

## Lesson 6: The Story of the Road (Poem), Grammar: Pronouns

| Pre-content / content<br>Post-Content                                                                                                                                                                                                                                                                                                                                                                             | Learning Outcome/Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b><u>Pre content</u></b><br>Initiate an interaction on the various sounds heard while walking on a road.<br><b><u>Content</u></b><br>Text<br>Reading<br><br>Comprehension<br><br>Vocabulary<br><br>Writing tasks<br><br>Grammar<br><br><b><u>Post Content</u></b><br>Limerick on 'The road to my house'.<br><br><b><u>GROUP DISCUSSION</u></b><br>Life skill:<br>Importance of cleanliness in one's surroundings | <b>Students will be able to</b> <ul style="list-style-type: none"> <li>• <b>develop</b> the confidence to actively participate in the interaction.</li> <li>• <b>recite</b> with correct pronunciation and expression.</li> <li>• <b>comprehend</b> the text read in the class.</li> <li>• <b>improve</b> vocabulary through spelling drills.</li> <li>• <b>carry out</b> all written work effectively with grammatical clarity.</li> <li>• <b>list</b> the means of land transport.</li> <li>• <b>identify</b> and underline <b>Pronouns</b> in the lesson.</li> <li>• <b>enhance</b> their writing skills</li> <li>• <b>intensify</b> creativity and imagination.</li> </ul> | <b>Students will be able to</b> <ul style="list-style-type: none"> <li>• <b>list</b> a few sounds heard on the road.</li> <li>• <b>use</b> correct pauses, tone, volume and voice intonation while reading.</li> <li>• <b>express</b> self-opinion by participating in class discussion.</li> <li>• <b>draw</b> inferences from the text and answer the questions</li> <li>• <b>identify</b> new words.</li> <li>• <b>locate</b> their meaning from the dictionary.</li> <li>• <b>apply</b> them appropriately in writing.</li> <li>• <b>answer</b> factual and inferential questions with grammatical clarity.</li> <li>• <b>create</b> a web chart on the means of land transport.</li> <li>• <b>apply</b> pronouns suitably and effectively in writing &amp; speech.</li> <li>• <b>compose</b> limerick using appropriate format, convention and grammar</li> <li>• <b>create</b> awareness about the need to maintain cleanliness.</li> </ul> |

Homework /Assignments: 1. Read the poem aloud  
 2. Learn the spellings of different words

| Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Students' Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Teacher's Observation and Remedial action taken                         |
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| <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>• <b>initiate</b> an interaction on the sounds heard while walking on the road.</li> </ul> <p><b>Model reading</b></p> <ul style="list-style-type: none"> <li>• initiate loud reading of part of the text, stressing on pronunciation and expression.</li> <li>• elucidate the text.</li> </ul> <p><b>STUDY SKILLS</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>motivate</b> students to locate meanings of new words from the dictionary.</li> </ul> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• <b>elicit</b> answers to global questions</li> </ul> <ul style="list-style-type: none"> <li>• show images of a few road signs to the students.</li> </ul> <p><b>Grammar</b></p> <p><b>Annexure 6(A) (Group activity)</b></p> <ul style="list-style-type: none"> <li>• <b>devise</b> an activity on Pronouns.</li> <li>• <b>recapitulate</b> Pronouns</li> </ul> <p><b>(Life skill) Group Discussion</b></p> <ul style="list-style-type: none"> <li>• <b>Value</b>-We must maintain cleanliness in our surroundings.</li> </ul> <ul style="list-style-type: none"> <li>• <b>motivate</b> the students to compose a limerick on 'The road to my house' <b>Annexure 6 (B)</b></li> </ul> | <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>participate</b> in the interaction.</li> <li>• <b>list</b> various sounds.</li> </ul> <ul style="list-style-type: none"> <li>• <b>follow</b> the teacher.</li> <li>• <b>read</b> the text individually.</li> </ul> <ul style="list-style-type: none"> <li>• analyse the text.</li> </ul> <p><b>STUDY SKILLS</b></p> <ul style="list-style-type: none"> <li>• discover the meaning of words from the dictionary.</li> <li>• <b>frame</b> sentences with these words.</li> </ul> <ul style="list-style-type: none"> <li>• <b>skim</b> answers of questions based on the text</li> <li>• <b>draw</b> these road signs in their notebook and write what these signs stand for.</li> </ul> <p><b>Annexure 6 (a) (Group Activity)</b></p> <ul style="list-style-type: none"> <li>• <b>participate</b> in the activity</li> <li>• <b>apprehend</b> the usage of Pronouns</li> </ul> <ul style="list-style-type: none"> <li>• <b>express</b> their views</li> </ul> <ul style="list-style-type: none"> <li>• <b>infer</b> the theme and compose a limerick on 'The road to my house' <b>Annexure 6 (b)</b></li> </ul> | <p>Teacher will write her observations after completion of topic/s.</p> |

Teaching Aids: active inspire, internet, course book, worksheet, ICR.

Methodology/Innovative Methods: Interaction, demonstration, elicitation

Life skill: We must maintain cleanliness in the surroundings.

Coordinator

H.O.D

Headmistress

Principal

### **Annexure 6 (A) and (a)**

- The teacher will introduce a game ‘who is lying’ to introduce Pronouns.
- She will then send a student(detective) outside.
- She will then ask another student to give an object that belongs to her to her friend.
- Then the detective student will be called inside the class and told to find the owner of the object by asking questions such as ‘Is this your pencil’?
- The students will answer ‘No, it’s not mine, it’s her pencil’ (indicating to the owner of the pencil).
- The game will continue till all the students get the chance to either answer the detective or in turn become the detective.

### **Annexure 6 (B) and (b)**

#### **EXPERIENTIAL LEARNING**

#### **Poem: The Story of the Road**

|                      |                                                   |
|----------------------|---------------------------------------------------|
| Activity name        | The Road to My House: Limerick                    |
| Level                | III                                               |
| Skill                | Inference, Creative Thinking, Composing limericks |
| Time                 | 40 minutes                                        |
| Grouping of students | Pair                                              |
| Materials            | Paper, pencil                                     |

#### **Learning Outcomes: The students will be able to:**

- enhance their analytical and inferring skills
- connect and organize ideas in a logical sequence
- develop writing skills
- compose limericks using appropriate format, conventions and grammar

**Stages:**

- Setting up (giving instructions – guidelines, objectives, time limit): 5 minutes
- Creating and compilation time: 10 minutes
- Presentation: 20 minutes
- Discussion and feedback: 5 minutes

**Teacher Activity- Teacher will:**

- acquaint the students about the concept of a limerick
- instruct the students to analyze the poem and interpret the theme of the poem
- divide the students in pairs
- ask each pair to discuss and compose a limerick on 'The Road to My House'
- provide one minute to each pair to recite their limerick in the class
- summarize and share her feedback

**Student Activity- Students will:**

- comprehend the concept of composing a limerick
- interpret and analyze the theme of the poem
- discuss and compose limerick in pairs
- recite the limerick composed by them in the class
- share feedback of their peer's limericks

**LET ME EVALUATE MYSELF****WORKSHEET**

1. Describe a roadside scene in about 50-60 words.

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- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Annexure:**

**Sample of a Limerick:**

**The Road to My House**

The road to my house is not easy.  
Vendors, beggars and traffic keeps the street busy.  
I wish the street had more trees,  
just like the water in the seas.  
Then the road to my house would never make me dizzy.