



Lesson Plan For Unit 3 (Part 1)

45 min

Theme: Fables and Parables

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> Adjectives and comparison of adjectives Expressions of quantity Direct speech 	Characters in fables and their behaviour	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

- describe and understand what a fable is,
- describe characters in fables and their behaviours,
- write direct speeches by adding quotation marks and capital letters at the correct places,
- write a story based on a picture using helping words.

Resources

(Preparation to be done before the lesson)

- Learning English Workbook 3
- Illustrations from the fable 'The Tortoise and the Hare'
- Direct speeches used by the characters in the fable 'The Tortoise and the Hare'
- Visualizer projector
- Word cards (refer to the words in the box on page 28)
- Cards showing the different punctuation marks needed in direct speech: 2 sets of quotation marks, a full stop, a question mark, a comma, an exclamation mark
- Blu tack
- Strips of paper containing 8 sentences from a fable
- Bags

Introduction / Warm-up Activity (10 min)

- Ask the students if they know what a fable is. Elicit answers from them. Write their responses on the whiteboard. Correct any misconceptions they have of what a fable is.
- Tell the students that you are going to tell them the fable of 'The Tortoise and the Hare'. Use the illustrations and place them on the visualizer projector as you tell the story. You need not show the words at all.
- At the end of the fable, ask the students what lessons they have learnt from the fable. Write their responses on the whiteboard.

Example:

- Never give up and strive forward.
- Slow and steady wins the race.

Lesson (20 min)

- Ask the students if there are other fables they have heard. Get them to share with the rest of the class. Have the word cards ready so that when a character and his behaviour are mentioned, you

can show the word to the students. You may also want to prepare a few fables to talk about so that you can share the word cards with the students. Stick the word cards on the whiteboard.

Example:

- In the fable ‘The Lion and the Mouse’, the mouse was terrified of being devoured by the lion when it was caught.

Explain the words shown on the individual word cards as you and the students discuss the fables.

2. Next, show a sentence that is spoken by the hare in the fable ‘The Tortoise and the Hare’ on the visualizer projector.

Example:

- The hare said, “You are so slow. You cannot win the race.”

Ask the students who the hare is talking to. Then, elicit from the students how they can tell that the hare is talking. Using a red marker, circle the quotation marks (“ ... ”) to show the words spoken by the hare. Underline the uppercase letter of the first word in the speech. At the same time, point out to the students the presence of a comma (,) used after the words ‘The hare said’ and the full stop (.) at the end of the sentence before the quotation marks. Provide the students with more examples of such speeches from the fable.

3. Next, show another direct speech from the fable.

Example:

- “I think I will take a nap,” murmured the hare.

Ask the students who the hare is talking to. Then, elicit from the students how they can tell that the hare is talking. Using a red marker, circle the quotation marks (“ ... ”) to show the words spoken by the hare. Underline the uppercase letter of the first word in the speech. This time, highlight to the students the presence of a comma (,) at the end of the sentence before placing the quotation marks to indicate the words spoken by the hare. Provide the students with more examples of such speeches from the fable.

4. In a similar way, show the students direct speeches made by the hare or tortoise using different punctuation marks. Emphasize the use of quotation marks and an uppercase letter for the first word in the speeches.

Example:

- “Oh no! The tortoise has won the race!” shrieked the hare.
- The hare sniggered and said, “Do you think you can win the race?”

5. You may want to set aside a few direct speeches for the students to identify where the punctuation marks are to be placed.

Example:

- the lion shouted i am going to eat you up
- The lion shouted, “I am going to eat you up!”

Additional Activities / Closure (15 min)

1. Show the students the cards with the different punctuation marks needed in a direct speech: 2 sets of quotation marks, a full stop, a question mark, a comma, an exclamation mark. Place them at the side of the whiteboard. Then, write a direct speech on the whiteboard.

Example:

- The fox said The grapes are sour

Let the students decide which punctuation marks are to be used in the direct speech and get them to place the cards at the correct places. Discuss with the students if the sentence is correct.

2. Tell the students to turn to **pages 25 – 28 of Learning English Workbook 3**. Review the 'Read and Learn' section on **page 25**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **page 32** as homework. Read the instructions and go through the helping words. Explain words the students are unfamiliar with. You might want to start the first paragraph and have the students continue the story on their own.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get the students to go to the library and read up on fables. Then, get them to write their favourite fable in their own words and illustrate it. You may want to pin their work on the English notice board so that the class can read them.
2. Put the students in groups. Give each group a bag containing 8 sentences on strips of paper. These sentences are from a fable but they are all jumbled up. Get the students to place them in the correct order to tell the story.