

JAYA'S LUCKY SEED

The corresponding theme in Environmental Studies for this unit is *Plants*

Learning Outcomes
<ul style="list-style-type: none"> ● Infer details from the text ● list the things that a plant needs to survive ● Describe a picture in simple, short sentences ● Examine the differences of spelling and meaning between homophones and use them in sentences ● Identify prepositions of place and use them correctly ● Sketch while listening to instructions ● Follow the importance of caring for trees and the natural environment

Integration	
Language	Let us think, Activity, Picture Study
Art	Warm-up, Listening, Project
EVS / Maths	Warm-up, Activity, Picture Study, Extension
Heritage	Mughal Gardens, Do you know?
Multiple Intelligences	Project
Digital	Presentation, Weblinks

Suggested Number of Sessions: 10

Session 1: Warm up; Text: *Once there was...big stone.*

Session 2: Recap; Text: *Some seeds...first leaf*; Embedded questions 1 and 2;

Session 3: Recap; Text: *The seed ...don't we?* Do you Know? Digital asset: Presentation

Session 4: Comprehension exercises

Session 5: Activity—digital asset: Animation; Words

Session 6: Grammar; Listening

Session 7: Pronunciation; Activity; Heritage

Session 8: Writing; Picture Study

Session 9: Activity—digital asset: Presentation; Project; Extension—digital asset: Audio

Session 10: Workbook exercises; Any pending work

Teaching Guidelines

Warm-up



- A. The poem integrates with EVS and art. Students learn about the elements that collectively nurture the growth of plants while they listen and recite with actions.
Play the audio track and let students listen and repeat with actions.
Monitor the activity.
- B. This discussion integrates with real-life experience. Students express their choice of plant / tree and give the reason for their choice. This engaging interaction would also lead them to evaluate the importance of the flora around them.

Reading

Play the audio in parts / Read the text in parts and pause at relevant intervals to check comprehension / explain / discuss.

Once there was a little girl...hit a big stone

Begin by discussing with class, how villages are different from towns.

Villages	Towns
<ul style="list-style-type: none">villages are not as big as towns and have small brick or mud houses.They have many trees and a lot greenery around.One may find animals like goats and cows moving about freely.There may be just one school where children study.A few small shops are found in villages.Mostly, people use bullock carts or cycles to travel or move about.	<ul style="list-style-type: none">Towns are big and have apartments and big houses where people live.Trees may not be as many as in the villages.Animals are not allowed to roam around as they may get hit by cars or other vehicles.There are many schools where children study.One can see malls and big shops as well as small shops in towns.Buses, cars, lorries and trucks are seen in towns.

Explain

- why Jaya had to leave her village.
- why she felt she must leave. (*She was going to a bigger school and knew that it was best for her.*)
- what happened to the cart while they going to town.

Some seeds...became a tree!

Ask students:

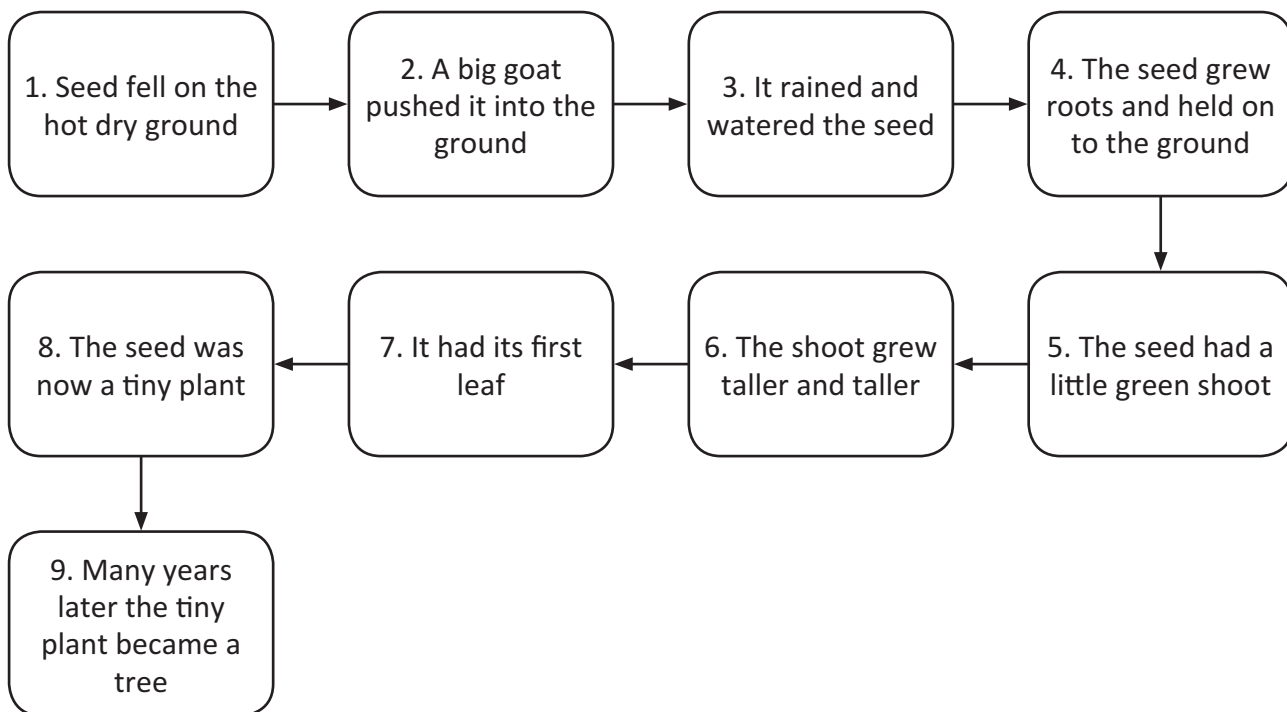
Why was it unsafe for the seed to be on the ground? Where would it be safe?

Who and what helped it to grow into a tree?

Touch upon the concept of personification without using the term for the figure of speech.

Explain how the seed is given human traits and spoken of as if it were human. This not only helps comprehend the situation from another point of view but introduces the concept seamlessly.

(Make a flow chart on the board, and let students help you fill in the sequence of growth of the plant into a tree.)



Embedded question 1: *Why was the seed unsafe on the ground?* (Allow free response.)

Embedded question 2: *The seed needed _____ and _____ to grow into a shoot.* (This nudges students toward EVS. They learn that plants and trees need sunlight and water for growth.)

Jaya too...don't we?

Ask students:

What puzzled Jaya? Why was her father surprised? Who else grew older along with the tree?
(Jaya grew into a young woman and her father grew into an older man.)

Post-reading

Do you Know?



This integrates with heritage. Students learn about the plants and trees that grow in India and the distinct characteristics of each.

Scan the QR code and let students watch the presentation on the common trees / plants found in India. Pause after each slide and let students read and repeat the names.



Let us think

This is an integration with language. Students can express freely in their home-language if they wish to.

Let students study the two images and express their thoughts on them and give reasons for their answers. Take it further by asking them which place they would prefer to be in and why.

Activity



This endearing video is a digital integration. It also integrates with EVS where students watch and listen to Peep growing a plant out of a sunflower seed. This is a recap on what they have read in the text; on the elements that promote plant-growth.

It also integrates with language. Students are encouraged to answer in their home-language thus helping develop communication skills.

Words

homophones

Write the words *brake* and *break* on the board. Read the words aloud and let students repeat after you. Ask students if the words with the two different spellings sounded the same or different. Elicit that they sounded the same.

Proceed to explain that though these words are pronounced the same way, they have different meanings and spellings.

Tell students that there are a lot of words like the pair you have written. Provide a few examples and brainstorm with class for their meanings.

hare-hair, here-hear, pane-pain, nun-none...

Let students do the exercise in the Coursebook.

Grammar

Prepositions of place

Tell students that you are going to give them some fun instructions to follow.

You may use some of these instructions: *Put your left foot under the desk. / Put your English book in your bag. / Put your right hand on your head.*

Ask students:

Where did you put your left foot? Where did you put your English book? Where did you put your right hand?

When they provide the answers, write only the phrases on the board: *under the desk / in the bag / on my head*, and so on.

Ask students to identify the things in each phrase and the word which talks about their positions. Circle all the prepositions on the board and write **Prepositions of place** on top.

You can also show pictures of an object in different places and ask students to say where it is.

Example: a ball in a box, a cat on the wall...

Tell students:

- *in, on, under, above, behind* and *between* are **prepositions of place**.
- A **preposition of place** tells us where a person, a place or a thing is.

Listening

Listening for colouring



The listening activity integrates with art.

The task not only helps students stay focussed while listening, but helps develop psychomotor skills while students listen and apply.

Play the audio track and let students do the task. Play it once again so that students check their work / complete their work.

Activity



This activity is a maths integration and involves simple division that students can easily work out. Allow a few minutes for students to work out the sum and come up with the answer.

Writing

Picture-based writing

Begin by asking students if they like the picture in the Reader and why they like it. This will get them interested and involved in the task.

Write down all their responses. Add a few descriptive words to the answers provided by them.

Example: There are many trees with fruits in them—There are many big, green trees filled with tasty fruits / juicy mangoes; stream—cool, blue stream with lovely pink lotuses; sky—clear blue sky; flowers—pretty red flowers....

Next, let them read the questions and answer orally before doing the exercise in their books.

Picture Study



The picture-study integrates with EVS.

This involves critical thinking and touches upon the affective domain.

Students are made aware of the sufferings of wild animals due to deforestation.

This section also integrates with language. Encourage students to take part in the discussion in their home-language if they wish to. Allow free response.

Activity



This digital integration also integrates with EVS and recaps the different things required for a plant to live and grow.

Project

Scrap book; Recycle



This interesting task integrates with multiple intelligences with a focus on *Naturalistic Intelligence*. It helps students become more in tune with nature and develops their interest in nurturing, exploring the environment and learning about the types of plants around them.

The task also helps develop bodily-kinaesthetic skills while they make their scrap books.

Extension



This digital integration reinforces the idea that deforestation is harmful to the environment.

The underlying message in the song will help students think and evaluate the effects of such an action.

1. Play the audio and let students listen to song. You may pause and ask a few questions to check their understanding.

What are the animals telling us? (Save it now)

What are humans doing to the forests? (burning them down)

Why are the monkeys rushing from tree to tree? (they are trying to escape the fire)

QUESTION BANK WITH ANSWER KEY

JAYA'S LUCKY SEED

A. Read the line and answer the questions.

"No," said Farmer Ramu, looking surprised. "I thought you did."

1. What is Farmer Ramu talking about and to whom?
2. What is the story about?

Ans: 1. Farmer Ramu is talking about a big tree in their garden. He is talking to his daughter Jaya.
2. The story is about a little seed that grew into a big tree and how it grew.

B. Choose the correct answer.

1. The little seed kept growing into a tree with the help of
 - a. Ramu and Jaya.
 - b. sunshine and rain.
 - c. the birds around.

Ans: b

2. The seed fell out of the bag when
 - a. the squirrels pulled it out.
 - b. a goat pushed it down.
 - c. the cart hit a big stone.

Ans: c

C. Answer in brief.

1. Where were Jaya and her father going and why were they going there?

Ans: Jaya was going to study in a big school in the town and her father who was taking her was also going to sell some seeds in the market.

2. Why could the birds and squirrels not eat the seed?

Ans: The birds and squirrels could not eat the seed because the seed now had roots to hold it firmly to the ground.

WORKSHEET

JAYA'S LUCKY SEED

GRAMMAR

Name of Student: _____

Class: _____

Make sentences of your own with the given *prepositions of place*.

in between behind under

JAYA'S LUCKY SEED

VOCABULARY

Underline the correct words in the given sentences.

1. You look very *week / weak*. Take some rest.
2. My *sun / son* lives in Goa.
3. Can you *sea / see* that boat over there?
4. I saw a small *plain / plane* in the sky.
5. This toy is *maid / made* of wood.
6. This story book is *new / knew*.

ANSWER KEY FOR THE WORKSHEET

JAYA'S LUCKY SEED

Answer key to the grammar worksheet

Free response

Answer key to the vocabulary worksheet

1. weak 2. son 3. see 4. plane 5. made 6. new

STUDENTS' BOOK ANSWER KEY

JAYA'S LUCKY SEED

Warm-up

B. *Free response.*

Embedded Questions

1. The seed was unsafe on the ground because it was alone.
2. The seed needed sunshine and rain to grow into a shoot.

Reading

- A.
1. The seed was in a bag on Farmer Ramu's cart. When the wheel of the cart hit a big stone, the seed fell out of the bag on to the ground.
 2. The goat stamped on the seed. This pushed the seed under the soil where it felt safe and protected.
 3. The seed grew into a big tree. Sunshine and rain helped it to grow.
 4. Jaya was surprised because she had not seen the strong new tree before.
 5. If there was no rain, the seed would not have grown into a plant or into a tree.
- B.
1. the goat 2. the sun 3. the rain 4. the roots
- C.
- a. The plants in the first picture grew on their own, with the help of the sun and rain.
 - b. The plants in the second picture were planted by human beings. The human beings also took great care of them and gave them water.

Activity

1. hard working, strong
2. No, Peep could not have grown the sunflower on his own. He did not know how to make the seed grow into a sunflower plant. The big bird told him to plant it under dirt, and wait. Quack told him how to plant it. Then, as they both sat and waited for his sunflower plant, Chirp told him that seeds cannot grow without water. So, Peep watered it every day and waited for

many days. Then, when the seedling grew, Quack and Chirp helped Peep take care of it by watering it till it grew into a big plant. Finally, Peep had his own sunflower.

Words

A. 2. farmer 3. market 4. thirsty 5. tiny 6. shoot

B. 1. rode 2. tail 3. write 4. won 5. knot

Grammar

2. in 3. on 4. above 5. behind 6. under

Listening

black flower pot, yellow sun, bright red watering can, blue drops of water from the watering can , brown stem, green leaves, pink flower

Pronunciation

A. 3. home 5. sow 7. crow 8. low 10. nose

Activity

Each friend will get 2 toffees.

Writing

Suggested answer. Please accept any logical answer.

This is a beautiful garden. There are many pretty flowers and trees here. There are high hills behind the trees. There are mango trees with ripe mangoes, rose plants, and lotus flowers growing in the pond. There is a big bee hive on the mango tree and bees are buzzing around the mangoes. There are two big frogs in the pond and one of them is jumping into the water.

Picture Study

Suggested answers. Please accept all logical answers.

1. The leopard looks sad because it has lost its home.
2. Human beings cut the trees. No, they should not have done so.
3. No. A place without trees will be very hot and dry. It will also not be beautiful at all. There won't be any birds or birdsong to listen to. We won't get fresh fruits and vegetables to eat. We also won't see beautiful flowers and gardens.

Activity

a. ✓ c. ✓ e. ✓ f. ✓ g. ✓ h. ✓