

THE WISE PIGEON

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

Learning Outcomes

- To track the events in the story
- To recognise the wise pigeon as the most important character in the story
- To compare the wise pigeon with the rest
- To infer that unity is strength

Pre-reading

1. Let students study the images and talk about the differences in the two pictures. Take it further by asking students what this teaches us.
2. Tell the class that there are many people around us who come together to help us during times of need.

READING

Students read to comprehend, predict, track events and compare

1. Make copies of the following prediction table and let students state if they agree to the predictions or not. They may compare after reading that part of the segment.
2. Read each of the statements and let students tick the boxes according to the choice they have made.

3. Allow time for discussion after each statement. The emphasis is not on right answers but to develop **prediction skills**.
4. Bring closure to the reading by revisiting each of the statements.

This teaching strategy will stimulate students' interest in the story and teach them to make predictions, anticipate the text, and verify their predictions.

This will also help connect new information to prior knowledge and compare.

Prediction table

Text	Yes	No	Was I right?
1. The hungry pigeons listened to the wise pigeon.			
2. The pigeons got caught in the net.			
3. The pigeons could not fly together. They were caught by the bird-catcher.			
4. The wise pigeon was not able to help them.			
5. The pigeons pecked at the net hard and were free.			
6. Someone else helped to free the birds.			

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

Pause at relevant places to ask the *embedded questions*.

- *A big flock...the forest?*

Talk to the class about:

-the flock that lived in the jungle (young and old pigeons) and the meaning of the word *flock*.

-what they saw and the warning of the wise old pigeon and the meaning of the word *trap*.

Pause here and read the first and the second sentences in the table. Let students fill in if they agree with the statements or not and share the reasons for their choice of opinion.

Show a thumb up if you think the wise pigeon is correct and a thumb down if you think she is not correct. (Free response)

- *But the hungry pigeons...Please help us.*

Ask students:

What did they not see on the ground? Why did they not notice it? (They were too hungry and were enjoying the feast.) What did the wise pigeon see and say to the birds? Why could they not fly away from there?

She says this to scare the pigeons, Say true or false. (False)

Let students fill in for the remaining statements in the prediction table and say why they agree or disagree. Accept all answers.

- *The wise pigeon...looked up in surprise.*

Ask students:

How do we flap? (Let students show the action.) Why do you think it was easy to fly together? (Demonstrate to the class with the help of a few students how it is easy to lift a chair when we lift it together and that it would not be easy, when doing it alone.)

Explain how everything becomes easy when we do certain things together.

- *Then, the wise...pigeons were free.*

Please ask this question before you proceed with the solution given in the text: *Why does the wise pigeon take the other pigeons to the mouse's house? (Free response)*

Ask students:

Who was the wise pigeon's friend? How was he able to help? (He had sharp teeth with which he could bite the ropes fast.) What kind of a friend was he? (A good friend who was helpful and kind)

Post-reading

Let students match the columns given in Exercise A, under *Comprehension*.

GRAMMAR

Conjunction: *and*

Use flash cards to teach the use of the conjunction *and*.

Show students, pictures of two vehicles (*car, bus*), two fruits (*apple, orange*) two vegetables (*tomato, onion*) and so on.

Ask students to name them. While they name each set of nouns, say the word '**and**' aloud to join the nouns. Let students repeat after you.

Car **and** bus; apple **and** orange; tomato **and** onion.

Proceed to explain that we put together or connect two things by using the word '**and**'.

Conduct a fun activity in class.

Tell students that you will be calling out two names and the two students whose names have been called should come together, join their hands, put them up and say their names aloud using the word 'and'. Example: *Mira **and** Jatin; Zara **and** Gita ...*

Reinforce the concept with the input given in the Reader.

VOCABULARY

Movement words

Conduct the following activity in class.

Tell students that

- you would be calling out a word and when they hear the word, they should stand up and do the action in their places.
- they should not get up from their seats if they hear a word that does not talk about any movement (*chair, table...*). If they do, they are out of the game.

Call out some movement words. (*walk, jump, run, swim, fly*) slowly one by one and let students do the actions. You may repeat the words.

Once students have warmed up to the concept, let them say what the bird/children in the images, given in the Reader, are doing.

Write the target words on the board.

Explain that they are moving and hence such words are called **movement words**.

LISTENING

While-listening

Tell students that they will be listening to some sentences and that they will have to tick the correct sentence as they listen.

Play the audio track and let students do the task. Help students who require assistance.

Play it one more time so that students complete their work / check their work.

SPEAKING

Saying 'please'

This focusses on *assessment as learning*. Students learn to use the word 'please' while they role-play the task with their partners.

Write these two sentences and read them out aloud.

1. Bring some water.
2. Please bring me some water.

Ask students to state what is different between the two sentences. (The second sentence has the word *please*.)



Now ask the class which of these sounds better when you talk. Elicit that it is the second one because we should use the word, *please*, when we ask for something as it is polite to do so.

Model a conversation between two students using the word 'please' (you may prepare them for it) before the class.

Let students do the task. Monitor the activity and guide them if required.

WRITING

Reorder using pictures

Pair-work

Let students work in pairs and study the pictures.

Ask students to say what they see in each of the pictures.

Next, let them number the sentences in the correct order with the help of the given pictures.

PROJECT

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

Let students make the booklets. Display their work in class.

STUDENTS' BOOK ANSWER KEY

The Wise Pigeon

Pre-reading

A. *Answers may vary. Please accept all logical answers. Suggested answer:* In the first picture, one ant is carrying the leaf. It is finding it heavy. In the 2nd picture, five ants are carrying 1 leaf. They can easily carry the leaf.

B. *Free response*

Comprehension

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

B. 1. forest 2. net 3. bird-catcher 4. mouse

C. 1. a

2. *Answers may vary. Please accept all logical answers. Suggested answer:* Yes, the pigeon was very wise. She knew that so much rice could not be lying in the middle of the forest and it was a trap. She also gave the pigeons the clever idea to fly up together, so that the bird-catcher would not be able to catch them. Then, she helped them get out of the net by asking her friend, the mouse, to cut the ropes of the net.

Grammar

- A.** 2. bat and ball 3. pen and pencil 4. shoes and socks 5. knife and fork
6. lock and key

- B.** 2. Today is cold and windy.
3. He cooked rice and curry for lunch.
4. The dress is white and red.
5. Dev can speak Bengali and Assamese.

Vocabulary

2. walk 3. swim 4. crawl 5. run 6. jump

Listening

Listening text

1. Pigeons are gentle and small birds.
2. Pigeons eat grains, seeds and fruits.
3. They fly to their nests in the evening.
4. They live in large flocks.
5. Pigeons are very clever birds.

Answers

1, 3, 4, 6, 7

Speaking

1. Will you share your crayons, please? / Can I use your crayons, please?
2. Will you please give me another roti? / Can I have another roti, please?
3. Will you / Can you buy me a pencil, please?
4. May I / Can I go out and play, please?

Writing

- The ant climbs onto the leaf and is safe. - 3
- A pigeon sees the ant and flies to the ant with a leaf in its beak. - 2
- The ant bites the man's leg and the pigeon flies away. - 5
- An ant is drowning in a pond. - 1
- The ant sees a man trying to catch the pigeon with a net. - 4

Spelling

1. fly 2. flock 3. flap 4. floor 5. flower

ANSWER KEY TO WORKSHEET 5

- | | | | | |
|-------------------|----------|----------|-----------|--------|
| A. 1. and | 2. and | 3. and | 4. and | 5. and |
| B. 1. jump | 2. sings | 3. reads | 4. crawls | 5. fly |
| C. 1. b | 2. e | 3. a | 4. c | 5. d |
| D. 1. a | 2. b | 3. a | 4. b | |

QUESTION BANK

The Wise Pigeon

A. Answer the questions.

1. Where did the pigeons live and what did they find one day?

Ans: The pigeons lived in the jungle and they saw some grains of rice lying on the ground.

2. What happened when the pigeons did not listen to the wise old pigeon?

Ans: When the pigeons did not listen to the wise old pigeon, they got caught in the net and could not fly away.

B. Choose the right answer.

The bird-catcher was surprised because

- a. the birds ate away all his grains.
- b. the birds took his net and flew away together.
- c. a mouse bit his net into pieces.

Ans: b

C. Read the lines and answer the questions.

"Yes, I'll help you." (The Wise Pigeon)

- a. Who said these words?
- b. Who did he help?
- c. How did he help?

Ans: a. The mouse, who was the wise pigeon's friend, said these words.

b. He helped the pigeons who were caught in a net.

c. He bit the ropes of the net and set the birds free.

D. Think and answer.

What helped the pigeons to escape from the bird-catcher?

Ans: The birds listened to the wise pigeon and flew together. They were able to carry the net because they were together. This helped them to escape from the bird-catcher.