

## ORANGES IN THE ROAD

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

### Learning Outcomes

- To track the events in the story
- To identify the nature trait of each child
- To infer that honesty pays
- To note how Mr Simpson repays their honesty

### Pre-reading



This focusses on *assessment for learning*. Students learn that honesty is a virtue. They will be able to comprehend why some of the children were right and why some were wrong in the given text.

Let students share with the class what they would do. Allow free response, but nudge

them into the thought that it is good to be honest.

Let students answer the second question.

Tell them that even though no one is watching, we are witness to our own deeds and should correct ourselves whenever we are tempted into doing something that is not right.

## READING

Students read to comprehend, analyse and identify

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

- *Alan, Mary, Tom...that is two each.*

Talk to the class about:

- how the children got to see the oranges; the meaning of the words *bumped* and *flew open*

Ask students: *Where did the oranges roll? What does 'here, there and everywhere' mean? Do you think the children would have been happy on seeing the oranges? Why do you think so?*

*Do you like oranges? What are they called in your home language? (Free response)*

*What does Tom mean by 'That is two each.?' Tom means that there are two oranges for each of them.*

*Why did Lucy want to pick them up quickly? How many would each of them get?*

- *Mary said, "I don't think...said Lucy angrily.*

Call out each of the given statements in jumbled order, during the course of the reading session and let students work in pairs, refer to their Readers and identify each child. This will help develop analytical skills and gently introduce them to recognising character traits.

The one who saw the oranges first	Alan
The one who did not want others to see so that they would have all the oranges	Lucy
The one who did a bit of Math	Tom
The one who felt it was not right	Mary
The ones who agreed with Mary	Harry and Alan
The ones who did not agree with Mary	Tom and Lucy

*Do you think it is a good idea to give back the oranges? Why? (Answers may vary. Please accept all logical answers. Suggested answer: Yes, because those oranges belong to Mr Simpson.*

Let students express their opinion, but let them understand that it is a good idea because we should never take what does not belong to us.

- Harry said, “*who passes Simpson’s? ... How kind of you!*”

Talk to the class about how

-the children were rewarded for their honesty.

-the whole class was able to reap the benefits of the children’s honesty.

*Can you guess how many oranges Mr Simpson would send for your class? (Let students add up the number with the teacher included and respond.)*

Ask students: *Who in the story is right and who is not?*

Discuss: *Why do you think Mr Simpson sent the oranges to the whole class?*

### **Post-reading**

Whole-class discussion:

*What does the story teach us? Should we take what is not ours? Why do you think so?*

## **GRAMMAR**

### **The simple past tense**

Divide the class into groups of eight or ten.

On the board, draw two columns—*Every day* and *Yesterday*. Write a list of simple tasks with regular verbs in the *Every day* column. The tasks could be selected from their routine such as, *brush teeth, go to school, play with friends, watch television, finish homework*, and so on.

Explain that when we talk about an action that has already happened, we add ‘d’ or ‘ed’ to the action words. Now, brainstorm with the class for the past tense forms of the verbs you have written and write them down under ‘*Yesterday*’.

Reinforce the concept with the input given in the Reader.

## **VOCABULARY**

### **Names of places**

You may use flash cards with pictures of places and ask students to name the places and what they are meant for.

Tell them you will be showing them a picture of a place. They will have to say what it is and what we do there. Guide them if required.

Students will identify the following places easily: *school, home, park, beach*

Next, you may show them pictures of a hospital, market place, railway station etc and explain what these places are meant for.

Proceed with the exercise in the Reader, once students have warmed up to the concept. Let them spell orally before writing in their books.

**LISTENING****While-listening**

The listening task will help students stay focussed and attentive.

- As a warm up to the listening task, ask students to name the fruits they like to eat.
- Next, let students look at the fruits and vegetables in their Readers and name them.
- Tell them that they will now be listening to a rhyme with names of some fruits and they will have to circle only the fruits they hear in the rhyme.

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

Review the answers.

**SPEAKING****Ask and answer questions**

Have a general discussion in class about how they would react to a new class mate.

Ask students:

*What are the things you will ask your new class mate? What would you want to know about her/him? How would you treat her/him? Will you make them feel welcome?*

Pair work.

Tell students that they will have to work in pairs. One of them should ask the questions given, using the right expression, while the other answers in complete sentences. Guide students if required.

You may prepare two students for the activity and ask them to role-play in front of the class.

Let students role-play the task. Monitor the activity and reverse the roles so that all students get to question as well as answer.

**WRITING****Describing family**

Discuss the members that generally make up a family.

Let students talk about their families.

Ask students:

*Who lives with you in your house? What do they do? How do you spend time with them?*

Let students study the picture of Mary with her family and discuss with the class, the members they see in the picture.

Let them read each sentence aloud and complete the following sentence orally before they do the writing task.

## STUDENTS' BOOK ANSWER KEY

### Oranges in the Road

#### Pre-reading

A. *Free response.*

B. You

#### Comprehension

A. 1. F                      2. T                      3. F                      4. T                      5. T

- B. 1. When the van bumped over a hole in the road, the door flew open and oranges fell out of the van.  
2. Mary. She had seen the name on the van. So, she knew that the oranges belonged to Mr Simpson.  
3. Lucy and Tom did not want to return the oranges.  
4. Mr Simpson sent twenty-nine oranges to Harry and Mary's class for the twenty-eight children in their class and one teacher.

- C. 1. *Answers may vary. Please accept all logical answers. Suggested answer:* Lucy wanted to pick up the oranges before anyone else saw them because she wanted to eat the oranges. She did not want to give the oranges to others who might see the oranges.  
2. *Free response.*

#### Grammar

A. 2. loved              3. baked              4. helped              5. chased              6. walked

B. 2. asked              3. listened              4. visited              5. polished              6. danced

#### Vocabulary

2. farm              3. market              4. zoo              5. station              6. garden

#### Punctuation

1. Tinku wears a warm coat.
2. What a pretty dress!
3. That is a great surprise!
4. This shop sells fruits.
5. What a hot day!

#### Listening

Listening text

Let's make some salad today.

It's fun to do it the healthy way.

Take all the fruit that you want to eat.

It's going to be a salad treat!

Peel the bananas.

Toss in some grapes.

Chop some apples.

Chop some watermelon.

Put them all on your plate.

Now we've made it, it's time to eat it.

It tastes so good that you just can't beat it.

Give everyone a plate and a spoon.

We'll all be eating it very soon.

Eat up the bananas.

Eat up some grapes.

Eat up some apples.

Eat the watermelon.

Now there's nothing on your plate!

Answers

banana, grapes, apple, watermelon

### **Speaking**

*Free response.*

### **Writing**

1. a teacher

2. a doctor

3. very kind

4. very loving

5. very young

6. a year old

## QUESTION BANK

### Oranges in the Road

#### A. Answer the questions.

1. How many oranges did the children see on the road and how many did Tom plan for each one of them?

**Ans:** The children saw ten oranges on the road and Tom planned two oranges for each one of them.

2. Who agreed with Mary and who did not?

**Ans:** Harry and Alan agreed with Mary and Lucy and Tom did not agree with her.

3. Where and why did Mary and Harry take the oranges and what was the surprise they got there?

**Ans:** Harry and Mary took the oranges to Mr Simpson because they knew that the oranges belonged to him. They were surprised when Mr Simpson told them that he would send oranges for the whole class.

#### B. Choose the correct answer.

*Lucy threw the oranges back on the road because*

- a. she did not know where to take them.
- b. she did not want to eat the oranges.
- c. she did not want to return them to Mr Simpson.

**Ans:** c

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

*It was 'Simpson's, the green grocer.*

- a. Who says this and to who?
- b. When does she say this?
- c. Describe her in one word: The speaker is a/an \_\_\_\_\_ girl.

**Ans:** a. Mary says this to the rest of the children.

b. She says this when she tells the others that they should return the oranges to the owner.

c. (Suggested ans.) an honest