TENALI RAMA, THE SECOND

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To identify the setting, the main character, the problem and the solution in the story
- To observe how the young boy turned out to have a cleverer solution
- To enact the play in class
- To infer that most times there is a solution to a problem

Pre-reading

This focusses on assessment for learning. Students are introduced to the various duties held by the people of a king's court. While they match the people to their duties, they learn about the famous character, Tenali Raman, and his duty as a jester-poet in the court of King Krishnadevaraya.

Ask the class to name a few Tenali Rama-stories that they may have read. Let those who have read, share a story with the class.

Alternately you may talk about Tenali-Rama briefly to the class.

Note: Tenali Ramakrishna was born to a Telugu Brahmin family. He did not receive any formal education during his childhood, but became a great scholar, due to his thirst for knowledge. Later he became the jester-poet (Vikata kavi) in the court of King Krishnadevaraya.

Let students do the matching exercise.

READING

Students read to comprehend, deduce and sequence events.

Read the text in parts./ Let students read the text in parts./ Play the track in parts.

Explain the text and check comprehension during the course of the reading session.

- *It was a sunny morning in …. watch this street show.*

Ask students:

What did the man see? What are the boys talking about? Whose role did the boys want to take?

Ask students who the man in spotless white clothes could be. (Allow free response)

*Did you know that things used in a play while acting are called **props**? What prop were the children using?* (The children were using an old, broken bed as a prop. They used it as the throne.)

- *The boys playing Tenali…started laughing aloud.*

Ask students:

Are the boys playing their role well? – Where does a king sit? – Why are the courtiers standing? – Why did the boy-king puff up? (He wanted to show that he was the king and was very important)

Discuss Kesava's problem with the class. Encourage students to have a two-minute discussion with their partners and share their solutions with the class.

Ask students:

Is the courtier's advice a clever one? Why / Why not?

Why did the man laugh out aloud?

- *The boys were astonished....has beaten you.*

Ask students:

Do you think little Tenali's solution is the best? Is it a brilliant solution?

What is wrong with sending the goats to destroy the neighbour's garden? (This is not the right thing to do.)

> This question can be taken as *assessment for learning*. It helps comprehend what such a gesture could mean in a given situation.
>
> *Little Tenali sighed because* _____.
>
> *How do you sigh? Show your partner* (Free response)

Do you think milking the neighbour's cow is the right action? (It is not correct to do it otherwise. But, since Kesava had no other solution, this was the only way out for him as he needed food which was being destroyed by the cow.)

Why did the man bow to little Tenali? (The little boy's answer was a clever one, which even he had not thought of)

> Students discuss and answer the question and learn that the little boy is as good as the real Tenali and hence can be taken as Tenali Rama, the Second.
>
> *Who do you think is the second Tenali Rama in this story?* **(**The little boy playing Tenali Rama is the second Tenali Rama in the story. He showed that he was as clever as the real Tenali Rama.)

Post-reading

a. Ask students to help you map the play on the board. This will help them sequence events as they discuss and share with the class.

b. Let students enact the story in class.

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1. Characters in the play:
   _____
   _____
   _____
   _____
   _____

2. The Problem
   _____
   _____
   _____
   _____
   _____

3. What the first courtier says:
   _____
   _____
   _____
   Kesava's reply:
   _____

4. What the observer says:
   _____
   _____
   _____
   Kesava's reply:
   _____

5. Little Tenali's solution:
   _____
   _____
   _____
   _____
   _____

6. What the observer did and said to himself:
   _____
   _____
   _____
   _____
   _____

GRAMMAR   Functions of Nouns

Write the following sentence on the board:

Sheena baked a cake.

Ask students to identify the nouns in the sentence. (*Sheena and cake*)

Now ask students: *Who is doing the action*? (Sheena) *What did Sheena do*? (Sheena baked a cake)

Underline the noun, Sheena.

Now prompt students to identify the object. (*Who/what is receiving the action*? – cake)

Underline the noun cake.

Explain that sometimes

we have more than one noun in a sentence.

In such sentences one noun is the doer of the action while the other noun is the receiver.

Write a few more sentences and let students identify the subject and the object.

1. *Maya eats a cake.*　　2. *Zara drank water.*　　3. *Mia fed the dogs.*

VOCABULARY

Follow the input given in the Reader.

LISTENING   While-listening

Note: Payasam is a sweet dish prepared in South India. It is a kind of kheer.

Explain what the word 'recipe' means. (*It is a set of instructions to make food or drinks*)

Tell the class that they will be listening to a list of ingredients that are needed to make payasam, a sweet dish.

Instruct them to listen carefully to the number of steps that are needed to make the payasam.

Play the audio track and let students fill in the blanks as they listen.

Play it once again and let students do the second task.

You may play the track one more time depending upon the capability of your class.

Review the answers.

WRITING   Paragraph

Note: Help students set their objectives in writing (Why do I want to write this?). Guide them through every step. Share the sample writing and guidelines with them but encourage them to write their own composition.

Explain to students what a paragraph is.

Note: A paragraph is a group of sentences that talk about a main idea. A well written paragraph gives a clear picture for the readers.

Write the following paragraph on the board.

Last Sunday, I went along with my parents to a sanctuary. There were many monkeys, lions, tigers, cheetahs and snakes in the sanctuary. Apart from big animals, there were different types of colourful birds there too. Some of the animals were eating their food and some were watching us. A few of them looked bored though. I loved the train ride and enjoyed watching these animals.

Ask students what the paragraph is about. Elicit that it is about a visit to the sanctuary. Point out that a paragraph generally talks about one idea. Recap the format done in earlier classes.

SPEAKING   Introducing a friend

The speaking task focusses on *assessment as learning*. Students learn to greet and respond in a polite manner while they converse.

help students practise simple conversations before they begin the task.

Explain that when someone we know meets a person who is known to us, we should introduce them.

This will help them get familiar with each other.

Divide the class into groups of three.

Direct each group to role-play the conversation. This will help develop communication skills.

Monitor the activity.

READING ALOUD   Poem

Play the audio track and let students listen to the recitation.

Divide the class into three groups — *A, B* and *C*.

1. Let Group A recite the first stanza followed by Group B reciting the second stanza and Group C reciting the last stanza.

2. Now let Group B recite the first stanza followed by the other two groups reciting the second and third stanzas.

3. Finally let Group C begin the poem and the other two groups continue with the second and third stanzas respectively.

    Monitor the activity.

Tenali Rama, the Second

Pre-reading

A	B
minister	leads the army
jester	plays music for the court
general	entertains the court with stories and jokes
court musician	writes songs and poems for the court
court poet	advises the king about ruling his kingdom

Comprehension

A. 1. The boys were trying to act out a day in the royal court of Vijayanagar, but they could not decide who they wanted to play.

2. The boys used an old broken bed covered with a tattered piece of matting as the throne.

3. A small boy named Kesava came forward with his problem. His neighbour's cow kept getting into his garden. It ate up the banana plants and destroyed the pumpkin patch. It also ate his mother's marigold flowers. Kesava's father was too poor to build a bamboo fence.

4. The man suggested that Kesava should send his goats to destroy the neighbour's garden.

5. The man's suggestion could not be accepted because Kesava's neighbour was a wrestler.

6. Tenali Rama, the Second, advised Kesava to milk the cow and prepare payasam with the milk. The payasam could either be eaten or sold to buy pumpkins.

B. 1. a. The tall, dark man in spotless white clothes, who was the real Tenali Rama, became curious when he heard young voices. He was walking towards the palace of King Krishna Deva Raya.

b. He stopped to listen and found out that six small boys were trying to act out a day in the king's court.

2. a. One boy who was playing a courtier suggested this to Kesava.

b. This was not a good solution because Kesava was poor. He would be left with nothing to eat if he stopped growing pumpkin.

3. a. The man had been watching the boys act out a day in the royal court. The boys were trying to find a solution to Kesava's problem. The solutions that were suggested were very amusing and they made him laugh.

b. The boys were astonished to see him.

4. a. The speaker is Tenali Rama. He was speaking to himself.

b. The ten-year-old boy is the little boy who played Tenali Rama.

c. The little boy suggested a better solution to the problem than the real Tenali Rama.

C. 1. Yes, if the cow belonged to someone else, Kesava could have sent his goats to destroy their garden.

2. King Deva Raya would have been delighted to hear this amusing story about the boys acting as them.

Grammar

1. Arpan
2. keys
3. Sanchit
4. cake
5. Sagina
6. the box
7. an eagle
8. Richa

Vocabulary

1. Rohan is too tired to work.
2. Faisal is too honest to cheat in exams.
3. Murli is too lazy to wake up early on a Sunday morning.
4. The new boy is too shy to speak to anyone in class.
5. This ruler is too big to fit in my bag.
6. Roy's kitten is too small to be left alone.

Listening

Ingredients

1. rice—3 tablespoon
2. milk—1 litre
3. sugar—4 tablespoon
4. ghee—1 tablespoon

Recipe

a. Add milk to the pan. Keep stirring until the milk comes to a boil. 3.
b. After the milk comes to a boil, cook on low heat until the rice is soft. 4.
c. Heat the ghee in a pan. 1.
d. Add sugar and cook for 10 more minutes. Your payasam is ready. 5.
e. Add rice and stir for 30 seconds. 2.

Speaking

Abhay: Hi, Riya! Are you going to the park to play?

Riya: <u>Hello</u>, Abhay. Yes, I am going to the park.

Abhay: Riya, meet my friend, <u>Faraz</u>. He studies with me in class 3 at XYZ School.

Riya: Hi, <u>Faraz</u>!

Faraz: Hello, Riya. Do you live near <u>Abhay's house?</u>

Riya: <u>Yes, we are neighbours</u>.

Abhay: We are also going to the park. Why don't you <u>come along with us</u>?

Faraz: Yes, that would be <u>great</u>.

Riya: Sure! Let's go.

Writing

Free response

Punctuation

1. Vishal is in my class.

2. Where were you yesterday?

3. Harsha wants to take part in the writing competition.

4. Do you like cake?

5. Jessie is not at home.

6. That tree is very big.

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ANSWER KEY TO WORKSHEET 3

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A. 1. Shivani   2. Bhanu   3. Meghla   4. The monkey   5. Rahul   6. The cat

B. 1. the glass   2. pencil   3. the ball   4. the bag   5. book   6. nest.

C. 1. It was so hot that we could not go out. (hot)
It was <u>too hot to</u> go out.

   2. The puzzle was so difficult that it could not be solved without help. (difficult)
The puzzle was <u>too difficult to</u> be solved without help.

   3. That cat is so lazy that it will not get up from its place. (lazy)
That cat is <u>too lazy to</u> get up from its place.

   4. The box was so big that it could not fit in Rohan's pocket. (big)
The box was <u>too big to</u> fit in Rohan's pocket.

   5. The rock was so heavy that it could not be lifted. (heavy)
The rock was <u>too heavy to</u> be lifted.

D. *Free response*

QUESTION BANK

Tenali Rama, The Second

A. Answer in brief.

1. Who was Tenali Rama and what did he hear one morning while going towards the king's palace?
   Ans: Tenali Rama was said to be the cleverest man in the court of King Krishna Deva Raya. One morning, he heard six small boys trying to act out a day in the royal court of Vijayanagar.

2. What was the boys' reaction when they found out that someone was watching them?
   Ans: The boys were astonished to find out that someone was watching them and the small Tenali asked Tenali Rama if he had a solution to the problem.

3. What did Tenali Rama do when he heard little Tenali's solution to the problem?
   Ans: When he heard little Tenali's solution to the problem, Tenali Rama went up to him and bowed low. He then told the boy that he was as clever as the real Tenali.

B. Answer in detail.

1. Why would Tenali Rama's solution not have worked?
   Ans: Kesava's neighbour's cow ate up their banana plants and marigold flowers, destroyed their pumpkin patch and they were too poor to build a fence. Tenali Rama's solution to send their goats to destroy the neighbour's garden would not have worked as their neighbour was a wrestler and they were scared of him. Moreover, destroying the neighbour's garden would not bring back the pumpkins, bananas and marigold flowers to Kesava's garden.

2. Who was cleverer, Tenali Rama or the little boy who played his role and why?
   Ans: The little boy was cleverer as his suggestion to milk the neighbour's cow and make payasam with the milk, or sell it to buy some pumpkin, was a cleverer one than Tenali Rama's suggestion to send his goats to destroy the neighbour's garden. This was not possible as the neighbour was a wrestler and could harm Kesava's family.

C. Choose the right answer.

The Royal Court's cleverest man was
a. Kesava.
b. Tenali Rama.
c. Little Tenali.
Ans: Tenali Rama

D. Read the lines and answer the questions.

2. *"Then what will we eat?"* (Tenali Rama, The Second)
   a. Who said this and to whom?
   b. Why did he say this?
   c. What did the observer do when he heard this?
   Ans: a. Kesava said this to a courtier.   b. The courtier told him to stop growing pumpkins.   c. The observer laughed aloud when he heard this.