

# The Blind Men and the Elephant

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## LESSON PLAN

### SPECIFIC OBJECTIVES

- Learning that we cannot judge a thing by looking at it partially
- Reading, listening and understanding the lesson.
- Answering questions orally and in writing.
- Vocabulary: Words, meanings, spellings, pronunciation, odd one out.
- Grammar: Yes-No Questions and Question Tags
- Learning to converse

### WARM UP

- The riddles in Warm Up pertain to elephant.
- Ask the students if they have seen an elephant.
- Tell the students that the elephant is the biggest land animal.
- Ask the students if they have ever been to a fair.

Outcome: What is an elephant? What is a fair?

### READ AND ENJOY

- Ask the students to read the lesson aloud in turns.
- Correct their pronunciation.
- Explain the lesson.
- Ask questions like, “How does an elephant look like?” “Were the blind men right in quarrelling?”

Outcome: Read aloud, listen and understand words, meanings, spellings and pronunciation.

### READ AND UNDERSTAND

- Let the students do Exercise A on their own.
- Discuss Exercises B and C. Then, the students can answer the questions on their own.
- Announce the correct answers aloud. Students can correct answers in pairs.
- Exercise D [Think and Answer]: Read and discuss the question. Then ask the students to write down the answer.

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

## GRAMMAR IS FUN

- Explain what Yes–No questions are with the use of the blackboard and given examples. How do we frame questions for which answers are Yes or No?
- Discuss Exercise D. Then, ask the students to do the exercises on their own.
- Explain what questions tags are with reference to classroom situation, e.g., You have done your task, haven't you? Parul is not present, is she? The bell has rung? hasn't it? etc.
- Use the blackboard and given examples to explain question tags explain carefully how negative-tag questions are used with positive questions and positive tag question are used with negative questions.
- Discuss Exercise E. Then ask the students to fill in the suitable question tags in the blanks.
- Announce the correct answers aloud. Students can correct their answers in pairs.

Outcome: Understanding Yes—No questions and question tags.

## LET'S SPELL

- Ask the students to do the exercise on their own, selecting letters from the box to fill in the blanks and complete the words.
- Announce the correct answers and the students can correct their answers in pairs.

Outcome: Learning correct spellings.

## WORD POWER

- Let the students do this exercise on their own.
- Announce the correct answers. The students can correct their answers.

Outcome: Finding the odd word.

## LET'S LISTEN

- Let the students listen to the passage twice.
- Ask one question at a time and instruct the students to answer in complete sentences. Correct their mistakes.

Outcome: Listening attentively, understanding and answering the questions orally.

## LET'S SPEAK

- Say each column of words aloud clearly, showing the distinction. Ask the students to say each word also. Correct the mistakes if any.

Outcome: Learning to distinguish words with 'au' and 'əu' sounds.

## LET'S CONVERSE

- Select two students to enact the roles of Murali and Irfan.

- Involve all the students in assessing the conversation enactment with regard to pronunciation, pause, emphasis and inflexion.

Outcome: Learning to converse—pronunciation, pause, emphasis and inflexion correctly.

### WRITING SKILLS

- Discuss this exercise. Let the students suggest sentences. Write the correct sentences on the blackboard. The students can transcribe them in their books.

Outcome: Enhancement of writing skills.

### ACTIVITY/PROJECT

- You can demonstrate this activity in the class. Let the students follow.

Outcome: Expressing one's creativity.