

LESSON PLAN

Unit: The Plate of Pancakes

Subject: English

Teacher's name:

Class: IV

CURRICULAR GOALS

Reading

CG-1: C-1.2 Summarises core ideas from material read out in class

CG-2: C-2.1 Applies varied comprehension strategies (inferring, predicting, visualising) to understand different texts

CG 2: C-2.2 Understands main ideas and draws essential conclusions from the material read

Vocabulary

CG-4: C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts

CG-4: C-4.2 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas

Grammar

CG-3: C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text

CG-3:C-3.4 Uses appropriate grammar and structure in their writing

Writing

CG-3: C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs

CG-3: C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text

Lesson Objectives (LO)

1. Organise the flow of events.
2. Identify context clues to understand implied meanings.
3. Discuss the cause-and-effect relationship in the story.
4. Infer the importance of staying focussed on a task.
5. Explain the role played by the grandmother.
6. Use collective and material nouns correctly in communication.
7. Use the correct homophones in sentences.
8. Listen attentively and identify target words.
9. Invite, accept and refuse invitations politely.
10. Write imaginative paragraphs.
11. Add 'ing' to root words by applying the rules.

NCF/NEP FEATURES

21C skills: Creativity, Critical Thinking, Communication, Collaboration

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Integration

Multiple Intelligences

Resources

- Textbook
- Smartbook
(<https://teachers.orientblackswandigital.com>)

CG-3: C-3.3 Creates posters, invites, simple poems, stories, and dialogues with appropriate information and purpose CG-3: C-3.4 Uses appropriate grammar and structure in their writing Listening and Speaking CG-1: C-1.1 Converses fluently and meaningfully in different contexts	Scope • Pre-reading • Reading • Post-reading • Embedded questions • HOTS (Higher Order Thinking Skills) • Interactive activities • Assessments (AFL; AAL; AFL)
 Rationale / Purpose	

Sessions 1–3

Pre-reading		
Post-activity questions <i>How did the messenger feel while walking?</i> <i>What distractions were the hardest to ignore?</i> <i>What strategies helped stay focussed?</i> <i>How does this relate to real-life situations (like studying, working, etc.)?</i>  This activity helps students comprehend on what it's like to get distracted and reflect on ways to stay focussed, preparing them for the text.		
Reading	Teaching Strategies: <i>Prediction</i> (analysis), <i>Deduction</i> (AAL), <i>Inference</i> (Critical Thinking), Collaborative learning, <i>Think-Pair-Share</i> Language-development Higher-Order-Thinking	LO: 1–5
 Let students listen to the audio track / read the text.		
Embedded question 1. <i>Why was Karl's mother unsure about letting him take the pancakes to his father?</i> (Ans. Karl's mother was unsure because he was still very young. She also knew that the road went through the Enchanted Wood, a place believed to be full of mischief caused by fairies and goblins. She was worried that Karl might get distracted or into trouble on the way.)  This helps students infer that generally grownups hesitate while giving children certain responsibilities because they fear that they may not be carried out in the way expected. (21C: Critical Thinking)		



Deduction: *Why did Karl insist on taking the pancakes?* (He wanted to feel responsible and prove that he was grown-up.) *Why didn't Karl's grandmother simply tell him to say "NO". What is the reason behind asking him to figure out the letters of the alphabet?* (If Grandma had just told him to say "NO," he might have doubted whether it would work. By giving him a task, she shifted his focus from worry to solving the problem on his own. She wanted him to think critically and actively engage with the task at hand. By making him figure out the word, she helped Karl:

- work through the problem, making the lesson stick. feel a sense of accomplishment – Karl solved the puzzle on his own and felt responsible.

What lesson did Karl learn by the end of the story? (He learned self-discipline and the importance of staying focussed.)



Inference: *What can we make out about Karl's feelings when he realises he is late?* (suggested ans. feels guilty, upset, or disappointed in himself) *Why did Karl's mother and grandmother exchange knowing looks?* (They might have expected Karl to face a challenge and knew he would learn a lesson from it.)

Embedded question 2. *Have you ever been distracted while doing your work? How did you bring back your focus?* (Answers may vary. Sample answer—Yes, it is normal to get distracted while working—just like Karl did with the berries and the rabbit. When I start losing focus, I stop for a moment and think about why the work is important. Sometimes I take a short break or set a small goal to help me start again. Saying a simple word like "No" to distractions—just like Karl did—helps me pay attention and finish my work.)



This focusses on intra-personal intelligence and metacognition.

Embedded question 3. *Why do you think the goblins never troubled Karl again? Answers may vary. Sample answer—The goblins did not bother Karl again because he showed he had learned to say "No!" to their tricks. When he shouted "No! No! No!" like his grandmother told him, they knew he was not easy to fool anymore. Before, they could trick him when he got confused or distracted. But now, Karl was brave and knew what to do. That is why the goblins stayed away from him forever. (21C: Critical Thinking)*

Language – development (Vocabulary)

Explain the use of 'were' in the sentence: *If you **were** older, I would ask you to take these delicious cakes to your father.* (When using "if" to describe an unreal situation or condition / something that is not true in the present, we use "were" instead of "was," even with singular subjects like "I," "he," "she," and "it." — *If I were older; If she were older...*)

Think-Pair-Share

Encourage students to find words with similar meanings for the following:

whispered, sobbed, delicious

Example: *whispered* → *murmured*



Taking it further

(21C: Critical Thinking)

What would have happened if Karl had ignored his grandmother's advice? (Since he wouldn't have learned how to resist distractions, the fairies or goblins—if they really existed—would have continued to prevent him from carrying on doing what he wanted to, in the future.)

(Optional) Discuss the parallels that can be drawn from the story.

- The enchanted forest: Challenges that people face in life
- The plate of pancakes: responsibilities or tasks that need to be done
- Goblins, rabbit, birds: types of temptations
- The word 'NO': self control

Post-reading



A Recap by playing the animation in the Smartbook.



Let students work out the plot structure in pairs and share with the class.

- **Exposition / Setting of the story:** Karl's mother is frying pancakes and gives Karl the task of delivering pancakes to his father.
- **Rising action:** Karl gets distracted twice—once by berries and once by a rabbit—failing in his task. He returns home feeling sorry that he could not deliver the pancakes.
- **Climax:** Karl's grandmother gives Karl a secret strategy (using the letters N and O to say "No") to help him resist distractions.
- **Falling Action:** Karl successfully delivers the pancakes to his father by following Grandma's instruction.
- **Resolution:** Karl gains confidence never encountering trouble in the woods again.

Sessions 4–5

Comprehension

The questions focus on bloom's Taxonomy helping students to comprehend, think critically and apply.

Encourage students to discuss with their partners or share their responses with the class orally before they write down the answers.

Sessions 6–7

Grammar: Collective and Material nouns

Interactive activity

LO: 6

Recap nouns with students.

Explain:

A collective noun is the word used to represent a group of people, animals, or things.

E.g: *flock, crowd, committee, choir, group, team*

A material noun is the name of material from which different things can be made e.g. *milk, gold, wood* etc. Material nouns in general cannot be pluralised.

Group Work

Divide students into groups and assign each student with a range of letters from the alphabet. For example, Group 1 could have A-E; Group 2 could have from F-J and so on.

Have each group make 2 lists.

1. Material nouns in their assigned alphabet range (aluminum, butter, cement, coal, flour, glass, honey, iron, marble...)
2. Collective nouns within their alphabet range (army, band, class, crew, fleet, flock, gang, mob, pack, range, school, team, troop...)

Allow usage of dictionaries if required.

This is a timed activity. After the activity, have volunteers from each group to read their lists aloud. Allow groups to review the lists and challenge words they disagree with.

A Play the interactive activity on the Teacher's Portal

Resources: Interactive activity

<https://teachers.orientblackswandigital.com>

Session 8

Vocabulary: Homophones

LO: 7

Write the following sets of words on the board.

one won	fair fare	feat feet	be bee
due dew	write right	grate great	see sea

Encourage students to say what is common about these pairs of words. Elicit that they sound the same.

Explain that a **homophone** is a word that is pronounced the same as another word but differs in meaning. A homophone may also differ in spelling.

Write a few sentences with homophones on the board and let students identify them.

A few examples:

I can hear strange sounds over here.

He dropped flour on the flower pot.

Shalu's son played in the sun all afternoon.

The dark knight rode into the night without fear.

Group work

- Have one chair in front of each team placed facing the board, around 6 feet away from the board. Tell one student from each team to sit on the chair.
- Tell them that you will be calling out homophones. The students sitting on the chairs should run up to the board and write both the homophonic words on the board.
- Every student in the team gets a chance to sit on the chair.

(week–weak; one–won; right–write; two–too; hear–here; pair–pear; blew–blue; hole–whole; meet–meat; male–mail; plain–plane; weather–whether)

Sessions 9–11

Listening; Speaking

LOs: 8–9

Listening

Follow the input given in the Reader.

Speaking

Explain the rules we generally follow while inviting someone and accepting or refusing invitations.

Inviting someone	Be polite and clear. Mention the event details. Sound welcoming.
Accepting an invitation	Thank the person warmly. Express happiness on being invited. Confirm attendance.
Refusing an invitation	Thank the person for having invited you. Give a polite reason if you can.

Reinforce the concept with the help of the examples given in the Reader before students role-play the conversations.

Sessions 12–14

Writing: Imaginative paragraph

LO: 10

Guide students with the help of the given input.

Why do I want to write this paragraph?

- to describe somebody, something or some incident
- to inform my readers
- to express my point of view

How do I write a paragraph?

1. Choose a topic from your favourite areas of interest

- A good friend or your little sister
- A park or a restaurant you visit during weekends and holidays
- A strange experience
- My magical pencil
- Your birthday party

Write a few short sentences. As far as possible it is better to keep the sentences precise so that the meaning is clear.

Sentence 1: introduction

Sentences 2–4: body

Sentences 5–7/8: conclusion

Sentence 1

The most effective way to begin is to start with the topic sentence. A topic sentence sums up the central idea of the paragraph. If you choose to write about an experience, write a general statement to introduce the main idea.

(We all love ice cream, don't we? We long for different flavours of ice cream especially on hot summer days. I had a magical experience just last week.)

Sentences 2–5

The next step is to develop this idea. Give details of what happened and how you enjoyed yourself. You can do this with a few illustrations or examples.

On a sunny afternoon, I heard the sound of an ice cream truck, but when I ran outside, I couldn't see anything and this confused me. The sound was coming closer, and then—Zing!—a large cone of chocolate ice cream floated into my hand. I looked around and saw nothing, no truck either! Every child in the neighbourhood got their favourite flavour that day, all from this magical invisible truck. It disappeared as quickly as it came, leaving only laughter and joy.

Sentences 6–7/8

It is essential to conclude the paragraph in the same effective way as it was begun. The best and perhaps the most preferred way of doing it is to revisit the topic statement.

(The next day, we waited eagerly for the magic to happen again. The truck never came. Perhaps it had gone elsewhere to distribute ice cream to children in other parts of the town?)

Sessions 15

Spelling; 'ing' to words; Pronunciation

LO: 11

Explain that we generally follow these rules while adding 'ing' to root words.

- For most words, we simply add **-ing** to the root word.
look – looking, eat – eating, sleep – sleeping
- If the word is one syllable and ends in a consonant–vowel–consonant (CVC) pattern, we double the final consonant before adding **-ing**.
hop – hopping, sit – sitting
- Even if it looks like CVC, we do not double the last consonant if the word ends with *w, x, or y*.
tow – towing (not towwing), fix – fixing (not fixxing), stay – staying (not stayying)
- If a word ends in **-ie**, we change **-ie to y**, then add -ing.
die – dying (not dieing), lie – lying (not lieing)

Teacher's Observation and Notes

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?



QUESTION BANK WITH ANSWER KEY

The Plate of Pancakes

A. Choose the correct option.

1. What happened when Karl stopped by the blackberry bushes?
 - a. A rabbit took his pancakes.
 - b. A voice kept telling him to eat more berries.
 - c. The goblins appeared and stole his pancakes.

Ans. b

2. *What lesson did Karl learn at the end?*
 - a. How to count the letters of the alphabet
 - b. How to run faster than before
 - c. How to be focussed

Ans. c

3. *Karl kept eating the sweet berries until*
 - a. the evening whistle blew.
 - b. his father's arrival.
 - c. the goblins appeared.

Ans. a

B. Read the lines and answer the questions.

1. *I wish Father had some of these wonderful cakes for dinner, don't you, Mother?*
 - a. What did Karl's mother do on hearing this?
 - b. What did Karl do in the woods?
 - c. What did Karl discover?

Ans. a. Karl's mother agreed and asked Karl to take some pancakes to his father.
b. Karl put down the plate of pancakes to chase a rabbit. c. Karl discovered that all the pancakes had disappeared.

2. *But just as he was about to follow the voice, he remembered his grandmother's advice.*
 - a. Who remembered the grandmother's advice?
 - b. What was the advice and how was he asked to use it?
 - c. How did the advice help Karl?

Ans. a. Karl remembered his grandmother's advice. b. Grandmother advised Karl to say the word made of the fourteenth and the fifteenth letters of the alphabet three times loudly when he heard the whispers. The letters formed the word 'NO'.
c. The advice helped Karl to cross the woods successfully without getting distracted.

C. Answer the questions.

1. *What role does Karl's grandmother play in the story?*

Ans. Karl's grandmother is a wise lady. She helps Karl get over his problem with a clever solution— by using his knowledge of the alphabet to focus. This helps Karl develop self-control making her guidance an important part of his success.

2. *How does Karl's character develop throughout the story?*

Ans. Karl starts as an eager boy who wants to prove he is responsible. However, he fails twice due to distractions in the Enchanted Wood. Instead of giving up, he listens to his grandmother's advice and learns self-discipline. In the end, he successfully resists temptation.

3. *How did Karl's mother support him?*

Ans. Karl's mother supported him by letting Karl deliver the plate of pancakes to his father although she was a little unsure in the beginning. Instead of scolding him when he failed the first two times, she allows him to learn from his mistakes, encouraging him to try again.

D. Think and answer.

1. *Why do you think Karl's mother and grandmother did not scold him for failing the first two times?*

Ans. Instead of scolding Karl, his mother and grandmother wanted him to learn from his mistakes. They understood that true learning happens through experience. By allowing him to fail, they gave him the opportunity to improve, which helped him succeed.

2. *Why do you think Grandma dealt with the alphabet-based solution instead of simply telling Karl to say "No" three times?*

Ans. Karl's grandmother's method made Karl think and use his knowledge. It also distracted him from temptation by making him focus on something. The grandmother knew that learning gets stronger when it comes from within, rather than just following instructions blindly.



STUDENTS' BOOK ANSWER KEY

The Plate of Pancakes

Pre-Reading

Free response

Comprehension

- A.**
1. Karl's mother was sending the pancakes to Karl's father, who worked at the saw-mill.
 2. The forest was called the Enchanted Wood. People believed it was magical and that fairies and goblins lived there and loved to play tricks on travellers.
 3. Karl heard a whispering voice near the blackberry bushes that told him to stop and eat some berries. Every time he tried to leave, the voice said, "Just one more, then go." He kept picking and eating berries until he forgot about time, and the pancakes became cold.
 4. Karl realised he had wasted time when he heard the mill's evening whistle blow, which meant his father was already done with work. He reacted by crying and returning home with tears in his eyes and the cold pancakes.
 5. Karl's mother and grandmother looked at each other because they guessed the goblins in the Enchanted Wood were the ones whispering and trying to trick Karl. They understood what had happened, even if Karl didn't.
 6. Karl delivered the pancakes safely because he followed his grandmother's advice. She told him to say the word made from the fourteenth and fifteenth letters of the alphabet—'N' and 'O'—which makes 'NO,' three times if something tried to stop him. When a bird tried to trick him, Karl shouted, "No! No! No!" and kept walking to the mill without any trouble.
- B.**
1. a. The speaker is Karl, the little boy. He is speaking to a whispering voice that came from the blackberry bushes in the Enchanted Wood.
b. A mysterious voice, probably a goblin, was trying to stop Karl by tempting him to eat blackberries. It kept whispering to him, saying things like, "Stop, Karl, and eat," and "Just one more, then go."

- c. When Karl stopped to pick and eat berries, he forgot about the time. The pancakes became cold, and when he heard the mill's evening whistle, it was too late. He had to go back home without giving the pancakes to his father, and he was very sad.
2. a. Karl's grandmother gave him this advice because he got distracted two times while taking pancakes to his father through the Enchanted Wood. She wanted to help him stay safe and stay focused.
- b. The fourteenth and fifteenth letters of the alphabet are 'N' and 'O'. Together, they make the word 'NO'. This word is important because saying "No! No! No!" helped Karl ignore the magical tricks in the forest and stay on the right path.
- c. When Karl heard a bird calling to him, trying to make him leave the path, he remembered what his grandmother said. He counted the letters and found the word 'NO'. Then he shouted, "No! No! No!" three times. The tricks stopped, and he reached the mill safely with all the pancakes warm and safe.
3. b. because saying no would stop the goblins from distracting him
- C. 1. *Accept any logical answer. Suggested answer:* Karl got distracted easily because he was young, curious, and liked fun or tasty things. This is why he was distracted by the sweet berries and the talking rabbit. This shows that children can forget their tasks when something exciting happens. It also teaches us that it's important to stay focused and not get tricked, even if the distraction looks fun or nice.
2. *Accept any logical answer. Suggested answer:* If Karl had not listened to his grandmother's advice, he might have followed the bird's voice and been lost or late again. The pancakes could have turned cold, or he might have come back with nothing, like before. Not listening to the advice would mean making the same mistake again. This shows that advice from our elders can help us avoid problems.
3. *Accept any logical answer. Suggested answer:* We don't know if the goblins were real. Maybe they were magical creatures in the forest that liked to trick people, like the story says and as Karl's mother and grandmother believe. Or maybe the goblins show how Karl got distracted by fun things, like berries and rabbits. After he learned to say "No" and pay attention, he stopped getting distracted. So, the goblins may have gone away because Karl learned to be careful and responsible.

Grammar

- A. 2. stack 3. pride 4. swarm 5. heap 6. constellation 7. team
8. chest
- B. 2. The team has gone out for lunch.
3. Rajam has bought a pack of napkins made of paper.
4. Bags made of plastic are harmful for the environment.
5. The gang of thieves was arrested.
6. The utensils made of brass are kept on the kitchen shelf.
7. Salwa has a collection of vases made of glass.
8. My grandmother only wears sandals made of rubber.

Vocabulary

- A. 2. Our, hour 3. dear 4. blew 5. weak 6. buy, by
- B. 2. baker 3. chemist 4. florist 5. butcher

Word Attack

1. bear 2. bare

Listening

Listening Text

It was Holi. Aryan woke up to the delicious smell of something frying. Rubbing his sleepy eyes, he rushed to the kitchen. He saw Papa and Maa standing by the stove, flipping golden malpuas in hot ghee.

“Papa, what are you making?” Aryan asked eagerly.

“Malpua, your favorite sweet!” Papa smiled, carefully dipping each malpua into a pot of warm sugar syrup.

Aryan’s mouth watered. “Can I have one?” he requested.

Maa laughed. “Not yet! These are for the guests in the evening. But if you help us, I might let you taste one early!”

Excited, Aryan took a small bowl and started sprinkling chopped nuts on the malpuas. Just as he finished, his Nani walked in, looking surprised.

“Who made these perfect malpuas?” she asked, picking one up.

“Aryan helped us!” Maa and Papa said proudly.

His grandmother took a bite and smiled. “This is the best malpua I’ve ever had!”

Aryan jumped with joy. He had never felt prouder. From that day on, making malpua became their Holi tradition.

- | | | | | |
|-----------|-----------------|------------|------------|----------------|
| 1. Holi | 2. malpuas | 3. eagerly | 4. dipping | 5. sugar syrup |
| 6. guests | 7. chopped nuts | 8. Nani | 9. proudly | 10. jumped |

Speaking

Free response

Writing

Free response. Sample answer.

One bright morning, I walked through the magical Whispering Forest to take a basket of warm bread to my grandfather. The forest was full of strange sounds and sparkles in the air. Tiny fairies flew around me, laughing and giving me shiny candy. A talking fox with glowing eyes tried to make me take a different path. I almost followed him, but I remembered what my mother told me: “Say the word *Forward* three times if something tries to stop you.” So I shouted, “Forward! Forward! Forward!” and suddenly, the forest became quiet. I held the basket tightly and kept walking, not listening to the tricky voices. When I reached my grandfather’s house, he was very happy and gave me a big hug. I learned that if I stay brave and don’t get distracted, I can finish anything—even a walk through a magical forest.

Spelling

2. controlling 3. choosing 4. jumping 5. dyeing 6. travelling

WORKSHEETS

THE PLATE OF PANCAKES

GRAMMAR

Name of Student: _____

Class: _____

A. Fill in the blanks with correct collective nouns.

1. A _____ of ants
2. A _____ of elephants
3. A _____ of lions
4. A _____ of soldiers
5. A _____ of papers.
6. A _____ of birds.

B. Underline the material nouns in the sentences.

1. We held on to the iron handle.
2. Get me some paper plates.
3. Let us make some sand castles.
4. We should not use plastic bags.
5. It is better to carry cloth bags.

THE PLATE OF PANCAKES

VOCABULARY

Make sentences of your own with the following sets of homophones.

1. weight: _____
wait: _____
2. week: _____
weak: _____
3. deer: _____
dear: _____
4. tail: _____
tale: _____

THE PLATE OF PANCAKES

WRITING

Name of Student: _____

Class: _____

Imagine you came across a fairy who took you to see some wonderful things. Write a paragraph in about 150 words to describe the experience.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ANSWER KEY TO THE WORKSHEETS

Answer key to the grammar worksheet

- A. 1. colony 2. herd 3. pride 4. troop 5. bundle / sheaf 6. flock
B. 1. iron 2. paper 3. sand 4. plastic 5. cloth

Answer key to the vocabulary worksheet

Free response

Answer key to the writing worksheet

Free response

LESSON PLAN

Poem: What Robin Told Me

Subject: English

Teacher's name:

Class: IV

CURRICULAR GOALS

Reading

CG-1: C-1.2 Summarises core ideas from material read out in class

CG-4: C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts

Lesson Objectives (LO)

1. Identify the conversational style in the poem.
2. Discuss how a robin builds its nest.
3. Infer that parental protection is universal.
4. Indentify the literary devices in the poem.

NCF/NEP FEATURES

21C skills: Creativity, Critical Thinking, Communication, Collaboration

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Resources

- Textbook
- Smartbook (<https://teachers.orientblackswandigital.com>)

Scope

- Pre-reading
- Reading
- Post-reading
- Embedded questions
- HOTS (Higher Order Thinking Skills)
- Assessments (AFL, AAL, AFL)
- Animation; PPT



Rationale / Purpose

Sessions 1-2

Pre-reading

Ensure complete student-participation while discussing the answers.

Why do birds build their nests?

How do animals show care for their young ones?



This will set the tone for the poem.

Summary: The speaker conveys what the robin explained to them regarding their homes. Robins gather various materials like hay, floss, feathers, and moss to weave their nests, all while singing a sweet song. It then, talks about when and where they build their nests. It explains that robins build them high among the leaves, where they are hidden from sight and that robins prepare their homes well before the arrival of autumn. Babies would then rest in their nests under clear skies.

P Play the Presentation on the teacher's portal

Reading	Teaching Strategies: <i>Prediction</i> (analysis), <i>Deduction</i> (AAL) <i>Inference</i> (Critical Thinking), Collaborative learning, <i>Think-Pair-Share</i>	LO: 1–4
	Language-development	
	Higher-Order-Thinking	

 Let students listen to the audio track / read the text.

Read the poem aloud / Let students read the poem using the right intonation, expression and pronunciation.

Questions for discussion

Why do robins choose high places for their nests? Why do they select soft materials for their nests?

How do robins make their nests comfortable for their young? What does this tell us about parental care and love?

Teaching strategy: analysing and organising information

List the things that talk about their protective nature.

- Careful nesting – The robin selects soft materials to create a soft and safe nest for its young.
- Safety – Robins build their nests up among the leaves so deep, ensuring they are hidden from predators.
- Protection from harsh weather – The nest is placed 'where the sunbeams scarcely creep', keeping it cool and protected.



Language – development (Vocabulary)

Whole-class discussion

Discuss meaning of the following words/phrases:

wisp of amber hay: delicate strand of golden-coloured hay that the robin uses to build its nest.

Woven with a sweet, sweet song: the robin sings sweetly while building its nest. (shows its happy state of mind)

sunbeams scarcely creep: the rays of the sun can hardly penetrate through the thick dense leaves (the nests remain safely hidden from predators)

Literary devices

Style: conversational style, with the robin itself as the speaker

Rhyme scheme: ABCCDDEFB; ABCCDDBBB

Alliteration: Robin Redbreast

Repetition to emphasise the conversational style: 'Robin Redbreast told me', 'That's what Robin told me.'

Imagery: a wisp of amber hay and bright-eyed stars will peep and see create a sense of warmth and calmness.

Post-reading

A Recap by playing the animation and the power point presentation.

Think-Pair-Share (21C: Communication, Collaboration, Creativity; Visual-Spatial Intelligence)

Imagine you are a robin. Describe how you would build a nest using materials found in your surroundings.

Session 3–5

Comprehension

Discuss the answers to the questions.

Going Further

 The activity focusses on creativity and integrates with bodily-kinaesthetic Intelligence. Let them work in groups and make the bird's nest.

Teacher's Observation and Notes

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?



QUESTION BANK WITH ANSWER KEY

What Robin Told Me

A. Choose the correct option.

1. *The robins weave their nests*
 - a. after they hunt for twigs.
 - b. by using dry leaves.
 - c. while singing sweetly.

Ans. c

2. *Robins build their nests among dense leaves to*
 - a. keep the young ones safe.
 - b. help the young ones get used to trees.
 - c. let the young ones enjoy the shade.

Ans. a

3. *Robins start building their nests before*
 - a. the cold sets in.
 - b. the hot summer days.
 - c. the stars start shining.

Ans. a

B. Read the lines and answer the questions.

1. *First, a wisp of amber hay
In a pretty round they lay;
Then some shreds of downy floss,
Feathers, too, and bits of moss*
 - a. What does *amber hay* mean?
 - b. What is being spoken about, here?
 - c. Write the rhyme scheme for the stanza.

Ans. a. The phrase 'amber hay' means a strand of golden-coloured hay. b. The way the robins build their nests is being spoken about. c. The rhyme scheme for the stanza is AABB

2. *Long before the winds are cold,
Long before the leaves are gold*
 - a. What happens before 'the winds are cold'?
 - b. Why does it happen during this time?
 - c. Rewrite the second line replacing the words 'the leaves are gold' with the name of the season hinted at.

Ans. a. The building of the robins' nests happens before 'the winds are cold'.
b. The robins prepare early to make a safe and warm environment for their young ones before colder days arrive. c. Long before autumn.

C. Answer the questions.

1. *How do robins build their nests, and what does this tell us about their nature?*

Ans. Robins carefully build their nests using hay, floss, feathers, and moss. This shows their hard work and their instinct to protect their young. Their selection of soft materials tells us how careful they are in nurturing their babies.

2. *How does the poem describe the robin's parental love?*

Ans. The poem describes robins building their nests using soft materials that would keep the babies comfortable. They also build their nests carefully on top of trees and among dense growth of leaves, protected from danger.

D. Think and answer.

What values can humans learn from the robins in the poem?

Ans. The robins teach us the values of preparation, responsibility, and care. They work hard to create a safe home for their young. The way they work keeping the seasons in mind teach us to plan ahead and adapt to changing circumstances.



STUDENTS' BOOK ANSWER KEY

What Robin Told Me

Comprehension

- A.**
1. Robins use amber hay, downy floss, feathers and bits of moss to build their nests.
 2. Robins build their nests high up among deep leaves, where the sun barely shines.
 3. Robins weave their nests with a sweet song to make it gentle, peaceful and full of care.
 4. Baby robins appear before the weather turns cold and before the leaves turn gold.
- B.**
1. a. Robin redbreast is a small bird. In the poem, the robin is speaking and telling how it builds its nest.
b. Robin starts building the nest with a wisp of amber hay.
c. The nest is made in a round shape to keep the eggs and baby birds safe and warm. A round shape is strong and helps hold everything inside.
 2. a. The phrase 'winds are cold' refer to the chilly weather that comes with autumn whilst the phrase 'leaves are gold' talk about the change in the colour of the leaves during autumn.
b. The 'bright-eyed stars' refer to the stars in the night sky, personified as having eyes that watch over the world below.
c. The stars 'peep and see' baby robins—one, two, three—resting in their nest. This creates a gentle, magical image of stars looking down at the newly hatched birds.
- C.**
1. Robins build their nests before the weather gets cold so their babies can be safe and warm. Cold weather can be hard for small birds, so they make the nest early to raise their young in the warmer seasons.
 2. The line shows that the robin is happy and gentle while building its nest. It creates a peaceful and loving mood, showing that the robin cares for its home and future babies.

Appreciating the Poem

hay – lay; floss – moss; deep – creep; cold – gold; see – three

Vocabulary

A. 2. spotted leopard 3. bored players 4. relaxing holiday 5. excited students
6. surprised teacher

B. told, lay, woven, creep, peep, see

Going Further

Free response

SAMPLE COMPREHENSION PASSAGE WITH QUESTIONS AND ANSWERS

Read the Passage.

One of the great things about being a boy in a quiet town was the freedom to explore. Tom Sawyer was especially skilled at making even the most ordinary day feel like an adventure.

One summer morning, Tom's Aunt Polly sent him to whitewash the fence. It was a long, tall fence—an endless, boring task. Tom sighed, dipped the brush into the bucket, and lazily spread the paint. But soon, an idea struck him.

When his friend Ben Rogers came along, Tom put on an air of great concentration and delight. "What fun it is to whitewash!" he said cheerfully. Ben, curious, asked if he could try. Tom hesitated, pretending that it was too important a job to share. This made Ben even more eager. Finally, Tom "reluctantly" agreed—on the condition that Ben give him his apple.

As the morning passed, more boys arrived, each wanting a turn. By the time Aunt Polly returned, Tom had a freshly painted fence, a pile of treasures, and the satisfaction of turning work into play.

A. Choose the right option.

1. *How does Tom trick Ben into painting the fence?*
 - a. He tells Ben that it is a boring job.
 - b. He offers Ben an interesting reward.
 - c. He pretends that painting is a fun and important job.
2. *What does Tom receive in exchange for letting others paint the fence?*
 - a. Money and some apples.
 - b. A new brush to whitewash the fence
 - c. a good amount of precious things.
3. *What does this passage tell us about Tom?*
 - a. He is hardworking and obedient.
 - b. He knows how to make the best of a situation.
 - c. He dislikes playing with friends.

B. Find words in the passage that mean the opposite of

- a. noisy b. briskly c. departed

Answer Key

- A. 1. c. He pretends that painting is a fun and important job.
2. c. a good amount of precious things
3. b. He knows how to make the best of a situation.
- B. a. quiet b. lazily 3. arrived