

TOINETTE AND THE ELVES

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

Learning Outcomes

- To introduce students to fairy tales
- To help students understand that good is repaid with good
- To realise that life is a mix of good and bad
- To build background knowledge and learn summarising techniques
- To identify the sequence of events

Pre-reading

Divide the class into groups.

Read the introduction to the story, which is given in italics, After that, write the following sentences in jumbled order on the board and ask students to re-order the sentences in the right sequence to make up a meaningful story.

- One day Toinette went to fetch water from a well in the forest.
- She found Thistle, the elf crying because a thorn had pricked him.
- Toinette removed it.
- Thistle showed her his cap which made him invisible.
- Toinette also wanted to be invisible.
- Thistle warned her that being invisible was not always nice.
- Thistle saw this as a chance to repay her kindness.
- He told her to keep her bedroom window open at night.
- He gave her fern seeds which would make her invisible.

READING

Students summarise with the Story Wheel

Ask students:

Do you think Toinette would become visible?

Tell the students that they will listen to know whether Toinette becomes invisible.

Group Work

Preparation: Prior to the class, arrange for one story wheel for each group (See example below) Instruct the students to bring drawing instruments (crayons, colour pencils) with them.

1. Students read the story in groups and answer these questions. Encourage them to discuss the answers.

- *Thistle laid a finger on his nose... put them in Toinette's shoes.*

How did Toinette treat her siblings?

What kind of a girl do you think Toinette is?

This question focuses on *assessment for learning* as it glimpses into the character of Toinette and indicates that the story revolves around her.

(Accept any logical answer. Suggested answer: Toinette is helpful and kind.)

Why did she open her bedroom window at bedtime? What did she see when she woke up late at night? What did Thistle put in her shoes?



- *“To reappear, shake out the seeds ... What fun it was to be invisible!*

Was Thistle an elf who cared? How do you know? (He told her how to reappear again, after becoming invisible.) How do we know that she was invisible the early next morning? (Her mother neither moved nor turned her head when Toinette went close to her.) Was Toinette enjoying herself?

Do you think Mother found it fun too? Why? (No, Mother did not think it was fun. She was worried about Toinette.)

- *The children sat down to ... children began to love Toinette much more.*

What did her siblings say about her when their mother asked where she was? Why did her eyes start filling up with tears? Who was the only one who seemed concerned? What did she suddenly realise? What are the bad things she said to her siblings?

Does this explain why Marc spoke without feeling about Toinette? Say yes or no.

This question focuses on *assessment for learning*, and brings out the relationship between Toinette and her siblings. It indicates what is to follow.

(Ans: Yes)

What decision did she make? What made them begin to love her more? (She tried to be kinder, less selfish, and more patient.)

- *A year passed... How they feasted!*

Who appeared at Toinette’s window? What Christmas gift did he bring for her? Why did she say she did not like it? (She did not want to be invisible again, and she did not want to be rude and selfish like before.)

Why do you think her heart was trembling? (Ans: Toinette’s heart was trembling because she had heard unkind things about her and had been hurt the last time she had been invisible.)

What was the difference in her siblings this time? What made her take out the seeds? How did she repay the elves for being so good to her?

2. Now students list the important events in the story. Remind students that the events should be chosen from the beginning, middle and end of the story.

3. Then have them divide the list of important events into a list of 8 most important events.

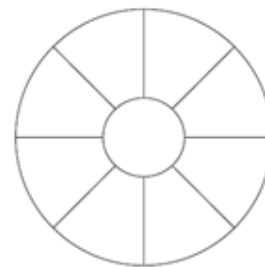
4. Students should now write the events on the pie segments. (numbering of events is optional)

5. Next, students should illustrate (draw) their events on the corresponding pie segments.

6. Have students write the story title and the author’s name in the circle in the centre of the wheel.

7. Encourage groups to come forward and share their story with the class.

8. Display story wheels on the class notice board.



Post-reading

Group work

Tell students to

1. List three good deeds you did for others.
2. List three good deeds others did for you. How did you feel?

Now students discuss these questions in their group.

Have you ever been a ray of hope to someone? Have you ever helped / provided comfort to anyone or brought a smile on someone’s face? Share your experience



Encourage each group to select one act and ask them to write a commitment in their books

I commit with my learning group that I will ...

e.g.: help a friend, help out at home, thank my brother/sister, forgive others and so on

Now ask them to read the commitment aloud with their group and promise to practice it for the whole week.

GRAMMAR

Nouns (Revision)

Follow the inputs for Nouns from the Reader.

Review determiners with the class. Once students have warmed up to the concept, proceed to determiners that are used with **countable** and **uncountable nouns**.

Write these words on the board. Example: *some, any, few, little, more, much, many, enough, a lot of* and so on.

Explain to the class that these words are used as determiners. They are commonly used before either countable or uncountable nouns.

Example: *They have many dogs in their house.* *He has enough money to buy a story book.*

Ask students to work in pairs and say which of the determiners they would place in front of the following nouns.

plates	turbans	sand	brush	water	tomato	Cream
cooks	doctor	sticks	needle	notebook	island	Hills
rivers	playground	sugar	packets	mice	toys	oil

VOCABULARY

Prefixes with *in*

Prefixes like *in-* can change the entire meaning of a sentence. They are small grammatical changes but with powerful consequences to the meaning of what you intend to say.

complete *incomplete* *capable* *incapable*

Divide the class into two groups. Encourage one group to call out the word and the other group to call out the word after adding the prefix.

Proceed to do the exercise in the Reader.

SPEAKING

Make inferences

This task can be used for *assessment as learning*. Students communicate using sentences clearly expressing a real-time situation, and the partner will respond, making inferences as to what might have happened.

Students enter the canteen during lunch-break. They see the place in a mess. Something has happened in the forenoon session.



Tell students to take turns to work in pairs. One person will describe the situation and the other will make an inference. Tell them to use the suggestions given in the Reader.



WRITING

Picture composition

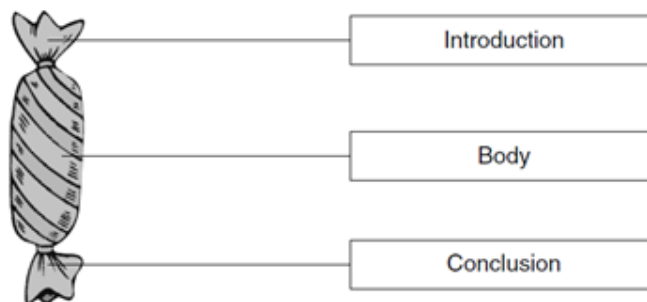
Picture composition

This section focuses on *assessment for learning*. Students listen to points which will guide them to write a composition based on a picture. They independently attempt to write a story on their own.

- Spend time observing the situation in the given picture.
- Do not immediately jump into writing the essay. Have a clear vision of what has to be written by framing the story
- Take your time
- Observe most of the individuals/characters of the situation
- Observe their activities – what they are doing
- Most importantly note/mind the mood of the character. It is very important in story framing
- Look for surrounding objects – like TV, books and so on

Essay Structure

Essays must look like sweets. The body should be tied together with the introduction and the conclusion.



The introduction

- is extremely important – introduce the topic / theme
- should have an effective opening line – capture the reader’s interest
- should have an effective statement which will draw the Readers’ attention and keep them interested throughout the essay
- should not be too detailed as to bore the readers from the very first paragraph

The importance of a well-written introduction is emphasised by the fact that

- It influences readers’ understanding of the topic.
- It provides a clear understanding of the structure of the writing.
- It shows how the contents will unfold.

Body: Paragraphs

The major part of the essay revolves around the body, which

- should open all the facts, arguments, supporting evidence, and viewpoints on the subject
- list all information appropriately and coherently
- should make for smooth reading so that readers could enjoy and actually understand the claims made
- should logically connect paragraphs
- should have a smooth flow of text

Body: Paragraph Structure

In order to be understood by readers, keep different ideas in separate paragraphs and develop each one of them in different paragraphs.

Conclusion

A clear conclusion will make readers think about what has been written.

Now guide students to look at the pictures and organise their thoughts about the pictures to make up an interesting composition.

LISTENING

While-listening

Tell students they will be listening to Toinette’s daily routine. Tell them to quickly go through the multiple choice questions, so that they are familiar with what is required.

Instruct them to listen carefully and complete the exercise as they are listening. Inform them that the recording will only be played twice. Now play the audio track. Give students sufficient time to tick their answers.

Play the audio track one more time so that they may include any missed out information.

Check their answers.

LIFE SKILLS

Group discussion

Let students discuss the topics given in the Reader after noting down points to discuss.

This discussion will help develop intrapersonal *and* emotional intelligences with the focus on building relationships and managing challenges.

STUDENTS' BOOK ANSWER KEY

Pre-reading

Free response

Embedded Questions

1. *Answers may vary. Suggested answer:* Toinette is helpful and kind.
2. No, Mother was worried about Toinette.
3. Yes
4. Toinette's heart was trembling because the previous year she had been hurt by her siblings' behaviour and was feeling anxious now.

Comprehension

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

- B.**
1. a. Thistle said this to Toinette.
b. Earlier Thistle had warned Toinette that being invisible was not always fun. So, he asks this because he wanted to know if Toinette had changed her mind.
c. Toinette said that she still wanted to be invisible.
On hearing that, Thistle put some tiny brown fern seeds in Toinette's shoes. Toinette would become invisible when she wore those shoes. Then, Thistle told her that she could reappear simply by shaking the seeds out of the shoes, bid her goodbye and left.
 2. a. Pierre said these words to Marc.
b. Marc was not bothered about Toinette being eaten by a wolf. He said unfeelingly that in case she had been eaten up by a wolf, he wanted Toinette's room.
c. Toinette was very hurt and her eyes filled with tears.
 3. a. After hearing Marc's unfeeling words and seeing that her siblings did not seem to miss her at all, Toinette started thinking about how she had been behaving with them. She realised that she had been a very bad sister. She remembered that she had not told Jeanneton a story a few days back, she had slapped Marie the previous Friday and she had thrown Marc's ball into the fire because he had been unkind to her. She also remembered that she had wished a bear would eat Pierre up when he had broken her cup.
b. After this, Toinette decided to change and be a kinder, less selfish and a more patient person.

- c. *Accept any logical answer. Suggested answer:* I think Toinette was successful because the following Christmas, her siblings were eagerly waiting for her. They said that she was sweet and kind and had planned a surprise for her.
4. a. Toinette said these words to Thistle.
 b. The previous Christmas, fern seeds had helped Toinette become invisible. Unfortunately, when she had been invisible, then she had been very hurt by her siblings' behaviour. They had not missed her at all, although she had not been there the entire morning, and Pierre and Marc had said unkind things about her. The fern seeds reminded her of that. She was afraid of getting hurt again. So, Toinette said these words.
 c. Thistle said that that year would probably be different from the previous year and that Toinette should try being invisible again. Thistle was correct because this time being invisible made Toinette happy. She came to know how much her siblings loved her, as they waited eagerly for her at breakfast. They also said kind things about her and had also planned a surprise for her.

- C.** 1. *Accept any logical answer. Suggested answers:* No, it was not a good idea as Toinette got hurt by her brothers' unkind words and by the fact that her siblings did not seem to miss her at all. / Yes, it was a good idea for it made her realise how selfish and unkind she had been and made her change into a better person.
 2. *Free response*

Grammar

- A.** CN – bridge, stream, sun, pouch, earrings, fish, stream, bees, monkey, park
 PN – Taj Mahal, Lata
 CT – school of fish, swarm of bees
 AN – childhood, joy, dismay
 MN – velvet, silver

- B.** 2. a lot of, UC 3. many, C 4. any, C
 5. much, UC 6. any, UC

Vocabulary

- A.** 1. incomplete 2. incorrect 3. invalid 4. inactive
 5. independent 6. inexpensive
- B.** 1. independent 2. invalid 3. inexpensive
 4. incomplete 5. incorrect 6. inactive

Writing

Answers may vary. Please accept all logical answers.

Listening

Listening text

Listen to Toinette talk about her daily routine and tick (✓) the correct answers.

I wake up by 7 a.m. I brush my teeth and have a glass of milk. Then, I take a bath and go down for breakfast. I usually eat porridge for breakfast, but sometimes, Mother makes sandwiches too. On Sundays, Mother makes baked beans. I leave for school at 8:20 a.m. I walk fast and reach school in fifteen minutes. I leave school by 3 p.m. I walk home with my friends. After reaching home, I have lunch. I usually have rice and curry for lunch. I do my homework until 5.30 p.m. and then, I go out to play with my friends. We often play in the forest. Sometimes, I get water from the well in the forest. On Tuesdays and Thursdays, I look after Jeanneton, as Mother has to go to the market. On these days, I cannot go and play with my friends, but I don't mind. At 8 p.m., I lay the table and eat dinner with my family. After dinner, I pack my school bag for the next day, iron my uniform and polish my shoes. I enjoy reading, so I read before I go to sleep at 10 p.m.

Answers

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

Punctuation

1. We will go to National High School in Imphal from April.
2. Tej and I enjoyed watching Spider-Man: No Way Home.
3. Did you know that Mr Sharma visited the Taj Mahal and the Fatehpur Sikri in Agra?
4. Have you read David Copperfield by Charles Dickens.
5. Riya flew British Airways when she went to Switzerland last summer.
6. Which newspaper do you read? I read The Times of India every morning.

QUESTION BANK

A. Answer in brief.

1. How do the readers first get to know that Toinette was invisible?

Ans: Early next morning, when Toinette went down for breakfast and stood next to her mother, she neither moved nor turned her head. This shows that Toinette was invisible.

2. What did her siblings say about her when their mother asked where she was?

Ans: They said that they had not seen her. Pierre said that a wolf might have eaten her up.

B. Answer in detail.

What made Toinette realise that she had been unkind to her siblings?

Ans: When her siblings could not find her, they did not bother. They continued playing happily and did not seem to miss her. In fact, looking at them so happy, she recollected all the unkind things she had said and done to them.

C. Choose the correct answer.

What does the writer try to convey through this story?

- a. Elves will come to your help whenever required.
- b. Invisibility will make a person realise his/her wrong doings.
- c. Good deeds and actions are repaid with good.

Ans: c

D. Read the lines and answer the questions.

1. *"Perhaps a wolf has eaten her up..."*

- a. Who spoke these words and to whom were they spoken? Who was he?
- b. When did he say this?
- c. Why do you think he spoke so harshly?

Ans: a. Pierre whispered these words, to Marc. He was the sibling of Toinette.

b. He said this when their mother asked them whether they had seen Toinette that morning.

c. Pierre probably remembered the time when Toinette said that she wished a bear would eat Pierre up because he broke her cup. This was probably his way of showing his anger at her.

E. Answer in brief. (Think and Answer)

1. What made Toinette's siblings begin to love her more?

Ans: Toinette tried to be kinder, less selfish, and more patient with her siblings. Seeing her love for them, they loved her back in return.

F. Answer in detail. (Think and Answer)

When the elves appeared at Toinette's window the next Christmas with a gift for her, why did she say she did not want it?

Ans: Toinette did not want to be invisible again because she did not want to be rude and selfish like before. She was happy with the things around her, and did not need any magical things to make her be happy or have fun.

THE CAPTAIN'S DAUGHTER POEM

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

Learning outcomes

- To instil the notion that even in difficult times we must be hopeful and courageous and not lose faith
- To appreciate the poem by anticipating the story
- To familiarise with summarising techniques

Summary

This poem is a touching reminder that we should have faith and be hopeful and optimistic even in times of trouble. The message of the poem is beautifully conveyed through the words of a little girl who reminds us that God is everywhere.

Pre-reading

Have a classroom discussion on what a sailor's life would be like.

Ask students:

- What do you think he would like about the sea?
- What are the risks of his job? What are his fears about the sea?

- Have you been in a storm/ a natural calamity or a disaster?
- How did you cope with it?
- What were your fears? How did you feel?
- Name some people you are proud about. How have they inspired/influenced you?

Have students fill up the first two columns of the anticipation guide:

	Agree	Disagree	Were you right? Reflect
A Brave person... is strong and tall			
A Brave person... faces difficult situations without fear			
A Brave person... is always pessimistic (negative)			
A Brave person... is born brave			
A Brave person... encourages others to face their fears			
A Brave person... is always scared			
A Brave person... stands up for others			
A Brave person... cannot be physically weak			
Everyone is capable of courage			
Courage means doing the right thing even when it is the difficult thing			

READING

Students predict, anticipate and paraphrase

A. Group work

Tell students to look at the picture in the Reader.

Ask students:

1. What is the setting of the poem?
2. Who do you think are in the ship?

Write the title on the board.

Tell students to predict the story: (*Allow some time for the predictions*)

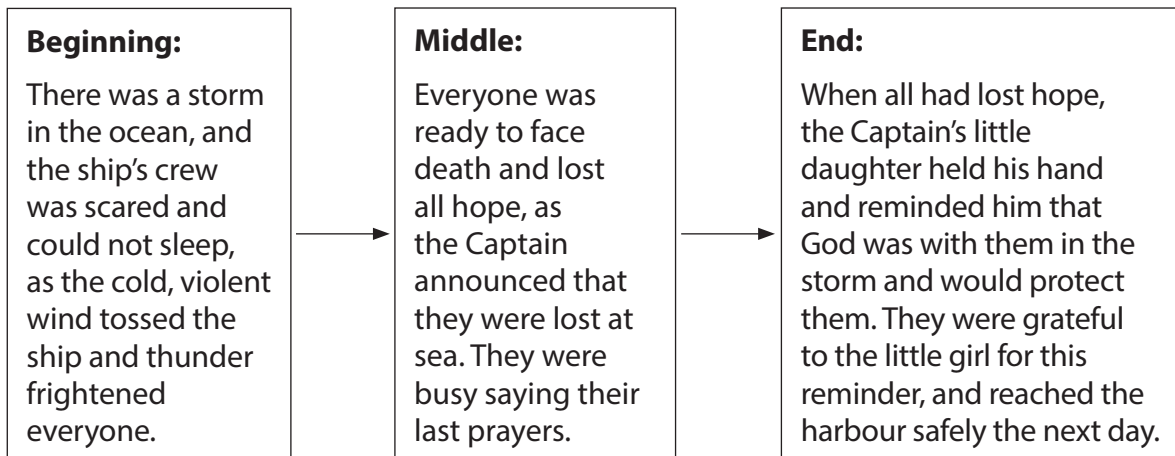
- B. Discuss this vocabulary with the students (*help students understand the meaning of each of these words*)

blast	mast	rattling
trumpet	thunder	shuddered
beakers	harbour	staggered
maiden	anchored	stoutest

Play the audio on the Smart Book once, and let the class listen to the poem. Instruct them to pay attention to the pronunciation, stress and rhythm.

- C. Write the words *Beginning*, *Middle*, and *End* on the board.

Tell the class that this poem has a beginning, middle and an end and that they will have to identify the episodes and fill the details below these headings in the correct order. (*Note: Do not write the given answers. Fill in the details as the students share their answers.*)



Divide the class into six groups. Let the class recite the poem aloud group-wise. Pause after each stanza to check comprehension/discuss the content.

Guide each group to write the summary of every stanza.

- *We were crowded... on the deep.*

Everyone on the ship was crammed up in a cabin, all scared to sleep; as it was midnight, and there was a huge storm in the ocean.

- *'Tis a fearful ... "Cut away the mast!"*

It was terrible to experience the strong gust of the cold and harsh winter's winds on the ship. Thunder is personified here, (*Note: Tell students that sometimes objects are given qualities of human beings.*) and is shown as a loud thundering voice commanding the wind to cut off the mast. (*Note: the mast holds the sail, and without the mast the ship is sure to sink*)

- *So we shuddered ... talked with Death.*

Everyone on the ship was shaking in fear as they knew the ship was about to sink and they were going to die. Even the bravest heart feared death as the sea seemed to want to devour them with her rough deadly waves.

- *As thus ...staggered down the stairs.*

Everyone is sitting in the dark in the ship as the storm rages at sea. Even the captain gives up and announces sadly that the ship is lost.

- *But his little daughter ... Just the same as on the land?"*

When all had lost hope, the Captain's little daughter held his hand and reminded him that God was with them in the storm and would protect them, as God was present both on land and on the sea.

- *Then we kissed ... shining clear.*

Everyone on the ship kisses the little girl, as a way of thanking her for her innocent words and being the ray of hope when everyone had given up. The ship reaches the harbour safely in the morning.

D. What **poetic devices** can you identify in the poem?

Personification has been used in several places.

Tell students to highlight the lines showing personification.

Rhyme scheme: *abcb* with six stanzas of four lines each.

Post-reading

Have students work in small groups to role play situations in which a person shows courage. Write possible scenarios on the board and ask each group to choose a situation. Allow each group to perform their skit for the rest of the class. Remind students to be respectful while others are performing.

OR

Tell students to think of a person / people who have been an inspiration in the world. (Example: Abdul Kalaam, Mother Theresa, Mahatma Gandhi). You can also focus on children who have made a huge difference in the world (Example: Malala Yousafzai).

Have them make collages about the lives of these people and how they have impacted the society in a positive way.

STUDENTS' BOOK ANSWER KEY

Comprehension

1. The captain said these words.

While the crew was sitting in the cabin, the captain had gone up to see how things were. Seeing the fierceness of the storm and how it was tossing the ship around, he felt that the ship would break and capsize any moment. So, feeling hopeless and defeated, he said these words.

The listeners felt even more scared and hopeless after hearing the captain's words.

2. The captain's daughter said these words.

She meant that just as God listened to everyone's prayers when they were on land and helped them overcome their problems or protected them from danger, He would also listen to their prayers and help them when they were in trouble at sea.

The little girl's words filled the crew with hope. Their faith in the Almighty was restored and they were able to find the courage to face their troubles. They gratefully kissed the girl for reminding them to have faith in the Almighty and began to feel more optimistic and positive.

B.

1. No one dared to sleep as a fierce storm was raging and everyone was scared that the ship would sink any moment and they would drown and die. They preferred to stay awake and be alert should such a thing happen.
2. The ship was damaged in the storm. It was shattered by a strong gust of wind and a loud thunder rattled the ship and broke the mast. The lines, "To be shattered by the blast" and "Cut away the mast!" tell us this.
3.
 - a. In the first and second stanzas, we get to how scared the crew were as they huddled together in a cabin as a fierce storm raged outside.
 - b. In the third and fourth stanzas, we get to know how the crew trembled in fear and even the bravest of them hardly dared to breathe as the sea roared around them and the waves loudly broke on the shore. They sat silently praying but without any faith or courage. The captain of the ship, who had probably gone up and seen how the ship was being battered in the storm, felt hopeless and defeated and declared that all was lost. This made the crew feel even more dejected.
 - c. In the fifth and sixth stanzas, crew were inspired by the captain's little daughter's innocent but firm faith in the Almighty and began to feel hopeful and optimistic.

C.

1. In the first two stanzas, the sea is described as 'hungry' because the waves are so high and rough that it seemed as if the waves would swallow the ship.
2. The message of the poem is that in times of great trouble, when it seems that all is lost, we must have faith in the Almighty.

Appreciating the poem

"And to hear the rattling trumpet Thunder, / Cut away the mast!" In these lines, thunder has been described as a living thing that is shouting in a terrifying voice and telling the wind to cut away the mast. This conveys to the reader how powerful the storm is.

"While the hungry sea was roaring / And the breakers talked with Death". In these lines, the sea has been portrayed as a hungry, roaring creature. The waves and death have also been personified as beings that are talking to each other. By doing so, the poet creates very vivid images and also adds drama to the poem.

Vocabulary

1. crowded
2. dare
3. fearful
4. shattered
5. cheer

Going further

Free response.

QUESTION BANK

A. Answer in brief.

1. What situation did the captain and his men find themselves in?

Ans: The crew was caught in a storm at sea and everyone was nervous about what awaited them. None of them could sleep and at midnight the crew huddled together silently. They did not know how to escape from the situation they found themselves in.

B. Answer in detail.

1. How did the crew of the ship feel when caught in the severe storm at sea?

Ans: The crew gathered together in the cabin. They did not sleep through the night because they were terrified of the storm. It was a fearful experience for them to be stuck in the middle of the sea shattered by the heavy wind, rain and thunder. Even the bravest of them shuddered, silently holding his breath as they watched the waves break. Everyone felt as if there was death looming large all around them. They all sat in silence, praying every moment and the captain was almost sure that they were all going to die.

C. Choose the correct answer.

*We were crowded in the cabin,
Not a soul would dare to sleep,*

Why did they not dare to sleep?

- The crew kept awake so that they could help the captain.
- The crew knew that if they kept awake, they would not die.
- The crew were afraid that they were going to die.

Ans: c

D. Read the lines and answer the questions.

1. *So we shuddered there in silence, -
For the stoutest held his breath,
While the hungry sea was roaring
And the breakers talked with Death.*

- Who are we?
- Why were they in silence?
- What did they fear?

Ans: a. 'We' refers to the sea men whose ship was stranded in the middle of the sea because of a storm.

b. They were in silence because they were all afraid of the consequences of the storm at sea.

c. They feared that they would all be washed away and die in the severe storm which shattered their ship.

E. Answer in detail. (Think and answer)

How did the little girl prove to be their saviour?

Ans: In the stormy sea with their ship shattered, all were frightened of what fate had in store for them. Everyone felt that they were doomed and that anytime they would die. They were so afraid that they were not even able to concentrate on their prayers. It was at that moment that the captain's little daughter held his icy hands and told him to trust in the power of God. She made them understand that whether on land or in the sea, God was the same and he would protect His children everywhere. This renewed confidence made them pray with trust and, like a miracle, the storm cleared. In the morning there was sunshine, giving them a fresh breath of life.