

Section A.

Name of the Institute	SCERT, Punjab
Name of the Teacher	Manjit Kaur subject Expert
Class	VIII
Subject	English
Name of the chapter	SAY NO
No. of period required	Twelve
Vetted by	Baljeet Kaur Brar Subject Expert SCERT, Punjab

Section : B **Expected Outcomes:-**

The children will be able to :

1. read and comprehend the text
2. use appropriate vocabulary.
3. apply correct grammatical items (noun : Adjectives, Sentences, Determiners, etc.
4. understand difficult words better and spell them correctly.
5. organize thought logically and express them in creative manner (paragraph writing and notice writing)
6. inculcate reading habits : Suggested Reading

Lesson Plan – 'Say No' for Class VIII

Period No.	Content/Activity/discourse	Strategy	Interactive Questions/CCE	Resources/ TLM	Teacher Reflections																														
1.	Find two very famous names in the crossword.																																		
2.	Warming up : The teacher will ask the students about Akbar-Birbal stories and lead on to 'Say No' which is a similar type of story The students may use mother tongue and more than one story can be related by them to increase listening and spealing skills.	Whole class Activity	Children, have you ever heard of/Akbar Birbal? Who was he? Did Akbar like him a lot? Why? Can you tell any such 'Kissa'? Or story? Okay let, read one such story.	Black-board Text book <table><tr><td>R</td><td>U</td><td>B</td><td>A</td><td>B</td></tr><tr><td>B</td><td>A</td><td>L</td><td>T</td><td>I</td></tr><tr><td>A</td><td>K</td><td>B</td><td>A</td><td>R</td></tr><tr><td>S</td><td>C</td><td>R</td><td>U</td><td>B</td></tr><tr><td>B</td><td>O</td><td>M</td><td>B</td><td>A</td></tr><tr><td>B</td><td>A</td><td>R</td><td>E</td><td>L</td></tr></table>	R	U	B	A	B	B	A	L	T	I	A	K	B	A	R	S	C	R	U	B	B	O	M	B	A	B	A	R	E	L	
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B	O	M	B	A																															
B	A	R	E	L																															
O2	<u>Silent Reading</u> The teacher will tell the students to read Para 1 for comprehension. She will ask them questions based on the text. She will also help them to	Whole class activity	1. Who was Gopal? 2. What was his profession/job? 3. Why did the king always say 'Yes' to Gopal? 4. What was the name of the king?	<u>Blackboard</u> Chart GLOSSARY Annexure '2' Pronunciation Annexure '3'																															

Period No.	Content/Activity/discourse	Strategy	Interactive Questions/CCE	Resources/ TLM	Teacher Reflections
	pronounce difficult words in the text for <u>speaking skills</u>		5. Who was jealous of Gopal? 6. Why were they jealous? 7. Did they succeed in fooling Gopal?		
03	<p><u>EDITING</u> :</p> <p>The teacher will divide the kids into groups. Allow them to discuss and let the leaders of various groups be asked to write on the board. The teacher will correct their answers after consulting the class.</p> <p>The teacher should move around to see they talk in English mainly.</p> <p>* Keep check on their writing, speaking, reading, listening during the Editing.</p> <p>The teacher will show CD, No: PES/ENG/VIII/219-</p>	<p>Group-Activity.</p> <p>The students will discuss in groups and their leader will speak for them. (in English most of the time.</p>		<p>Charts</p> <p>B.Board</p> <p>Textbook.</p> <p>CD, No: PES/ENG/VIII/219 —‘Say NO’</p>	

Period No.	Content/Activity/discourse	Strategy	Interactive Questions/CCE	Resources/ TLM	Teacher Reflections
04	<p>GRAMMAR : PARTS OF SPEECH The teacher will tell the students to write the nouns on the work sheets. Which nouns are singular and which ones are plural. Also underline the Proper Nouns. Later ask them to write adjectives also.</p> <p>EDITING : The teacher will correct the answers</p> <p>The teacher will show CD No: PES/ENG/VIII/013</p>	Whole-class activity	<ol style="list-style-type: none"> 1. Write the nouns in the para on your worksheet. 2. Write 'S' or 'P' for singular and plural nouns. 3. Write the two proper nouns in the para. 4. Write your own name. (This is also a proper noun. The names of all your classmates too.) 5. Find out adjectives. 	<p>B. Board Chart</p> <p>CD No: PES/ENG/VIII/013</p>	
05	<p><u>WRITING ACTIVITY</u></p> <p>Based on understanding of the text. The teacher will write the sentences on the board with choices and students will fill them up with adjectives .she will tell them that this is the</p>	Whole Class Activity	<p>Fill in the blanks with words given:</p> <p>Witty, barber, jealous, favourite, fools, countries</p> <ol style="list-style-type: none"> a) Gopal was a ____. b) He became a earlier ____ c) He was a ____ of the king. 	<p>Black-board</p> <p>Text Books</p>	

Period No.	Content/Activity/discourse	Strategy	Interactive Questions/CCE	Resources/ TLM	Teacher Reflections
	summary so far. Tell them to write beautifully in their notebooks Editing: The teacher will correct the sentences after consulting the student.		d) Gopal was very_____. e) The courtiers were _____ of him. f) He made the courtiers look like_____. g) He made the ministers also look like_____.		
05	(Para 3-4) Silent Reading : The teacher will ask the students to read silently for comprehension give them text based questions. The teacher will ask their leaders to come and write on the board.	Group Activity Divide the Students into groups and discuss the questions. Their leaders will answer the questions and write on the board. Whole class Activity	1. What did the courtiers and ministers decide one day? 2. What three things did they tell the king? 3. What was the king's reply? 4. How did they feel?	B.Board/ Chart Glossary Annexure '5'	

Period No.	Content/Activity/discourse	Strategy	Interactive Questions/CCE	Resources/ TLM	Teacher Reflections
	<u>EDITING :</u> The teacher will correct the answers after discussing with the students			Answers Annexure '6'	
06	<u>Jumbled Sentences :</u> The teacher will write jumbled sentences and give them 5 mts to each group after reading 4 paras. EDITING The teacher will correct the sequence after discussing with the students.	Group Activity	1. Gopal was a very witty man. 2. The ministers were happy at the thought of the king saying 'No' 3. Gopal got every thing because the king said yes to him always. 4. The courtiers tried their best to make Gopal look like a fool.	B.B . Text Annexure '7'	

Period No.	Content/Activity/discourse	Strategy	Interactive Questions/CCE	Resources/ TLM	Teacher Reflections
06	<p>GRAMMAR :</p> <p>MAGIC WORK.</p> <p>The teacher will make the students do 'C' (i) Grammar Exercise in the Textbook and (ii) later pg. 20. The so that sentences can be written as too..... to also. Without changing the meaning. Motivating them to check all the six sentences.</p> <p>EDITING :</p> <p>The teacher will provide the correct answer after consultation.</p>	Group Activity The students will be in diff. groups and write on the charts/ b.b.	The teacher will write them on the board part C(i) & (ii)	<p>B. Board Textbook</p> <p>Annexure '8'</p>	
07	<p>Para 5-7</p> <p>Silent Reading</p> <p>The teacher will tell the students to read silently for comprehension of the text. The teacher will ask them to answer the questions based on the text.</p>	Whole class-Activity	<ol style="list-style-type: none"> 1. What were the ministers and courtiers doing when Gopal arrived in the consult. 2. What did Gopal decide to do? 3. What did the king do? 4. What did the king decide to do? 	<p><u>Black board Chart</u></p> <p>GLOSSARY</p> <p>Annexure '9'</p> <p><u>PRONUNCIATIO</u></p> <p><u>N</u></p> <p>Annexure '10'</p>	

Period No.	Content/Activity/discourse	Strategy	Interactive Questions/CCE	Resources/ TLM	Teacher Reflections
	She will divided them into groups and give them 10 hits to discuss.		5. Did Gopal say something? 6. What solution did he suggest? 7. What did the king say? 8. Did the king say 'No' every time? 9. What did Gopal realize? 10. What did Gopal wait for?		
	EDITING : The teacher will correct the responses of the group leaders	Group Activity		B.Board	
08	GRAMMAR : Adjectives The teacher will tell the students to find adjectives in line 3, 4, 5, 13, 17 from the paras first read. Then she would tell them to use them in sentences of their own. SILENT READING:	Group Activity The students will find the adjectivesj & write on a chart to be displayed after editing	Please find adjectives from the paras first read. (1) What reward did Gopal suggest	Black board Chart Annexure `12' B. Board Annexure `14' GLOSSARY	

Period No.	Content/Activity/discourse	Strategy	Interactive Questions/CCE	Resources/ TLM	Teacher Reflections
	Paras 8 The teacher will then tell them to read and comprehend and will ask questions	Whole Class Activity	and for whom. (2) Were the courtiers happy? (3) Did they believe him? (4) What did they think of Gopal?	Annexure `15' Provenience	

Annexure

Akbar, the king was very fond by of his courtier, Birbal. Birbal was very clever. One day the king asked Birbal, go and bring the most beautiful child in the city. Birbal came back with a very ugly, dirty and shabbily dressed kid. The king was puzzled. 'Is the most beautiful child in the city?' You Sir. Birbal then bought the child's mother and she started kissing him and calling him my beautiful baby, how much I love you. Birbal told Akbar that no matter how ugly or untidy a child is, a mother feels her child is the best and the most before in the world.

One day Akbar asked Birbal as to who was the most powerful person in the country. Akbar thought Birbal would surely name him, the king. But Birbal said, My grandson Sir. He is sitting in your lap and playing with the hair of your beard. Is there anyone else who can do this? Akbar was pleased.

Annexure 2

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|---------------------------------------|------------------------------|
| (a) Period of time | (h) Courtiers – ਦਰਬਾਰੀ |
| (b) Withy - ਦਿਮਾਗੀ | (i) Court – ਦਰਬਾਰ |
| (c) Barber - ਨਾਈ ਹਜਾਮ | (j) Jealous – ਈਰਖਾਲੂ |
| (d) Favourite – ਹੋਰਨਾਂ ਨਾਲੋਂ ਵੱਧ ਪਸੰਦ | (k) Fool - ਮੂਰਖ |
| (e) Occasions - ਮੌਕੇ | (l) Get the better of them – |
| (f) trusted - ਵਿਸ਼ਵਾਸ ਵਾਲਾ | (m) |
| (g) Ministers - ਮੰਤਰੀ | |

Annexure `3'

Pronunciation

Pg. 21. D – (IV) of the text

- (1) favourite - ਫੇਵਰੇਟ
- (2) Occasions - ਉਕੇਜ਼ਨ
- (3) trusted - ਟਰੱਸਟਿਡ
- (4) Courtiers - ਕੋਰਟੀ ਅਰਜ਼
- (5) Jealous - ਜੈਲਸ

Annexure `4'

- (1) Gopal was a favourite of the king.
- (2) He was a barber by profession.
- (3) Gopal had helped the king many times. So the king always said yes to whatever he asked.
- (4) The name of the king was Raja Krishna.
- (5) The Ministers and the courtiers were jealous of Gopal.
- (6) They were jealous because the king said yes to Gopal.
- (7) No, they never succeeded in fooling Goipal.

Annexure `5' Page (8)

- | | | |
|-----|----------------|----------------------|
| (1) | Was not around | - ਨੇੜੇ ਤੇੜੇ ਨਹੀਂ ਸੀ |
| (2) | Problem | - ਮੁਸ਼ਕਿਲ, ਦਿੱਕਤ, ਔਖ |
| (3) | Whatever | - ਕੁਝ ਵੀ |
| (4) | to solve | - ਹਲ ਕਰਨਾ, ਨਜਿਠਣਾ |
| (5) | Clever | - ਹੁਸ਼ਿਆਰ, ਸਿਆਣਾ |
| (6) | Prove | - ਸਿੱਧ ਕਰਨਾ |
| (7) | pleased | - ਖੁਸ਼ |
| (8) | happens | - ਹੁੰਦਾ ਹੈ |

Annexure `6'

Answers

- (1) They decided to talk to the king when Gopal was not around one day.
- (2) They told the king that he should say No to Gopal.
- (3) The king replied that he would say No to Gopal the next day.
- (4) They were very pleased.

Annexure `7'

- (1) Sequence
- (2)
- (3)
- (4)

Annexure 8

- (1) The king was too pleased the ever say No to Gopal.
- (2) The courtiers were to shocked to believe their ears.
- (3) The ministers were too jealous to praise Gopal.
- (4) The news is too good to be time.
- (5) It is never too late to mend.
- (6) I am too busy to talk to you.

Annexure `a'

- 1) Arrived
- 8) Intelligent

- | | |
|--------------------|-------------------|
| 2) Noticed | 9) Solution |
| 3) Giggling | 10) topic |
| 4) behind his back | 11) shocked |
| 5) realized | 12) Your majesty |
| 6) careful | 13) quiet |
| 7) Kingdom | 15) to get rid of |

A

nnexure `10'

Pronunciation

Giggling	Majesty
realized	confidence
usual	quiet
issues	opportunity
solution	

- (7) The king said no once again.
- (8) They cried at this.
- (9) Yes,
- (10) So, he smiled shows that the king was happy.

Annexure 14

(1) Stepped forward	(6) outskirts
(2) Mau age	(7) Planned
(3) believe	(8) whatever
(4) mad	
(5) instructions	

Annexure `15'

Pronunciation

(1) Manage – eSust ਮੈਨੇਜ	(3) Instructions - bUV ^a D'kal ਇੰਸਟ੍ਰਕਸ਼ਨਸ਼
(2) believe – fcyho ਬਿਲੀਵ	(4) Outskirts - vkmV LdVZI ਆਊਟਸਕਰਟਸ

GLOSSARY

Annexure 16

(1) Continued -	(3) Indeed –
(2) Suggest -	(4) Forgive -
	(5) Learnt

Annexure `11'

- (1) They were giggling behind his back.
- (2) Gopal decided to be careful.
- (3) The king started discussing the usual issues.
- (4) The king decided to help the people become intelligent.
- (5) Yes.
- (6) Gopal suggested to have a one hour discussion on a topic everyday.
- (7) The king said `No'.
- (8) Yes, he said `No' every time.
- (9) Gopal realized that there was some plan to get rid of him.
- (10) Gopal waited for the opportunity.

Annexure `12'

Live 3 – Careful

Live 4 – Usual

Live 5 – intelligent

Live – 13 quiet

Live – 17 right

Annexure 13

- (1) Gopal suggested a reward of rupees five hundred gold coins each for the courtiers and the ministers.
- (2) Yes, they were very happy.

- (3) No, they could not believe their ears.
- (4) They thought he had gone mad.
- (5) He suggested the king to give a free plot of land on the outskirts of the kingdom.
- (6) They looked very happy.

Last page

Pronunciation

- | | |
|--------------|------------|
| 1) Continued | 3) Indeed |
| 2) Suggest | 4) Forgive |
| | 5) Learnt |

Annexure

Answers

- (1) Gopal suggested the king not to tell his ministers and courtiers to work in the fields.
- (2) The king said 'No'.
- (3) They fell at the king's feet.
- (4) No, the king did not forgive them.
- (5) They ran away from the court.
- (6) Yes, they had learnt a lesson.