

GATHERING LEAVES

POEM

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

Learning Outcomes

- To comprehend the poet's woes.
- To identify the literary devices (*simile, rhyme scheme, repetition...*)
- To infer that it is imperative to be a part of Nature's cycle

Summary

The poet describes the process of gathering leaves as a part of the harvest which is of no use to him. The whole process of gathering leaves is tiresome. At the end, the speaker is left with nothing but a shed full of dull, weightless leaves. Yet, the speaker knows that gathering leaves cannot be avoided because harvest is an endless process—leaves represent a natural cycle. They are signs of life in spring and keep the tree alive throughout the warmer months and once they have done what they need to do, fall and nourish the earth.

Rhyme scheme: abcb

Simile: light as balloons; like rabbit and deer;

Contrast: balloons and mountains: one is full of air and weightless while the other is heavy and rock solid

Hyperbole: The speaker is working so hard that he thinks he is creating mountains

Repetition : leaves; again; next to nothing

Pre-reading

Discuss the seasons. Take it further by talking about the seasons experienced in the western countries (spring, summer,

fall (autumn) and winter) and how trees shed all the leaves in autumn to get ready for winter.

READING

Play the poem on the screen, in parts. / Read the poem in parts. Pause to explain / discuss / check comprehension.

- *Spades take ...into my face.*

The spades used for gathering leaves are hardly helping, because at any given time, they are able to scoop just spoonfuls of leaves. Also, the bags full of leaves weigh

nothing, yet it takes a long process to get the leaves into the bags.

The task is hard because the leaves keep falling off his arms and flying into his face.

Ask students:

Is the speaker enjoying the task? Why does he compare the spades to spoons? (The spade

rakes in just as many leaves as a mere spoon would do because the leaves keep flying away making the process slow and tiresome.) *What is compared to the rustling of leaves?*

- *I may load...shall stop?*

The process does not leave the speaker with a sense of accomplishment. Instead, he is left with a worthless, weightless and dull load of leaves. Yet, the speaker must carry on with the task because there is no escaping the process as this a cycle of nature.

Furthermore, with the leaves being uncooperative, the end of this process does not leave the speaker with any sense of accomplishment or happiness. He is left with “nothing for weight” and “nothing for color”. Gathering the leaves gives him nothing.

Let students answer the questions with a ‘yes’ or ‘no’.

- *Is the speaker enjoying his task?*
- *Are the leaves bright and colourful?*
- *Is the load heavy to carry into the shed?*
- *The task is tiresome, will he stop doing this?*

Ask students:

What are the words that rhyme in each stanza? (Here, make sure that students do not match ‘raise’ with ‘embrace’ and ‘face’; ‘raise’ ends with a ‘z’ sound while the other two do not.

What do the words ‘again and again’ signify? (that it is tiresome job)

Post-reading

Let students work in groups and prepare a chart with pictures of trees with colourful leaves and path ways covered with the leaves, as seen during autumn.

STUDENTS’ BOOK ANSWER KEY

Gathering Leaves

Comprehension

- A. 1. The speaker is gathering leaves that have fallen down to the ground, with his spade.
Yes, the speaker works all day.
These lines show how long the speaker works:
“I make a great noise
Of rustling all day”
The ‘rustling’ noise is caused by the speaker gathering leaves.
2. The speaker keeps the leaves that he has loaded in a shed.
3. The leaves lose their colour and grow duller after they fall to the earth because they mix with the earth.
- B. 1. a. The mountains that the speaker raises are made of the leaves that have fallen to the ground. The leaves are piled up by the speaker which makes them look like mountains.
b. The speaker is not able to embrace these mountains because they are made of leaves. These leaves scatter everywhere when the speaker tries to gather them in his arms.

c. No, the mountains are not heavy.

These lines from the poem show that the piles of leaves are light:

“And bags full of leaves
Are light as balloons.”

or

“Next to nothing for weight”

2. a. The crop gathered by the speaker is not colourful and has a dull colour.
b. No, the crop gathered by the speaker is not useful.

This line from the poem shows that the crop is not useful is:

“Next to nothing for use”

- C. 1. (Suggested answer, please accept any logical response)
No, the speaker does not like gathering leaves.

The speaker does not like gathering leaves because even the spade cannot gather many leaves at once and this makes the work slow. The speaker has to work the whole day to gather the leaves because there are so many leaves and he cannot pick them up quickly. After the speaker has finished his work, the leaves that he has gathered are neither useful nor colourful. The leaves lose colour after falling to the earth and only become duller with more time. The speaker dislikes his work for all these reasons.

2. (Suggested answer, please accept any logical response)

The speaker has to gather the leaves to clean his garden or backyard. The work is not pleasant but has to be done to keep the ground clean. Some tasks like gathering leaves or cleaning our room have to be done again and again but are an important part of life.

Appreciating the Poem

What	Compared to	Why
spades	<u>spoons</u>	because there are many leaves to gather
<u>bags full of leaves</u>	balloons	because the leaves are very light
piles of leaves	mountains	<u>they are piled up high and fill the whole shed</u>

Vocabulary

1. elude 2. duller 3. harvest 4. crop 5. embrace 6. rustle

Going further

Free response

QUESTION BANK

Gathering Leaves

A. Answer in brief.

1. What does the speaker do with the leaves? How is he able to carry them by himself?

Ans. The speaker rakes up the leaves with his spade and fills the bags. He is able to carry them on his own because they are as light as balloons.

2. What does he find difficult in the whole process of gathering leaves?

Ans. He rakes all the leaves and gathers them into mountainous heaps but when he wants to collect them and fill the bags, they escape his embrace and fly all over.

B. Answer in detail. (Think and answer)

What does the poet mean by the last two lines in the poem 'Gathering Leaves'?

Ans. The speaker says that gathering leaves is something that he has to do because harvest is an endless process and leaves are a part of a natural cycle. They are signs of life and keep the tree alive throughout the warmer months and in winter, they fall to the ground and wait to be gathered and disposed, making man a part of this endless cycle.

C. Choose the right answer.

The speaker says that raking of leaves

- a. should be stopped once and for all.
- b. is something that cannot be stopped.
- c. is like harvesting crops.

Ans. b

D. Read the lines and answer the questions.

Spades take up leaves

No better than spoons

- a. What does the speaker compare the spades to?
- b. Why does he compare?
- c. What does he do after collecting the leaves?

Ans. a. He compares the spades to spoons. b. He compares to let the readers know that the spades are able to collect the leaves only just as much as spoons would do. c. He fills the bags and loads them in the shed.

A MAGICAL ESCAPE

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

Learning Outcomes

- To identify character-traits
- To map a story
- To identify the genre
- To recognise the story as a part of a larger text



Pre-reading

This section focusses on *assessment as learning* as it prepares the class for a fantasy story which has magical elements in it.

Generate a discussion on some fantasy stories that children may have read:

What kind of creatures they read about; What magical things happened in the stories and so on.

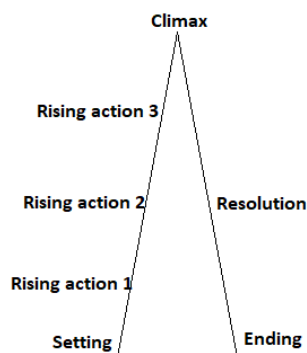
Now, let students do the matching exercise. Once they have completed it, let them identify the stories that have at least three of these magical things spoken about, in them.

mirror: Snowwhite; beans: Jack and the beanstalk; lamp: Aladdin

READING

Students read to comprehend, track events predict and analyse

Since this story builds up the suspense as it develops, you may put up a plot diagram on the board and work on the details along with students, as the story progresses. This will help students focus on the developments in the story and in recognising the genre (fantasy).



Setting: Dark, quiet and mysterious shop. Children come to the shop to buy a gift

Rising action 1: A little man shows up from the back door. He looks annoyed as he sells them a vase.

Rising action 2: A fox escapes from a box when the little man opens it for wrapping paper. The children are frightened.

Rising action 3: A crowd of butterflies comes out of another box upsetting the little man even more.

Climax/Turning point: The little man closes the door to prevent the butterflies from escaping and locks it, to the children's horror.

Resolution: The children sit on a magical wooden chair to avoid being bitten by the fox. Peter wishes they could go home. The chair starts moving up slowly to the children's surprise.

Ending: The magical chair flies out of the window and takes them home.

Tell students that

- this is an extract from a story written by the famous children's author, Enid Blyton.
- the story has elements of suspense and that they will have to help you fill in the details in the plot diagram.

Play the audio / Read the text and pause at relevant points to explain / check comprehension.

- *Peter and Mollie...wrapping paper too.*

Ask students:

Where is the story taking place? What kind of a place is this? (Mysterious) Identify the words that hint that it is a mysterious place. Who responded to Peter's rap? Why do you think he was cross? Allow free response.

How would you describe the pixie's behaviour towards Peter and Mollie?

(Accept any logical answer. Suggested answer: The shopkeeper was rude and unkind towards Peter and Mollie.)

How would a kind shopkeeper greet their customer? (Accept any logical response. Suggested answer: A kind shopkeeper would greet their customers politely and gently place the thing they asked for, on the counter.)

Fill in the *Setting* and *Rising action 1* in the plot diagram.

Discuss:

Do you think the children should have left after taking the vase? What do you think would happen next?

- *The little man grumbled...into his pocket.*

Why did the little man open the boxes? What came out of the boxes? Why were the children

frightened? What came as a bigger shock to the children?

Let students help you fill in *Rising actions 2, 3* and *Climax*.

What kind of a story do you think this is?

(Pause here to talk about fantasy tales: the situations and characters that make up fantasy tales)

- *We can't get out...ordered the wizard.*

Ask students:

What did the children do to remain safe? What did they feel this shop was full of? (Magical things) What did the children think of the tall man? (That he could be a wizard) Why did they think so? (Was tall with a long beard and pointed hat and looked very much like one) How would you describe the wizard?

- *Oh dear! said Peter...jumped off safely.*

Talk to the class about:

- how the chair responded to Peter's wish.
- the wizard's reaction.
- their flight home.

What made the chair start to move?

(Peter said that he wished he and Mollie were safely back home, this made the chair start to move.)

If you were Peter or Mollie, how would you have felt when the chair first rose off the ground? (Allow free response)

Let students help you fill in the *Resolution* and *Ending*.

What do you think the children did next with the wishing-chair?

(Let students predict)



Post-reading

Let students work in pairs and write down:

- one word to describe the genre (the kind or category) of the story
- two words to describe the setting of the story.
- three words to describe the pixie and the wizard

GRAMMAR

Collective and material nouns

Collective nouns:

Call a student to the front of the class and say: *We have one child here.*

Next call about 4 / 5 students and say *We have a group of students here.* Stress on the word *group* and write it on the board.

Explain that the word *group* is called a **collective noun** because it talks about a collection of nouns — people, animals, places or things.

Tell students that there are more collective nouns like the one you have written.

Provide a few examples and let students repeat after you.
You may use flash cards for a better understanding.

A forest of trees; A herd of deer; A school of fish; A fleet of ships

Note: Explain to the class how some collective nouns are also used as common nouns in a given context.

Write the word *School* on the board.

Follow this up with the sentence: *This is my school.*

Point out that the word *school* is used as a common noun here. It is the name of a place.

Next, write the following sentence on the board and explain the difference in meaning:
I saw a school of fish in the lake (the word is used as a collective noun).

Material nouns: Follow the input given in the Reader.

VOCABULARY

Homophones

Write these words on the board.

one won I eye fair fare feat feet
due dew write right grate great be bee

Let students read the words aloud.

Ask students: *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 this sentence on the board:

In the movie 'Jungle book' a bear named Baloo sings the song 'Bare Necessities'.

Ask students to find the homophones in this sentence. You may write a few more sentences and ask students to identify the homophones.

Example:

The maid made the bed.

Jill turned pale when she dropped the pail of water.

They turned up an hour late for our party.

Group work

Have one chair in front of each group placed facing the board and around six feet away from the board. Tell one student from each group to sit on the chair.

Tell them that you will be calling out homophonic words. The students sitting on the chairs should run up to the board and write both the homophonic words on the board.

Marks are awarded based on the quickness to write the word. Every student in the group gets a chance to sit on the chair.

LISTENING

Post-listening

A post-listening activity is a follow-up to the listening activity and aims to utilise the knowledge gained from listening. It helps the students to review their understanding of the text and in the development of speaking and writing skills.

Instruct students to listen carefully to a conversation between Peter and the owner of a bakery. They will have to do the task after listening to the track.

Play the audio track and let students choose the correct answers.

Review the answers.

WRITING

First-person narrative

Guide students through every step. Share the sample passage and guidelines with them, but encourage them to write their own paragraph.

Explain the concept of first-person narrative with the given details.

Who is the storyteller?	One of the characters in the story
What is spoken about?	Tells the readers her/his experiences and feelings and that of the other characters
Key words used	I, me, mine, we, ours

Tell students that when we write a story in the first-person:

- we share an experience with readers.
- we share our point of view with readers.

Share a sample paragraph and ask students to identify the key words that show that it is in the first-person.

Example:

My brother, sister and I grew up in a very nature-friendly atmosphere. At dinner, we often heard words like 'habitat' and 'ecosystem'. Many discussions about nature and the environment took place around our beautiful old dining table. Those days, I greatly envied my school friends because they could sleep as late as they liked on weekends. We, on the other hand, were woken up at 5.30 a.m. to go birdwatching at Borivali Park, which is now a national park.

Now guide them to do the exercise in the Reader.



PROJECT

The project work focusses on *assessment as learning*. Students learn and guide each other while they share their ideas.

The project work integrates with a wide range of skills and abilities. Students develop kinaesthetic, interpersonal, linguistic and spatial intelligences while working together on the project.

Tell students that they should take into account the following points while preparing the play:

- Brainstorm together for a few ideas to make the conversation lively and interesting.
- Plan the actions well.
- Reread and revise and make corrections if required.
- Allot roles.

Let students prepare for the play and enact it.

Award points.

STUDENTS' BOOK ANSWER KEY

Pre-reading

1—d 2—c 3—a 4—b

Embedded Questions

1. *How would you describe the shopkeeper's behaviour towards Peter and Mollie?*

(Suggested response, please accept any logical answer) The shopkeeper was rude and unkind towards Peter and Mollie.

How would a kind shopkeeper greet their customer?

(Suggested response, please accept any logical answer) A kind shopkeeper would greet their customers politely and gently place the thing they asked for on the counter.

2. *What made the chair start to move?*

Peter said that he wished he and Mollie were safely back home, this made the chair start to move.

If you were Peter or Mollie, how would you have felt when the chair first rose off the ground?

Free response.

3. *What do you think the children did next with the wishing-chair?*

Free response.

Comprehension

A. 1. When Peter rapped on the counter, a small man with pointed ears appeared.

He looked like a pixie.

2. When Peter asked Tippit for some wrapping paper, Tippit looked in the boxes at the back of the shop and the red fox jumped out of one of the boxes.

3. Tippit locked the front door of the store so that the blue butterflies would not escape.

4. The wizard and Tippit were angry with Peter and Mollie because they made the chair fly. Peter wished that he and Mollie were safely at home. Peter's wish made the chair creak and groan. The chair then rose in the air with the children in it.

5. When Mollie peeped over the edge of the chair, she saw that a little red wing grew out of each leg of the chair.

6. The chair finally landed on the floor of Peter and Mollie's playroom.

The chair stopped flying because Peter told the chair to go to their playroom.

B. 1. a. The speaker is Peter. He is speaking to Tippit.

b. The speaker is in a shop that sells gift items. He is there with his sister Mollie.

c. The speaker asked Tippit for some wrapping paper after this.

2. a. The speaker is Tippit. He is speaking to Peter and Mollie.

b. The speaker had to catch the red fox and the butterflies which escaped from the boxes at the back of the shop.

c. No, Peter and Mollie did not help Tippit catch the red fox and the butterflies because they were scared that the red fox might bite them.

3. a. Peter is the speaker. Peter is sitting in an old wooden chair in the gift shop.

b. When Peter said these words the chair began to creak and groan. It rose up in the chair with Peter and Mollie still sitting in it.

c. Peter asked the wishing chair to take him and Mollie home. The chair then flew up the stairway and out the window upstairs. It flew very high and the children held tight to it. When the chair approached the children's house, Peter asked it to stop at the playroom. The chair listened to Peter and the children reached home safely.

- C. 1. The wizard owned the shop.
"Tippit, you've dared to open those boxes!"
2. *Free response.*
 3. *Free response.*

Grammar

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

Vocabulary

- A. 2. Where, were 3. deer 4. wait 5. weak 6. buy, by
- B. 2. BAKER 3. CHEMIST 4. FLORIST 5. BUTCHER 6. GREEN GROCER

Listening

1. a.
2. a.
3. c.
4. c.
5. b.

Listening text

Peter: Good morning!

Aman: Good morning! Welcome to Aman's Bakery! What can I do for you?

Peter: I would like to place an order for a birthday cake.

Aman: Thank you for your order. What size would that be?

Peter: It should be large enough for ten people. What size would that be?

Aman: A medium size cake will be sufficient for your occasion. What flavour would you like?

Peter: I'd like butterscotch, please. On the cake, could you write, "Happy Birthday, Mum!
With love, Peter and Mollie"?

Aman: Of course! Would you like me to add some flowers made of icing on top?

Peter: That's a great idea. Thank you for your help.

Speaking

Free Response

Writing

Answers vary

Spelling

2. Controlling
3. Choosing
4. Jumping
5. Dyeing
6. Travelling

QUESTION BANK

A. Answer in brief.

1. How were Peter and the Tippit different?

Ans. Peter was a little boy who was polite in behaviour. On the other hand, Tippit the little man was impolite and behaved in a rude manner.

2. Why did Peter and Mollie enter the shop and what did Peter ask for?

Ans. Peter and Mollie were looking for a gift for their mother and they entered the shop because it was selling gift items. Peter asked for a vase with swans around it.

B. Answer in detail.

What happened when the children were just about to leave the shop? Why couldn't they leave?

Ans. Just when the children were about to leave the shop, a crowd of blue butterflies came out of a box and flew into the air. Tippit darted to the door and shut it, to stop them from escaping. He then locked the door and put the key into his pocket and the children were locked inside too.

C. Choose the right answer.

The children felt the thin man could be a wizard because

- a. he owned strange things and had a wishing chair that could fly.
- b. he looked like the owner of a shop and appeared angry all the time.
- c. he was thin and tall. He wore a long hat and had a long beard.

Ans. c

D. Think and answer. (Answer in detail)

1. What made the children think there was magic in the shop?

Ans. When Tippit opened a box to look for wrapping paper, the children saw a red fox jump out of the box and escape. A crowd of butterflies came out of another box and flew into the air. All this that they saw was unusual and appeared magical. Hence, the children felt that there must be magic in the shop.

2. How does Peter's quick thinking help the children escape?

Ans. When Peter wished to be safe at home, the chair in which the children were sitting began to move. Seeing this the wizard cried out to Peter to stop using their 'wishing chair'. Hearing this, Peter quickly understood that it was a magical chair and would be able to get them back safely and hence ordered it to take them home.