who is a Paper baatley wala?
- Where does the Paper Baatley wala take all the trash to?

Some useful guidelines for teachers:

- Teacher to guide students in pronouncing and to understand meanings of the new words learnt.
- Teacher to discuss the elements of the story (beginning , middle and ending)
- The teacher to accept phrases, broken sentence or even one word as answers.
- Facilitate student to generate ideas.
- To give prompts to students.
- Help the students in numbering the events in the story.
- Teacher to tell the students that **Sequence of events is the order in which the events appear in a story**

Lesson Plan
Day 2

Class: **IV**

Subject: **English**

Topic: **Plink, Plank and Plonk (Comparing adjectives)**

Lesson Objectives:

By the end of the lesson students will be able to:

- Form the comparative degree of regular and irregular adjectives

Resources/Instructional Materials Needed:

- flipbook on Plink, Plonk and Plank
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The flipbook must be read beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 mins	<p>Anticipation:</p> <p>The teacher will begin the class by explaining the definition of a comparing adjective</p> <p>Comparative adjectives are a type of adjectives used for highlighting the difference between two objects, or two nouns.</p> <p>The following is a sentence that uses a comparative adjective:</p> <ul style="list-style-type: none"> • Ali is younger than Ahmed • In this sentence, the word “younger” is the comparative adjective • Tell the students that they will be reading the flipbook which would further enhance their learning on comparing adjectives. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> ✓ Form the comparative degree of regular and irregular adjectives
25 mins	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • After reading the flipbook the students will be further explained about comparing adjectives by writing a list of adjectives on the board to turn into comparative adjectives. The list could have the following adjectives: interesting, big, pretty, funny, happy, small, red, and wet. • Make sure that the student realizes that: <p>Some of these adjectives, such as big or pretty are turned into comparative adjectives by adding an “er.”</p> <p>Some adjectives such as “interesting” are turned into comparative adjectives by adding the word “more.”</p> <ul style="list-style-type: none"> • As they complete the list, correct any mistakes you see and answer any questions which they may have. • To further cement their understanding of comparing adjectives, give them a list of topics in pairs <p>Pair activity:</p> <ul style="list-style-type: none"> ✓ Students will be divided into pairs ✓ Each pair will be asked to pick as many adjectives they can from the story and change them into their comparative degree 	<p>Through</p> <ul style="list-style-type: none"> ✓ Listening to their responses during discussion ✓ Checking answers of interactive

	<ul style="list-style-type: none"> ✓ The pair with more number of adjectives and its comparative degree will be praised, others will be encouraged for their efforts. • Teacher to have a whole class discussion for checking their understanding 	exercise s
5 mins	<p>Consolidation:</p> <ul style="list-style-type: none"> • Teacher to instruct the students to open the interactive exercise Comparing adjectives on their tablets • The teacher will then show selected parts of the video to recap the words(optional) 	

Lesson Plan
Day 3

Class: **IV**

Subject: **English**

Topic: **Plink, Plank and Plonk (Punctuation)**

Lesson Objectives:

By the end of the lesson students will be able to:

- To understand and use a range of punctuation (full stops, capital letters, commas ,question mark and speech marks)

Resources/Instructional Materials Needed:

- Flipbook on Plink, Plank & Plonk
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The flipbook must be read beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 mins	<p>Anticipation:</p> <ul style="list-style-type: none"> • Teacher to explain to the class that punctuation is the usage of marks to make the meanings of sentences clearer. • Have students name some punctuation marks that they already know. • By this grade they will be aware of full stop, comma, question mark and capital letter. • The students will be informed that they will be reading the flip book on Plink, Plonk and Plank that will further enhance their learning on punctuation. • The students will be asked to read with concentration and understanding. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • To understand and use a range of punctuation (full stops, capital letters, commas ,question mark and speech marks
25 mins	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • When the students have individually read the flip book the teacher will extend their understanding through explanation. • Write down a few non-punctuated sentences on the board. <p>For example: I went to the park yesterday I had a great time What did you do yesterday</p> <ul style="list-style-type: none"> • Ask the students to suggest ways to punctuate the sentences. • Teacher to punctuate the sentence correctly with students' responses. • The students will be explained the purpose of each punctuation marks (lesson notes) <p><u>Group activity:</u></p> <ul style="list-style-type: none"> • After the explanation students will be divided into groups of 3 to do an activity.(lesson note) Teacher to prepare the resource beforehand. • Each group will be given a worksheet to write sentences with correct punctuation 	<p>Through Checking their answers done in groups.</p> <ul style="list-style-type: none"> • Checking their answers done for

	<ul style="list-style-type: none"> • Whole class discussion to check their work. 	Interactive exercise. ✓
5 mins	Consolidation: <ul style="list-style-type: none"> • Teacher to instruct and demonstrate the students to get to the exercise (Punctuation) on their tablets. • The teacher will ask to read selected parts of the reader to recap all punctuation used.(optional) 	

Lesson Note:

- The **full stop** looks like a small dot (.). The period is the most common form of punctuation used to end a sentence in the English language.

Examples:

- The dog is brown.
- My sister's name is Hina.
- The baby is crying.

- A **question mark** is used when you are trying to get information. This type of sentence is called an **interrogative sentence**.

Many interrogative sentences start with question words such as who, what, when, where, why or how and end with a question mark.

Examples:

- Where is the gas station?
- Who is your teacher?
- Why did you stop here?
- How did you do that?
- What color is the shirt?
- When will you arrive?

- The **quotation mark** is used in written language to **quote** exact words from spoken or written language.

Examples:

- She said, "Come home."
- "This is a new car," Omer explained.

- **Commas** are used to separate words or phrase when listing items in a sentence

Examples:

- ✓ The colors in my bedroom are blue, green and yellow.
- ✓ On our farm we have three cats, two goats, one cow and a pig.


- **Capital letters** are used to start a sentence and for proper nouns.

Examples

- ✓ My name is Hassan
- ✓ I went to America last summers.

Group activity

Rainy Day Punctuation Marks



Write 3 sentences about rain that end with a .

1. _____

2. _____

3. _____

Write 3 sentences about rain that end with a ?

1. _____

2. _____

3. _____

Lesson Plan
Day 4

Class: **IV**

Subject: **English**

Topic: **Plink, Plonk and Plank Reading and comprehension**

Lesson Objectives:

By the end of the lesson students will be able to:

- Read with concentration and fluency
- apply strategies to comprehend words and ideas

Resources/Instructional Materials Needed:

- flipbook on Plink, Plonk and Plank
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The flipbook must be read beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 mins	<p>Anticipation:</p> <ul style="list-style-type: none"> • The teacher will begin the lesson by telling her students good readers ask questions to clarify, to stay involved, to read with a purpose, and to deepen comprehension. • Inform the students that today they will be reading flip book on “Plink, Plonk and Plank”. • Before reading the students will be asked to make prediction what the story is going to be about after reading the title and the cover page of the flip book • The students will be asked to read with concentration so that at the end of reading they will organize information by stating the main idea or the important parts of the story in their own words 	<p>Students will be assessed on their ability to:</p> <p>➤ Read with concentration and fluency to deepen understanding of the story using comprehension strategies.</p>
25 mins	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • After reading the story(at least thrice) the teacher to ask a few questions orally to check their understanding. (lesson notes) • The first reading will be done to get the gist of the story • The second reading to comprehend it better. • The third reading to cite evidence to state the main idea and to make connection with the story. • Teacher to facilitate students to infer meanings of unfamiliar words. • They can also compare the inferred meanings with the glossary at the end of the flip book • Before the students attempt the written questions/answers of comprehension in their text books teacher will tell the students not all the answers are right there in the text. Sometimes, we have to infer to answer the questions we have that are not explicitly stated in the text. Think about what is implied, or not directly stated in the text 	<p>Through ✓ Checking their written answers while comprehending the story</p>

	<ul style="list-style-type: none"> When the teacher is done with the explanation, a few questions will be written on the board for the students to comprehend them in writing.(lesson notes) 	
10 mins	Consolidation: <ul style="list-style-type: none"> Students will attempt the exercise of Comprehension on the tablets. The students to revert back to the flipbook while answering the questions. 	
<p style="text-align: center;">Lesson Note:</p> <p>Building knowledge : (oral questions)</p> <ul style="list-style-type: none"> ✓ Who are the main characters of the story? ✓ What is the setting of the story? ✓ What is the author's message? ✓ Putting yourself into the characters shoes (Plink or Plonk) express what the characters truly felt. ✓ What made you think this way? <p>Consolidation: (written work)</p> <ul style="list-style-type: none"> ✓ How did Plink, Plonk, and Plank started their journey? ✓ What happened with Plonk? ✓ What is similar and different about Plink and Plank? ✓ Why do you think Plank was happy as compared to Plink and Plonk? ✓ What is the message given in the story? 		

Lesson Plan
Day 5

Class: **IV**

Subject: **English**

Topic: **Plink, Plank and Plonk (letter writing)**

Lesson Objectives:

By the end of the lesson students will be able to:

- Write a letter where they can state their problem clearly to help them solve conflict in their real lives.

Resources/Instructional Materials Needed:

- Video on Plink, Plonk and Plank
- Tablets with interactive exercise.

Required Prior Knowledge and Pre- Lesson Preparation:

- Students must be aware of reading familiar text.
- The video must be watched beforehand in order to acquaint oneself with its elements, flow, pauses, etc.
- The content relevant to the topic must be thoroughly reviewed in order to answer any questions that students may pose

Time	Instructional Sequence	Assessment
5 mins	<p>Anticipation:</p> <ul style="list-style-type: none"> • The teacher to begin the lesson by asking the students what they would do for someone who has been kind to them and has helped them in time of need. • Teacher to take possible answers (say thank you, give some gift or help them in return) • To explain the students that writing a note/letter is a more appropriate gesture to thank someone to make them feel appreciated. • Likewise if we don't like something or have any problem with someone, the best way to convey our message is to write a note or letter to the respective person with the possible solution to the problem as well. • The students will be informed that they will be watching a video on "Plink, Plank and Plonk" to learn how the two bottles who are not disposed properly go through difficulties. 	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Write a letter where they can state their problem clearly to help them solve conflict in their real lives.
25 mins	<p>Building Knowledge:</p> <ul style="list-style-type: none"> • After watching the video the students will be asked how would they feel if they were in place of Plink or Plonk? • Also to ask for possible solutions to make Plink and Plonk as happy as Plank was. • The teacher to now divert her lesson to letter writing by explaining the students what a complain letter is. • To discuss the format of a complain letter and demonstrate one letter on the board (lesson notes) using shared writing technique. • The teacher to tell the students that they will be imagining themselves as Plink or Plonk and to write a complain letter to all the people using them by stating the problem it faced when not disposed properly (with the help of the format) 	<p>Through</p> <ul style="list-style-type: none"> ✓ Checking the letters written in their exercise books

5 mins	Consolidation: <ul style="list-style-type: none"> The students will be asked to write a letter on the tablets. The teacher can play the video again to show the students the letter written by all three plastic bottles for better understanding.(optional) 	
<p style="text-align: center;">Lesson Note:</p> <p>Format of complain letter</p> <p>Appropriate letter format: <i>Dear Mr/Mrs...</i></p> <p>Why I am writing: <i>I am writing to complain</i></p> <p>Reasons for my complaint: <i>Broken TV, cut my hand on the glass,</i></p> <p>Evidence: <i>It does not turn on, and there was broken glass in the box when I opened it..</i></p> <p>Persuasive techniques: <i>I am disgusted, Can you imagine how painful it was cutting my hand?</i></p> <p>What I want to happen now: <i>I demand an immediate refund</i></p> <p>Sum up my feelings: <i>I hope you appreciate how horrified I am</i></p> <p>Appropriate ending: <i>Yours Sincerely,</i></p>		