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| **Topic** | A boy’s best friend | **Week** | 9 |

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

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| **Learning Outcomes** | Upon completion of this lesson, students will be able to:   * Comprehend text post reading * Write composition * Answer pre- and while 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 * Make sentences on your own * Check spellings of the given words * Understand and spell suffix -ic * Understand and use coordinating conjunction * Understand and use subordinating conjunction * Write a short dialogue * Write a short account |

| **Date and Time** | **Content and teacher activity** | **Formative assessment** |
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| **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 central characters’ names? 2. Who are the central characters? 3. Where is the story set? 4. Who does Jimmy live with? 5. How long has it been since Mr Anderson left Earth? 6. Where was Jimmy born? 7. What special surprise do they have for Jimmy? 8. Why did Mr Anderson want to replace Robutt? 9. Did Jimmy approve of the idea? 10. What does Jimmy decide in the end?   **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 Jimmy and Robutt. 2. Jimmy is a young boy and Robutt is his robot dog. 3. The story is set at a rocket station on the moon. 4. Jimmy lives with his parents who work at the rocket station. 5. Mr and Mrs Anderson left Earth fifteen years ago, before Jimmy was born. 6. Jimmy was born on the Moon. 7. Mr Anderson has bought a real dog from Earth for Jimmy to replace Robutt. 8. Mr Anderson wanted to cut costs, maintain Robutt was costly. 9. Jimmy did not like the idea initially. He was attached to Robutt and did not want to part with it. 10. Jimmy decides to keep Robutt.   **Feedback:**  Give feedback on responses. |  |
| **10 min** | **Post-reading**  **Activity:**  A lot of people like to have cats as pets. Others prefer dogs. Which group do you belong to? Create a list of the reasons why you think people like cats or dogs. Which of these reasons do you agree with? Are you a cat-lover or a dog-lover, or a bit of both?   |  |  | | --- | --- | | **Why people like cats?** |  | | **Why people like dogs?** |  | | **Why Jimmy preferred Robutt?** |  |   **HOMEWORK:**  Create a poster to illustrate the spelling strategy you have learnt. | 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: WORD FORMATION**  1. Divide the class into five or six small teams.  2. Create a small list of the common suffixes used to create nouns from adjectives and verbs.  3. Also, carefully create a list of words—verbs and adjectives—to which these suffixes could be attached in order to get nouns.  4. Create small flash cards, each of which will show one verb or adjective to be used in conjunction with the suffixes. These cards should remain with you.  5. Each team will receive a copy of the list of suffixes.  6. For the game, you will read aloud one word and one team will field that word. The team will have to select an appropriate suffix from the list and create a noun from the verb or adjective that has been read out.  7. For a correct answer, award the team full credit. Keep checking off the words on your word list once you have called out the word.  **ADDITIONAL HELPFUL RESOURCES:**  **Complete the sentences using the correct form of the words given in brackets. Add suitable suffix from the following: -*some, -ful, -ment, -able, -ity, -ty, -ly, -age*.**  1. It was an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ performance by the dancer. (awe)  2. She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a great dancer. (true)  3. She claims to be of great \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (line)  4. All \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ measures have been taken. (safe)  5. This dress looks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bad. (awe)  6. I depend on your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in this matter. (judge)  7. It is not permanent; it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ any time. (change)  8. I was struck by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the two incidents. (similar)  9. The principle of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is followed here. (equal)  10. My grandfather has some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in walking. (difficult) |  |
| **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 Suffixes. 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: CONJUNCTIONS (a)**  1. Make a list of the subordinating conjunctions that have been taught in the class.  2. Then type out complex sentences using subordinating conjunctions—you will need one sentence for every two students in your class. So the total number of sentences will be equal to half your class strength.  3. If your class has an odd number of students, then write out an extra sentence.  4. Cut out the strips of sentences. Then cut each sentence in such a way that the main clause and the subordinate clause are separate. For example, if your sentence is:  The teacher gave us chocolates whenever we did well in a test.  This sentence could be cut into the following two parts:  |The teacher gave us chocolates|  |whenever we did well in a test|  5. Mix up all the parts together and put them in a hat or in a box on your desk.  6. Ask students to come up one by one and pick out only one strip each.  7. If your class has an odd number of students, then ask the last student to pick out two strips.  8. Explain the game to the class. Tell them that they should read the part of the sentence on the strip they have. If it is a main clause then they have to look for the person carrying a subordinate clause which would correctly and meaningfully complete the sentence. If they have a subordinate clause then they have to look for the corresponding main clause.  9. Students will work in pairs. If a student has two strips of paper, then there will be three members in that group if the sentences are completed correctly. (explain this to the students).  10. The first three pairs will win the top three prizes. You must check to see if the sentences are correct.  **ACTIVITY: CONJUNCTIONS (b)**  1. Type out ten complex sentences with subordinating conjunction that belong to any of the following categories:  a. subordinators of time  b. subordinators of place  c. subordinators of reason  d. subordinators of purpose  e. subordinators of condition  f. subordinators of contrast  g. subordinators of comparison  h. subordinators of result  i. subordinators of manner  2. You could have a mix of sentences so that two to three sentences might belong to one category. Your mix might also exclude one of the categories.  3. For the game, first write out the nine categories on the board. Then tell the teams that they will be given ten strips of paper with ten complex sentences. They will have to do two things:  a. underline the subordinating conjunction in each sentence  b. say to which category each subordinating clause belongs  4. This will be a timed challenge and once the allotted time is up, the teams will be awarded points on two aspects:  a. have they underlined the subordinating conjunctions correctly? (half credit, if they have)  b. have they categorised the subordinating clause correctly? (half credit, if they have)  5. Depending upon how many sentences the teams get correct on both of the above counts, award points. The team with the highest points wins.  **ADDITIONAL HELPFUL RESOURCES:**  **Fill in the blanks with the correct options: but/or/and.**  1. The shopping mall is open between 8 a.m. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8 p.m.  2. It is open on Sundays \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ closed on Tuesdays.  3. You can go there in the morning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ evening.  4. They are doing well \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the shopkeeper is happy.  5. Day by day they are doing better \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ better.  6. Initially, there was nothing more he wanted, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so he thought.  7. Try to write to the dealers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ call them.  8. Either you can talk to the owner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I will.  9. Surprisingly, he spent two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a half hours at the mall.  10. The rebate given now is fourteen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a quarter per cent.  **Fill in this short paragraph with suitable conjunctions given below.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | after | and | but | whereas | even though | | or | when | till | in spite of | although |   1. One day Mansoor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his friends were playing on the ground.  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the boys were running, he fell on to a rock.  3. His friend was worried about him \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the other boys wanted to continue to play.  4. The boy could be taken to the medical room \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the class.  5. The injury appeared to be only skin-deep \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it was bleeding.  6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the attendant applied some antiseptic, the boys sat on a bench.  7. They waited there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the doctor came back.  8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mansoor put up a brave face, his friend could sense his discomfort.  9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his hand was bandaged, he felt the pain.  10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the school bus being crowded, Moonis found a seat for himself.  **Join these pairs of sentences using appropriate subordinating conjunctions: *as, though, because, since, if, after, till, unless etc.***  1. They received the message. They were in the conference room.  2. The date for the Annual Day has been announced. We haven’t started the practise.  3. We make up our mind. We will not do anything worthwhile.  4. We hesitate. Nothing can be achieved.  5. You postpone something for tomorrow. It may not happen.  6. You delay the implementation of the project. It will push the cost very high.  7. Their leader faltered in his decision. The followers lacked proper guidance.  8. The football coach was not there. We could not meet him.  9. Will you please wait for me? I will wash my hands.  10. The boy had his dinner. He had finished his homework. |  |
| **20 min** | **Class Work: Learning about Language**  Revise the concept of Conjunctions. 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: Answer teacher’s questions without saying yes or no | Brainstorm |

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