

THE ELVES AND THE SHOEMAKER

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

Learning Outcomes

- To comprehend the importance of being thankful
- To relate to the story with real life experiences
- To say how the actions of characters contribute to the sequence of the events
- To recognise a fairy tale

Pre-reading

This focusses on *assessment for learning*.

A. Students learn that fairy tales are made of magical elements and creatures while they unscramble the words and identify the characters.

B. Let students share with the class what they would ask for. This question will help students relate to the joy the shoemaker and his wife would have felt upon seeing the shoes.

Ask students:

*How would you feel if your wish was granted?
How would you thank the creature?*

C. Let students say what they would do and why?

(Note: A *fairytale* is a story with characters that are not real, like fairies, pixies, elves or goblins interacting with human beings.)

READING

Students read to comprehend, sequence.

Read the story aloud, with modulation/play the audio, while students listen and follow. Check students' understanding by asking questions, at relevant points.

The Beginning introduces the main characters and the situation.

- *A shoemaker... In the morning, he came down to his workshop to make the shoes.*

Who are the people in this part of the story? (The shoemaker and his wife) Where did the shoemaker live? With what does a shoemaker make shoes? (Leather) Were the shoemaker and his wife rich or poor? (Poor) How can we make out? (He had leather for only one pair of shoes.) Why was the shoemaker unable to make shoes if he was poor? (No money to buy more leather to make more shoes) What did

the shoemaker do with the last piece of leather he had?

What do you think might happen to the leather on his workbench? (Free response)

The Middle develops the plot or sequence of events that lead to the end. This story develops through repetition: the two elves come every night to make shoes that the shoemaker sells the next day.)

- *"What's this?" he cried out... even the Queen wore them!*

Ask students:

Why was the shoemaker surprised? Did he get more money or less money for the pair of shoes? (More money; because he got enough money to buy leather for two more pairs... of shoes) What did the shoemaker do with the money he got from selling the shoes? Were the shoes

made by magic? (Free response) *How did the poor shoemaker become rich?* (He sold all the shoes that were made for him and each day, he bought more leather to make more shoes.) *Were the shoes made well? How do you know the shoes were made well?* (Even the queen bought these shoes.)

- One night, the shoemaker and his wife hid themselves... and the little elves disappeared into the night.



'In a wink' means to happen very quickly. Can you think of a way to say this in your home language? (Free response)

Ask students:

Why did the shoemaker and his wife hide behind a curtain? (They wanted to see who was making the shoes for them. They did not want to frighten whoever was making the shoes)

Why was the shoemaker surprised? Who made the shoes for the shoe maker? Did the elves enjoy making the shoes? (Yes, they enjoyed making the shoes as they came skipping and dancing and went out the same way.)

- *The next morning... never poor again.*



How did the shoemaker and his wife feel towards the elves? (The shoemaker and his wife felt thankful to the elves. They wanted to do something nice for them. The shoemaker made tiny shoes for the elves because they didn't have any. Their clothes were old and shabby, so the wife made tiny clothes for them.)

The Ending is a happy one. The ending presents a reversal of roles. The shoemaker and his wife become the givers and the elves become the receivers.

Ask students:

Why did the shoemaker and his wife make clothes and shoes for the elves? Was it a good gift? (They wanted to thank the elves for helping them. They saw that the elves wore shabby clothes and had no shoes on their feet so this was a useful gift for the elves.) *Were the elves happy with the gift they got? How do you know?* (Yes, they clapped their hands, jumped for joy, put on the clothes and shoes and skipped away.) *Did the elves come back? What was the difference in the lives of the shoe maker and his wife?* (No, the elves never came back but the shoe maker and his wife were never poor again.) *Were the shoemaker and his wife as poor as they were at the beginning of the story? Do you think it was nice of them to make the shirts and shoes for the elves? Why? What did you learn from the story?* (Free response)

Post-reading

A. Let students summarise the story. Allow them to say a sentence each, covering the story in the right order of events.

B. Discuss ways in which we can say 'thank you' for the help we receive.

GRAMMAR	Conjunctions— 'and' and 'but'
And	
Make flashcards with pictures of apples and oranges (one card with apples, one with oranges and one with both) or any other fruits or vegetables. You may even bring the real fruits to class. Select four students who like both apples and oranges. Ask them to come up to the front of the class.	

Hand over the cards/fruits to them.

Ask students to hold up the flash cards/fruits.

Write on the board:

We like apples. We like oranges. (Group drill)

We like apples and oranges. (Group drill)

Ask students:

Which is better to say—*We like apples. We like oranges.* OR *We like apples and oranges.* Which word in the third sentence helps to join the first two sentences?

Write the word *and* on the board.

Explain to them that *and* is a connector which connects words or groups of words to each other. It shows addition and is used when the statements are similar.

Write the following words and ask them to write *and* in the right places. Do this as an oral activity. Follow up with a choral/group drill.

bread butter / needle thread / sweet sour / hot cold / salt pepper / black white / up down

Slowly extend the concept to sentences.

But

Select two groups – ones who like only oranges and ones who like only apples.

Go to the first group. Ask them the following questions:

Group 1: *Do you like apples?* (Yes) *Do you like oranges?* (No)

Step 1: Write on the board.

We like apples. We don't like oranges.

Draw their attention to the underlined words. Tell them they are opposite ideas.

Tell them we use *but* to connect these sentences.

Step 2: Model the sentence on the board.

We like apples, but we don't like oranges.

Step 3: Shorten it: *We like apples but not oranges.*

Guide students to do the exercise given in the Reader.

VOCABULARY

Collocations

Write these words on the board:

pay attention; fall sick; take a break; save time; heavy rain; great admiration

Explain that sometimes two or more words go together to express an idea or thought.

For example, we say

- *strong tea not heavy tea*

- *make money not collect money*
- *fast food not quick food*

LISTENING

Post listening

Help students focus by telling them what they are about to hear. (Set the mood)

- Tell students that they are about to listen to a story from the *Panchatantra*.
- Instruct them to listen carefully and answer the questions after listening.
- Inform them that they would hear the story twice.
- Allow them to read the questions before listening.
- Tell them that if they miss out the answer to a question and are unable to answer it, they should not waste time worrying about it. They must go ahead and listen for the answer to the next question.
- Tell students that they can complete the answers when they listen to the script/audio for the second time.
- Read the text slowly with articulation/play the audio. Give them time to answer in complete sentences. Check their answers.



SPEAKING

Group discussion

This focusses on *assessment as learning*. Students learn how to conduct themselves and communicate while taking part in a discussion while they work in their groups.

Point out the rules that they should follow and encourage groups to check their group-members if they do not follow the rules.

Monitor the activity.

WRITING

Describing an event

Tell students we write a narrative

- to narrate a real/imaginary incident
- to describe the incident as a series of short events

Instruct students *how to write*.

- As an introduction to the story tell the readers why you are hiding. (Its main purpose is to explain the situation and make the reader eager to read what is to come.)
- Provide information about what you saw – the setting. (Use adjectives to describe what you saw.)
- In the end say how you felt – happy / sad / surprised / shocked / ...

Tell students to remember to be clear and use short sentences.

STUDENTS BOOK ANSWER KEY

The Elves and the Shoemaker

Pre-reading

1. a. fairy b. dragon c. witch d. unicorn
2. *Free response*
3. *Free response*

Comprehension

- A.** 1. a 2. b 3. a 4. a 5. b
- B.** 1. The shoemaker said this. The next day, he found that someone had made a beautiful pair of shoes using the leather during the night.
2. They hid themselves in the workshop to find out who had been making the shoes during the night.
3. The shoemaker's wife said this. She was talking about the clothes of the little elves. She and the shoemaker made new clothes and shoes for them.
- C.** *Free response*

Grammar

- A.** 2. but 3. but 4. and 5. and 6. but 7. but 8. and
- B.** 2. We may go to Ooty or Shimla.
3. You can watch television or read a book.
4. I will eat chapatis or rice.
5. We can buy the coat or the bag.
6. She will bake a cake or make a pudding.

Vocabulary

1. night after night 2. at the stroke of 3. jumped for joy 4. in a wink
5. back and forth

Listening

Listening text

Listen to a story from the Panchatantra. Then, answer these questions.

Once upon a time, there lived a donkey called Uddhata. During the day, Uddhata carried bags of clothes for a washerman. At night, the washerman let Uddhata free. Uddhata then broke the fences of nearby farms and ate the vegetables growing there. One night, Uddhata met a jackal who was also trying to break into a nearby farm. They became good friends. Soon, Uddhata and the jackal were going to farms together at night. One night, Uddhata said to the jackal, "I am very happy tonight. I feel like singing. What shall I sing?" The jackal warned him, "Be quiet. We are thieves. Your voice will wake up the farmers who are sleeping, and we will get caught!" Uddhata did not listen. As soon as he began to sing, the jackal ran as quickly as he could and hid himself. The farmers woke up when they heard the donkey. They knew he had been eating their vegetables. They beat him with a long

stick and chased him away from the farms. The donkey learnt his lesson that night, and stopped stealing from others.

- Answers:** 1. Uddhata carried bags of clothes for a washerman during the day.
2. Uddhata went into farms at night.
3. Uddhata made friends with a jackal.
4. The jackal hid himself because Uddhata started singing.

Writing

I hid behind the curtain in my workshop. It was midnight. I wanted to see who had been coming into the workshop and making the shoes. Suddenly, two little elves jumped in through the window. They went to the bench and started working. They looked happy, but their clothes were shabby. They did not have shoes. I felt sad for them. I decided to help them because they had helped me so much.

Suggested answer. Accept any logical answers.

Punctuation

1. Anita, Rakesh, Lalita and Poonam went to watch a film together.
2. What is the name of that small, black fish?
3. You will need to bring your pencil box, a long ruler and an exam pad from tomorrow.
4. Our school will send Rahul, Aamir, Diya and Pooja for the dance competition at Kala Mandir.
5. Daniel ate an apple, two slices of toast and four slices of cheese at breakfast.

ANSWER KEY TO WORKSHEET 4

- A.** 1. loudly 2. slowly 3. quickly 4. beautifully 5. carefully 6. sadly
B. 1. but 2. or 3. and 4. but 5. and 6. or 7. or 8. but 9. and
C. 1. sit 2. quiet 3. night 4. field 5. bucket
D. 1. a. cookies b. wore c. rushed
2. Rita was sad because she wanted to go outside and play but it was raining.
3. Mother wanted Rita to help her make some cookies.
4. Mother's idea was to tell Rita to get her rubber boots, raincoat and rain hat so that she could play in the rain.
5. *Free response*

QUESTION BANK

The Elves and the Shoemaker

A. Answer in brief.

1. What was the only thing that the shoemaker and his wife had in their house and why?

Ans: The only thing that the shoemaker and his wife had in their house was leather for one pair of shoes, as they were very poor.

2. What did the shoemaker do when he found a beautiful pair of shoes on the bench?

Ans: The shoemaker sold the shoes for a good price and bought leather for two pairs of shoes. That night, he cut out the leather and went to bed.

3. What did the shoemaker and his wife do for the helpful little elves?

Ans: The shoemaker made some shoes for the elves as their feet were bare . His wife made some clothes as their clothes were old and shabby.

B. Answer in detail.

1. What happened night after night when the shoemaker left the cut leather pieces on the bench? How did it change their life?

Ans: Night after night, when the shoemaker left the cut leather pieces on the bench, the next morning, he found the shoes finished, as if by magic. Soon he became very rich as the shoes he sold were very beautiful and were made well.

2. What did the shoemaker and his wife see when they hid themselves in their workshop one night?

Ans: When they hid themselves in the workshop, at the stroke of midnight, they saw two little elves jump in through the window. They skipped and danced up to the bench, sat down with their legs crossed and began to work on the leather.

3. Describe the night when the shoemaker and his wife left gifts for the elves.

Ans: That night, when the tiny elves went skipping and dancing to the bench, they saw the tiny clothes and shoes, they clapped their hands and jumped for joy, then put on their new clothes and shoes and skipped out of the window.

C. Choose the right answer.

The shoemaker and his wife thanked the elves by

- a. clapping their hands to make them happy.
- b. buying shoes and clothes from a shop for them.
- c. making shoes and clothes for them.

Ans: c

D. Read the lines and answer the questions.

1. *"How strange," said the shoemaker. "But I will sell these so we will have some money."*

- a. What was strange? Why?
- b. What did the shoemaker want to sell?
- c. What did he want to buy with the money?

Ans: a. When the shoemaker saw a beautiful pair of shoes, he thought it was strange as he had left on the bench only a piece of leather cut out and ready to be made into shoes the next morning. But he found that the shoes were already stitched and ready the next morning.

- b. He wanted to sell the shoes that the elves had made.
- c. He wanted to buy leather for two more pairs of shoes, from the money he got.

2. *"What can we do for those helpful little elves?"*

- a. Who asked this and to whom?
- b. What did his wife answer?
- c. What did they make for the elves?

Ans: a. The shoemaker asked this question to his wife.

- b. His wife said that she wanted to make some clothes for the elves as their clothes were old and shabby.
- c. They made tiny clothes and shoes for the elves.