

## Lesson Plan (Prose)

**By: Prof. Gurmeet Kaur**

Date: -----

Class: **VIII**

Subject: **English**

Topic: **“The Tortoise in the Family”**

### **General Objectives:**

1. To enable the students to understand English when spoken
2. To enable the students to speak, read and write English correctly

### **Specific Objectives:**

1. To help students read a passage from the story with comprehension
2. To add following new words to their regular vocabulary

Christened	Tethered	Tamer Lumbering
Cobbled	Squat	rivalry Lettuce
Dandelions		

Teaching Aids: **Usual classroom aids, toy animals and few pictures**

### **Motivation:**

In order to prepare the students for the day's lesson the teacher will show a few toys to the students and will ask following questions.

Q1: What is this? (Showing the model of a dog)

Ans: This is a dog.

Q2: What is this? (Showing a teddy bear)

Ans: A teddy bear or a baby bear

Q3: Which do you like as your pet?

Exp ans: The small and cute puppy.

Q4: Have you seen anybody having a strange animal as pet?\

Exp ans: The students may or may not be able to answer this question.

The teacher at this point tells students that they will read a story in which they will find an unusual animal as a pet. The teacher announces the name of the story and simultaneously writes on the B.B

Presentation:

The teacher asks the students to open page no 65 of the English book.

The teacher gives the first model reading of a few lines. The teacher then stops and looks around and towards the students and feels the need of second model reading. After the second reading, the teacher invites a few students to read loudly. This is done with the objective of providing variety and facilitations for maximum students to speak correctly.( Reading aloud fulfils the objective of speaking language correctly.) When this activity is finished, the teacher explains the meaning of the difficult words through their use in simple sentences. The teacher through activities and teaching aids helps the students to understand the meaning through use.( The teacher can convey the meaning of very difficult , literary and non communicative words either bilingually or through synonyms as these are not used in day to day communication .)

### Step 1

#### 1) Christened:

- a. We christened our puppy as Jimmy
- b. The new ship was rightly christened titanic

#### 2) Tethered

- a. The cat is tethered by an arm in the Balcony
- b. We should tether small cub

#### 3) Tamer

- a. Keep a watch till the animal grows tamer
- b. We set the kitten free as he grew tamer

#### 4) Lumbering

- a. The animal is lumbering as it has become fat etc. etc.

After the sentences are formed with maximum students participation, the teacher asks for silent reading . This task is for developing the habit of independent and individual reading habit. This is a process which students have to pass through to catch the reading habits in the real sense .

After the students silent reading the teacher asks very simple questions to the students for reinforcing the independent comprehension. These questions help the students to participate in

the teaching learning process and get involved in the language learning process – “reading process”

Q1: Who was christened Achilles?

Q2: What did he love to do?

Q3: Who would lick his face?

## **Step II**

Silent reading again.

### **Evaluation:**

The teacher in order to give students a chance to read the passage again with a purpose:

The teacher asks/invites a few students to read a few lines and then asks rest of the students to form questions and ask one another. The students will be given freedom to consult text as the objective is to develop habit of reading and understanding. Teacher can also ask students to fill in the blanks.

Or

Teacher can ask students to match the words with their meanings in the list of synonyms.  
(Reinforcement of the meaning and getting ideas of multiple meaning of the words.