

Lesson Plan No 21

Date: 16th October 2019

Class: Grade 9B

Level: UTEL 3

Topic of the lesson: Unit 9 (The Greatest Wealth)

Lesson focus: Vocabulary Development (Prefixes and Suffixes)

Number of the participants: 20-25 students

Time duration: 80 minutes (Double periods)

Learning outcomes:

On the successful completion of this lesson students will be able to,

- identify the prefixes and suffixes
- select the appropriate affixes for the given roots to form new words
- create meaningful grammatically correct sentences using affixes

Assumptions: Students can identify the basic forms of words (nouns, adjectives, adverbs)

Anticipated Problem: Students may be unwilling to form the sentences using affixes

Possible Solution: If necessary, change the activity into the gap filling activity rather than constructing sentences

Material and equipment:

- *Dimai* paper illustration (Prefixes) (Appendix 1)
- White board
- Activity sheet 1 (Appendix 2)
- Chits (Appendix 3)
- Marker pens
- Activity sheet 2 (appendix 4)
- Cello tape
- Sissor
- Glue

Procedure:

Time	Procedure	Stage Aim (SA) and Material Used (MU)	Teacher Role	Students Role	Interaction
5 mins	<p>Divide the class into pairs first.</p> <p>Write down the words pretest, preplan, unhappy, unfortunate, correctly, simply, joyful, fearful and ask from pairs for the common feature of these words</p>	<p>SA: Lead-in</p> <p>MU: White board Marker pens</p>	Teacher will monitor the class while asking questions from the students	Students will response actively	Teacher- Pairs

20 mins	Using the <i>dimai</i> paper illustration demonstrate how a new word is formed using affixes. Ask more examples from the pairs	<p>SA: Teaching formation of new words using affixes</p> <p>MU: <i>Dimai</i> paper illustration Marker pens White board Cello tape Sissor</p>	Teacher will introduce mostly used affixes and will ask for more examples from students	Students will actively response and engage in the task while listening to the teacher's demonstration	Teacher- pairs
5 mins	Ask the students to read the words as a pair	<p>SA: Reading</p> <p>MU: <i>Dimai</i> paper illustrations</p>	Teacher will correct the student's' mispronunciation	Students will read the words	Teacher- pairs
15 mins	Distribute activity sheet 1 and ask them to create new words using appropriate affixes (appendix 3) and paste the created words in the given activity sheet.	<p>SA: Pair work (identification of correct affixes as a game)</p> <p>MU:</p>	<p>Teacher will monitor and instruct the students</p> <p>Teacher will do the first one with the students</p>	Students will actively engage in the task	Among peers – Whole class

	When they have finished discussing the answers with the students	Chits Activity sheet 1	Tell them that they will be given only 10 mins to complete the task Feedback will be provided as a whole class discussion by discussing the answers		
10 mins	Ask the students to copy the tables in their exercise book	SA: Writing	Teacher will move around the class and check the books	Students will write down the note	Individual
15 mins	Ask the students to do the activity 2 and 3 in the given activity sheet 2	SA: Writing MU: Activity sheet 2	Teacher will instruct the students Teacher will do the first one with the students Feedback will be given in the next day after marking all the answer sheets. The ones who got all correct will be marked as “Excellent”	Students will actively engage in the task	Individual

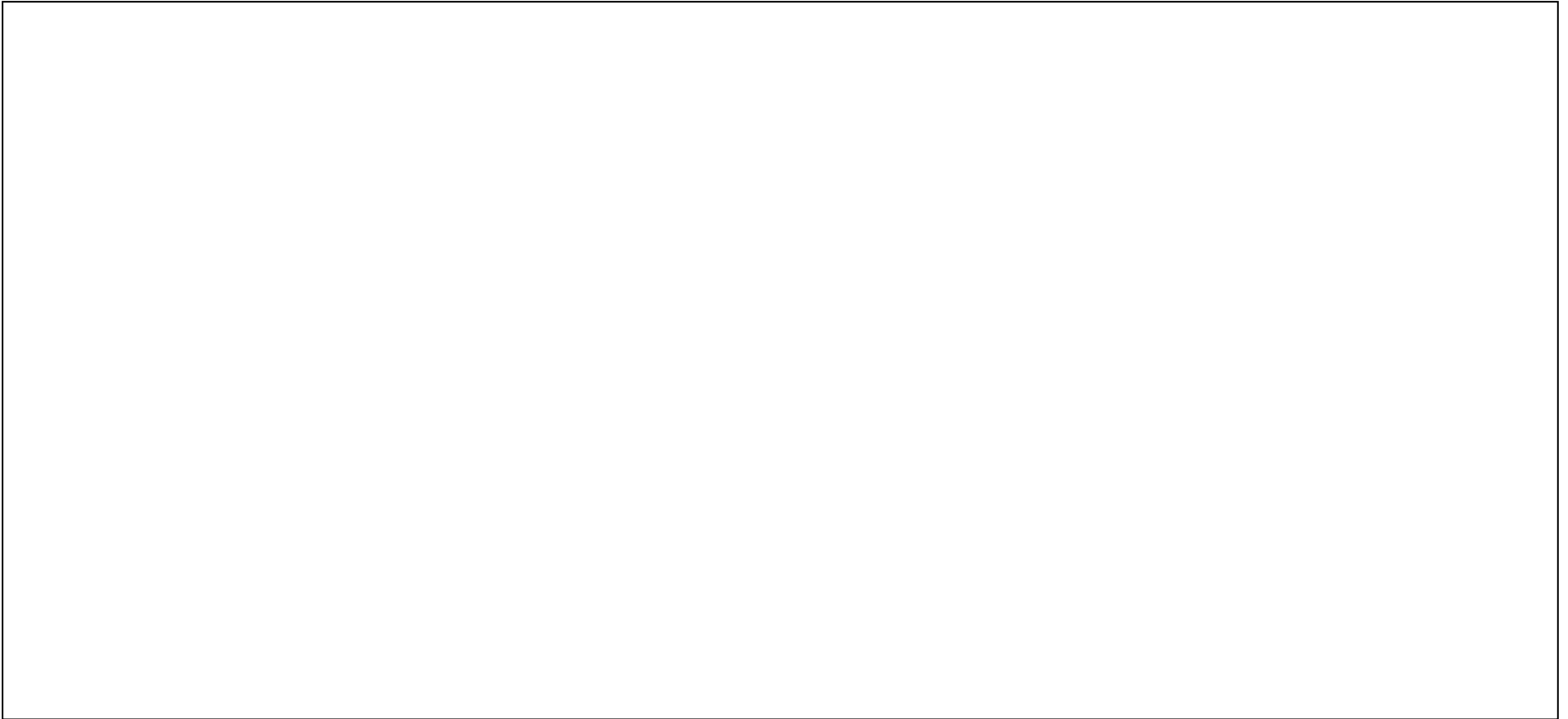
5 mins	Explaining the take home tasks	SA: Giving them take home tasks	Teacher will explain the activities and what they must do	Students will note down what they will have to do	Teacher- Whole class
5 mins	The teacher will ask for few questions on what they did today in the class	SA: Recapping	Teacher will ask questions Ex: can you tell three prefixes and suffixes with the examples	Students will actively response	Teacher- Whole class

Take home task:

Ask the students to do the activity 10, 11 and 12 in the textbook page 104.

Appendix 2: Activity Sheet 1

Activity 1: Choose the correct prefixes for and suffixes for the given roots in chits and make new words and paste them here. First one will be done with the teacher.

A large, empty rectangular box with a thin black border, intended for students to paste their answers to the activity. The box is currently blank.

Appendix 3: Chits

understand

school

turn

known

Harm

moral

Thank

count

Dry

Excite

Cap

Change

Mis

Pre

Re

Un

Dis

Im

ful

less

ness

ment

tion

able

Answer key

Mis	understand
Pre	school
Re	turn
Un	known
Dis	count
Im	moral

Thank	ful
Harm	less
Dry	ness
Excite	ment
Cap	tion
Change	able

Appendix 4: Activity Sheet 2

Activity 2: Read the following passage. Identify the prefixed and suffixed words and write them in the following table. First one will be done with the teacher.

Rohan plays Softball

Rohan was inactive. He disliked either to run or to swim. To him, exercise was impossible. It was inconvenient. He exercised unlikely. Rohan knew that he was being irresponsible for his health. There was no one to give him instruction. Being inactive is unhealthy for our body. Therefore, Rohan decided to try softball as he liked to throe and to catch. So, he preplanned his targets and work hard. In the beginning, he felt discouraged. Meanwhile, he had to do lots of commitment and not to be hopeless. When he had free time, he used to redo the game with his friends. As a result of he had work, he was capable of joining a team. With the time being, he slowly gave up his laziness and became a skillful player. In that way, Rohan started to play softball.

Prefixed Words	Suffixed Words

Activity 3: Now select any of three prefixed and suffixed words and write grammatically correct meaningful six sentences in the given sheet. First one will be done with the teacher.

0. It is impossible to be at two places at the same time.

- 1.
- 2.
- 3.
- 4.
- 5.

Answer key

Activity 2

Prefixed Words	Suffixed Words
inactive	unlikely
dislike	instruction
impossible	commitment
inconvenient	hopeless
unlikely	capable
irresponsible	slowly
unhealthy	laziness
preplanned	skillful
discouraged	
redo	