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| **Topic** | Nicobobinus | **Week** | 1 |

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| **Class** | VI | **Duration** | 40 min |

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| **Learning Outcomes**  | Upon completion of this lesson, students will be able to:* Use literal, inferential and evaluative strategies to attempt a comprehension
* Skim/Scan a comprehension
* Use synonyms for ‘said’ in reported speech
* Differentiate between regular and irregular verbs and use them correctly in sentences/composition
* Practice apostrophe
* Demonstrate accurate usage of brackets in sentences/composition
* Identify types of sentences: statements, commands, questions, exclamations
* Scan a text for idiomatic language
* Use idioms in sentences
* Answer questions from listening text
* Write a descriptive composition
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| **Date and Time** | **Content and teacher activity** | **Formative assessment** |
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| **Day 1:****5 min** | **Ice-breaker:** Ask students if they read any book during summer break and what it was about. Who was their favourite character? What did they like and dislike about the book?  | Book talk |
| **20 mins** | Inform students that the passage they will read today is about the adventures of Nicobobinus. Ask them to examine the pictures in the story of Nicobobinus. Let them guess what the story might be about. **Individual reading**:Students will read the passage on their own. Let them use a dictionary to note meanings of difficult words. First, they will read Chapter 1. Ask post-reading:* *Why does the narrator/author refer to Nicobobinus as extraordinary?*
* *Why does Rosie expect him to find the Land of Dragons?*
* *Explain the meaning of this: ‘We’re not going to get far without supplies.’ Who says this? To whom? Why?*
* *Discuss what sort of trouble they were in.*

Once students complete reading Chapter 2, ask:* *Which phrases are used to describe the places where Nicobobinus went?*
* *How does Nicobobinus escape from the man in the garden?*
* *Have you read other stories about dragons?*
 | BrainstormingPredictive readingInference, evaluationScanning textPost-reading discussion |
| **15 min** | **Individual work:** Ex. A1 a-h. **Whole-class discussion:** Students should discuss A1 i-j before attempting them individually. **Reference to context:** Students should skim the text to complete Ex. 2. **Assessment for learning:** Ask what type of text this is? [*Fiction*]. Ask students to identify features of fictional text from this story and differentiate it from non-fiction.  | Responding to textEvaluation  |
| **Day 2:****5 mins** | **Recall**: Ask students to recall main points from the story of Nicobobinus. Do they like/dislike the story? What do they like/dislike? Which character is their favourite / least favourite?  | Pre-reading discussion |
| **10 min** | **Reported speech:** Students to scan the text for dialogue taglines and circle the word indicating how the dialogue was said. Examples: replied, said, whispered. Next, they should look at the word bank in B1 on page 7. Were they able to locate all these words? **Exposition**: We cannot always use ‘said’ when reporting speech. We need to indicate how the dialogue was said. Different words that can be used instead of said are [write on the board]: *declared, claimed, cried out, replied, stated, questioned, answered, advised, yelled, snapped, suggested, wondered, demanded, comforted, mocked, insisted, explained, blurted, agreed, disagreed*. Students may add their synonyms and note these. Next, ask them to write five sentences using any of the words above and share with the class. Take input from only a few students. | Dialogue taglinesReported speech |
| **10 mins** | **Regular and irregular verbs:**Draw two columns on the board for **regular** and **irregular verbs**. Write these words in Regular verbs column. *Shouted, attacked, pictured, played, listened, talked, screamed, booked*. **Elucidate**: past tense verbs can be in regular or irregular forms. Regular verbs have -ed added to them. Irregular verbs are: *sang, drank, cut, woke, rode, slept, gave, wrote, read, went.* Students to call out the present tense of irregular verbs above, one-by-one. **Pair work:** Ex. B2. Take feedback.  | Grammar – regular and irregular verbs |
| **15 mins** | **Apostrophe**:Write these phrases on the board, without apostrophe and ask students where the apostrophe should be placed.*Im, dont, wont, sarahs cat, ahmeds bag, mothers purse, fathers shoes*. Then discuss the purpose of apostrophe. Explain that an apostrophe is used to either contract words or to show possession. *Which of the above are contractions? Which of these are possessions?** For singular nouns, we write ‘s or apostrophe+s. For example, girl’s parrot, boy’s bicycle, dog’s leash.
* For plural nouns that end with s, use only apostrophe, for example: girls’ school.
* For plural nouns that do not end with s, use apostrophe+s. For example, children’s; men’s; women’s

**Individual work:** Ex. B 3-4. Take feedback by asking students where the apostrophe should be placed.  | Grammar – apostrophe in contractionsPossession  |
| **Day 3** **10 mins** | **About the author:**Students to read author’s description on page 6. Ask: *why are brackets used? For what purpose? What type of information do brackets contain?* **Exposition:** Usage of brackets –* Add additional information that helps the reader
* Cannot be used in place of the main idea
* Show what character is thinking
* Define difficult terminology
* Add dates/years

Students to scan the first five Units of the textbook and note the phrases containing brackets, plus page numbers. Take feedback. | ParenthesisUsing parenthesis in sentences |
| **15 mins** | **Types of sentences:** Explain – There are 4 types of sentences:* *Declarative (Statement)*: These sentences state facts, thoughts or opinions. End with full stop. Example: It rained yesterday.
* *Imperative (Command):* To order someone. Example: Please close the door. Don’t open the door for strangers.
* *Interrogative (Question):* Example: What is the time?
* *Exclamatory (Exclamation):* to demonstrate spontaneous feelings. Examples: Hooray, we won! What a match! Stop!

**Challenge:** Students to skim the story of Nicobobinus and identify one sentence type each. Take feedback. **Individual work:** Ex. C2-5. | Types of sentencesIdentify different types of sentences in the text |
| **15 mins** | **Idiomatic language:****Starter –** ask students to define idioms and if they can identify any in Nicobobinus text. Which idioms do they know? Share with the class. Explain the difference between **literal** and **figurative** **language**. **Literal** **language** means exactly what it says. Example: it rained heavily today. **Figurative** **language** implies other than what is written and may symbolize something. Example: hold your horses; let the cat out of the bag; do not count your eggs before they hatch; to look for a needle in a haystack. In these examples, we are not actually holding horses, letting cats out of the bags, etc. Ask what the idioms in the text imply. Students to read *Idiomatic language* text on pages 10-11 and make their own sentences using the given idioms. **Wrap-up:** Take feedback about the sentences students made.  | Idiomatic languageSentence construction using idioms |
| **Day 4****15 mins** | **City description – listening text:**Have students listen to the description about Venice and answer questions. **Group work:** Sort students into groups of 4 to attempt Ex. D2. First, they will describe the places where they live, using adjectives, then discuss with their groups. Share feedback with the class.  | Listening and speakingDescription of a place |
| **35 mins** | **Visualization:** Read this sentence aloud from the textbook: *‘A panel suddenly slid open, and Nicobobinus stepped through into the most amazing room he’d ever seen.’*Ask students to visualize what an amazing room looks like to them. They can take 5 mins for this activity. They will make a rough draft of the points. ***Features of descriptive essay***:* Vivid sensory details that create a mental picture in the reader’s mind
* Appeals to sense of hearing, smell, taste, touch and sight
* Describes person, place, animal or object. Focus on appearance and feelings
* Uses figurative language to add depth to the essay
* Organized; sequential – chronological (time); spatial (place)

Teacher could provide a sheet of sample descriptive essay to the students to discuss features. Ask them to highlight the features in given text.**Individual work:** They will write a description in paragraphs with the help of the mind-map on page 13. Facilitate them. **Plenary**: Ask a few students to briefly describe how they visualized an amazing room.  | Visualize a placeDescriptive essay |
| **Day 5****15 mins** | **Topic sentence – Exposition:** A topic sentence is the main idea of a paragraph, or a summary of a paragraph. Teacher to provide students with a sheet containing different sample paragraphs, with topic sentence highlighted, and have students read silently. Then ask students what their understanding of a topic sentence is. **Pair work:** Students to complete Ex. E2 in pairs. Take feedback.  | Topic sentenceInference  |
| **35 mins** | **Mind-maps –** Students to examine the mind-maps on pages 13-14 and discuss what their purposes are. Similarly, they will make their own mind-map for E5 and write a descriptive essay individually. Students to recall the features of descriptive essay in detail. **Project**: Students to be sorted into groups of 4-5 for the project on page 14. They can take a week to research and prepare a poster for demonstration in the class.   | Mind-mappingDescriptive writing |

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| **ASSESSMENT** | **REFLECTION**  |