

Sher Dil and the Demon

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Understanding what a drama is, how a scene is created, changes of scenery on stage, working with or without curtains and what props, story, character and dialogue are.
- ▶ Understanding the responsibility of a master/mistress towards servants. Understanding kindness, generosity, etc.; good/bad masters; good/bad servants
- ▶ Listening, reading aloud and understanding
- ▶ Expanding vocabulary, learning pronunciation, spellings and meanings
- ▶ Answering questions orally and in writing
- ▶ Grammar: Learning about prepositions—kinds, examples and usage. Also, learning about conjunctions and their usage.
- ▶ Learning about suffixes and their usage
- ▶ Use the lessons learnt in the unit—respect for all work and people doing every kind of work; learning to do one’s own work; helping others in the house and outside doing their work

GEAR UP!

- ▶ First, give a brief outline of a day in the life of (a) a father, (b) a mother, (c) a student, (d) a maid, etc.
- ▶ Then, take the lives of ordinary workers we see every day but do not notice their efforts, e.g., (a) a driver (b) a sweeper on the road or in the school (c) a school peon (d) a bus driver or a car driver (e) an autorickshaw driver (f) a salesman in a shop (g) a fruit or vegetable vendor.
- ▶ Do the exercise collectively in the class; suggest what all a student can do or learn.

Outcome: Do students notice all the work done by others for their comfort and convenience—parents, servants, staffs in office, etc.? Recognise and respect it.

READ AND DISCOVER

- ▶ Different types of drama, e.g., with or without curtains; street theatre; with or without props; masked drama; puppet theatre, etc.

- ▶ Tell the students about Acts and Scenes; sometimes, several Scenes make up an Act if all relate to a particular time or event.
- ▶ Select students to read aloud the speeches of Sher Dil, Gulabo, the Hermit and the Demon. Read aloud correctly—pronunciation, expression, etc.
- ▶ Ask all the students in-text questions about words, ideas, etc., e.g., daily chores; wages; kindness; generosity; singlehanded; demon; out of control, etc.
- ▶ Ask in-text questions about the narrative, e.g., should we keep servants like the demon about whom we know nothing? Is the demon really working free, unlike the servants who are paid wages? Why should we be kind and generous to servants? Some people make children work as servants, is it right?

Outcome: Learning about drama; reading correctly; pronunciation, meaning; listening.

ENJOY AND UNDERSTAND

- ▶ Exercise A: Discuss in the class and then students can answer orally.
- ▶ Exercise B: MCQs can be answered by students on their own.
- ▶ Exercise C: Discuss in the class and then students can answer in writing on their own.
- ▶ HOTS: Discuss questions in the class based on Gear Up. Then, students can answer both questions on their own.
- ▶ The best HOTS answer can be discussed in the class highlighting (a) why it is the best (b) expression, (c) contents, (d) values, etc. How would you like people to behave with you if you were a domestic help?

Outcome: Answering the questions orally and in writing after understanding the lesson.

GRAMMAR SPOTLIGHT

- ▶ Explain with the help of a blackboard and examples in the class about prepositions and why we use them.
- ▶ What are the different kinds of prepositions and their uses?
- ▶ Exercises A and B can be done by students orally in the class. Then, they can be followed by students working on their own.
- ▶ Students can be asked to suggest their own sentences during the session too.
- ▶ With the help of examples given and others from the book and using blackboard, explain conjunctions and their usage.
- ▶ Illustrate from daily life examples.
- ▶ Then, do Exercise C orally first and then ask the students to do them on their own.

Outcome: Explaining prepositions and conjunctions and their usage.

SPELL WELL

- ▶ Learn spellings and meanings of words given in boxes in the unit.

- ▶ The words in Spell Well can be completed by students. Correct in pairs with the teacher announcing the right answers.

Outcome: Learning words, their spellings and meanings.

VOCABULARY

- ▶ What suffixes are, how they change the forms of words and the part of speech? Use given examples and others to show that they become new words of different parts of speech. Also, how to use phrases.
- ▶ Exercises A, B and C can be done by students in the class. Correct in pairs with the teacher announcing right or possible answers.

Outcome: Learning about suffixes and usage; phrases.

LISTEN AND LEARN

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

Outcome: Listening attentively and answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students from the class to learn the dialogue. Enact it in the class.
- ▶ Students in groups can comment on the enactment, expression, pronunciation, pause, etc.
- ▶ Discuss the answers of the questions.

Outcome: Learning speech rhythms and pronunciation, talking correctly.

WRITING

- ▶ Any relevant answer is acceptable.

Outcome: Learning how to write a letter.

PROJECT WORK

- ▶ This can be done independently by the students. Dialogue can be about any issue; not a repetition of what is given in this story.

Outcome: Encouraging self-expression.

VALUE CORNER / LIFE SKILLS

- ▶ Discuss and explain the quotation.
- ▶ Help in the discussion by encouraging the students to speak out their views and jot the points.

Outcome: Respecting all people and all kinds of work.
