

Birbal and the Barber

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Understanding the difference between being intelligent and clever on the one hand and cunning and sly on the other
- ▶ Enjoying and appreciating humour in books, theatre and in real life; capacity to laugh at oneself; a life skill
- ▶ Understanding the difference between books in narrative form and comic/picture stories where description is not required and conversation is more important
- ▶ Listening, reading aloud and understanding
- ▶ Vocabulary, pronunciation, spellings and meanings
- ▶ Answering questions orally and in writing
- ▶ Grammar: Learning about determiners; articles—their usage
- ▶ Learning to be creative, using the lessons learnt. Learning to enact a small dramatic piece

GEAR UP!

- ▶ First, read the piece out aloud. Select four students to read out the parts of Akbar, Birbal and two courtiers.
- ▶ Explain who Akbar was and who Birbal and Navaratnas were.
- ▶ Discuss (a) why kings had someone witty, intelligent or humorous always in court (b) why do we need to be witty and humorous (c) what is wit and humour (d) why it should not be at the expense of someone's physical or mental frailty and should avoid sarcasm, etc. (e) how humour is a form of reducing stress and tension, defusing anger and rage, accepting embarrassing or losing situations in the right spirit, etc.
- ▶ What is a drama—a situation, characters, background and story?
- ▶ Enjoying and solving riddles.

Outcome: Understanding humour, wit; learning to laugh at oneself.

READ AND DISCOVER

- ▶ Select three students to read aloud the parts of Akbar, Birbal and Barber. Read aloud with correct pronunciation and expression.
- ▶ In drama, when a character is thinking to himself/herself and is shown alone on stage, it is called soliloquy. The tone of the voice should be as of a person thinking, not talking to someone else. Tell the students about this. If necessary, demonstrate.
- ▶ Ask in-text questions about words and ideas, etc., e.g., your wish is my command; tunnel; ditch; conditions; shabby; outwit.
- ▶ Ask in-text questions about the narrative, e.g., “Why is this story funny?” and “Why did the barber try to get Birbal killed?”

Outcome: Learning correct dramatic reading, pronunciation, vocabulary and meanings.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Discuss the answers and then students can answer orally.
- ▶ Exercise B: MCQs can be done by students on their own.
- ▶ Exercise C: Discuss the answers and then students can answer the questions on their own in writing.
- ▶ HOTS: Discuss in detail with reference to the specific objectives given earlier.
- ▶ Discuss the best HOTS answer in the class highlighting (a) why it is the best (b) expression (c) content (d) vocabulary (e) what life skills have we learnt from it.

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

GRAMMAR SPOTLIGHT

- ▶ Explain about determiners using blackboard and examples from the class.
- ▶ Explain usage of determiners.
- ▶ Articles are types of determiners: a; an; the; their purpose and usage.
- ▶ All exercises can be done as classwork by students on their own and assessed in pairs while the teacher gives the correct answers.

Outcome: Learning about determiners—Articles as determiners—their usage.

SPELL WELL

- ▶ Complete the words. Students can do this on their own. Correct them in pairs with the teacher announcing the right answers.

Outcome: Learning words, their spellings and meanings.

VOCABULARY

- ▶ What are prefixes?

- ▶ Work through the list of prefixes on the blackboard; students can add their own examples as awake; antidote; dislike; illegible; underdeveloped; undisciplined; semi-urban; relocate, etc.
- ▶ Exercise A can be done by students on their own. Correct them in pairs with the teacher announcing the right answers.

Outcome: Learning about prefixes and phrases.

LISTEN AND LEARN

- ▶ Read out the passage and the students will listen to it carefully. After listening to the passage, the students will answer the questions orally.

Outcome: Listening attentively and answering questions orally.

CONVERSE AND CONNECT

- ▶ Select two students in advance to learn the dialogue. Enact it in the class. Students in groups may comment on the (a) enactment, (b) pronunciation, (c) tone, (d) expression, etc.
- ▶ Ask the students if they read books, comics, etc. Have a small discussion on their likes and dislikes.

Outcome: Learning speech, rhythms and all that has been learnt about interjections.

WRITING

- ▶ Students can do this exercise on their own. Later, the teacher can announce the answers.

Outcome: Learning to use what has been learnt in the lesson—vocabulary and grammar.

PROJECT WORK

- ▶ 1 and 2 both can be done in the class.

Outcome: Learning language use; participation and speaking out in groups, etc.

VALUE CORNER

- ▶ Discuss issues which have consequences for students in life: (a) being smart (b) doing wise and enjoyable things.

Outcome: Learning a very important life skill; what is considered smart and what is wise.

LIFE SKILLS

- ▶ Discuss the question and encourage students to answer creatively.

Outcome: Using the values learnt in the lesson.
