



Kathputli Dance

LEARNING OBJECTIVES

- Learning about the history and cultural significance of Kathputli puppetry in Rajasthan.
- Understanding the art of puppetry and its role in storytelling, including its materials, techniques and cultural heritage.
- Listening, reading, understanding and answering the questions orally and in writing.
- Grammar: Phrases and clauses and their types: simple, compound and complex sentences; direct and indirect (reported) speech.
- Words and their meanings, usage; dictionary work.
- Writing a letter to a friend, pronunciation practice; punctuation and editing.
- Learning to speak, converse and write correctly.
- **Outcome:** Understanding the importance of Kathputli as a traditional art form and its storytelling value.
- Learning about cultural preservation efforts and the significance of heritage arts.
- Learning about phrases and clauses; simple, compound and complex sentences; direct and indirect [reported] speech.
- Speaking, conversing and writing correctly.

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| Get Set! | <ul style="list-style-type: none"> ➤ Discuss Exercise A and then let the students do it on their own. ➤ Write the answers on the board and the students can check their work. |
| Read and Enjoy | <ul style="list-style-type: none"> ➤ Give a brief background on Kathputli puppetry and its cultural significance in the lives of the people of Rajasthan. ➤ Read the lesson aloud or ask students to read parts of it, focusing on clear pronunciation and expression. ➤ Explain words and phrases like: Kathputli, Bhat community, puppeteer, vibrant portrayal, preserve traditions, etc. ➤ Ask in-text questions to ensure that the students understand the lesson and its cultural significance: Why is Kathputli considered an important part of Rajasthan's heritage? How do puppeteers bring life to the puppets? What stories are told through Kathputli performances, and why are they significant? Do you think traditional arts should be preserved? Why or why not? ➤ Reading creates familiarity with words and ideas. Discuss visual elements like puppets, decorations and performances so that reading becomes interactive and enjoyable. |

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| <ul style="list-style-type: none"> ➤ Encourage students to engage actively with the text and think critically about the importance of cultural heritage and storytelling. | |
| <ul style="list-style-type: none"> ➤ Discuss the questions in Exercises A-D and ask the students to answer orally first. ➤ Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written. ➤ They may then write down the answers of Exercises A-D. | Read and Understand |
| <ul style="list-style-type: none"> ➤ Exercises A and B: Read and discuss the questions in class. Then ask the students to write down the answers. ➤ Check the work of each student individually. | Think and Answer |
| <ul style="list-style-type: none"> ➤ Explain on the board what phrases are, using the given examples as well as your own. Explain the types of phrases: noun [subject/object], adjective used as determiners, modifiers and adverb [answering when/where/why/how/how often]. ➤ Do Exercise A orally and then the students can write down the answers. ➤ Explain on the board what clauses are – groups of words with a verb: independent or dependent. Then explain the types of clauses: noun [which acts as a noun], adjective [relative clause which are used like an adjective to describe/modify a noun], and adverb [which function as adverbs and answer when/where/why]. Use the given examples and add your own on the board. ➤ Do Exercise B orally and then let the students do it on their own. ➤ Explain the types of sentences, using the given examples and also your own, and ask the students to think of examples too. ➤ Make a simple sentence; add another and join it to make a compound sentence; and then make it a complex sentence. Example: A dog bit the man. [Simple] A dog bit the man. + He beat the dog with a stick.= A dog bit the man and the man beat the dog with a stick.[Compound] A dog bit the man who beat it with a stick. [Complex] ➤ Do Exercises C-E orally and then let the students write the answers down. ➤ Announce the answers aloud for Exercises A-E and let the partners check. Wherever the students have any doubts, explain and ensure they have understood the types of sentences. ➤ First do some simple direct/indirect exercises orally – Example: Student X asks Student Y – What is your name? and Student Y replies: My name is _____. Now ask Student Z to tell the class what Student X and Student Y said. ➤ Now use the board to explain direct and indirect speech, using the given examples and your own examples. ➤ Do Exercise F orally first and then let the students write it down. ➤ Explain how imperative and exclamatory sentences are reported, using the given examples and your own on the board. ➤ Do Exercises G-I orally and then ask the students to write them down. ➤ Announce the correct answers to Exercises A-I and let the partners check. | Grammar Spotlight |

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| Spell Well | <ul style="list-style-type: none"> ➤ Getting to know new words. ➤ Learn to recognise the new words by selecting them. ➤ Learn their spellings and meanings. ➤ Brush up on the use of the dictionary whenever possible. ➤ Do Exercise A orally first. Then ask the students to write the missing letters to complete the words. |
| Word Power | <ul style="list-style-type: none"> ➤ Explain the exercise to the students and then let them find the abstract noun forms of the given words from the word grid. ➤ Announce the answers and let the students check their work. |
| Listen and Learn | <ul style="list-style-type: none"> ➤ Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly. ➤ The teacher can read the passage aloud or ask students to take turns reading so they understand it well. ➤ Then ask the students to answer the questions orally. ➤ Check the students where necessary. |
| Converse and Connect | <ul style="list-style-type: none"> ➤ Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly. ➤ Then ask pairs of students at random to enact the conversation according to their own imagination. ➤ Correct the students regarding content and pronunciation. |
| Speak and Express | <ul style="list-style-type: none"> ➤ Read out the question and let the students look at the picture carefully. ➤ Then let them talk about the picture. ➤ Correct them where necessary, but encourage their imagination and creativity. |
| Pronunciation Practice | <ul style="list-style-type: none"> ➤ Let the students listen to the Digital Content so that they are sure of the right way to speak. ➤ Let the students say aloud the given words. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation. ➤ Differentiate the way the words are pronounced. Draw attention to the phonetic symbols. ➤ Use the given words and any other examples you like or doubts that the students may have. ➤ Ensure that the phonetic symbols for the sounds are understood by the students. |
| Punctuation | <ul style="list-style-type: none"> ➤ Use the board to do this exercise. ➤ Call random students to correct the sentences in the passage. ➤ Once it is all written correctly on the board, ask them to write it down in their notebooks. ➤ If the exercise is done by the students on their own, then announce the corrections and let the partners check the work. |
| Write Well | <ul style="list-style-type: none"> ➤ Exercise A: Read out the question and let the write the letter on their own. ➤ Encourage them to take points from the lesson. ➤ Write a sample letter on they board and the students can check their work. |

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| <ul style="list-style-type: none"> ➤ Ask the students to refer to their dictionaries and find the meanings of the given words. ➤ Ask the students at random for the answers. ➤ Correct them where necessary. ➤ Making sentences orally with the words will help the students to learn the correct usage. | Dictionary Skills |
| <ul style="list-style-type: none"> ➤ The students will love to colour the given picture. ➤ Share their work with the others in the class. | Project Work/ AIL Activity |
| <ul style="list-style-type: none"> ➤ Exercise A: Read the question and link this with what they have learnt so far. Then discuss what skills they need to handle the situation. ➤ Let the student choose from the given options and ask them to give reasons for their choices. | Values and Life Skills |