

THE BEST GIFT

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

Learning Outcomes

- To comprehend the meaning of 'gift' in the text
- To infer that the virtue of kindness is the best gift one can have
- To grasp that one needs to explore to know what one is good at



Pre-reading

This section focusses on *assessment for learning*. While students talk about their preferences in the class, they are made aware that each one of us is blessed with some talent or other.

Note: You may use the *think-pair-share* (TPS) strategy for this lesson, beginning with pre-reading.

This teaching strategy:

- helps students to think about a topic.
- teaches students to share ideas and develops oral communication skills.
- helps students to stay focussed
- helps in comprehending the reading material.

T: (Think) Teacher asks a specific question about the text. Teacher allows a few minutes for students to think about what they know or have learned about the topic/subject.

P: (Pair) Each student is paired with another student.

S: (Share) Students share what they have thought about, with their partners, and this is then shared with the whole class.

Let students look at the pictures and then discuss with their partners what they like to do. Once they have shared their likes with their partners, let them talk about it to the class.

READING

Students read to comprehend, discuss, conclude.

Explain to the class that you will be asking them to *think, pair and share* while going through the text. Explain how to go about it.

Note: The *TPS* questions provided are marked for the teacher's reference.

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

- Read and explain the text *Jib loved ... You've got a gift!*

How can we become good at something?

- a. *by watching others*
- b. *by trying something once*
- c. *by practising it*

(c)

Ask students: *What did Dad say to Jib when he saw him building with blocks? What does 'gift' mean?* (Let students refer to the glossary. It is important that they are thorough with the meaning of the core word of the text, *gift*)

TPS: How will you use 'very good at' in place of 'gift' in the sentence *the 'You've got a gift for building things!'*? (Write the target sentence on the board.)

(You are very good at building things. Please guide students with the correct preposition for this sentence.)

What did Jib want to do next? Was he good at it? What did Coach Uno tell him?

Note: In September 2021, the MCC in London amended the Laws of Cricket to replace the use of batsman with *batter*, because of the growth of women's cricket. The ICC too has replaced the term batsman with *batter* in the rules. The same goes for commentary and reports. The word batsman/batsmen is now seldom used, if at all.

- Read and explain the text *At karate class...*
Karate is her gift.

Ask students: *What did Jib try next? Who was good at this sport? Why was Shaukat called Sensei Shaukat?* (That is the way karate masters are called or addressed.)

TPS: *Jib was very good at building blocks and cricket but not so good at karate—What does this tell us?* (We can't be very good in all that we do.)



Students are led into understanding Jib's nature trait and that trying harder and not giving up is indeed a gift.

Why does Sumi say that not giving up is a gift?

(Sumi says that not giving up is also a gift because it shows that the person is willing to try harder.)

What did Sumi tell Jib? (Pause here to explain that Sumi said this because generally we let go if we are not good at something. She meant that Jib did not give up easily like most do but kept trying and that was good.)

- Read and explain the text *You'll discover other gifts... I love my gifts.*

Ask students:

What did Dad and Jib do together? Did they enjoy it? Was Laith enjoying the drum beats? How can you say? Did Jib have a gift? Did Dad's words make Jib happy?

Can you tap your feet to this beat? Try it with your classmates.

Allow students to tap their feet and show how Jib did it. Guide them with the rhythm.

- Read and explain the text *Just then... practise every day.*

Ask students:

How did Laith fall? How did Jib stop his brother's tears and comfort him?

TPS: *Why did Dad say that being kind and loving is the best gift of all?* (Being kind and loving to others will spread joy and bring a smile on the faces of people around us. The other gifts will benefit only Jib while this gift will benefit everyone around.) *How can we show kindness to others around us?* (A few examples: help a classmate with homework if she/he asks for help; let someone go in front in the queue to go out to play; help to clear up any mess in the classroom; hug your family members to show you care; take care of your little sister or brother while your parents are resting; talk politely to people around...)

Post-reading

let students make a card for a friend/family member/ teacher/pet, to show their love. It can be a Friendship Day card, Mother's/ Father's Day card, *I Love my Pet* card, Thank you card etc.



GRAMMAR

Nouns

Tell the class you will be playing a game with them.

Draw four columns on the board with the headings: *People, Place, Animal, Thing*.

Next, tell the class that you will be saying the letters of the alphabet silently and will stop when a student calls out: Stop!

Call out the letter you have stopped at, and ask students to name an animal, person, place or thing, beginning with the letter. Provide the first word to help them get started.

Write the nouns on the board. Play the game with the students for 5 –7 minutes with a few different letters of the alphabet.

Point out to students that all the words on the board are **nouns**.

Proceed to explain that a **noun** is the name of a person, place, animal or a thing.

Show flash cards with pictures of common nouns

- things: *ball, book, bat...*
- people: *man, woman, girl, boy, teacher...*
- places: *park, school, playground...*
- animals / birds: *lion, cat, dog, crow*

Ask students to name them. Encourage students to come up with a few more naming words for each of the above.

VOCABULARY

Compound words

Write a few simple compound words on the board.

Example: *Sunflower, toothbrush, seashell, starfish, tablespoon*. Read the words aloud and let students repeat after you.

Now ask students if they can split these words into two words.

List their responses on the board, adding a plus sign between each set of words (*sun + flower...*).

Proceed to explain:

- that the words that you had initially written on the board are made up of two words and are called **compound words**.
- that there are many such compound words.

Let students do the exercise in the Reader.



SPEAKING

The speaking task focusses on *assessment as learning*. Students work with their partners and guide and help each other while numbering the pictures sequentially. They develop communication skills as they discuss and arrive at conclusions.

Generate a discussion with a few introductory questions:

What do we see in the pictures? Who is standing next to Naveen? What is she doing? Why should we have an older person while we prepare something in the kitchen?

Proceed to the speaking task and let students work in pairs, discuss with their partners and number the pictures in the correct order. Encourage students to use complete sentences and the right expressions while discussing. Guide wherever required.

Review the answers.

WRITING

Linking words

Write the linking words given in the Reader, on the board.

Point out that the words are **linking words** and explain that

- we use such words to show the order of events.
- they connect sentences in a paragraph.

Provide an example paragraph and underline the linkers to help students understand the concept better.

Maya wanted to make a sandwich for her parents. So, she first took the bread from the shelf. Next, she took out two slices and placed them on a plate. Then, she spread some jam on one of the slices. Lastly, she covered the slice with the other slice of bread and served her parents. They loved the sandwich that Maya had made for them and thanked her with a hug!

PROJECT

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

Let students decide on the choice of sports and share the responsibility of collecting the pictures.

Let them bring the materials required to class and prepare the chart.

Monitor the activity.

STUDENTS' BOOK ANSWER KEY

The Best Gift

Pre Reading

Free response

- A. 1. F 2. F 3. T 4. T 5. T
- B. 1. Dad said this because Jib wondered if he was good at just one thing or if he could do different things.
2. Sumi said this when Jib told her that she had a gift for karate.
3. Dad said these words to Jib to let him know that different people can be good at different things and so he should not feel bad that Sumi was better at karate than he was.
4. Playing the drums was fun. Jib loved to try out new things. The gifts were building things, playing cricket and playing the drums.
- C. 1. Yes, Jib was a good friend to Sumi because he was happy for her gift and praised her without feeling jealous.
2. a. These qualities are called gifts because they are good qualities to have.
Suggested answer. Accept any logical answer.
- b. *Free response*

Grammar

- A. 1. Yesterday, we went to the beach. My father and I went swimming. We saw colourful fish. I used my new spade and bucket to build a sandcastle. My mother sat in a chair, reading a book. We ate sandwiches for lunch. Then, we looked for shells. Some shells were pink and some were brown. We had some ice-cream and went home.
- B. *Free response*

Vocabulary

1. a 2. b 3. a 4. b 5. a 6. a

Listening

Listen to Avni as she speaks about a talent show that was held in her class. After you listen, match the names of the children in Column A to what they did in Column B.

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

Listening Text:

Yesterday, we had a talent show in class. Do you know what a talent is? It is something that we do very well. Each of us showed the class something that we are good at. My best friend Salim sang a song in Malayalam. It is his home language. Rati showed us some magic tricks. She showed us some pebbles and then made them all disappear! It was amazing. Martin is very good at running and jumping. We thought he would show us how high he could jump. But he surprised us all by standing upside-down, on his hands! Then there was

Deepa who showed us a dance from her home state of Orissa. It looked difficult but she did it so well! Now, what do you think I did? Well, Grandpa has been teaching me to play the Veena. So, I played a small song for my class. Everyone clapped for me. The teacher praised all of us and gave everyone a prize.

Speaking

1. f 2. b 3. c 4. a 5. d 6. e

Writing

1. You need a few big lemons, sugar, cold water and some ice cubes.
2. First, cut the lemon, remove the seeds and squeeze the juice into a glass.
3. Then, add cold water.
4. Next, add sugar.
5. Finally, mix it well. Check that it tastes good.
6. Now, serve it with ice cubes.

Suggested answer. Accept any logical answer.

Dictionary Work

1. brick 2. cricket 3. drum 4. karate 5. school 6. teacher

Life Skills

c

QUESTION BANK

A. Answer in brief.

1. What happened when Jib joined the cricket club at school?

Ans. Jib learned to bat and ball. He was able to hit the ball hard and his coach Uno said he was a great batter and that he had a gift.

2. Who was Sumi and how was she better than Jib?

Ans. Sumi was Jib's friend and they both practised movements in the karate class. Jib tried some movements but he made a mistake but Sumi did them well and was better than Jib.

3. What did Dad and Jib do with the pots and pans?

Ans. Dad and Jib turned some pots and pans upside down. They got two wooden spoons for drumsticks. Jib then beat the drums to a simple rhythm.

B. Answer in detail.

1. What happened to Laith and how did this happen?

Ans. Jib started beating the pots and pans to a rhythm. His baby brother who sat watching in his high chair rocked back and forth as he was enjoying the music. He rocked the chair over and fell down and hurt himself.

2. What was Jib's best gift and how did he show it?

Ans. Being kind and loving was Jib's best gift. When Jib saw that his little brother Laith had fallen down, he jumped up to help him. He rubbed Laith's head and kissed away his tears. He comforted Laith and saw to it that he was feeling better.

C. Choose the right answer.

That's the best gift of all! — Dad said this when

- a. he heard Jib playing the 'drums' so well.
- b. he saw Jib being loving and kind to his brother.
- c. Jib told him that he was great batter.

Ans. b

THE LILY POOL

POEM

Learning outcomes

- To visualise the lily pond as portrayed in the poem
- To differentiate the style presented in the stanzas
- To study the comparison dealt with
- To identify the rhyming words

Summary

The speaker talks about her lily pool saying that the pool has pink and white lilies that bloom at night but look just as fresh during the day.

The round leaves are curved at the edges and are a dark green in colour. Whenever little droplets of water are seen on the leaves, they look like drops of pearls.

The speaker invites all to come and sit there just to watch the lilies blooming in her lily pool for she is sure that they would love the flowers just as much as she does.

Poetic devices:

Contrast: The first two stanzas describe the pond and the lilies.

The last one is different from the first two. It is an invitation to come to her pond and watch her lilies bloom.

Rhyming words: white–night; curls–pearls; do–too

Comparison: water droplets are compared to pearls

Pre-reading

Ask students if they know of any flowers that grow in water. They may talk about the lotus. Tell them that there are other flowers that

grow in water too. These flowers are called lilies and are found in lakes, ponds and other water bodies.

READING

Tell students that they will be reading a poem on lilies.

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

We have...drops of pearls

Ask students:

What colours are the lilies? When do they bloom? How do they look during the day? What are the

words that rhyme in the first stanza? Can you name any other words that rhyme with white and night? (right, light, tight, kite, bite, bright...)

How does the speaker describe the leaves?

Explain how the speaker has compared water drops to pearls. Ask students why the speaker has compared the drops to pearls and not anything else. Draw from them that it is because the water drops are small and round just like smooth round pearls. (You may

show them images of pearls for a better understanding)

Come and see...them too!

Ask students if the third stanza is different from the first two. This will help develop analytical skills. Elicit from the class with question-prompts that the last stanza is an invitation to come and see the lilies while the first two describe the lilies and leaves in the pond (*What do the first two stanzas talk about? Does the last stanza also talk about lilies? – No.*

What does it talk about? So, is it different from the first two stanzas? – yes).

Let students identify the rhyming words in the last stanza.

Post-reading

- Let students read and recite the poem using appropriate expressions and intonation.
- Let students draw the lily flower with leaves

STUDENTS' BOOK ANSWER KEY

The Lily Pool

- A.
1. The lilies open out at night. They look fresh in the day time.
 2. The water on the leaves looks like drops of pearls
3. a
4. b
- B.
1. We understand that the speaker has spent a lot of time observing the lilies in the pool from the way she describes them. She gives us many details about the lilies. She tells us how they look at different times of the day, what their leaves look like, how the water looks on the leaves and so on. This means that she has spent a lot of time observing them.
 2. The speaker loves the lily pool because it is very beautiful. Maybe she also enjoys spending time in nature.

Free response

Enjoying the Poem

curls, pearls; do, to

Vocabulary

Free response

Going Further

Free response

QUESTION BANK

A. Answer in brief.

1. What look fresh in the day and where are they seen? (The Lily Pool)

Ans. The pink and white lilies look fresh in the day and they are seen in the speaker's pool.

B. Answer in detail.

How do the leaves of the lilies look?

Ans. The leaves are dark green in colour and most of the edges of the leaves are curled up. The drops of water on the leaves look like drops of pearls.

C. Choose the correct answer.

The lily pool has

- a. drops of pearls.
- b. only white lilies with green leaves.
- c. has pink and white lilies in it.

Ans. c

D. Read the lines and answer the questions.

And though they look so fresh by day

They mostly bloom at night.

- a. What is the speaker talking about?
- b. How does the speaker describe them?

Ans. a. The speaker is talking about the lilies in her pool. b. She says that the lilies in her pool look fresh and bright.