

# The Emperor and the Shadow Puppets

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Learning to maintain equanimity in the face of joy or sorrow
- ▶ Reading, listening and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Learning about compound words
- ▶ Grammar: Nouns—collective, abstract and material nouns; countable and uncountable nouns; gender
- ▶ Learning to converse
- ▶ Learning the value of equanimity in life and applying it

### GEAR UP!

- ▶ Discuss how people enjoy their leisure time, how they relax and do things which help them deal with sorrow, stress, tension, etc.
- ▶ Leisure activities – toys, puppets, games (indoor/outdoor), sports, reading, theatre, etc. (positive)
- ▶ Discuss the toys shown and give their names.

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**Outcome:** Learning what leisure activities are.  
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### READ AND DISCOVER

- ▶ Ask the students to read aloud the lesson in turns.
- ▶ Explain the lesson and its words and phrases.
- ▶ What are the different kinds of puppets (dolls with strings, glove puppets, leather puppets used for shadows and finger shadows)?
- ▶ Ask in-text questions, e.g., When do we miss a person? What does it mean that the emperor's loneliness affected his health? The emperor lost interest. What does this mean?
- ▶ Draw attention to collective nouns like a fleet of swans; a flock of ducks; a herd of deer, etc.
- ▶ Students may underline the words which are difficult or new, learn their spellings and meanings,

e.g., various; miserable; affected; courtiers, etc. These can be dictated later, along with coloured words and the words in Let's Spell section; or the teacher can have a Spelling Bee test in the class.

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**Outcome:** Reading aloud words, meanings, spellings, pronunciation and understanding them.

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### **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Ask one question at a time and instruct the students to reply in complete sentences. Correct them wherever required.
- ▶ Exercise B: Students may do this on their own. Then, the teacher can announce the correct answers aloud and they may correct their own answers.
- ▶ Exercise C: Discuss each question and once a correct answer emerges, dictate it to the class and ask them to write it in their books neatly.
- ▶ HOTS—The Emperor was OK at the end of the story. He understood what the priest had told that joys and sorrows are a part of life. Whenever a person is faced with sorrow, he should think of good things and happy moments in life. This will help us to be happy and to do good deeds for others remembering those who are not with us any longer. By accepting and living according to these words of wisdom, the Emperor learnt how to live a happy life doing good for his kingdom and its people while remembering his queen who had died. (Any reasonable answer is acceptable).

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**Outcome:** Understanding and answering the questions orally or in writing.

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### **GRAMMAR SPOTLIGHT**

- ▶ Use the blackboard and given examples to explain nouns and their kinds; collective, abstract and material nouns; countable and uncountable nouns; gender.
- ▶ Explain collective nouns for groups of one thing/person/bird, etc. Some examples are given in the text. The teacher can access more from thesaurus or internet.
- ▶ Explain abstract nouns for those ideas, thoughts, feelings, qualities, experiences or states which are intangible. Give a brief introduction about gender.
- ▶ Exercises A, B, C and D: Do the exercises orally first. Then, ask the students to do the exercises on their own. The teacher can announce the answers and students can correct their own work.

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**Outcome:** Learning nouns and their kinds; gender.

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### **SPELL WELL**

- ▶ Ask the students to do the exercise on their own. They may select the right word from the Help Box and complete the words with the correct spellings.

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**Outcome:** Learning words, spellings, meanings and pronunciation.

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### **VOCABULARY**

- ▶ Explain about compound words, using the blackboard and given examples. The teacher can access more words from the internet.

- Do the exercise orally in the class. Then, ask the students to write the answers on their own. The teacher can announce the answers aloud and students can correct their own work.

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**Outcome:** Learning compound words.

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### LISTEN AND LEARN

- Read out the passage. Ask the students to listen attentively to it. Explain it.
- Ask the question one at a time and instruct the students to reply in complete sentences orally.
- Correct the answers wherever required.

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

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### CONVERSE AND CONNECT

- Select two students as Binay and Zahir. Ask them to enact the conversation in the class. Enact the dialogue.
- Ask the students to listen to it carefully, learning the pronunciation, pause, emphasis and inflexion.
- Involve the class in assessing and improving or correcting the conversation.

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

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### WRITING

#### **Transcription:**

- Exercise A: Let the students write the sentences neatly in their books. Identify the countable and uncountable nouns in the sentences. Then, ask the students to do the exercise on their own. The teacher can announce the answers aloud. Students can correct on their own.
- The answers can be assessed. Carefully, indicate corrections and reasons for them.

#### **Composition:**

- Exercise B: Tell the students that this is an informal letter to their grandmothers. (Formal letter–leave application).
- Explain the format of the letter–address and date; way of addressing grandma; ending the letter.
- Explain the three paragraphs: (a) introduction of the letter and going to the puppet show (refer to the first two lines of the poem); (b) the performance (lines 3–8 refer) and (c) the reaction of the audience (lines 9 to 12).
- Ask the students to write the letter on their own. They may use the poem or add their own ideas.
- Assess the letters written individually.

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**Outcome:** Writing neatly; recognising countable and uncountable nouns in sentences. Writing a letter correctly—the format and three paragraphs.

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### PROJECT WORK

- The first part is to be done by the students in pairs. Demonstrate either on the board or on your own or student’s finger, if necessary.

- ▶ The second part can be done either in pairs or individually.

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**Outcome:** Demonstrating creative work based on the lesson craft and theatre work.

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### **VALUE CORNER/LIFE SKILLS**

- ▶ Read out the sentences.
- ▶ Discuss with reference to the lesson learnt by the Emperor in the story.
- ▶ Ask the students about some things that have caused them sorrow and discuss how they will handle it in the light of what they have learnt in the lesson. (Be sensitive as some of the students may have faced loss of a parent or sibling or someone dear.)
- ▶ Explain the question as well the options in 'Life Skills'. The teacher can announce the correct option(s) later.

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**Outcome:** Applying the lesson learnt in the class to life.

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