

**DEVELOPMENT OF THE LESSON PLAN**  
**THE TALE OF BENJAMIN BUNNY**

**Learning Outcomes**

By the end of the lesson, students will be able to:

- discuss how the family members help each other.
- infer that elders advise us for own good.
- discuss the problem-solution structure in the story.
- evaluate the predicament as an outcome of a previous action.
- identify Mr Benjamin Bunny as the hero of the episode.
- identify proper, common and collective nouns in sentences.
- recognise onomatopoeic words.
- write a story map.

**Suggested number of sessions: 15**

**Session 1:** Warm up; Text *One morning...pocket handkerchief*

**Session 2:** Recap; Text: *That morning... be helped*

**Session 3:** Recap; Text: *Then, little...and coat.*

**Session 4:** Comprehension

**Session 5:** Comprehension

**Session 6:** Comprehension

**Session 7:** Grammar

**Session 8:** Grammar

**Session 9:** Vocabulary

**Session 10:** Speaking

**Session 11:** Pronunciation

**Session 12:** Spelling

**Session 13:** Writing

**Session 14:** Writing

**Session 15:** Reading Aloud

**Pre-reading**

**Warm up**

Students learn that we should be helpful, kind and cooperative in life and how such an understanding spreads positivity in the world.

The discussion will prompt students to think critically while they share their thoughts with the class.

Discuss

- *What do the birds and monkeys in pictures **a** and **c** share besides food and help? (love, caring, happiness, friendship...)*
- *What are the birds and monkeys in pictures **b** and **d** feeling? (upset, angry, annoyed... )*
- *So, what do these pictures tell us? (Good habits and actions spread joy while fighting can only bring about sadness.)*
- *What can we do to make the world around us better? (Allow free response and list the responses on the board. — Be helpful and kind; share and care...)*

CT; COM; IL/SEL; MI

## Reading

### GUIDELINES WITH QUESTIONS FOR DISCUSSION

Begin by encouraging students to predict what the story could be about. Let students study the images before they respond. This will help develop analytical and prediction skills. They may compare their predictions after they have completed reading.

Give a gist of Peter Rabbit's earlier adventure to help students understand the characters better.

**What happened earlier...** Mother Rabbit and her four little bunnies live near Mr and Mrs McGregor's garden. She kept telling her bunnies not to go into Mr McGregor's garden. Her three children listened to their mother, but Peter entered the garden to snack on some vegetables. Mr McGregor saw him and started chasing him. Peter lost his jacket and shoes while trying to escape.

Proceed to the story in the Textbook.

Discuss the following ideas/situations with the help of the following questions.

*How is Peter compared to Flopsy, Mopsy and Cotton-tail? (perhaps as the naughty child) What was the good news that Benjamin gave Peter?*

### Taking it further (HOTS)

*Why did Mr McGregor dress his scare crow with clothes, cap and shoes? (To make it look like a human as this would keep away birds and animals that would come to eat the vegetables from his garden)*

1. *Why did Peter smile when he came to know that Mr and Mrs McGregor had gone out?*

(Peter smiled when he came to know that Mr and Mrs McGregor were out because he would now be able to easily go to the garden and get his clothes back.)

This helps students analyse the situation from Peter's perspective and respond.

*What would Peter have felt? (Happy; relieved)*

CT; COM

2. *What are Peter and Little Benjamin about to do? (Peter and Little Benjamin are about to go into Mr McGregor's garden.)*

This will help develop analytical and prediction skills. Allow free response but draw from them that they will be removing the clothes off the scarecrow.

### Taking it further (HOTS)

*What was the sweet gesture that they made while heading back? How would you describe them? (loving and caring) How did this act seem to create a problem?*

#### Teaching strategy: Story-mapping

Make copies of a graphic organiser for a story-map.

This will help students' comprehend the text with ease and identify the story-path. Besides, it will help students of varying ability to organise the content and ideas in the way they would want to express.

The suggested answers provided in italics are for the teacher's reference.

Encourage students to add the details gradually as they read. Guide them with prompt-questions at relevant intervals.

\*Students will be able to do the writing exercise with ease once they get familiar with the concept.

### Suggested prompt-questions for the story map

1. *Who do you think the story is about? (Benjamin Bunny; Peter) Who does he meet at the back of the fir tree? (Peter) Who are the other characters mentioned so far? (Here, let students add only the ones that make up the story.)*
2. *Why is Peter wearing only a handkerchief around him? How do they solve this problem?*
3. *What makes them stop on their way out? How do they keep themselves safe?*
4. *What do you think made the cat sit on the basket? (She may have liked the smell of onions.) Who rescues them and how?*

Title: The Tale of Benjamin Bunny	
<b>1. Main Characters (Who)</b> <i>Mr McGregor ,Benjamin, Peter; The cat; Mr Benjamin Bunny</i>	<b>Setting (When/Where)</b> Beginning: <i>open area near a fir tree</i> Main story: <i>Mr McGregor’s garden</i>
<b>2. Problem 1:</b> <i>Peter does not have his coat and shoes; Mr McGregor’s scarecrow is wearing them.</i>	<b>Solution 1</b> <i>Mr McGregor has gone out; they take the clothes off the scarecrow;</i>
<b>3. Problem 2:</b> <i>A large cat is sitting on their way; They are not able to go out</i>	<b>Solution 2:</b> <i>They hide under a large basket to escape from the cat</i>
<b>4. Problem 3:</b> <i>The cat sits on the basket; they are trapped in the basket!</i>	<b>Solution 3:</b> <i>Mr Benjamin Bunny comes searching for his son; hears the cries; comes there and flings the cat into the garden-house; rescues the bunnies</i>
<b>5. Ending— All is well:</b> <i>Peter is safe home; His mother is happy that he had found his shoes and coat.</i>	

3. ‘Prancing’ means moving with high steps. Now, prance around in your classroom. This fun-filled activity focusses on bodily-kinaesthetic intelligence while students learn the meaning of this movement word. (Free response.) MI/BK

### Post-reading

#### Discussion

4. *Do you think this was the first time that Peter had lost his shoes and coat? Why?*  
 Allow free response but encourage students to explain their stand. (Peter had lost his shoes and clothes before. We know this because his mother was so happy he found them this time that she did not scold him for being naughty. This means there were other times he lost his things and could not get them back.)

- *Who is the hero in this story? Why do you think so? (Mr Benjamin Bunny; he got rid of the danger and rescued the bunnies)*

Optional: Role-play: Let students role-play the story in parts. Encourage students to express the emotions — worry, fear, joy...

**Common nouns and proper nouns**

Review the concept of common and proper nouns.

Group work

Ask each group to go around the class and collect five things.

Now let them tell the rest of the class if they are common nouns or proper nouns.

- Since most of what they collect may be common nouns, draw a grid on the board to reinforce the concept of proper nouns.
- Write down a mix of common and proper nouns. Let students identify the proper nouns from the words written.
- Elicit from the class what common nouns and proper nouns are. Prompt if required.

**Collective nouns**

Show the class pictures of groups of things / people / animals on flashcards or a chart.

Write on the board as you show the pictures: *A group of fish / A group of elephants* and so on.

Underline the word *group*.

Now ask students if they can replace the word *group* in all these phrases with any other word. Guide them if required.

Write their answers on the board.

Explain that a **collective noun** refers to a collection / group of animals, people , places or things.

**Activity: Group-work**

Write at least six or more sets, of three collective nouns each, on slips of paper and put these in a box. (*pride, tribe, litter – herd, team, crew – army, pack, forest – school, bundle, hive – class, flock, fleet – row, bunch, flock*).

Direct each group to pick a slip and form a sentence with each collective noun.

Let each group share its work with the rest of the class while the other groups keep a watch and correct any incorrect statement.

Explain to the students that there are some words that sound the same as the sounds made by animals, birds or things.

You can make some onomatopoeic sounds and ask students to brainstorm for the animals / birds that make this sound. Follow it up with sentences using the target words.

For example, *hiss*— snake; (A snake *hisses*.)

*buzzzz*—bee; (I saw some bees *buzzing* in the garden.)

Next, let students share with the class if they know of some sounds of animals or objects that are the same as their meanings.

Write down their responses on the board.

Let students do the exercise in the Textbook.

As students are now familiar with the concept of story-maps, let them work in pairs and do the writing exercise.

**Teacher's Observation**

Which part did the students enjoy the most?

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What needed more explanation?

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What do I need to reinforce?

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**QUESTION BANK WITH ANSWER KEY**

**The Tale of Benjamin Bunny**

**A. Choose the correct answer.**

1. *Mrs Rabbit warned the bunnies not to go into Mr McGregor's garden because*
  - a. Peter had lost his clothes in the garden.
  - b. the vegetables in his garden were not good.
  - c. it was not a safe place for the bunnies.

**Ans. c**

*Where did Peter lose his shoes and coat?*

2. *Peter lost his coat and shoes when*
  - a. the cat chased him into the basket.
  - b. McGregor chased him about the garden.
  - c. they were climbing down the pear tree.

**Ans. b**

3. *The two bunnies entered Mr McGregor's garden*
  - a. by sliding down the pear tree.
  - b. by squeezing under the garden gate.
  - c. by jumping over the fence.

**Ans. a**

**B. Read the lines and answer the questions.**

1. *"Where are your clothes?"*
  - a. Who said these words and to whom?
  - b. What was the one spoken to, wearing?
  - c. Where were his clothes?

**Ans:** a. Little Benjamin said these words to Peter.      b. Peter was dressed in a red cotton pocket-handkerchief.      c. His clothes were on the scarecrow in Mr McGregor's garden.





## DEVELOPMENT OF THE LESSON PLAN

### EBETHOI

#### Learning Outcomes

By the end of the lesson, students will be able to:

- recognise the text as a folk tale from the North East.
- understand that the virtue of kindness is a force by itself.
- infer that a kind heart would go miles to help.
- evaluate the character traits of Ebethoi.
- track the growth of the human-animal friendship.
- discuss the problem-solution situation.
- identify subject and object pronouns.
- recognise onomatopoeic words.
- organise events in the right order before writing the events in a paragraph, using linkers.

#### Suggested number of sessions: 14

**Session 1:** Warm Up; Text: *There was once...special friends*

**Session 2:** Recap; Text: *Time went by...complain to Lord Thang-jing*

**Session 3:** Recap; Text: *Then one day...ever after on Loktak Lake*

**Session 4:** Comprehension

**Session 5:** Comprehension

**Session 6:** Comprehension

**Session 7:** Grammar

**Session 8:** Grammar

**Session 9:** Grammar

**Session 10:** Listening

**Session 11:** Dictionary Work; Punctuation

**Session 12:** Writing

**Session 13:** Writing

**Session 14:** Take off

#### Pre-reading

##### Warm up

Discussion

Allow students a minute to study the image before they respond. Begin by discussing the behaviour of the man.

*Do you think it is the right thing to do? Why is it wrong? (Animals can feel pain and fear like we do; we should respect our fellow creatures.)*

Next, let students say what they would tell the man using suitable expressions.

This discussion will help students relate to Ebethoi's show of compassion and love for the fish.

AFL; C; COM; SEL



## Reading

Students read to comprehend, analyse, organise content

Read the text in parts. / Play the Smart book in parts. / Pause at relevant intervals to check comprehension. Discuss the meaning of the glossed words through the course of the reading exercise.

### GUIDELINES WITH TEACHING QUESTIONS

- **There was once...special friends**

Discuss

*There were no other children nearby for Ebethoi to play with—Do you think she would have felt lonely? Explain.*

*What kind of a girl was Ebethoi? (friendly, happy with what she had; did not complain about not having friends, but found joy in all that she could see around her)*

1. *Why do you think no other children lived nearby? (No other children lived nearby because Ebethoi and her mother lived alone on a phum on Loktak Lake.) This helps students analyse the situation critically before they respond.*

*Recap what a phum is; Why did Ebethoi live on the phum? Where do you think other people lived?*

CT; COM

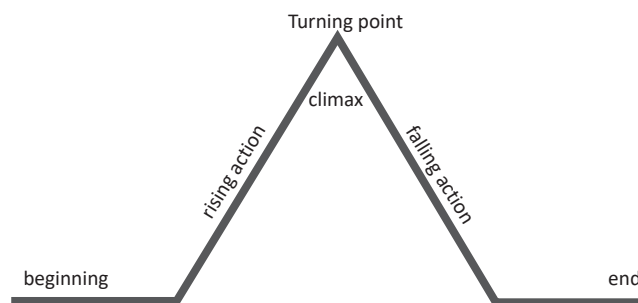
### Taking it further (HOTS)

*Why did Ebethoi's mother let the fish back into the river? (It was very small and would be of no use to them)*

#### Teaching strategy: Plot diagram

Work on a plot diagram during the course of the reading session to help students organise the content in the story. This strategy will help students recall the key features and map the events sequentially.

You may draw the given plot diagram and allow students to provide the details orally or write the points in steps while students provide the details for each of these steps.



1. Pause here to ask students to fill in the *beginning* which comprises the setting and the characters that have been introduced here. Guide them with prompt-questions.

*Where did Ebethoi and her mother live? What kind of a place was it?*

#### **Step 1: Beginning:** Setting and characters

A small island on the Loktak Lake; a little girl named Ebethoi and her mother live in a tiny hut built on the phum.

C; COM

- **Time went by... complain to Lord Thang-jing**

*How did Ebethoi overcome her loneliness? What does this tell us about her? (She was a friendly girl who found joy all around her.) Which sentence tells us that the fish loved her a lot? (They offered to give up their life for her)*

2. Say 'Are you afraid of being alone?' in your home language.  
(Free response) This integrates with multilingualism. Let students share how they would express this query, with the class.

IL/ML

### Taking it further (HOTS)

*Do you think the fish trusted her? Why do you think so?* (Yes; earlier, her mother had let the fish go, earning its trust; next, Ebethoi herself became friendly with the fish in the lake and even learned their language; they could talk to her and grew to know her better; thus a trust was built)

2. Pause here to ask students to fill in the details for the *rising action*. The rising action comprises the developments that take place.

#### **Step 2: Rising action:**

Ebethoi loses her mother; the fish become her friends and even teach her their language; Ebethoi promises to protect them

- **Then one day....on Loktak Lake**

*Why did the fish ask Ebethoi for help?* (She had promised to protect them) *How did Ebethoi respond to their cries? What does this tell us about Ebethoi?* (Ebethoi was helpful and did not forget her promise; besides she loved her friends and wanted to save them in whichever way she could)

3. Pause here to ask students to fill in the details for the *turning point*. The turning point or climax is the most exciting part that brings in a change. Guide them to identify this part of the story with prompt-questions.

*What came about that disturbed the lives of the fish and Ebethoi?*

#### **Step 3: Turning point (climax)**

Some fishermen throw their nets into the lake; the fish ask Ebethoi to save them; Ebethoi begs the fishermen not to catch the fish but they pay no heed.

3. *What do you think 'paid no heed' means? Read the text carefully and explain.* ('Paid no heed' means that the fishermen ignored Ebethoi's request to not catch her fish friends.) Encourage students to read and explain how the fishermen responded to Ebethoi's pleas. —they were doing the opposite of what she was asking them to do, so it could mean that they did not bother listening to her.

Students gain practice in deducing the meaning of phrases/words with the help of the accompanying sentences/words.

CT;COM

*Why did Ebethoi felt the need to turn to Lord Thang-jing?* (There was no one in the place who could help her and her friends; her only hope was Lord Thang-jing who had the power to stop the fishermen.)

4. Pause here to ask students to help you fill in the details for the *falling action*. This part moves towards a resolution/ending.

#### **Step 4: The falling action.**

Ebethoi prays to Lord Thang-jing to save her friends. Lord Thang-jing hears her prayers and stirs up a fierce storm that overturns the boats of the fishermen.

4. *How would you stop the fishermen if you were Lord Thang-jing?* (Allow free response; This will help develop creativity and critical thinking skills)

5. Pause here to ask students to help you fill in the details for the *ending*. This part of the story has a closure wherein problems are solved or sorted.

**Step 5: The ending**

The fishermen realize that they have angered Lord Thang-jing and decide never to fish there again. The fish and Ebethoi live happily ever after without any disturbance.

**Post-reading**

**Teaching strategy: Think-pair share**

Let students work in pairs and list the qualities of the following characters:

Ebethoi's mother: *hard-working; kind-hearted* (she let the little fish into the lake)

Ebethoi: *friendly and loving; helpful; kept her word and was protective; brave* (she confronted the fishermen without hesitation)

The fish: *friendly and loving; cared about Ebethoi; ready to lay down their lives so their dear friend could live*

Let them share with the class and fill in the points they may have missed.

**GRAMMAR**

**Pronouns**

Show a picture from the lesson, point to Ebethoi and ask:

*This is Ebethoi. What is she doing?* Encourage them to answer using the pronoun **she**.

Next point to the fish and ask: *What are they doing?* Here again, let them answer using the pronoun **they**.

Explain:

- There are words that are used in place of naming words. They are called **pronouns**.
- We use pronouns so that we do not have to repeat the naming words in the sentence. (Point out how you used the noun 'Ebethoi' in the first sentence and then 'she' in place of the noun in the next sentence.)
- Pronouns can be used for one (I, you, he, she, it) or for more than one (we, you, they).
- A pronoun can replace the names of people, animals, places and things.
- Such pronouns usually appear at the beginning of a sentence and before the verb and are called **subject pronouns**.

Repeat the subject pronouns as a choral drill.

Recap subject pronouns before proceeding to object pronouns.

Write the following sentence on the board: *She can run very fast.*

Let students identify the pronoun.

List out the subject pronouns and let students take turns to replace the pronoun 'she' with the pronouns in the list. *I, you, he, she, it, we, they*

Proceed to **object pronouns**.

Write the following sentence on the board: *Mary gave Mina a pen.* Let students help you underline the verb gave and identify the doer (Mary) and receiver (Mina) of the action.

Next, replace the noun *Mina* with the pronoun *her*. *Mary gave her a pen.*

Underline the pronoun and point out that there are some pronouns that come after the verb / action word.

List out the object pronouns and let students take turns to replace the object pronoun 'her' with the pronouns in the list. *me, you, him, her, it, us, them*

**VOCABULARY****Feeling words**

Ask students a few general questions on how they feel when:

- their friends do not include them in their games. (sad)
- they are not allowed to play during play-time / watch their favourite cartoon show. (angry / upset)
- they get gifts all of a sudden. (surprised; happy)
- they break something accidentally. (worried)
- they get good marks in their test. (happy; excited)

Write the target words on the board as students respond. Explain that these words talk about how we **feel** at certain times.

**Activity**

Write different feeling words (happy, sad, angry, surprised, scared, overjoyed etc.) on slips of paper.

Participants take turns picking a slip and acting out the emotion without using words, while others guess the emotion.

**LISTENING****Post-listening**

A Post-listening exercise helps reinforce listening comprehension.

- It hones memory and students are more likely to remember what they have heard, better.
- The task develops language skills, including vocabulary, grammar, and pronunciation. Students learn new words, phrases, or sentence structures during listening activities besides intonation and expression.
- Post-listening exercises can help students practise and internalise the language elements.

You may play the recording twice depending on the capability of your class.

**WRITING****Paragraph**

Let students work in pairs and fill in the missing details. As students have worked on the plot diagram, they will be able to fill in the content with ease.

Proceed to paragraph-writing.

Guide students with the given input to help students understand the rules of paragraph-writing.

*What is a Paragraph?*

A paragraph is a group of sentences that talk about a main idea. (*Here, the sentences should be about Ebethoi and how she saved the fish*)

*How do we write a paragraph?*

By connecting the sentences with **linking words /linkers** like *at first, in the beginning, then, next, at last, finally and so on*; when we use these linking words, the sentences do not appear disconnected as they connect one sentence of the text with another sequentially and make the text meaningful.

(2. **but** the fishermen did not listen to her and ... 3. **so**, Ebethoi prayed to...)

Linkers make it easy for us to summarise the content.

**Activity**

Write the following words on the board: *then, next, but, so, and, afterwards, finally...*

Let students recap the story in the following way:

- The first student begins the story using the words 'One day...

- Next, each student continues the story in the correct order saying just one sentence and using any one of the given linking words. (Avoid detailing as the focus should be on the use of linkers and the correct flow of events. Prompt if required)
- The last student ends the story using the word finally / in the end.

Once students have warmed up to the concept, proceed to the exercise in the Textbook.

### Teacher's Observation

Which part did the students enjoy the most?

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What needed more explanation?

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What do I need to reinforce?

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### QUESTION BANK WITH ANSWER KEY

#### Ebethoi

##### A. Choose the right answer.

1. *Ebethoi and her mother went rowing on the lake in their canoe*
  - a. to go to the nearby village.
  - b. to catch some fish.
  - c. to watch the birds flying above

**Ans. b**

2. *Etheboi communicated with the fish in the lake by*
  - a. swimming with them.
  - b. calling out to them loudly.
  - c. learning their language.

**Ans. c**

3. *When Lord Thang-jing heard Ebethoi's prayer,*
  - a. the fishermen were caught in a fierce storm.
  - b. the fishermen's boats were destroyed.
  - c. the fishermen were able to catch all the fish.

**Ans. a**

##### B. Read the lines and answer the questions.

1. *"Next time, bring your friends and family with you."*
  - a. Who said these words to whom?
  - b. What did the speaker do when she said this?
  - c. What did Ebethoi think when she heard this?

**Ans:** 1. a. Ebethoi's mother said this to the ngakha-mei-ngang-bi. b. She slipped the small fish back into the lake. c. Ebethoi thought that her mother was inviting the fish to come back with everyone to play with her.

2. *"We will never fish here again."*

a. Who said these words?

b. Why did they say this?

c. How did Ebethoi and the fish feel when they heard this?

**Ans:** 2. a. The fishermen said these words. b. They said this because they felt they had angered the great Lord Thang-jing by trying to fish in the lake. They had been caught in a fierce storm and their boats were overturned. c. Ebethoi and the fish were overjoyed.

### C. Answer the questions.

1. *Who were Ebethoi's companions?*

**Ans.** In winter, Ebethoi had the company of the birds from the Himalayas and in summer her companions were the sangai and other deer. The fish in the lake were also her companions.

2. *Why did Ebethoi never want to sell the fish in the market?*

**Ans.** She never wanted to sell the fish because she considered them her friends.

3. *What did Ebethoi do when the fishermen did not listen to her?*

**Ans.** Ebethoi prayed to Lord Thang-jing and begged him to save her friends from the fishermen.

### D. Think and answer.

1. *Why do you think Ebethoi cared so much about the fish in the lake?*

**Suggested ans.** Ebethoi considered the fish her friends. She spent time with them, learned their language and cared about their well-being. They kept her company after her mother died. They were her companions and she did not want any harm to come to them.

2. *What can we learn from Ebethoi?*

**Suggested ans.** We can learn the importance of standing up for what we believe in and caring for our loved ones. We can learn to face challenges bravely.

## STUDENTS' BOOK ANSWER KEY

### Unit 2. Ebethoi

#### Warm Up

1. The girl is trying to stop the man from hitting the cat with the stick.
2. *Free response.*

#### Reading

- A. 1. b.                      2. c.                      3. b.                      4. a.                      5. b.
- B. 1. Ebethoi and her mother lived in a small hut on a phum on Loktak Lake. Although no one lived around them, the phum was a beautiful place with many birds and animals. In the winters, birds from the Himalayas would visit the phum and in the summers, the dancing sangai and other deer would come to feed on the plants near the phum. There were also different kinds of fish that swam in the lake.
2. On the day that Ebethoi and her mother went to fish, her mother caught a small ngakha-mei-ngang-bi in her net. However, since the fish was very small, Ebethoi's mother set it free.
3. a. Ebethoi was living alone because her mother had died.  
b. The fish would look after Ebethoi and swim up to her every now and then to chat. They also told her to not be afraid as they were nearby.

4. Lord Thang-jing heard Ebethoi's prayers and sent the wind god to blow up a fierce storm in the Loktak Lake. This made the waves choppy and it overturned the fishermen's boats.
  5. Ebethoi and the fish were overjoyed when the fishermen left because they were safe now. They realised that the fishermen would never fish in the Loktak Lake out of fear for Lord Thang-jing.
- C.
1. *Accept any logical answer. Suggested answers:* Ebethoi's mother had gone fishing with her to catch some big fish for food. So when she found the small ngakha-mei-ngang-bi in the fishing net, Ebethoi's mother let the fish go because she realised that it was a baby who had probably swam away from its parents.
  2. After Ebethoi's mother let the small ngakha-mei-ngang-bi go, the fish considered Ebethoi to be their friend. So, after her mother passed away, the fish of Loktak Lake took care of Ebethoi who was left all alone in the phum. They knew she needed food, so they told her that she could catch and eat them. They remembered Ebethoi's mother's kindness and that Ebethoi was their friend. So, they were willing to be caught by her because they wanted to help her and return the favour. However, they did not want to be caught by the fishermen and sold in the market.

### Grammar

- |    |       |        |        |         |         |         |
|----|-------|--------|--------|---------|---------|---------|
| A. | 1. He | 2. She | 3. it  | 4. We   | 5. They | 6. You  |
| B. | 1. S  | 2. S   | 3. O   | 4. O    | 5. O    | 6. S    |
| C. | 1. I  | 2. her | 3. she | 4. them | 5. us   | 6. They |

### Vocabulary

- |             |              |         |        |           |          |
|-------------|--------------|---------|--------|-----------|----------|
| 1. thrilled | 2. sleepy    | 3. calm | 4. shy | 5. uneasy | 6. proud |
| 7. hurt     | 8. satisfied |         |        |           |          |

### Listening

- |              |           |          |               |               |
|--------------|-----------|----------|---------------|---------------|
| 1. mountains | 2. deer   | 3. spear | 4. cave       | 5. darkness   |
| 6. berries   | 7. branch | 8. shrub | 9. jade beads | 10. wonderful |

### Listening text

Once upon a time, a man went to the mountains to hunt. When he was almost at the top of the highest peak, he saw a deer leap out of a bush.

Zip! went the man's spear and it pierced the animal's side. He waited, but the deer did not fall. It ran and vanished into a cave. The man followed it.

As the man entered the cave, he lost his way in the darkness. In the distance he could hear the sound of a river and with no one to guide him, he decided to follow the sound.

As he walked in the dark cave, the man suddenly bumped into something. It felt like a small tree with berries. Surprised to find a tree growing in the dark, the man broke off a branch from the tree.

As soon as he did so, the shrub began to talk in a strange language. Terrified, the man ran in the direction of the river's sound and soon found himself in the open air on the banks of the river with the dead deer at his feet.

When he looked at the twig, he saw to his great surprise that the berries were jade beads of great value. The man picked the deer on his back and hurried home to tell everyone his wonderful story.

### Dictionary Work

badminton   flask   garden   glass   globe   inkpot   island   market   playground   windmill

### Punctuation

1. I am meeting my friends in the park.
2. How wonderful to see you!
3. What time are we meeting Sneha?
4. Quick! Write down the address.
5. Watch out! You will trip on the stone.

### Writing

- A. 1. Ebethoi prayed to Lord Thang-jing, who sent the wind god. (4.)
2. The fishermen realised that Lord Thang-jing was angry. (6.)
3. One day, the fishermen came to the Loktak Lake. (1.)
4. The fishermen did not listen to Ebethoi. (3.)
5. Ebethoi and the fish lived happily on the Loktak Lake. (8.)
6. Ebethoi told the fishermen not to catch the fish. (2.)
7. Lord Thang-jing heard her prayers and sent the wind god. (5.)
8. The fishermen decided never to fish at Loktak Lake. (7.)
- B. One day, some fishermen came to the Loktak Lake. Ebethoi told the fishermen not to catch the fish. But the fishermen did not listen to Ebethoi. So Ebethoi prayed to Lord Thang-jing. Lord Thang-jing heard her prayers and sent the wind god. Then, the fishermen realised that Lord Thang-jing was angry. So the fishermen decided never to fish at Loktak Lake. At last, Ebethoi and the fish lived happily on the Loktak Lake.



## KIND HEARTS ARE THE GARDENS

### Learning outcomes

By the end of the lesson, students will be able to

- comprehend the message in the poem.
- infer the joy kindness can bring.
- explain the comparison.
- discuss how good thoughts can lead to good deeds.
- recognise the significance of the repetition.
- discuss how the virtue of kindness can change lives.

### Suggested number of Sessions: 3

**Session 1:** Warm Up; Poem

**Session 2:** Recap; Comprehension

**Session 3:** Going further

### Summary

This poem employs comparison to convey the importance of kindness. By comparing kind actions and thoughts to elements of a garden, it tells readers that kindness requires effort and care to yield beautiful and rewarding results.

It compares kind hearts to gardens, kind thoughts to roots, kind words to flowers, and kind deeds to fruits.

Kindness, like a well-tended garden, requires care to flourish. The poem advises readers to nurture their “garden” by keeping out negative influences and filling it with positive elements (kind deeds). Cultivating kindness will give way to a beautiful and fruitful life.

### Pre-reading

#### Warm Up

The warm-up activity integrates with EVS, helping students observe the weeds and learn from the gardener, how they can be disruptive. (Weeds compete with plants for resources such as water, nutrients, light, and space. They grow quickly, leading to stunted growth or even death of the desired plants.)

Let students share with class what they have learned from the gardener about how to get rid of harmful plants.

This helps students correlate the idea to the poem and infer the need to spread kindness to make the world a better place.

AFL; CT; COM; COL; IL/SEL

### Reading

Begin by generating a discussion on how we take care of plants to help them grow.

*What does a plant need to grow, big and healthy?* (water, sunshine, good soil)

*What will happen if we do not take care of it?* (it may die)

Read the poem aloud. Alternatively you may play the audio track and direct students to listen and then read aloud using appropriate expressions and intonations. Pause at relevant intervals to discuss/check comprehension.

## Activity

Call out the words in the first column and let students respond by matching them with the right words in the poem.

gardens	hearts
roots	thoughts
flowers	words
fruits	deeds
weeds	bad / unkind thoughts

How has the poet made the comparison? (Here, help students understand the metaphorical comparison presented in the poem, without using the term 'metaphor'.)

- **Thoughts** are deep in our minds just like the **roots** that are embedded deep in the soil.
- **Words** are fed by our thoughts just like the way roots help nourish the **flowers** and help them bloom.
- **Deeds** are actions that are the outcome of our thoughts just like the **fruits** that develop from flowers.
- Our **hearts** are the caretakers of our deeds just like a **garden** that is home to its trees.
- Bad thoughts are harmful just like **weeds** that come up unwanted in a garden and damage the roots and trees.

**Key words:** hearts → garden; thoughts → roots; words → flowers; deeds → fruits

## Taking it further (HOTS)

Discussion

What do you think are the 'weeds' the poet is referring to?

How can one keep out the weeds?

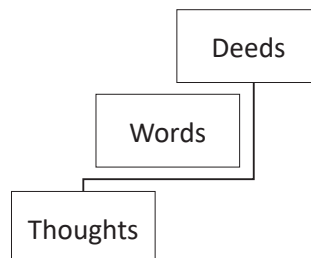
Why are some words repeated in the poem? (Suggested answer: The words *kind*, *words* and *deeds* are the main words that form the backbone of the poem. Through repetition the poet is trying to reinforce the value of the words.

## Pair-work

Let students work in pairs and illustrate the growth that happens from thoughts to deeds. It can be in the form of steps, arrows or in any other creative way the students might want to portray. This will help them comprehend that good deeds stem from good thoughts and that it is a process.

Example:

Good thoughts take place in the mind, making us use the right words and leading us to do the right things in life.



C; COL; COM

## Literary devices

The poem is an extended metaphor comparing kindness to a garden.

*Rhyme Scheme:* ABCB

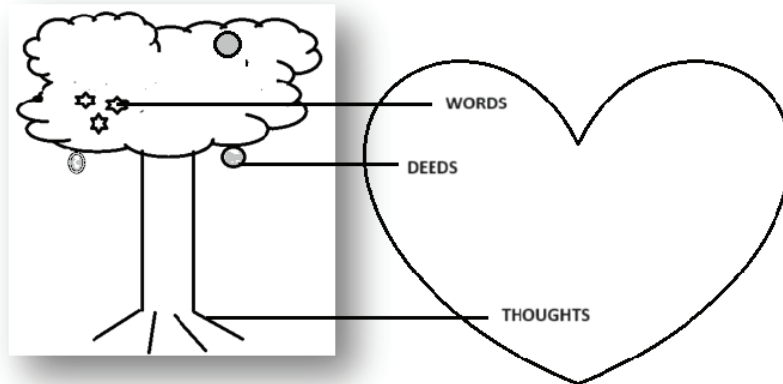
*Comparison:* Kind hearts, kind thoughts; kind words and kind deeds have been compared to gardens, roots, flowers and fruits; weeds have been compared to negativity

*Repetition for emphasis:* Kind; Kind words; kind deeds; garden

## Post-reading

### Teaching strategy: Class-activity

Let students draw a tree with roots, flowers and fruits and a heart alongside. Let them write the corresponding words in the poem for the roots, fruits and flowers. This will help them recall and draw the comparisons with ease.



## QUESTION BANK WITH ANSWER KEY

### Kind Hearts are the Gardens

#### A. Choose the right answer.

1. *In the poem, Kind Hearts are the Gardens, 'roots' are compared to*
- a. kind hearts.                      b. kind words.                      c. kind thoughts.

**Ans. c**

2. *In a normal garden, the gardener takes care of*
- a. kind deeds and words.      b. plants and flowers.      c. fruits and sunshine.

**Ans. b**

3. *We should* (Kind Hearts are the Gardens)
- a. think kind thoughts.                      b. grow nice weeds.                      c. water our plants.

**Ans. a**

#### B. Read the lines and answer the questions.

1. *Kind words are the flowers*
- a. How are kind words like flowers?  
b. What do kind words lead to?  
c. How can we work towards saying kind words?

**Ans:** 1. a. Kind words are like flowers because they bring joy to others. They have the power to make someone feel better.      b. Kind words lead to kind deeds.      c. We can work towards kind words by thinking kind thoughts.

2. *Take care of your garden, And keep out the weeds*
- a. What do gardens have in them?  
b. How can we keep out the weeds from our hearts and why?  
c. What should our hearts be filled with?

**Ans:** 2. a. Gardens have all kinds of trees in them. b. We can keep out the weeds from our hearts by not letting bad thoughts enter our mind as these can lead to bad deeds. c. Our hearts should be filled with kind words and thoughts.

**C. Answer the questions.**

1. *What are kind hearts compared to?*

**Ans.** Kind hearts are compared to gardens.

2. *How do kind words and deeds help others?*

**Ans.** They bring joy and happiness, just like flowers and fruits.

3. *What message does the poem give us?*

**Ans.** The poem tells us that kindness makes our lives and the lives of others, better.

**D. Think and answer.**

1. *Why is it important to keep out the 'weeds' in the gardens of our hearts?*

**Suggested ans.** Weeds are bad thoughts that can lead to hurtful deeds. They should be kept out so that there is joy, goodness and peace all around.

<b>STUDENTS' BOOK ANSWER KEY</b>
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**Kind Hearts are the Gardens**

**Warm Up**

*Free response.*

**Reading**

A. 1. A kind heart is like a garden.

2. a.

3. We can take care of our garden by filling it with sunshine by having kind thoughts and keeping out the weeds by using kind words and kind deeds.

B. 1. We can bring sunshine into the garden by having kind thoughts. These positive thoughts are like sunshine that helps our garden of kindness grow.

2. We can keep out the weeds by avoiding unkind thoughts, words and deeds. By paying attention to kindness, we prevent negative behaviours from taking root in our garden.

C. 1. *Free response.*

2. roots and fruits; weed and deed

**Going Further**

*Free response.*