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Famous Characters in Fantasy World

Humpty Dumpty

LEARNING OBJECTIVES

- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Indefinite [a, an] and Definite [the] Articles and their usage.
- Word meanings, spellings, pronunciation, suffixes, dictionary skills, rhymes, homophones, anagrams.
- Learning to speak and converse correctly.
- Writing and punctuation – how to write an imaginative description.
- **Outcome:** Appreciating famous characters in literature, use of creativity and playfulness in use of words.
- Understanding humour in writing.
- Learning to use Articles – Indefinite and Definite.
- Speaking and writing correctly.

Get Set!	<ul style="list-style-type: none"> ➤ Enjoy a session of remembering nursery rhymes and recitation.
Read and Enjoy	<ul style="list-style-type: none"> ➤ Ask the students to read aloud the lesson, explaining its words, meanings, and the way in which everything is topsy turvy in 'Alice in Wonderland' and 'Through the Looking Glass'. ➤ Enjoy the story and its humour yourself because that is the best way to share the humour and draw attention to it. ➤ There is humour in instances like Humpty telling Alice her name could mean any shape, or that she should have stopped at a certain age or that he has many 'unbirthdays' but only one birthday in the year. ➤ The fun of the ridiculous and subtle humour is never easy to convey, particularly since comedy serials watched on TV can be quite crude and have loud humour. ➤ The meaning of words like 'cravat', feeling 'offended' and 'compliment'; should be clearly explained. You can share the 'Jabberwocky Bird' and explain it. This was written as a story for children, but when we read it as adults, it reveals several layers of understanding. ➤ At this stage, however, explain it as a child's imaginative, funny story. You can even have a library session for reading the two books.
Read and Understand	<ul style="list-style-type: none"> ➤ Exercises A – E: Read each exercise and explain what is required to be done by the students. By now, they will be familiar with the questions, so detailed explanations may not be needed. ➤ Ask them to answer the questions orally and then write down the correct answers in their notebooks.

<ul style="list-style-type: none"> Exercise A: Explain what sarcasm is – when we say something and mean something quite different and possibly nasty. It uses irony to mock or convey contempt. [Example – “Oh! You’re wearing such a beautiful dress!” When you actually mean that the dress is very ugly or, “He’s so bright!” when actually you mean the person is very dull and stupid.] It is very rude to use sarcasm. Some people think it is very witty and smart, but it is not. It just shows uncivilised behaviour. Based on this, ask the question and let the students answer orally first. Then you can write the correct answer briefly on the board. They can write it down in their notebooks. 	Think and Answer
<ul style="list-style-type: none"> Explain what are Articles – A, An, The Indefinite Articles: A and An – used with singular countable nouns; ‘an’ is used with nouns starting with a vowel sound; ‘a’ is used with words starting with a consonant sound. Explain this using the given examples and your own too. Use the board. Some examples: a cow, a ball, a journey, a man, a house, a gift, a yacht, a hospital, an apple, an egg, an ice cream, an owl, an umbrella, an hour, an heir, an MP. Definite Article: ‘The’ is used with singular and plural countable and uncountable nouns, and when referring to something in particular or what has been referred to earlier. Examples: the sun, the planet, the houses, the ground, the station, the sky, the cat in her house, the car I saw, the man who ran away. Exercises A & B: Read and explain the exercises. Do them orally first. Then ask the students to do them on their own. Announce the answers and let the students check their work on their own. 	Grammar Spotlight
<ul style="list-style-type: none"> Many words end with the letter ‘e’. When we add -ing to the word, we drop the ‘e’ and add -ing. Example – create + ing = creating; take + ing = taking; ache + ing = aching. Exercise A: Ask the students to do the exercise on their own. Announce the answers at the end and let their partners check. 	Spell Well
<ul style="list-style-type: none"> Suffixes are letters added at the end of a word and can change its meaning. Some suffixes are -able; -ful and -less. Use the given examples and add your own. Use the board. Some more examples include manage – manageable; admire – admirable; laud – laudable; care – careful, careless; fear – fearful, fearless; art – artful, artless; awe – awful, spot – spotless; fault – faultless; end – endless. Exercise A: Ask the students to do the exercise on their own. At the end, announce the answers. Let their partners check. 	Word Power
<ul style="list-style-type: none"> Exercise A: Read the passage aloud at least twice. Then ask the students to colour Humpty Dumpty as directed in the passage. If necessary, mark dots of the colours on the concerned parts to guide them. 	Listen and Learn
<ul style="list-style-type: none"> Exercises A & B: Ask two students to read the conversation and repeat either the same or with change of subject as directed. 	Converse and Connect

	<ul style="list-style-type: none"> They can talk about detective stories, adventure stories, mythological stories, stories of clever people like Birbal, Tenali Raman, Gopal Das or Mulla Nasruddin, stories of real-life heroism, kings and queens, battles, sports, etc.
Speak and Express	<ul style="list-style-type: none"> Exercise A: Ask the students to respond to the question and the picture. Most of them would be familiar with Tom and Jerry cartoons. If anyone is not familiar with them, show them a cartoon, either as a comic or on video. Ask them at random to talk about the cartoon, or any other that they prefer. They should explain what they find enjoyable in the cartoon.
Pronunciation Practice	<ul style="list-style-type: none"> Exercise A: Say each word aloud and ask the students to follow. Draw attention to the fact that while the spellings are different for each word, the pronunciation of the vowel sound is the same.
Punctuation	<ul style="list-style-type: none"> Exercise A: Ask the students to write the passage with the correct punctuation – Capital letters, full stops.
Write Well	<ul style="list-style-type: none"> Exercise A: Read and explain the exercise. We have learned how to write a passage/paragraph of about 8-10 sentences. Ask the students to write about Humpty Dumpty based on the directions given. Check their work individually.
Dictionary Skills	<ul style="list-style-type: none"> Exercise A: Ask the students to use their dictionaries and do this exercise on their own. Check their work individually.
Project Work/AIL Activity	<ul style="list-style-type: none"> Exercises A & B: Students can make this finger puppet on their own and display it in class.
Values and Life Skills	<ul style="list-style-type: none"> Exercise A: Read the exercise and discuss all the points raised in class. Encourage the students to speak up and express their views freely. Correct them where required.