

THE LITTLE THIEF IN THE LARDER

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

Learning Outcomes

- To note how an act of disobedience lands Greywhiskers in trouble
- To infer that parental advice is in the best interest of the children
- To list the qualities of Ethel
- To track the flow of events in the story

Pre-reading



This focusses on *assessment for learning*. Students are led into the thought that children should listen to the advice of their elders/parents.

A. As they cross out the images that are dangerous, they are made aware that children should follow the rules set for them.

B. This part leads them to infer what got Greywhiskers into serious trouble.

Ask students

Why should we listen to our parents and elders? Why do they ask us not to do certain things? Would we be putting our parents into trouble by not obeying them? How? (Allow free response) Do you think they would be upset? Why do you think they would get upset?

READING

Students read to comprehend, predict and analyse

You may ask questions to help develop prediction skills during the course of the reading session. Allow free response and encourage students to state why they think so. Accept all answers.

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

- *Mother, said...try to catch you.*

Ask students:

Why did little Mouse think the people in the house were very kind? Do you think they were kind to the mice? Was the food in the larder for the mice or for the people? What did Mother Mouse tell Greywhiskers?

Prediction Question: <i>Will Greywhiskers listen to what his mother said?</i>	Yes/ No	Why do you think so?
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- *Greywhiskers was angry...was fully awake.*

Ask students:

Why was Greywhiskers angry? Was he right in doing what he did?

Prediction Question: <i>What do you think will happen to Greywhiskers?</i>	Why do you think so?
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- *Later, Mother Mouse...caught in a trap.*

Discuss:

- *Why was Mother Mouse angry?*
- *Why did she never guess that it was her own son?*
- *Why did Little Mouse run into the little House?*

Prediction Question: <i>Will Greywhiskers be saved?</i>	Yes/ No	<i>If yes, then who do you think will save him?</i>
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How would you feel if someone had eaten up your birthday cake before you cut it? (Free response)

How do you think Mother Mouse will feel if she finds out the truth? (She will be upset)

This question focusses on *assessment for learning*. Students will be able to comprehend Mother Mouse's feelings when she finds out that Greywhiskers had disobeyed her. It underlines the message that the story carries.



What do you think happened to all the food in the larder? (The people have taken it away so that the mice cannot eat anymore)

This question focusses on *assessment for learning*. Students are led into understanding that Greywhiskers was led into wanting the cheese with no other food around.

- *When morning came...he never did!*

Talk to the class about:

- the interaction between the cook and Ethel.
- how he escaped.
- who helped him escape and why she did it.
- how relieved his poor mother must have felt.



Why was Ethel crying? (Ethel was crying because she felt sad for Greywhiskers.)

This helps students analyse Ethel's character-trait.

Post-reading

Put up the table on the board. Write, *Beginning—Middle— End*, on the left column.

(The details and the questions are for the teacher's reference.)

Let students help you fill in the details that form part of the:

a) beginning b) Middle and c) end of the story.

This will help students develop sequencing skills and in organising ideas/events.

Help students with prompt-questions.

Beginning	<i>Prompt-questions: Who are the two characters that we read about in the beginning? What does Mother Mouse tell her son?</i>	Mother Mouse and Greywhiskers; Mother Mouse tells her son not to go in search of food alone.
Middle	<i>Prompt-questions: What happens when Greywhiskers eats a bit of the cake and how does he get caught?</i>	The people of the house set a trap when they find that some mice have eaten the cake. They set a trap with some toasted cheese and Greywhiskers gets caught.
End	<i>Prompt-questions: Who helped Greywhiskers; where did he run from there? What did he promise his mother?</i>	Ethel, a tender-hearted girl, helped Greywhiskers escape; He ran to his mother; He promised never to disobey her again.

GRAMMAR**Countable nouns**

Write the following on the board:

an apple, two cars, ten children, fifty pens

Tell students to identify the nouns in the given sets of words.

Ask students, what the above list tells them about the nouns mentioned.

Draw from them that the list tells us how many of each are there.

Explain that these nouns can be counted and hence are called **countable nouns**.

Brainstorm with the class for a few countable nouns and list them on the board.

VOCABULARY**Synonyms**

Follow the input given in the Reader.

LISTENING**While-listening**

The listening task helps students develop concentration skills and stay focussed.

Ask students what they would carry with them when they go out on picnics. (snacks, drinks, fruits, water...)

Tell students that they will be listening to a group of animals who have gone on a picnic and have got their lunch bags mixed up.

Let them listen to the audio track and do the task.

You may play it once again depending upon the capability of your class.

Review the answers.

SPEAKING**Relate a personal experience**

The speaking task focusses on *assessment as learning*. Students learn to express their feelings and emotions using the right words and develop communication skills as they share their experiences with the class.

Encourage students to share what they did, what they felt and how they got out of trouble.

Prompt them with the right words if required.

Do not stop any student to say if what they did was right or wrong as this will prevent other students from expressing freely.

You may make a general comment on what one should do and should not do after all students have shared their views.



WRITING**Short story with picture prompts**

Allow students

- to study the given picture.
- to note who the characters in the picture are.
- to make a note of the place.

Help them to frame the story first.

Ask students:

What do you see in the picture? What are the ones in the picture doing? (Let them read the cue words and name the characters and explain what is happening)

Brainstorm for words and adjectives to flesh out sentences to build up a story.

Guide students through every step, but let them write the story on their own.

STUDENTS' BOOK ANSWER KEY**The Little Thief in the Larder****Pre-reading**

A. 1 and 4

B. *Free response*

Comprehension

- A.**
1. Greywhiskers thought that the people in the house were very kind because they left food for him and his mother.
 2. When he went to the larder alone for the first time, Greywhiskers found a large iced cake.
 3. The cook set the trap for Greywhiskers.
 4. Greywhiskers was going to be drowned after he was caught.
 5. Ethel saved Greywhiskers because she was a kind girl who felt sorry for him.

- B.**
1. Mother Mouse wanted Greywhiskers to remember that he was not to go out in search of food without her.
 2. Greywhiskers felt a little guilty because he had been naughty and disobeyed his mother.
 3. Greywhiskers ran into the trap to eat the piece of toasted cheese.
 4. Ethel said these words. When Greywhiskers said he did not know this was stealing, she felt very sorry for him and set him free.

- C.**
1. a
 2. *Free response*

Grammar

A. 2. one key 3. two trucks 3. four flowers 4. three boats

B. *Free response*

Vocabulary

2. Payal is a nice girl. She talks to everyone.
3. My sister is excited about going on a trip with her classmates.
4. Joseph is upset because his friend is moving to another city.
5. There is a huge pile of newspapers on my desk.

Listening

Listening text

Listen to these animals. They have gone on a picnic. But they have mixed up their lunch bags. The bus driver is helping them sort their lunch bags out. Match the food with the animal that eats them, as you listen.

Voice 1: Excuse me, can you please give me my lunch bag?

Bus Driver: Is it the one with the cabbage?

Voice 1: Yes!

Bus Driver : Here you go, Caterpillar

Voice 1: Thank you!

Bus Driver : Now who does this bottle of honey belong to?

Voice 2: Mine! Mine!

Bus Driver : Ha ha! Here it is, Bear.

Voice 3: I've lost my box of nuts.

Bus Driver : Just a minute. Ah ha! Is this what you're looking for, Squirrel?

Voice 3: Yes. Thank you!

Voice 4: I've lost my bamboo stick. It is long with lines on it and leaves at the end.

Bus Driver : It was next to Caterpillar's cabbage. Here you go, Elephant.

Voice 5: It's nearly time to eat and I can't still can't find my bundle of grass.

Bus Driver: Here it is, Deer. You left it with me, remember?

Voice 5: Haha! Thank you!

Bus Driver: The only thing remaining is this lovely, ripe mango.

Everyone: It is Monkey's!

Voice 6: Thank you!

Other voices : Yes, thank you!

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

Writing

It is Aman's birthday. His mother bakes a cake. The cat, Leo, watches his mother. The cake is ready. Mother keeps the cake on the table. Leo is under the table. Mother goes to call

Aman. Oh, no! Leo is eating the cake. Aman cries. Mother tells Aman not to cry. She bakes another cake. Aman is happy when the new cake is ready. Leo is happy too!

Suggested answer. Accept all logical answers.

Spelling

Words that end in 'er'	Words that end in 'or'	Words that end in 'ar'
teacher	motor	sugar
driver	conductor	beggar
flower	sailor	collar
writer		

ANSWER KEY TO WORKSHEET 5

A. 1. on 2. in 3. from, to 4. on/over 5. on 6. at

B. 1. towels 2. students 3. songs 4. photographs 5. books

C. 1. bee 2. wear 3. see 4. write 5. deer 6. buy

Writing

One day, a hare and a tortoise decided to race to a corn field. The hare ran very fast while the tortoise ran very slowly. The hare felt very proud that he was coming first and so he decided to take rest. Soon, the hare fell asleep while the tortoise crossed the hare and ran ahead. The tortoise won the race and the hare learnt his lesson to never be proud.

Suggested answer. Accept any logical answer.

QUESTION BANK

The Little Thief in the Larder

A. Answer the questions.

1. What did Mother Mouse tell Greywhiskers not to do and why did she say this?
Ans: Mother Mouse told Greywhiskers not to go in search of food without her by his side because the people in the house may catch him.
2. What did Greywhiskers do when he went out by himself the first time?
Ans: When Greywhiskers went out the first time by himself, he saw a large iced cake on a shelf. He nibbled and ate the cake.
3. What happened when Greywhiskers saw the cheese?
Ans: When Greywhiskers saw the cheese hanging inside a wooden house, he ran inside it and got trapped.
4. Why did tears come into Ethel's eyes?
Ans: Ethel was a kind-hearted girl. She could not bear the thought of the little mouse being killed. So, tears came to her eyes when the cook said that she was going to drown the mouse.

B. Choose the right answer.

Greywhiskers was caught because he was

- a. disobedient.
- b. playful.
- c. stupid.

Ans: a

C. Read the lines and answer the questions.

Oh! how quickly he ran home to his mother, and how she comforted and petted him until he felt better.

- a. Who ran to his mother and where did he run from?
- b. Why did she comfort him?
- c. What did his mother make him promise?

Ans: a. Greywhiskers ran to his mother from the wooden house which was a trap.
b. He had just escaped from a trap and was frightened.
c. His mother made him promise never to disobey her again.