

# A FISH AND A GIFT

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

## Learning Outcomes

- Read a folk tale about the bond between a fisherman and his son
- Discuss the most important aspects of giving and getting gifts
- Correlate the connection between the different elements in the story
- Establish that it is important to respect all professions
- Infer the meaning of some words and their usage
- Recall the uses of the simple present tense and the simple past tense
- Identify the main and helping verbs in a sentence and apply this while framing sentences
- Use the suffixes *-less; -ful* correctly (*fearless; beautiful*)
- Listen to a conversation to gather specific information
- Write an informal letter
- Practise the spelling of words with *ee; ea*
- Integrate art with learning

## Integration

Language	Warm-up, Project
EVS	Embedded Questions, Presentation, Project
Art	Warm-up, Project
Values	Gifting
Multiple intelligences	Project
Digital	Presentations, Weblinks

## Suggested Number of Sessions: 10

- Session 1:** Warm-up; Text: *It was a Friday... it will be!*; Embedded questions 1 and 2
- Session 2:** Recap; Text: *Yusuf stood...Don't you stop.*; Embedded questions 3–5; digital asset: Presentation
- Session 3:** Recap; Text: *Ouma Safiya...to the stars.*; Embedded questions 6–8; digital asset: AR
- Session 4:** Comprehension exercises
- Session 5:** Grammar
- Session 6:** Words in Use; Listening; Spelling
- Session 7:** Values; Project
- Session 8:** Writing
- Session 9:** Extension—digital asset: videos
- Session 10:** Workbook exercises; Any pending work

## Teaching Guidelines

### Warm-up



The warm up activity is an integration with language. Students are able to express their preferences with ease when they use their home-language.

Besides, the activity nudges students towards creativity and art as students sketch the gifts that they would like to receive and give.

### Reading

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

#### It was a Friday morning...what it will be!"

Ask students:

*What did Yusuf's father do for a living? Why do Yusuf's eyes brighten? What do you think the gift will be?* (Let students predict. Write their answers on the board. They may compare and conclude how close to, or far from the answer they were. This will help develop critical thinking skills.) *How did the seagulls join Yusuf? Do they really join him or does it appear so for Yusuf?* (It appears so) *The sky was still dark —What time of the morning do you think this could be?*



Embedded question 1: *Why do you think Yusuf's father wears a jacket and woollen cap?*

This question integrates with EVS and will lead students into a discussion on the types of clothes people wear to protect themselves from cold and heat.

Allow free response.

Embedded question 2: *When do your eyes brighten?* Allow students to come up with their own answers. Let students show the expression.

#### Yusuf stood at the edge...then flew high.

Explain how the fishermen prepared themselves before sailing into the sea.

- watched the sunrise
- checked their nets and oars

Show the class what Yusuf noticed about his father, as this will help students visualise the scene better. (*arms stretched to the oar—; legs braced against the side of the boat; neck strained and his back muscles moved*—all this helps to move the oars well when arms are stretched)

Let students read and repeat the song Yusuf's father sings.

Explain the scene of the seagulls and how they appear to join in Yusuf's excitement. (As you progress with the text, mention the role these birds play, in echoing Yusuf's thoughts throughout.)

Ask students why the seagulls swooped low and then high. (*They were looking for fish in the water, so they swooped low to catch fish*)



Embedded question 3: *Why did they listen to the wind before going into the sea?* (This is an integration with EVS. Discuss / Explain the importance of studying weather conditions before people venture out into the sea and the dangers involved in ignoring this. — clear skies mean easy sailing and clear sight without the dangers of a storm and rains.)



Embedded question 4: *What colour is a clear sky? What is the colour of the clouds on such a day?* (This is an integration with EVS. Students learn about weather and the clear signs that foretell weather conditions while they answer this question.)

### **Papa always brought something...cousins in the boats.**

*Papa...hundreds of them*—Explain the gifts the father brings, in a way that students are able to grasp the imagery in the paragraph.

- *a beautiful shell* (tell students how there are different kinds of shells, some big, some small, some coloured, some white, and some shaped like conches and cones). Yusuf loved them all.
- *jewel-green bottle rinsed by the waves* (the colour of these bottles that float about in the sea is a dark green, like that of a jewel (emerald), washed so clean by the sea that it glitters in the sunlight). Papa at times got this for Yusuf.
- *a story*: (The gift here is in the form of a story. A story that carried a message of love and kindness.)

For Yusuf, they were all precious—Gifts that he could see and touch as well as gifts that he could just listen and imagine.

Talk to the class about

- Ouma Sofiya and what she wanted for dinner.
- why the swimmers ran back.
- the importance of sirens. (*They help warn people*—Take it further by asking students to come up with more examples of when sirens are sounded)

Ask students:

Embedded question 5: *How did the sea turtles come to the sand?* (Scan the QR code to show the presentation on how turtles that get washed ashore are saved)

Embedded question 6: *Why did Yusuf take Ouma's hand? What does this tell you about Yusuf?*

Embedded question 7: *Why did the swimmers run back to the beach?*

Once students have answered the question, take it further by asking students about the safety measures one needs to take while going out swimming or playing in the water. (Stay close to the shore; not go further than instructed; stay with older persons while in water)

**They heaved and they pulled...gift up to the stars.**

Ask students:

*Why did Ouma Sofiya use her binoculars? What did Yusuf's father do to the shark? What does this tell us about him? Why would Ouma Sofiya be happy? What did Yusuf get as a gift that day? Was Yusuf happy with his gift? Which line tells you so? (At home, Yusuf held his gift up to the stars.)*

**Post-reading**

Let students talk about the following

- The kind of gifts they like to get.
- From the gifts they have received, which one they liked the best and why they liked it.

**Words in Use**

**Suffix**

Write the following words on the board.

*Careless, harmless, useless, powerless*

Ask students:

*What is similar in these words?*

Elicit from students that the words end with *less*. Underline *less*

Explain that *less* is called a **suffix** and that it comes at the end of a word and changes the meaning of the base word.

Now add *ful* in place of *less* for the above words.

Explain that *ful* is also a suffix just like *less* and there a few other suffixes like these as well.

Explain:

- the meaning of the words after the addition of the suffixes.
- how there is a difference in meaning with the addition of these (*less* and *ful*) suffixes.

**Grammar**

**Main and helping verbs**

**Simple present and simple past:** Refer to the input given in the Reader.

**Irregular verbs in the past tense:** Write the target verbs in the simple present and past forms on the board and let students read and repeat until they are thorough with these words.

Once they are familiar with these words, let them do the exercise.

You may provide a few more examples: *give—gave, feed—fed, teach—taught, stand—stood, fly—flew, write—wrote, say—said.*

**Main and helping verbs:**

Write these sentences on the board:

*Gita is walking to school.*

*Hannah was writing the test.*

*They were painting the walls.*

*I am watering the plants.*

Now remove the verbs *walking, writing, painting, watering*, from the sentences.

Ask students if the sentences make sense. Elicit that they do not.

Explain that these verbs are important because without these verbs the meaning is lost. Hence, they are called the **main verbs**.

Next, add the main verbs back to the sentences but remove the supporting verbs *is, was, am* and *were* from the sentences.

Ask students if these sentences make sense. Elicit that they do make sense even though some words are missing.

Proceed to explain that these verbs (*is, was, were, am*) that are used with the main verbs are called **helping verbs**. They are used with the main verbs to show *tense* or *number*.

## Listening

## Listening for specific information

Tell students that they will be listening to a conversation between a grandfather and his grandson Aarav, and that they will have to mark the correct time of the day for what each of them does while they listen.

Let students study the table before they listen to the conversation. This will help them get familiar with the exercise.

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

Review the answers.

## Values



This helps students understand the value of gifts and how the practice of gifting can help someone feel special and bring a smile on their face.

Begin by asking students if they like receiving gifts.

Let students share with class:

- what they like to get as gifts.
- which is their favourite gift of all that they have received.
- when they usually receive gifts.

Proceed to explain that gifts do not have to be expensive and that they can be in the form of helping someone with something.

We show someone that we care about them when we give them a gift.

Continue with the input given in the Coursebook to reinforce the value of gifting.

## Writing

## Writing a letter

Explain to students that a letter is written to a friend or a family member and it helps us to keep in touch.

Explain with examples that there are five main components of a letter that we write to our near ones:

- Address (not detailed) followed by date: on the left side of the letter
- Greeting / Salutation: Dear...
- Body: Main text or message using paragraphs. Keep it chatty and friendly.
- Closing: Yours lovingly / your friend.
- Signature: Just your name

## Project



This is an integration with art and language. Students not only express in their home language but sing the songs in English using the same tune.

Visiting relevant websites will nudge them towards exploring for information through a digital resource.

## Extension



This is a digital integration which helps students explore and navigate through the diverse cultures and arrive at the conclusion that all these songs and dances resonate with happiness and follow a similar rhythm. The dances as well as the rowing of boats are synchronised movements.

(synchronisation is very important while rowing a boat because when the rowers use the same movement together, it helps the boat sail smoothly and fast.)

## QUESTION BANK WITH ANSWER KEY

### A FISH AND A GIFT

#### A. Read the line and answer the questions.

1. *What did you do to help the turtles?*
  - a. Who asks this question and to whom?
  - b. What is the reply to this question?
  - c. What does this tell you about the one spoken to?

**Ans:** a. Yusuf asks this question to his father. b. Yusuf's father tells Yusuf that they saved the turtles and sent back all of them to the ocean. c. Yusuf's father was a caring and kind-hearted man.

2. *The men pulled the boat in. As they folded their nets, a hard, white triangle caught Papa's finger.*
  - a. What was the hard, white triangle?
  - b. How did it happen to be there?
  - c. What did Papa do with it?

**Ans:** a. The hard, white triangle was the tooth of a little shark. b. It fell off when the little shark got caught in the net. c. Papa gave it to his son, Yusuf.

#### B. Choose the correct answer.

1. When the gulls cried out, it felt like they were
  - a. singing Papa's song.
  - b. teasing Yusuf.
  - c. echoing Yusuf's question.

**Ans:** c

2. Yusuf's father gave him
  - a. a shark tooth.
  - b. a green bottle.
  - c. binoculars.

**Ans:** a

#### C. Answer in brief.

1. How did Yusuf's father dress up before leaving? Why did he dress up this way?

**Ans:** Yusuf's father wore his weather-proof jacket and a green woollen cap before leaving. He wore the weather-proof jacket and the woollen cap to protect himself from rain and cold.

2. When did Yusuf's father keep singing his song?

**Ans:** Yusuf's father kept singing his song while he pulled the oars and while pulling the nets. He also kept singing the song as he wound the ropes and as he cycled home.

**D. Answer in detail.**

What did Yusuf notice about his father while he rode with the boat into the sea?

**Ans:** Yusuf saw his father as he joined the others in the boat. He could see his father's arms stretched to the oar. His legs were braced against the side of the boat. His neck was strained and his back muscles moved. He thought his father was singing as he rowed.

**E. Think and answer. (Answer in detail.)**

Why is it important for fishermen to know about the weather?

**Ans:** Free response. Suggested answer: Fishermen go out into the sea every day. It is important for them to know about the weather because the sea can be dangerous during stormy weather. A clear sky and calm sea will help them catch more fish.



# WORKSHEET

## A FISH AND A GIFT

## GRAMMAR

Name of Student: \_\_\_\_\_

Class: \_\_\_\_\_

**Underline the main verbs and circle the supporting verbs.**

1. They are playing football.
2. Hina is wearing a blue dress.
3. My father was helping my mother in the kitchen.
4. Tarun and Zain are baking a cake.
5. I am making a card for my parents.
6. They were feeding the birds.

## A FISH AND A GIFT

## VOCABULARY

**Make sentences of your own with the following words.**

Stretch   perch   grab   drag

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# WORKSHEET

## A FISH AND A GIFT

## WRITING

Name of Student: \_\_\_\_\_

Class: \_\_\_\_\_

**Write a letter to your grandmother asking her about what to gift your father / mother on his / her birthday.**

26, 3rd street,  
Chennai-60.

Dear \_\_\_\_\_

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## ANSWER KEY FOR THE WORKSHEET

### A FISH AND A GIFT

#### Answer key to the grammar worksheet

Main verbs: 1. playing    2. wearing    3. helping    4. baking    5. making    6. feeding

Helping verbs: 1. are    2. is    3. was    4. are    5. am    6. were

#### Answer key to the vocabulary worksheet

Free response

## STUDENTS' BOOK ANSWER KEY

### UNIT 7: A FISH AND A GIFT

#### Embedded Questions

*(encourage free response)*

1. because it is early in the morning and it is still cold outside
2. when I am excited about something
3. So that they know if the sea will be calm or rough that day (the waves are affected by the wind)
4. The colour of the clear sky is bright blue; the clouds are a bright white on such a day
5. The sea turtles got washed up in a storm.
6. To help her cross the road. This shows that he is very loving and caring.
7. The sirens warned that there are sharks nearby. So, the swimmers ran back to the beach.
8. Yes, Yusuf is happy with his gift.

#### Reading

- A. 1. T    2. NT    3. NT    4. T
- B. 1. The fishermen checked their nets and they checked their oars. They listened to the wind and then dragged their boats down to the water.
2. Yusuf's father always brought something. Sometimes it was a beautiful shell. Sometimes it was a jewel-green bottle brought in by the waves, sometimes it was a story. He always brought a song too.
3. Once, the fishermen found hundreds of sea turtles on the sand, washed up in a storm. They saved those turtles by sending each one of the turtles back to the sea.
4. Ouma Safiya, Yusuf's grandmother, wanted a nice fat yellowtail for her supper. Yusuf's father had caught just that in his net. So he felt she would be happy.
5. The shark turned and beat about in the waves so that it can escape from the fishing nets. Finally, Yusuf's father untangles the nets and lets it go.

## Think and Answer

1.
  - a. They listened to the wind and then dragged their boats down to the water.
  - b. Yusuf could see Papa’s arms stretched to the oar. His legs were braced against the side of the boat. His neck strained, his back muscles moved; wound the ropes; heaved the nets
  - c. Like the time the fishermen found sea turtles on the sand, washed up in a storm, hundreds of them; The shark siren sounded suddenly.
2.
  - a. he is strong:  
Yusuf could see Papa’s arms stretched to the oar. His legs were braced against the side of the boat. His neck strained, his back muscles moved; he pulled the nets.
  - b. he is clever:  
Papa always brought something. Sometimes it was a beautiful shell. Sometimes it was a jewel-green bottle rinsed by the waves. Sometimes Papa brought a story. Then one day, he brought a lucky shark tooth for Yusuf. (He came up with different gifts every time)  
“We sent them back to the ocean, every last one.” (he knew what to do with the turtles)
  - c. he is kind:  
Yusuf’s father untangled the nets, singing to the shark: Drop and swish. Find a fish. Pull and plop. Don’t you stop. When the shark was, at last, free, it jumped back into the waves...  
“We saved those turtles.”
  - d. he is cheerful:  
He sang the song while he pulled the oars. He sang the song while he pulled the nets. He sang the song as he wound the ropes. He sang the song as he cycled home.
  - e. he loves his family:  
‘Ouma Safiya will be pleased,’ he thought.  
“A lucky shark tooth for my boy.”

## Think Further

*(encourage free response)*

1.

The time of day when they appear	Where they are found	What they are doing	Why they are doing that
before sunrise	over the sea	circling the sky	looking for food
during the day	over the sea	swooping low and then flying high	catching fish
evening	perched on the rooftops	resting	their day’s work is done
after sunset	flying in the sky	flying away	they are going to sleep

Yes, the gulls are like the fishermen. They rise early and work and are busy all day. They also catch fish. They live near the beach.

2. a. “Whaaat? Whaaat? Whaaat?”

This is repeated to add excitement to the story. It makes even the readers eager to know what the gift will be.

b. Drop and swish. Find a fish. Pull and plop. Don't you stop.

This is repeated for various reasons

- a. to add rhythm to the story when we read it aloud. It makes the story interesting to read.
- b. to show the actions of the fishermen at work. It also shows us that they are hardworking and do not stop their work in between.
- c. Yusuf's father sings this line to the shark, asking it get away from the net and find itself a fish.

## Words in Use

A. (accept any logical answer)

1. difficulty    2. effort / force    3. roughly / forcefully    4. roughly    5. quickly

B. 2. cheer + ful = cheerful

3. colour + ful = colourful

4. spot + less = spotless

5. harm + ful = harmful

6. fear + less = fearless

## Grammar

A. 2. Pr    3. Pr    4. Pr    5. Pa    6. Pa

B. 2. 2. sat    3. bought    4. took    5. told    6. lost

C. 2. was – HV; filling – MV    3. was – HV; telling – MV    4. is – HV; drinking – MV  
5. were – HV; playing – MV    6. are – HV; sitting – MV

D. 2. is    3. was    4. am    5. are    6. were

## Listening

Listening Text

Grandpa: Good Morning Aarav! You are up early today.

Aarav: I always wake up at 6.30 on Sundays, Grandpa.

Grandpa: That's very good. But why so early?

Aarav: I go to tennis classes at 7:30.

Grandpa: What do you do in the evenings?

Aarav: I go out to play with my friends after 4 o'clock. Sometimes my parents take me out.

Grandpa: What time do you go to sleep?

Aarav: By 10:00

Grandpa: That's too late. You must be in bed by 8.30.

Aarav: Grandpa, what time do you go to sleep?

Grandpa: I always go to sleep at 9 o'clock and wake up at 5 o'clock.

Grandpa: Are you ready for tennis? I will come with you today.

Aarav: Yay!

**Answers:**

Aarav			Grandpa		
Time			Time		
Wakes up at	5:30	6:30	Sleeps at	10:00	9:00
Tennis classes	7:30	9:00	Wakes up at	5:00	6:00
Plays with friends	4:00	8:30			
Sleeps at	6:00	10:00			

**Spelling**

1. easy
2. beach
3. keep
4. please
5. free
6. speech
7. screen
8. scream

**Writing**

Kalk Bay

Cape Town

20 November 2022

Dear Alfie,

I hope you are well and your family is well too.

Yesterday, my father went to sea as usual. He said that he would bring a gift. He brought a shark's tooth. He got it when a small shark got caught in his net. He said he sang to it so that it would be still and he would help it to get out of the net.

My father says the shark tooth is lucky because a shark is strong, free and powerful.

Please come and visit me soon so that I can show you my new gift.

Yours lovingly,

Yusuf

**Option 2 (Free response – hints provided as sample)**

Dear Alfie,

Remember I had told you about the shark tooth-turned out to be very lucky – Ouma Safiya tied it to a thread – made a chain for me – running race in school – practised hard – I stood first – Papa says I worked hard but I think – lucky – what do you think?

Yours lovingly,

Yusuf