

4

Unit 4: Wisdom

Wise Birbal

LEARNING OUTCOMES

- ▶ Learning the importance of wisdom through creative, study and art-related and social activities
- ▶ Understanding the need for intelligence, wisdom and presence of mind through social interaction and collaboration, integrating discipline and communication at the school, home and elsewhere
- ▶ Learning to appreciate the experience and wisdom of people of all ages for peaceful settlement of differences and growth
- ▶ Learning to be creative in our thoughts and discussions
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Adverbs – how they are made, kinds of adverbs and usage
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, rhyming words, pronunciation, story writing
- ▶ Explain the layout of the lessons – each unit has two lessons, one is prose and one is poetry.

Warm Up	<ul style="list-style-type: none"> ✧ Bring a storybook from the library containing the stories of Akbar and Birbal. Also, bring books on Tenali Raman and Gopal Das so that the students know that there was a tradition for kings to have a wise and witty courtier to assist them and keep them entertained. ✧ Discuss why students enjoy these stories, and what they would do in similar circumstances.
Read and Enjoy	<ul style="list-style-type: none"> ✧ Give the different parts to various students in class, and rotate the actors so that a large number of students get to read aloud. Ask them to understand as they read. Teach the students to get into the character they are enacting. Explain the story as it is read. ✧ The essence of this lesson is the wit and wisdom of Birbal. Highlight that. ✧ Also, help the students understand and appreciate stagecraft and the basics about plays and how they are enacted. Tell them how long background narratives are not available. Therefore, the body language of the characters should convey many things like emotions.
Read and Understand	✧ Exercises A, B, C and D: Explain the exercises. Do them orally first. Then ask the students to write the answers. Check and assess the answers individually.
Think and Answer	✧ Exercises A and B: Explain the exercises. Do them orally first. Then ask the students to write the answers. Check and assess the answers individually.
Grammar Spot	✧ Explain what adverbs are – words that tell us something about the verbs – and their usage. Use the given examples and you can add your own. For example: ran swiftly; spoke loudly; banged the door rudely; walked slowly; entered quietly; patted gently, etc.

	<p>✧ Explain the types of adverbs and how they are used:</p> <ul style="list-style-type: none"> • Adverb of manner – answers how an action is done [loudly, gently, swiftly, slowly, rudely, etc.] • Adverb of place – answers where an action is done [there, here, anywhere, upstairs, everywhere, etc.] • Adverb of time – answers when an action is done [today, yesterday, tomorrow, soon, later, daily, before, then, etc.] <p>✧ Exercises A and B: Explain the exercises. Do them orally first and then ask the students to write down the answers. Announce the answers aloud and let them check their own work.</p>
Word Wise	<p>✧ Exercise A: Explain what antonyms are – words with opposite meaning [unlike synonyms, which are words of similar meaning]. Do the exercises orally. Then ask the students to write the answers. Announce the answers aloud and let them check the answers on their own.</p>
Spell Well	<p>✧ Exercise A: Explain the exercise and ask the students to do it on their own. Then announce the answers and let them check their own work.</p>
Listen and Learn	<p>✧ Exercise A: Read the passage aloud twice or ask the students to read it. Explain it. Then ask them for the answers and check them gently if required. Let them mark the answers. Announce the answers aloud and let them check their own work.</p>
Converse and Connect	<p>✧ Exercise A: Make groups of three students and, after explaining the exercise, ask them to discuss the questions. Then discuss in class to find out what they have discussed. Check and guide them gently to the right answers.</p>
Speak and Express	<p>✧ Exercise A: Explain the exercise and ask the students to discuss it with their partners. Then have a class discussion. Guide and check them gently.</p>
Pronunciation Practice	<p>✧ Exercise A: Explain what are silent letters, reading out the instructions and the examples given. Add your own examples, like know, knowledge, pneumonia, yacht, answer, flower, heir, etc. Read the words aloud and ask the class to follow. Check the students gently where required.</p>
Write Well	<p>✧ Exercise A: Ask the students to link up all the clues with suitable words and write the complete story. Do it orally once and let them write it. Check and assess their work individually.</p>
AIL Activity	<p>✧ Exercise A: This can be done by the students on their own.</p> <p>Exercise B: Explain the question and discuss with the class.</p>
Values and Life Skills	<p>✧ Exercise A: Explain the value of intelligence and quick-thinking and witty reactions in real life. It can solve problems and diffuse arguments and quarrels.</p>