

Tenali Rama Challenges the Magician

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning about magician’s sleight of hand and illusions on the basis of which they do their shows
- ▶ Also, learn about what wit and presence of mind are; when do we need presence of mind – give examples – soldiers need it in war, policemen on duty, when anyone is sick or injured in the class or on the playground
- ▶ Reading, listening and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, anagrams
- ▶ Grammar: Voice-Active and passive voice; use of passive voice
- ▶ Learning to converse
- ▶ Creative work in writing and by enactment, drawing, poetry, etc.
- ▶ Applying the values of wit and presence of mind to life

GEAR UP!

- ▶ Talk about magicians–how they perform their feats by sleight of hand and by creating illusions.
- ▶ David Copperfield and PC Sorcar (Senior and Junior) have been seen on TV from time to time. They also have live shows. Read Exercise A.
- ▶ Have students seen any magic show–in life or on TV? Ask them to share what they saw and felt. This is Exercise B.
- ▶ What is presence of mind? What is wit? Where do we need it and use it? How does it help us? Explain how wit can make us laugh. It can sometimes hurt others. This should be avoided. Presence of mind can help to save us and others from some unpleasant situations.

Outcome: Learning about magicians, presence of mind and wit; how they help us.

READ AND DISCOVER

- ▶ Three students can be selected to enact the parts of the King, Tenali Rama and the Magician.

The teacher can read the narrative parts.

- ▶ Read the picture story aloud. Explain it to the class.
- ▶ Ask the students about the wit and presence of mind shown in this story. Discuss.

Outcome: Reading aloud, understanding and answering the questions on it orally.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask the questions one at a time. Instruct the students to reply in complete sentences. Correct them wherever required.
- ▶ Exercise B: Ask the students to do this exercise on their own. The teacher can announce the answers aloud and students can correct their work.
- ▶ Exercise C: Discuss one question at a time. When the correct answer emerges, the teacher can dictate it to the students to write in their books.
- ▶ **HOTS**— Discuss the questions in the class. Who gave the challenge and who accepted? What was the wisdom and presence of mind shown? How did it help Tenali Rama to win the challenge? Dictate the final answer to the students to write.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and the given examples to explain when a verb is said to be in active or passive voice.
- ▶ Only a transitive verb (i.e., one with an object) can have passive voice, intransitive verb cannot.
- ▶ Subject (doer) important—active voice; action important—passive voice.
- ▶ Passive voice—subject changes into object and object changes into subject; verb followed by + doer.
- ▶ Tense changes: All examples are given

Outcome: Learning active and passive voice—change and usage.

SPELL WELL

- ▶ Ask the students to do this exercise on their own by selecting words from the Help Box and filling in the missing letters to complete them.
- ▶ The teacher can announce the answers aloud and students can correct their own work.

Outcome: Explaining words, spellings, meanings and pronunciation.

VOCABULARY

- ▶ Do the exercise orally in the class and then ask the students to write down the correct anagram. The teacher can give clues.

Outcome: Working out anagrams.

LISTEN AND LEARN

- ▶ Read out the passage. Ask the students to listen to it attentively and explain it.
- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences. Correct them wherever required.
- ▶ Exercise B: Do this orally first and then students can write down the correct antonym in their books.

Outcome: Listening attentively and answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students to enact Ayushi and Suman.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen to it carefully.
- ▶ Involve the class in the assessment of the conversation.

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

WRITING

- ▶ **Transcription:** Exercise A: Students can write the sentences neatly and mark the prepositions on their own.
- ▶ **Composition:** Exercise B: Ask the students to write the paragraph on their own. Explain—paragraph must be cohesive.
- ▶ The teacher must assess individual work.

Outcome: Cursive writing, writing sentences on one's own.

PROJECT WORK

- ▶ Ask the students to work in groups of five.
- ▶ Enact the story, make posters and select a new title.
- ▶ The teacher and groups can assess the work.

Outcome: Doing group work – drama, poster making, etc.

VALUE CORNER/LIFE SKILLS

- ▶ Read out the passage.
- ▶ The teacher must explain why listening is more important than speaking. Also, explain the difference between knowledge and wisdom and why wisdom is more important than knowledge.
- ▶ Explain the question as well as the options given in 'Life Skills'. Help the students in selecting the correct option(s).

Outcome: Learning difference between knowledge and wisdom, and applying it in life. Tackling a real-life situation by taking the right decision.
