



The Happy Prince

Activity – I: Pre-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

use the skill of organising their thoughts in a group and putting it in a sentence or two individually.

Speak without any written text in hand.

Time Required: One period

Task: Individual activity

Procedure:

1. The students imagine that each of them has won rupees 1 lakh.
2. The teacher asks how they would spend the money.
3. Writes the responses on the board and leads them to the central theme of the story.

This task need not be assessed.

Activity – II: Post-Reading

SKILL AREA: WRITING/GRAMMAR

Learning Outcomes: The students will be able to

understand the key themes of the story.

enhance their thinking skills.

Time Required: One period

Procedure:

1. The teacher divides the class into teams as per their seating arrangement.
2. The following sentences with blanks may be put up on the blackboard. Alternatively they could be given in the form of a worksheet.



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FORMATIVE ASSESSMENT

3. The students discuss the incomplete sentences and complete them on the basis of the story they have read.
4. Groups may exchange their worksheets and the teacher calls out the correct answers.

Assessment Criteria:

Correct answer

Feedback:

Students are encouraged to construct a similar exercise in groups on the other incidents in the story.

It could be conducted as a quiz.

WORKSHEET

Use nouns and adjectives to complete the following sentences.

- a) The happy prince was a_____
- b) He was happy when he was a_____
- c) The swallow found a _____to sleep in.
- d) The prince gave the_____to the seamstress.
- e) The _____was given to the_____in the attic.
- f) The gold leaves on the statue were given to_____
- g) The swallow was a_____
- h) The swallow died of_____
- i) The happy prince died of a_____

Suggested answers:

- a) The happy prince was a golden statue.
- b) He was happy when he was a young prince.
- c) The swallow found a golden bedroom to sleep in.
- d) The prince gave the red ruby to the seamstress.
- e) The first blue sapphire was given to the poor playwright in the attic.
- f) The gold leaves on the statue were given to poor people.



- g) The swallow was a kind bird.
- h) The swallow died of extreme cold.
- i) The happy prince died of a broken heart.

Activity – III: Post-Reading

SKILL AREA: LISTENING

Learning Outcomes: The students will be able to comprehend the listening text.

Procedure:

1. The teacher instructs the students to listen to the following story, and reads out or plays a recording of the story.

STORY

Once upon a time, there was a very big forest. There on a huge banyan tree lived many crows. They were selfish and arrogant. They always quarrelled with other birds.

When the rainy season came, dark clouds gathered in the sky. A small mynah was returning to her nest. When she was passing by the banyan tree, it started raining. “I will stay here for a while until it stops raining,” thought the little mynah.

The selfish crows saw her perching on the tree. One of them shouted, “Leave this banyan tree at once. Or we will peck you”. The mynah found she had no choice. She flew off to a nearby tree, where luckily she found a hollow in a broken branch. She took her shelter there.

Shortly after, the rain became heavy followed by thunderstorm. The wind was very strong. Even the leaves and branches were not enough to give shelter to the crows. But the mynah was safe inside the hollow of the broken branch.

One of the crows said, “Look at the mynah! How comfortable she is.” Another crow said, “I do not think she will let us share the hollow.” Then another crow said, “We should not have been so rude. We forgot that we may need help someday.”

Suddenly the mynah called out, “Come! My friends! Come to this hollow. Or you will get hurt. The rain is not going to stop soon. It seems that it may rain for a long time”



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The crows flew down to the hollow. They thanked the mynah. “We are sorry for being unkind, dear friend! Now we will never be so selfish.” (<http://www.english-for-students.com/The-Selfish-Crows.html>)

2. The teacher puts up the following questions on the blackboard.
3. The students are asked to write the answers on a sheet of paper or she distributes the worksheets.

Assessment Criteria:

Correct answer

The worksheets could be peer assessed.

Feedback:

The teacher reads the story more than once if students are unable to comprehend something.

WORKSHEET

I. Write true or false:

- a. The crows lived in a huge mango tree.
- b. The crows were quarrelsome and selfish.
- c. The mynah decided to stay in the tree where the crows lived because she was very tired.
- d. The crows welcomed the mynah to their tree.
- e. The mynah decided to take shelter in a hollow of a broken branch because she knew that the rain would not stop.

II. Complete the following sentences.

- a. The crows were not safe in the rain because _____ to give proper protection.
- b. The crows thought that the mynah would not let them share the hollow because they _____ to the mynah.
- c. The mynah invited the crows to her hollow because she felt that _____.
- d. The crows thanked the mynah and resolved never _____.
- e. The story tells us that we can change arrogant and selfish people by _____.



Answers:

- I. (a) False (b) True (c) False (d) False (e) True.
- II.
 - a) the leaves and branches of the banyan tree were not enough.
 - b) had been rude.
 - c) the rain was not going to stop soon/it might rain for a long time.
 - d) to be so selfish.
 - e) our kindness/ kind deeds.

Activity – IV: Post-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

- reflect on the theme of the story.
- relate the story to their own experience.

Task: Hold a group discussion on the following topic.

‘How can students help the society?’

Time Required: Two periods

Procedure:

1. The teacher divides the class into groups.
2. The teacher announces the topic and moderates the discussion.
3. After discussing of the topic the groups can make a brief presentation to the class.

Assessment Criteria:

Relevant content	Speaking fluently	Language
Presentation	Group dynamics	

Feedback:

As it is a group discussion, the teacher goes around to monitor while the groups are discussing the topic. It is necessary that every student participates in the discussion.



MOMENTS

FORMATIVE ASSESSMENT

The presentation could be made either by a representative of each group or in an informal manner by the entire group.

Activity – V: Post-Reading

SKILL AREA: THINKING/WRITING

Learning Outcomes: The students will be able to

- organise their thoughts and give them words.
- enhance their writing and thinking skills.

Time Required: One period

Procedure:

1. The teacher asks the students to brainstorm on the following topic.

‘Money brings happiness’
2. After brainstorming for ten minutes the students are asked to write a composition on the topic (for/against) and give reasons for their thoughts.
3. Some compositions are read out in class/published in the school magazine.

Assessment Criteria:

- Clarity of thoughts
- Language and accuracy
- Relevance of content

Feedback:

The teacher helps the students in writing accurately.

Students are guided while relating their experiences by recapitulation.