



Birbal and the Barber

LESSON PLAN

SPECIFIC OBJECTIVES

- Learning to differentiate between intelligence and cleverness on the one hand and cunning and slyness on the other
- Appreciating humour in one's life, and in theatre, books, etc.; learning to at oneself
- Understanding the difference between books in narrative form and comics/picture stories in which descriptions are not required – conversation is more important
- Listening, reading and understanding and answering questions orally and in writing
- Vocabulary: Words, meanings, pronunciation; finding out word/incorrect word
- Grammar: Learning about verbs—main verbs, auxiliary verbs and status verbs
- Writing sentences about a character in story
- Interviewing people
- Learning to converse

WARM UP

- Ask the students to read the joke.
- Discuss the use of intelligence, wit and humour.
- Ask the riddles and explain where necessary.

Outcome: Learning about the importance of wit and humour in life.

READING

- Ask four students to take up different parts and read the lesson aloud.
- Explain the words and meaning. Reading creates familiarisation with words.

- Talk about how the story shows both the barber and Birbal as being clever, but there is a difference: the barber is sly and has a bad motive; Birbal is sharp-witted enough to carry out the Emperor's orders, save himself and expose the barber's wicked plan.
- Ensure that the students understand the difference between 'being smart' and 'being wise'.
- Focus on the central idea of the story: How mere intelligence is not enough – one must be wise also.
- Relate the story to the daily life of the students and ask in-text questions: Have you found people like the barber or Birbal in your life, etc.?

Outcome: Learning about wisdom and intelligence, and how 'being wise' and 'being smart' are different things.

READ AND UNDERSTAND

- Discuss the questions in Exercises A and B and ask the students to answer orally first.
- Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
- They may then write down the answers of Exercise C.
- Think and Answer: Read and discuss the questions in class. Then ask the students to write down the answers. The teacher must check individual answers.

Outcome: Reading and understanding, and answering questions orally and in writing.

GRAMMAR IS FUN

- Using blackboard and examples to teach students what verbs are.
- Definitions, examples and use of main and auxiliary verbs.
- Definition, examples and use of status verbs.
- Students can do the exercises on their own. The teacher can announce the answers in the class and the students can check and correct their own work.

Outcome: Recognising verbs—main, auxiliary and status.

SPELL WELL

- Exercise F: Ask the students to do exercise on their own by filling the blanks to complete the words.
- Exercise G: Students can also do this exercise on their own.
- Announce the answers in the class and the students can correct their work.

Outcome: Learning spellings, meanings and pronunciation.

WORD POWER

- Students can do this exercise on their own.

- Let them use the dictionary and help them, if required.

Outcome: Finding the odd word.

LET'S LISTEN

- Read the passage. Ask the students to listen to it carefully.
- After the students have listened to the text, ask them to answer the questions orally.

Outcome: Listening attentively and answering questions orally.

LET'S SPEAK

- Read the columns aloud.
- Differentiate between the a:, ɔ: and æ sounds.

Outcome: Differentiating between a:, ɔ: and æ sounds.

CONVERSE AND CONNECT

- Select two students to play the roles of Shabnam and Yamini.
- Let them enact the conversation in the class.
- The rest of the class can comment on the enacted piece with regard to pronunciation, expression, inflexion, pauses, stress, etc.

Outcome: Learning pronunciation, speech, rhythms and inflexions.

SPEAK AND EXPRESS

- Ask the students to look at the picture.
- Then ask them to describe the monument. You may ask different students to say a sentence each.
- Correct them where required. Relate the exercise to things that we generally see when we visit any ancient monument.
- This will help students to express what they want to say.
- Teach them to put their thoughts into words correctly and politely.

Outcome: Enhancement of self-confidence and writing skills.

WRITE WELL

- Exercise M: The students can take help from the lesson and do this activity.
- Exercise N: Explain how an interview is held – you can have a mock interview in the class also.
- Ask the students to read aloud the given sentences and ask them at random to fill up the blanks with appropriate words on their own.

- Make sure they understand it well.

Outcome: Enhancement of imagination and writing skills.

ACTIVITY/PROJECT

- Exercise O: Make groups of ten students and then let them enact the story, with their own variations.
- Exercise P: Two groups can be formed in the class and each can make points. Then they may discuss it in class.

Outcome: Enhancement of creative skills.

You Can If You Think You Can

LESSON PLAN

This is a motivational poem. It tells us that seeds of success are sown in our mind. If we have a strong belief in ourselves, we would always be successful.

Negative thinking should be avoided at all costs. (Recommend the 'Power of Positive Thinking' by N.V. Peale to the children)

SPECIFIC OBJECTIVES

- Reading, enjoying and reciting poetry
- Understanding the poem—it is about belief in oneself
- Understanding and answering questions on it

READING

- Read the poem aloud.
- Ask the students to learn and recite it.
- Correct them wherever required.

Outcome: Recite and enjoy poetry.

READ AND UNDERSTAND

- Exercise A can be done by the students on their own.
- Discuss Exercise B. When the correct answer emerges, write it on the blackboard or dictate it in the class. Students can write the correct answers in their notebooks.

Outcome: Answering questions on the poem.

ACTIVITY/PROJECT

- The students would love to do this activity.

Outcome: Improvement of handwriting.