Teaching proverbs through a story

By Sriparna Tamhane | Jul 27, 2012

The lesson has been used to help students identify the learning from a story and this activity leads to the introduction of proverbs. It gives them an understanding of how certain situations could have led to the creation of certain proverbs.

Duration:
01 hours 20 mins

Introduction:

The lesson has been used to help students identify the learning from a story and this activity leads to the introduction of proverbs. It gives them an understanding of how certain situations could have led to the creation of certain proverbs. The students will be expected to use a proverb effectively in the right situation where it is applicable. They will be encouraged to enact these situations. Students will also be enthused to make their own proverbs. Proverbs in vernacular languages could also be used because of the students' immediate familiarity with them. The lesson will also give the opportunity to question some of the existing proverbs. Continuous and comprehensive assessment will happen throughout the lesson. The lesson plan may be adapted and used while teaching any other parable.

Support Material:

- worksheet_1_-_teaching-proverbs-through-a-story.pdf
- worksheet_2_-_teaching-proverbs-through-a-story-sriparna.pdf

Steps:

READING: STORY

The Lion and the Mouse

Once a lion was sleeping in a den. A mouse came there. He ran about and played on the lion’s body. He was very happy.

Suddenly the lion woke up. He caught the mouse.

He roared, “I’ll kill you.”

The mouse prayed, “Don’t kill me, O king of the forest!” The lion was kind. He did not kill the mouse. He let him go.

One day the lion was caught in a net. He roared and roared.

The mouse heard the roar and came there at once. He cut the net with his sharp teeth.

The lion was free. The lion thanked the little mouse and went away.

DAY 1

Step 1: Generating Interest

The teacher reads aloud, the following poem about mice:

Six little mice sat down to spin; Pussy passed by and she peeped in.
What are you doing, my little men?

Weaving coats for gentlemen.

Shall I come in and cut off your threads?

No, no, Miss Pussy, you’d bite off our heads.

Oh no, I’ll not; I’ll help you to spin.

That may be so, but you don’t come in.

Note for the teacher: A mind map is a diagram used to represent words and ideas linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas. A mind-map can be used for a variety of tasks like introducing new vocabulary, brainstorming on a topic and recapitulation. It is particularly useful while showing connections between things. Asking the students to create a mind map can be a very effective assessment of their learning.

The teacher asks the students to mention some words that come to their minds when they think of mice. She makes a mind-map on the board as the students give the answers. Some of the expected words may be small, quick, squeak, etc. Some words may be introduced by the teacher.

Example of mind-map is given below:

(Similar mind-maps can be used while introducing new vocabulary or while brainstorming on any topic).

She then proposes that the students read a story about a little mouse.

Objective: The students will:

- Listen, comprehend and discuss some characteristics of mice.
- Brainstorm and help in creating a mind-map

Step 2: Activity

The teacher divides the students into groups and asks them to read the story (Refer to Reading: Story - The Lion and the Mouse) silently. She then asks them to discuss and write down what they think is the learning from the story. The teacher now asks the students whether there is any other word that they would use now, to describe a mouse. She now adds the new word/words to the mind-map drawn on the board. The teacher can use this opportunity to point out pre-conceived
notions that we have or generalizations that we make about animals or even people. For example, we often connect a fox with cunningness or slyness, a donkey with stupidity, a parrot with rote learning, etc. but can we or should be generalize?

She also shows the students how proverbs or common sayings representing certain beliefs, are created from concrete experiences which create certain beliefs, which are held as short statements of a general truth, principle or rule for behaviour.

Objective: The students will:
- Comprehend the story
- Guess the learning from the story
- Infer how proverbs are created

Step 3: Activity

The teacher asks the students whether they have heard some common proverbs. If they are unaware of proverbs in English, they should be encouraged to say the ones in the vernacular language they are familiar with.

Objective: The students will generate a collection of proverbs and note them down

DAY 2

Step 1: Generating Interest

The teacher asks the students to share the proverbs that they have collected. She writes them on the board. The proverbs can be displayed later in the classroom.

Objective: The students will
- Recall proverbs
- Familiarize themselves with new proverbs

Step 2: Activity

The teacher divides the class into different groups. She gives one situation to each group. The students of one group enact the situation and the other groups guess which proverb could be related to the situation.

Note to the teacher: If a student comes up with a proverb that the teacher had not expected but is relevant to the situation, it should be accepted.

Objective: The students will:
- Enact different situations that represent different proverbs
- Understand of the context of proverbs

Step 3: Activity

The teacher asks the students to create proverbs of their own.

Objective: The students will write new proverbs of their own

Recapitulation Activity:

The teacher gives the beginning of five proverbs to the students and asks them to complete them. (This task can be assigned as homework)

Objective: The students will recall proverbs.
Assessment:
Continuous and comprehensive assessment through the following activities:

DAY 1

- Comprehending the story after silent reading and identifying the characteristics of mice
- Identifying the learning from the story
- Generating a collection of proverbs and noting them down

DAY 2

- Enacting situations and identifying the proverb that can be associated with it
- Matching the proverbs with their meaning
- Writing new proverbs
- Completing incomplete proverbs

Objective:
The students will be able to:

- Listen to the story and discuss some characteristics of mice.
- Brainstorm and help in creating a mind-map with the characteristics
- Comprehend the story and guess the learning from it
- Infer how proverbs are created
- Generate a collection of proverbs and note them down
- Recall proverbs
- Understand of the context of proverbs and apply them to different situations
- Enact different situations that represent different proverbs
- Display creativity and imagination by writing their own proverbs

Category:

Classroom Resources

Subject: Language
Board: All boards
Grade/Standard: Class 6-8
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