|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | The Ant-Lion | **Week** | 8 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | VIII | **Duration** | 60 min |

|  |  |
| --- | --- |
| **Learning Outcomes** | Upon completion of this lesson, students will be able to:   * Comprehend text post reading * Write composition * Answer post reading * Write answers to comprehension questions * Read the text on their own * Read and understand the words to know * Understand the moral of the story * Enhance their listening and speaking skills * Enhance their writing skills * Enhance their reading skills * Work on individual tasks * Work well in group or pair tasks * Answer challenging questions on their own * Fill in the blanks as per context * Answer the questions with reference to the context * Use adverbs * Underline sentences as needed * Unscramble letters to make sensible words * State whether the sentences are active or passive * Write the given sentences in passive voice * Understand and use clauses * Use if and main clause * Play the given game * Write a descriptive letter |

| **Date and Time** | **Content and teacher activity** | **Formative assessment** |
| --- | --- | --- |
| **Day 1: 00/00/00**  **05 min** | **Settling time:**  As this is the third week of the term, students are still settling in. Help them out with their textbooks and notebooks. If there are any new students in the class, take the time to introduce them to their classmates and make them feel comfortable before moving on with the session. | Verbal response |
| **10 min** | **Starter:**  Recap through questioning. Ask students the questions to see how much they remember from the previous lesson. Ask the students who were present in the previous class to help them revise and through this activity the new students will get to know what was taught the week before. Try and gauge their speaking and listening skills as well.  **Class presentation skills:**  If someone is willing to come to the front of the class and present, invite them. Start with the most confident students, however, gently move towards the shy students and encourage them to participate as well. Encourage the students to say a few points of summary on the previously discussed topic.  Keep in mind that some students may be shy to participate but may have excellent listening and speaking skills. Scaffold information and make them feel comfortable enough so they may participate. | Verbal response  Recall  Speaking and listening skills |
| **10 min** | **Pre-reading:**  A *pre-reading activity* is useful in securing the attention of the students through activities that lead them to the text. Prereading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been designed. It should be used to lead a class discussion.  Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text. Use any other interesting pre-reading activities with direct relevance to the text to be taught. All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that the students read a text with that focus in mind.  Ask the pre-reading question present with the text. Try to scaffold the information. Provide helpful hints and gauge if they are able to provide information on their own.  Gently probe students and encourage them to participate. | Brainstorming  Creative thinking |
| **10 min**  **10 min** | **Classroom procedure (group and pair work)**  The students should be given enough opportunities to find answers in pairs and groups and refer to the texts as many times as they want.  After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.  **Focused [Group / Silent] Reading:**  After pairing the students into groups, write the following questions on the board ask the students to find out the answers after reading the chapter once.   1. What are the names of the central characters? 2. What relationship do the central characters share? 3. Where is the story set? 4. What are the siblings doing on that particular evening? 5. What is an ant-lion? 6. What does Max do? 7. What was the reason for dropping the meat-ant? 8. What was the result? 9. Did the siblings continue the game? Why?   **Class discussion:**  Write the above-mentioned questions on the board and ask the students to read through the text and try to find the answers to these questions. However, ask them to be mindful and not share the answers with anyone.  After the entire class has read through the chapter and has successfully found all the answer then as a class discuss the answers and see how many pairs have found the correct answers. | Reading skills  Comprehension skills  Silent reading skills  Discussion skills  Skim & scan  Focused reading |
| **10 min** | **Teacher’s Resource: Answers**   1. The names of the central characters are Morvenna and Max. 2. Morvenna and Max are siblings. 3. The story is set in a creek bank, near Morvenna and Max’s home. 4. The siblings are catching ants and feeding them to the ant-lion. 5. An ant-lion is an insect that resembles a dragonfly, with a predatory larvae that construct conical pits into which insect prey, especially ants, fall. 6. Max drops a meat-ant to the cave of the ant-lion. 7. Max and Morvenna wanted to see a proper fight, as the ant-lion was winning against the ants. 8. The meat-ant, after struggling for a bit, lost against ant-lion and was brutally killed. 9. No, the siblings were horrified by the way the meat-ant was killed. Max decided to stop.   **Feedback:**  Give feedback on responses. |  |
| **10 min** | **Post-reading**  **Activity:**  Explain that descriptive writing focuses on extensive details in order to create an accurate, realistic mental picture of the thing being described. In the worksheet below, select one person (e.g. a teacher, a driver, a photographer, etc.) and one place (e.g. a school, a laboratory, a museum, etc.) which you will describe in detail.   |  |  | | --- | --- | | **Person** | **Place** | |  |  |   Identify the sensory descriptions based on the five senses to describe your chosen items. Next, choose one metaphor and one simile to describe each item.   |  |  |  | | --- | --- | --- | |  | **Person** | **Place** | | **Sight** |  |  | | **Sound** |  |  | | **Touch** |  |  | | **Smell** |  |  | | **Simile** |  |  | | **Metaphor** |  |  |   Now, write a paragraph describing each item. Arrange your details in a logical sequence. Which aspects of the person or place would you notice first?  Person:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Place: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **HOMEWORK:**  Summarise the characters and scenes. | Reading skills  Comprehension skills |
| **Day 2: 00/00/00**  **20 min** | **Comprehension questions**  Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a *class discussion* leading towards better understanding of the text. They should not be used for rote learning and memorization of facts from the text.  Extra clues from the text / learning questions should be used during discussion to help the students grasp the context and the text better. It is always a good idea to ask the students to go back to the text to find out the facts during a class discussion.  Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.  The students may write the answers after the oral work.  **Class Work: Comprehension**  Attempt Exercise A in class.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Brainstorm  Creative thinking  Prediction  Foreshadowing |
| **20 min** | **ACTIVITY: ADVERBS**  1. This game involves the following types of adverbs: time, place, manner, degree, and frequency.  2. You will need to form five teams for this game. Make five sets of five cards (one set for each team) and write out the names of the five kinds of adverbs on them.  3. So you will have five sets of five cards with the five kinds of adverbs in each set.  4. Now make a list of twenty-five verbs.  5. Divide these verbs into five groups of five each.  6. For the game, form five teams and give each team a set of five cards with the names of the five kinds of adverbs written on them.  7. Also give each team the list of five verbs, so that each team will have five different sets of verbs.  8. Explain the rules: one member of a team will call out one verb and then call out the name of one kind of adverb. The next team will have to respond by attaching a suitable adverb of the kind mentioned to the verb called out. Thus, if a team calls out the verb ‘fight’ and then calls out ‘place’ as the kind of adverb, the responding team could say, ‘fight outside’.  9. You will keep the score and award points for correct verb-adverb links. The question could pass on to the next team, if the responding team fails to answer within the stipulated time or gives an incorrect answer. You could decide whether you would deduct points in such cases.  **ADDITIONAL HELPFUL RESOURCES:**  **Fill in the blanks with the adverbs given here.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | anywhere | almost | yesterday | usually | politely |   1. There is ................................ an hour left for the movie to start.  2. Gohar is again wearing the same shirt that he was wearing .............................. .  3. Kanwal ................................ refused my offer of lending her money.  4. You can keep that bag ................................ in my room.  5. There is ................................ a half an hour break between two innings of a cricket match. |  |
| **20 min** | **Class Work: Working with words:**  It is not necessary to give the meanings of all the unknown words to the students because getting the message / meaning of a text does not depend on understanding every word occurring in it. It is best not to give the meanings of the essential words to the students right away. For young students, the following approach can be used to deal with the vocabulary items occurring in a text:  • Generally, the meaning of a word is available from the context in which it occurs. Students should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, ‘laughed’.  **Activity: Working with words**  Revise the concept of Adjectives. Scaffold the topic.  **Class Work: Working with words:**  Attempt Exercise B.  **HOMEWORK:**  Complete any incomplete work. | Verbal Response  Counting skills  Writing skill  Brainstorming  Creative writing |
| **Day 3: 00/00/00**  **15 min** | **Workbook Exercise:**  Workbooks are designed to support classroom learning and to provide the students an opportunity to develop their writing skills and practice their grammar. Generally filled with practice problems, with empty space after each question so that the answers can be written directly in the book.  Workbooks ensure that the students are acquiring the required learning outcomes of the selected topic / course. Each student’s learning style is different. There, merely attending the class or attempting the couple of exercises present in the textbook may not be enough for each and every student to grasp the concept. Workbooks ensure that the students get the chance to go through multiple types of exercise for the same activity but being approached in a different manner, that helps them get a better conceptual clarity.  **Advantages of Workbook:**   * Making lessons more effective * Introducing fun learning * Development of independent thinking * Ensuring better parent involvement * To keep children engaged * To help reduce screen time * Practice makes perfect * Enable easy revision * Help in gauging student’s performance * Help evaluate class progress * Bring a structure to the learning process   **Workbook: Class work**  Attempt workbook exercises.  **HOMEWORK:**  Complete any incomplete work. | Writing skill  Independent thinking  Revision  Practise |
| **25 min** | **ACTIVITY: ACTIVE AND PASSIVE VOICE**  1. Instruct students to form five teams.  2. Ask each team to brainstorm and make a list of ten sentences. Of these, some should have verbs that can be converted into the passive voice while some should have verbs that cannot have a passive form.  3. For example, a sentence such as ‘The Mayor inaugurated the hospital on Monday,’ can be converted into the passive voice, whereas a sentence such as ‘We all felt very happy at the announcement,’ cannot be converted into the passive voice.  4. While the teams are preparing their list of sentences, go about the class, and gently ensure that the sentences are correct.  5. For the game, one member of a team will read out a sentence and the responding team has to decide if the sentence can be converted into the passive voice or not.  6. If the responding team says ‘yes’, there are two options:  a. The questioning team can say ‘pass’ and you decide if the answer is correct. If ‘yes’ is the correct answer, award points only to the responding team.  b. The questioning team can say ‘dare’ and a member of the responding team will have to come up to the board and write out the passive construction of the sentence. If the sentence is correct (you will decide) then the responding team will score double the points for accepting the challenge. If the sentence is incorrect, then the questioning team will be awarded half a point for daring the responding team.  7. The challenging team, therefore, should consider whether or not to dare the playing team.  8. In the end, the team with the highest score will win.  **ADDITIONAL HELPFUL RESOURCES:**  **Identify whether the following sentences are written in active or passive voice.**  1. Tea will have to be taken by you. (active/passive)  2. My comment offended her. (active/passive)  3. You are requested to lend me your book. (active/passive)  4. By the end of the day I shall have learnt the lesson. (active/passive)  5. What is she sewing? (active/passive)  6. My friend sent me a gift. (active/passive)  7. Rice has been boiled by her. (active/passive)  8. I have solved the sums. (active/passive)  9. Who has broken that window? (active/passive)  10. Who was called by you? (active/passive)  11. This sum can be done by me. (active/passive)  12. I shall help you. (active/passive)  13. Does your mother beat you? (active/passive)  14. My bag is being carried by me. (active/passive)  15. My car was being driven by me. (active/passive)  16. You were writing a story. (active/passive)  17. Which present was bought by you? (active/passive)  18. By 10 o’clock I shall have caught the train. (active/passive)  19. Do not mix with bad boys. (active/passive)  20. You are ordered to leave the class at once. (active/passive) |  |
| **20 min** | **Class Work: Learning about Language**  Revise the concept of Adverbs. Scaffold the topic.  **Class Work: Working with words:**  Attempt Exercise C.  **HOMEWORK:**  Complete any incomplete work. |  |
| **Day 4: 00/00/00**  **20 min** | **Activity: Listening and pronunciation skills**  This activity will sharpen the students’ listening and pronunciation skills, and research skills.  Make sure that the students are enunciating the words and acting out the roles properly. The point of this exercise is not to check their memory or spelling, rather their speaking and listening. Move on when the students are able to speak and convey their message properly to the other party.  Attempt Ex: D.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Acting skills  Pronunciation skills  Listening skills  Speaking skills  Observation skills  Research skills |
| **30 min** | **Class Work: Composition**  Attempt Exercise E in class.  Discuss the composition with the students and make sure that they understand the concept in detail. Provide them with everything that they may require and keep providing them assistance whenever required.  Revise the concept of topic statement. Ask them to compare and discuss the texts provided and remind them that their argument should be backed by a clear defence, proof, and examples.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Writing skills  Reading skills  Speaking skills  Listening skills  Composition skills |
| **10 min** | **Plenary:** Ask the students the following question: Write dictionary definitions for new terms learnt today. | Brainstorm |

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