

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

Learning outcomes

- To learn about internal rhymes
- To get familiar with the concept of a chorus
- To comprehend that the sun signals the start of day for all

Summary

The speaker saw a pretty little boat early in the morning. She got into it and the boat floated away.

Each wave with its foamy top looked as if it were wearing a nightcap.

The ripples caused by the moving boat disturbed the fishes who were woken from their deep sleep. The confused fishes thought they were late in getting up.

The dark green lobster, however, was annoyed that his sleep was disturbed so early in the morning.

Just then, the sun came up and woke all the fishes up. The lazy fishes were not too happy upon being woken up from their sleep, but the speaker by then had reached the shore and could hear no more.

Pre-reading

Encourage students to share with the class what they would like to see if they go on boat rides. Allow free response.

Let those who have been on such rides talk about all that they saw and enjoyed.

READING

Students read to comprehend the poem

Play the audio track. / Read the poem aloud. Explain the poem and question students to check comprehension.

Ask students:

When did the speaker get into the boat? Why did the speaker call the foamy tops of waves

night caps and not just caps? (because it was very early in the morning and they looked like they were just out of bed) How does the speaker describe the waves? Which of the fishes thought they were late? Which sea creature was not happy on being woken up so early? When was the right time for the fishes to wake up? (when the sun came up)



Post-reading

This activity is focussed on *assessment as learning*. Students learn how to use the right intonation, pronunciation and expression as they recite with their groups. They are led into maintaining a rhythm during the course of the recitation.

Going Further: Divide the class into two groups and let one group read the verses and the other group read the chorus.

Encourage students to recite the poem using appropriate expressions.

STUDENTS' BOOK ANSWER KEY

A Song

Comprehension

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

- B. 1. *Suggested answer (accept any logical answer):* The speaker is an adventurous person. When the speaker saw a pretty boat, she jumped into it and floated away. This shows that she was adventurous.
2. *Suggested answer (accept any logical answer):* The fishes and the lobster were wrong to be angry with the speaker. The speaker did not wish to wake them up but her boat woke the fishes and the lobster by accident.

Enjoying the poem

- A. 1. All the fishes were asleep in their caves cool and deep,
2. The lobster darkly green soon appeared upon the scene,
3. Quoth he, "May I be boiled, if I'll have my slumber spoiled,
4. Just then up jumped the sun, and the fishes every one
- B. The chorus says that every little wave had its nightcap on after the first three verses. After the last verse, the first line of the chorus says that every wave took its nightcap off and courtesied to the morning.
- (suggested answer, accept any logical answer)* In the last verse of the poem, the sun comes up and the waves take their nightcaps off because it is no longer night. They courtesy to the sun because it has come up.

Vocabulary

1. morning 2. sleep 3. small wave

QUESTION BANK

A Song

A. Answer the questions.

1. What do the words 'daybreak the hills was adorning' mean?

Ans: The words 'daybreak the hills was adorning' mean that the light of the rising sun was falling on the hills.

2. How has the speaker described the waves? (A song)

Ans: The speaker says that the waves with their foamy white tops looked like they were wearing white nightcaps as it was still very early in the morning.

B. Choose the right answer.

The _____ was upset at being woken up so early. (A song)

- a. lobster
- b. minnow
- c. skate

Ans: a

C. Read the line and answer the questions.

And pearly drops his claws were adorning.

- a. Who is being spoken about?
- b. What do the words 'pearly drops' refer to?

Ans: a. The green lobster is being spoken about.

b. The words 'pearly drops' refer to the drops of water on his claws.

THE MAN CUB

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

Learning Outcomes

- To recognise the text as an extract from the popular Jungle Book
- To infer the importance of parental love and care
- To appreciate the love and care provided by the animals
- To comprehend the joy of caring and sharing



Pre-reading

This section focusses on *assessment for learning* as it introduces the class to the concept of adoption and how the adopted ones become a part of the family.

Let students study the two images.

Ask students:

Who is Tabby? How is he being treated? (with love and affection) What does this tell us? (that the pet is being treated as a member of the family)

Take it further by asking students who have pets, to talk about them (their names; how they take care of them; what kind of food they have; how they play with them and so on).

Proceed to the next part of the *Pre-reading* section and generate a discussion on how their own families take care of them at home and then gently make them aware that animals whom we adopt, are no less than the rest of the family and should be taken care of with love and affection.

READING

Students read to comprehend, predict and organise events sequentially

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

- *It was a quiet...to stand up*

Ask students:

What time of the day was it? Who were the members that made up this family? What was the family doing? What did they hear? What did the wolves sense in the roar? (anger)

Shere Khan is a _____. (Ans: Tiger)

Discuss:

Why is it important for cubs to have adults around? (For care and protection) Did the human baby need care and protection? How do you think he was here without adults around? (Allow free response) What do you think will happen now? (Let students predict; this will help develop prediction skills)

- *"A man's cub!" said Father Wolf...mouth of the cave.*

Discuss

Did the baby feel any fear upon seeing the wolves? (No) Which words in the text tell you this? (The baby looked up at them and laughed)

Why was the baby not afraid? (was too small to understand the dangers lurking around)

Ask students:

Why did they decide to take the baby inside? Do you think Shere Khan will take the baby away? Why? Why not?

- What do you need...of the wolf family.

Ask students:

Why was the wolf angry upon meeting Shere Khan? Do you think Shere Khan was telling the truth when he said that the parents had run away? Why do you think he said that? (he was finding an excuse to claim the human baby)

What is a growl? (Let students make the animal-sound)

Which one is louder—a roar or a growl? (A roar; let students 'roar' and 'growl' and show the difference)

How did they manage to chase Shere Khan away? Why did they have to take the consent of the pack? (They were following the rule of the jungle as they should) Who else was there besides the wolves and how did they

help? What are the words that describe these animals? Can you think of other words to describe them? (Allow free response and list the words on the board)

Do you think that the wolf pack will face any dangers if they decide to keep Mowgli with them? (Accept any logical response. Suggested answer: Yes, they may and the wolf pack will have to protect Mowgli from Shere Khan if they keep him.)

Personification

Talk to the class about how the characters in the story have been given human traits.

Tell students that when we give human traits to an object, animal, or anything that is not human it easier for readers to feel like they do and demonstrate the non-human's role and feeling in the story more clearly.

Discuss how the characters in the story talk and act like humans. Brainstorm with the class all the words that point towards this concept. (Gender specific words like *he, she...*; feelings and reactions to situations; a meeting to come to a conclusion and so on)



Post-reading

This task focusses on *assessment as learning*. Students learn to identify the main characters and develop the story line while they share their thoughts with the class.

Make a flow chart on the board and let students help you fill in the details. Let them refer to the Readers if required. They may copy in their notebooks. This will help students organise ideas sequentially.

The main characters: Father Wolf, Mother Wolf, Shere Khan, Bagheera, Baloo	A wolf family hears the angry roar of Shere Khan and then sees a human baby.
	The wolves take the baby inside to keep it safe and protected from Shere Khan.
	Shere Khan demands that they hand over the human baby to him to which they refuse and send the tiger away.
	They name him Mowgli. That night, they show the human baby to the wolf pack and ask for permission to keep the baby.
	Baloo says that he would teach Mowgli all about the Jungle and Bagheera says that he could be a part of the wolf pack.
	The wolves agree with Baloo and Bagheera and Mowgli becomes a part of the wolf family.

GRAMMAR

Collective and material nouns

Review the concept of common and proper nouns.

Direct students to form groups. Ask each group to go around the class and collect five things. Now let them tell the rest of the class if they are common nouns or proper nouns.

Since most of what they collect may be common nouns, draw a grid on the board and write down a mix of common and proper nouns.

Let students identify the proper nouns from the words written.

Elicit from the class what common nouns and proper nouns are. Prompt if required.

Collective nouns

Show the class, pictures of groups of things / people / animals on flashcards or a chart.

Write on the board as you show the pictures: A group of fish / A group of elephants and so on. Underline the word *group*.

Proceed to explain that the word *group* can be replaced with *school/shoal* (for fish) *herd* (elephants) and so on.

Explain the concept of **collective nouns**.

Collective nouns are names for a collection of people or things. Words like group, herd, flock are *collective nouns*.

Explain the concept of **material nouns** with the help of the input given in the Reader.

LISTENING

While-listening

The *Listening* task will help students stay focussed in class. Improved listening skills lead to improved self-efficacy. Students who develop better listening skills are more likely to feel confident and comfortable in a classroom as this helps students pick up their language faster.

Instruct students to pay attention to the story while you play the track and to fill in the blanks as they listen.

Play the track twice so that students complete their work/ check their work.

Review the answers.



SPEAKING

This task can be used for *assessment as learning* as students share their opinions with their partners and assess the opinions shared while they communicate using the right words and expression.

The images are a clear indication that animals are the happiest in their own free environment.

Students can thus include the following points in their discussions with their partners:

- An animal living in a forest/jungle has a better life than a caged one. It moves about freely, eats what it wants, is surrounded by animals and not humans and breathes free air.
- It is cruel to cage animals for our pleasure.
- Animals may feel helpless, lonely and unhappy being enclosed in cages and restricted from moving freely.
- They may not like being watched by humans as they are used to wild animals in a forest atmosphere/jungle.
- Cages are places where animals are treated like prisoners.
- Wild animals like to hunt their own food and will not like being fed a certain kind of food every day.
- They may or may not be treated properly if they fall sick. (Allow free response as most students will discuss this point based on their opinions and not prior knowledge.)

Ensure that students communicate in a precise manner and enunciate clearly, using the right expressions. Guide them if required.

At the end of the session, have a general discussion in class and point out some good answers and valid conversations that you captured while monitoring. This will help students make a note of what they had missed out on.

WRITING

Paragraph-writing

Explain the concept of paragraph-writing.

Tell the class that,

- a paragraph is made up of a few sentences.
- the first sentence tells the reader what the paragraph is about. That is, it talks about the main idea in the paragraph.
- the remaining sentences say something more about the main idea.
- the last sentence refers again to the main idea and closes the paragraph.

Write the first question given under *Speaking* and ask students to come up with their answers. Write a few answers on the board. Point out that this tells the reader what the paragraph is about.

Example: *Today has been the saddest day in my life. I have lost my home in the jungle where I used to roam free.*

Move on to the next two questions and with the responses, help students understand how the paragraph progresses.

Let students do the task.

LIFE SKILLS

This integrates with EVS/Soc Studies and focusses on a wide range of skills and abilities. Students develop intrapersonal, interpersonal and linguistic intelligences while taking part in the discussion.

STUDENTS' BOOK ANSWER KEY

The Man Cub

Pre-reading

Free response.

Comprehension

- A.** 1. F 2. F 3. T 4. T 5. F
- B.** 1. a. 'They' were Father Wolf and Mother Wolf.
b. Father Wolf had just woken up from sleep and Mother Wolf was lying with her four cubs when they heard the roar.
c. Mother Wolf wondered what had made Shere Khan so angry. She and Father Wolf walked up to the mouth of the cave to see what had happened.
2. a. The baby looked up Father Wolf and Mother Wolf and laughed.
b. The baby was standing in the bushes, in front of the cave where Father Wolf and Mother Wolf lived.
3. a. Shere Khan wanted the baby. Mother Wolf brought the baby inside the cave to save him from Shere Khan.
b. Father Wolf told Shere Khan that the baby belonged to the wolf family. When Shere Khan did not leave, Mother Wolf leaped forward and told Shere Khan that the baby was hers. She told him to leave.
4. a. Father Wolf and Mother Wolf had decided to keep the baby and came to meet all the wolves of the jungle to show them the baby. They had to ask the pack if they could let the baby live with them.
b. Baloo, the brown bear, and Bagheera, the wise panther, were also there at the wolf pack meeting.
5. a. Baloo said that he would teach Mowgli the ways of the jungle. Bagheera asked the wolf pack to let Mowgli be a part of the pack.
b. Mowgli was laughing and playing with rocks while the meeting was going on.
- C.** 1. No, the other animals in the jungle did not like Shere Khan.
"What do you need, Shere Khan?" asked Father Wolf, walking towards Shere Khan, with angry eyes.
Mother Wolf leaped forward, and stood in front of Shere Khan. "The man's cub is mine! You cannot kill him. He will live with our pack. Now, go away!"
2. Keeping the baby was dangerous because Shere Khan wanted the baby. So, Father Wolf and Mother Wolf had to talk to the pack before deciding to keep the baby.

Grammar

A.

Proper nouns	Common nouns
Bagheera	cub
Mowgli	cave
Baloo	rock
Shere Khan	baby

- B.**
1. a bnch of keys
 2. a range of mountains
 3. a school of fish
 4. a galaxy of stars
 5. a crowd of people
 6. a flock of birds
 7. a class of students
 8. a litter of kittens

- C.**
1. The furniture in Ronald's house is made of dark, polished wood.
 2. Himanshi likes to wear clothes made of cotton.
 3. In the past, people used metals like gold and silver to buy things.
 4. Rohan told his neighbours to never burn things made of plastic.
 5. Don't play near that window. It is made of glass.
 6. Please buy a ruler made of steel. Rulers made of wood sometimes break.

Vocabulary

1. fruits 2. vehicles 3. relatives 4. games 5. colours 6. countries

Listening

One day, a fisherman went to 1. the sea to catch fish. He took 2. his flute and his net with him. He put the net on the shore and 3. started playing the flute. "Fish will 4. listen to my music and come dancing into my net," he thought. He 5. could not catch any fish by playing music. Then, he kept his flute aside 6. and put his net into the sea. Soon, he had 7. ten fish jumping in his net. He said to them, "How foolish you are! 8. You did not dance when I played the flute. And now you are dancing without music."

Listening text

Listen to this story and fill in the gaps as you listen. Then listen again and check your answers.

One day, a fisherman went to the sea to catch fish. He took his flute and his net with him. He put the net on the shore and started playing the flute. "Fish will listen to my music and come dancing into my net," he thought. He could not catch any fish by playing music. Then he kept his flute aside and put his net into the sea. Soon, he had ten fish jumping in his net. He said to them, "How foolish you are! You did not dance when I played the flute. And now you are dancing without music."

Writing

Free response.

Dictionary Work

- A.** bush cave jungle panther wolf
- B.** table tennis time tread tumble twin

QUESTION BANK

The Man Cub

A. Answer in brief.

1. What did the wolves sense when they heard the roar? What did they do soon after?

Ans. The wolves heard the roar and sensed that Shere Khan was angry. They found a human baby and knew that Shere Khan must be after the baby. So, they took the baby inside the cave and protected it.

2. What reason did Shere Khan give to claim the baby? Was he right?

Ans. Shere Khan said that the baby's parents had run away leaving the baby behind and that now the baby belonged to him. No, he was not right in saying this. He said this so that the wolves would hand over the human baby to him.

B. Answer in detail.

How did the Mowgli become a part of the wolf pack?

Ans. Father Wolf and Mother Wolf found a human baby in the jungle and decided to keep him but they had to take the consent of the pack for this. So, they took the baby that night to the wolf pack for permission. Bagheera the panther and Baloo the bear said that the baby could stay with the wolf pack. The wolves agreed and that is how Mowgli became a part of the wolf family.

C. Choose the Right Answer.

The wolves agreed to

- only what Bagheera said.
- Baloo and Bagheera
- Shere Khan's suggestion.

Ans. b

D. Think and answer.

How are the animals given human qualities in the story?

Ans. The story is narrated from the point of view of the animals displaying qualities of humans. They talk and discuss as humans would do. The wolves feel love for the human baby and want to adopt it. Shere Khan is shown as a rude and cunning personality. He bluffs like a crook to have his way. The animals have a meeting to decide about the baby.