

1 The Story of Doctor Dolittle

Concept	Competency	Learning outcomes	No. of periods (recommended)
		The learner:	
Prose: The Story of Doctor Dolittle Step-by-step prose appreciation (Comprehension, Interpretation, Your Voice!)	The concepts in this chapter contribute towards the development of these competencies: • Word recognition • Comprehension • Receive and process information • Formulate attitudes and opinions • Speak with spontaneity and automaticity	• reads and understands a story about different personalities	2
		• answers questions about the story they read • completes sentences about the story • completes a medical report • writes about running a sanatorium	2
Revision of nouns		• identifies and uses nouns	2
Articles		• identifies and uses articles	2
Synonyms and Antonyms		• identifies and uses synonyms and antonyms	1
Global skills: Health and happiness		• appreciates the importance of staying healthy	1
Cross-curricular		• calculates a bill using information given	1
Revision			1

This chapter contributes to the development of:

Language Skills: Listening, Speaking, Reading and Writing; **Language Tools:** Grammar, Vocabulary

21st Century Skills: Critical thinking, Communication, Creativity, Collaboration, Observation, Reflection, Reasoning

Life Skills: Problem solving, Communication, Critical thinking, Collaboration

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Tune In

Begin the lesson with the video on the different sounds that birds and animals make on MyInspire.

Suggested activity type: Play-based learning followed by a writing activity

Tell the learners that they are going to act like animals. They could move like the animal, and make the sound that the animal makes. Instruct them to listen carefully to the name of the animal that is being said, and then to act like that animal or bird. Then, tell the class a variety of animals and birds such as parrot, crow, lion, duck, hen, dog, cat, and so on. Allow them to move on fours, pretend to flap their wings and make the sounds of each organism.

Then, direct the learners to the book and ask them to write the sounds made by the animals and birds shown in the Tune In section. If they are unable to spell the sounds, or have not heard the animal or bird making a sound, then discuss the answers with them.

Language skills used: Listening, Speaking, Writing

21st century skills used: Creativity, Curiosity, Communication

Story: The Story of Doctor Dolittle

Begin by providing context to the story. Use the section, 'The Big Picture' for this. Direct the learners towards MyInspire to read the author's bio on Hugh Lofting. Remind the leaners about the different animals and the sounds they make in the previous session. Ask them to imagine what it would be like if they could talk to animals, and the animals could respond. Tell them that Doctor Dolittle is a fictional character who could talk to animals. This is a story that he tells his beloved animals about the time he used to treat people. Lead the conversation to how people behave when they are ill. Ask the learners questions like, 'Are you happy when you are ill?' 'Do you like to stay in bed for a long time?' 'Do you think it is a good thing to make people stay in hospitals after they are better?'

Then, tell the learners that they are going to read a story about a sanatorium, and how different people behaved there.

Suggested activity type: Learner-led reading

Ask the learners to read the story aloud in the class with correct pronunciation and expression while other learners follow silently in their books. Whenever necessary, the teacher can explain new or difficult words and draw the learners' attention to the illustrations in the book. Pause after Para 6. Ask the learners to talk about what they think will happen next. Also, ask them if they have any questions or find anything difficult to understand. Post the discussion, the learner can continue with the rest of the story. At the end of the story, ask them if they have any question. After resolving their queries, ask them to describe the sanatorium, and how they think it is different from modern day hospitals and health resorts. **[Reading skill: Prediction]**

Discuss the important events of the story. At the end, ask the learners:

a. Did the story make you happy or sad?
b. What did you like about the story?

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[SEL: Emotional response to the story; expressing opinion/point of view]

Encourage learners to ask questions about the story. Encourage discussion.

Suggested activity type: Audio-visual learning alongside story mapping

A second reading of the story can be done if time permits. This time, play the animation of the story from MyInspire. Allow the entire class to answer the pop-up questions. If you notice any misconceptions about the story as the class answers the questions, correct them.

Simultaneously, you can prepare a story map on the board. Make a chart like this.

Setting		Characters
Beginning	Middle	End

Ask the learners to help you fill the chart by saying the answers aloud. The completed chart should look something like:

Setting Doctor Dolittle's porch		**Characters** Dr John Dolittle His pets- Dab-Dab, Jip, Polynesia, Too-Too, Chee-Chee Dr Cornelius Q Phipps Sir Timothy Quisby
Beginning The animals ask Dr Dolittle to tell them a story	**Middle** Dr Dolittle talks about his sanatorium business	**End** Dr Dolittle tells them how the sanatorium shut down.

Direct the learners' attention towards the box at the end of the story. Ask them to tick 'yes' if they were able to read and understand the story. They should tick 'no' if they could not read or understand the story. Give more time and special intervention to the learners who ticked the 'no' box. **[Self-assessment, tracking learning outcomes]**

Language skills used: Reading, Listening, Speaking

21st century skills used: Observation, Cognition, Communication, Critical thinking

Step-by-step prose appreciation

Step 1: Comprehension

Suggested activity type: Individual and whole class work

Exercise A: Read aloud each question. Allow the learners time to write the answer after each question. After they have written the answer to each question, discuss the correct answer with the class.

Solve more interactive objective-type questions on MyInspire with the class. This can be done in quiz mode by dividing the class into two groups, or it can be assigned as homework.

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Exercises B and C: Instruct the learners to read the questions and choose the correct options to answer them. In exercise B, they have to choose the correct answer from a few options. To complete Exercise C, they should tick the appropriate box to indicate 'True' or 'False'. **[Conceptual understanding, move away from rote learning]** To complete this exercise, read out the questions and ask the class to find the answers in the story. The learners can read the story again, if they are unable to remember the answers. Once the learners have chosen the answers, discuss them with the class.

Exercise D: Ask the learners to read the words given in the box. Then, ask them to read the questions given. Then, instruct the learners to fill in the blanks with the correct information, choosing words from the box. Discuss the answers once everyone has completed the exercise.

Language skills used: Reading, Writing

21st century skills used: Observation, Cognition

Step 2: Interpretation

Exercise A: Read the questions aloud to the class. Ask the learners to write down the answers to each question, using prior knowledge and their imagination. Discuss the answers after they have finished the exercise. There could be many different answers, especially for the second answer, so you could note the answers on the board and discuss why the learners came up with the names.

Suggested activity type: Group work

Exercise B: Organise the class into groups of four. Instruct them to read the questions and discuss their answers within the group. After they have discussed the answers, ask them to write all the answers down, and then discuss them with the rest of the class. Guide the learners whenever necessary.

Language skills used: Reading, Speaking, Writing

21st century skills used: Observation, Cognition, Reflection, Creativity, Communication, Collaboration, Critical thinking

Step 3: Your Voice!

Suggested activity type: Group discussion

Exercise A: Divide the class into small groups or pairs. Instruct the learners to read the questions and discuss the possible activities and exercises that they could organize for their sanatorium patients. They could also talk about how these exercises or activities could help the patients stay healthy or relax. At the end of the activity, discuss the answers with the class. Also discuss how different people think differently in terms of how to do things, how to run a business, etc.

Language skills used: Listening, Speaking

21st century skills used: Cognition, Critical thinking, Communication

Ask the learners to place tick marks in the box at the end of this section. Plan remedial measures for the learners who respond with 'No'. **[Self-assessment, tracking learning outcomes]**

For more practice, direct the learners to the interactivities given on this topic on MyInspire.

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Grammar: Revision of nouns

Begin by doing a quick recap of nouns. Revise that nouns are naming words used for people, places, animals or objects. Ask the class to point out a few common nouns in the classroom. Then, ask them to give examples of proper nouns. After that, use the explanation in the book to revise all the types of nouns that they have learned so far. Draw their attention to the illustration and sentence given. Tell the learners that the words 'Dolittle' and 'Sunday' are proper nouns because they are special names, the words, 'suitcase', 'people' and 'school' are common and concrete nouns. Since we can count them, they are also countable nouns. The words, 'success', 'curiosity' and 'anger' are abstract nouns. They are also uncountable nouns. Ask the learners to skim through the story text and highlight all the nouns first. After they have done so, ask them to identify the type of noun. Guide them whenever necessary. **[Grammar in context]**

Discuss some more examples of nouns, using pictures or the video on nouns from MyInspire. To do this, play the video about the types of nouns from MyInspire for the learners to understand the concept better. You could ask them to talk about the different types of nouns discussed in the video as well.

Suggested activity type: Play-based learning

Play the game 'Toss the Noun' with the class. Arrange the learners in a circle. Use a large inflatable ball or a light globe for this game. At the beginning of the game, the teacher holds the ball. Instruct the learners to think of the different types of nouns. Tell them that the person who gets the ball has to think of a noun related to category, such as 'countable, concrete, common' noun and say the noun. When the learner responds correctly, they toss the ball to another learner. They can choose the next participant. If any of the learners are not able to give the correct answer, they get another chance or can ask their friends to help.

Keep an eye out for those learners who are struggling to give the correct answers to the types asked. Give them some extra practice so that they are clear on the different types of nouns. After all the learners have given the nouns, move on to the activity.

Exercise A: Ask the learners to attempt this activity on their own. Then, call out the answers and let them check their responses.

Exercise B: Instruct the learners to read the sentences and fill in the blanks with appropriate nouns. Once they have completed the activity, discuss the answers.

For more practice, direct the learners to the interactivities given on this topic on MyInspire.

Language skills used: Reading, Listening, Writing

21st century skills used: Cognition, Reasoning

Grammar: Articles

The learners would have just learnt about nouns in the previous class. Instruct them that they will be learning articles, that is, words that are used with nouns in sentences. Articles are used with nouns or adjectives that come before the nouns. Show them the illustration and read out the text.

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Ask: what is the use of the words, 'a', 'an' and 'the' in the sentences? Do they tell us if there is *one* noun? Why is 'a' used in the first sentence, and 'an' used in the next?

Discuss how the article 'a' appears before a noun that begins with a consonant, and 'an' appears before a noun that begins with a vowel. Talk about the use of 'the' for specific objects.

Use the video on articles from MyInspire to improve the learners' understanding.

Suggested activity type: Experiential learning, show and tell

Ask the learners to look around the classroom. Then, point to an object in the classroom and ask them what it is. Tell them that they should not just name the object, but also use an appropriate article. So, when you point at a chair, they will respond, 'a chair'. Repeat it with pictures of nouns that would use 'the' as well.

Draw the learners' attention to the different ways in which articles are used. Discuss the rules for the indefinite articles and zero article. Give them a few examples, and prompt responses from them regarding the same.

Exercise A: Explain the activity to the class. Ask the learners to attempt this activity on their own. Then, call out the answers and let them check their responses.

Exercise B: Revise the use of the zero article. Then, instruct the learners to complete the exercise on their own. Once they have finished, ask a few volunteers to read out their answers and discuss them with the class.

Ask the learners to place tick marks in the box at the end of this section. Plan remedial measures for the learners who respond with 'No'. **[Self-assessment, tracking learning outcomes]**

For more practice, direct the learners to the interactivities given on this topic on MyInspire.

Language skills used: Reading, Writing

21st century skills used: Cognition, Reasoning

Vocabulary: Synonyms and antonyms

Inform the learners that they will be learning about words that mean the same, and words that are their opposites. Use the text to illustrate the example given and ask the learners to identify the synonyms and antonyms. Use the presentation on synonyms and antonyms from MyInspire to help the learners understand the use of synonyms and antonyms in writing and speaking.

Suggested activity type: Play-based learning

Instruct the learners to stand up. Tell them that you will read out a pair of words. If the words mean the same, that is, if they are synonyms of each other, then, they remain standing. If the words are opposites of each other, then, the learners must sit down in their chairs. Call out a few pairs of synonyms and antonyms from the text, or from the presentation on MyInspire. You could also choose a few of your own.

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Exercise A: Ask the class to complete the table given by writing synonyms and antonyms of the words given. Tell them that they could come up with different words. At the end of the activity, ask the learners to read out their answers, and discuss them with the class.

Exercise B: This is an activity where the learners have to work in pairs. The first learner says a sentence, and the next person agrees or disagrees with the statement, using a synonym or an antonym of the word. Guide them whenever necessary.

Ask the learners to place tick marks in the box at the end of this section. Plan remedial measures for the learners who respond with 'No'. **[Self-assessment, tracking learning outcomes]**

For more practice, direct the learners to the interactivities given on this topic on MyInspire.

Language skills used: Reading, Writing, Listening, Speaking

21st century skills used: Collaboration, Critical thinking, Communication

Global skills

Discuss with the class how important it is to stay healthy. Elicit responses on the benefits of being healthy. You can also discuss how the learners can stay healthy. Ask them, what kind of food keeps us healthy? Why should we play outside every day? Do your parents or family members exercise to stay healthy?

Sum up the discussion by pointing out that making an effort to stay healthy is good for everyone. Tell the learners that being healthy keeps us happy.

Then, ask the learners to tick the correct box and then discuss their opinions.

Suggested activity type: Joyful learning - Circle time

Arrange the class in a circle. Ask them to think of ways in which they can stay healthy. Use an object like a stuffed toy to pass around. Whoever is holding the toy gets a chance to speak about how their family tries to stay healthy and happy. When a learner talks about food or exercise, ask the rest of the class if they follow the same rules in their homes. Then talk about the different ways in which health relates to happiness. You could also discuss how they behave when someone falls ill, and what is done to make that person feel better.

Language skills used: Reading, Listening, Speaking

21st century skills used: Communication, Social skills, Critical thinking

Ask learners to place tick marks in the box at the end of this section. Plan remedial measures for the learners who respond with 'No'. **[Self-assessment, tracking learning outcomes]**

Cross-curricular: From Prose to Maths

Suggested activity type: Class discussion

Encourage the learners to look at the bill given in the book. Then, ask them to identify the conversion rate from Indian Rupee to British Pound. Tell them that they could convert the amount specified on each line separately, and then ask them to sum it up.

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After they have calculated the bill in both currencies, ask them to discuss if the bill was too expensive or not, for the date given. You can lead the discussion by saying that the bill is dated back in 1923, when people spent far less than they do today.

Language skills used: Reading, Speaking

21st century skills used: Critical thinking, Communication

End-of-chapter Revision and Quiz

The Revision time should allow learners to resolve any queries they have from the chapter. Allow learners to silently flip through the pages of the chapter and see if they have understood everything. Encourage them to ask any questions they may have. The purpose of revision should NOT be to enable cramming but to ensure understanding. Summarize the story, and briefly go over the main points of the grammar topics: revision of nouns and articles. Ask the class to give examples of each. Ask the class to review all the blue boxes given in the chapter. Help them understand the topics for which they have ticked 'no'.

At the end of the chapter, ask learners to attempt the quizzes on MyInspire.

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