

A TREE'S CHILDHOOD

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

Learning Outcomes

- To infer that trees have a life too
- To value the idea of co-existence
- To recognise the underlying message

Pre-reading



This focusses on *assessment for learning*. The images help students connect with the trees and understand them as *givers*. This will help realise that these are fellow living creatures who help us live, and that in turn, we need to help them survive.

Begin by asking students whether they have thought about trees beyond the fact that

they exist in their compound or on the street or in parks.

Ask students:

Have you ever wondered what happens when a tree is cut, does it feel pain, does it communicate?

Let students share their thoughts.

- B. Let students share with the class, all that we benefit from trees.

READING

Students read to comprehend, scan for details and list

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

Draw two columns on the board and write the given questions on the left column. Tell students that they should help you fill in the

relevant details on the right, to complete the table.

During the course of the reading activity, let students scan for details and fill in the details on the right.

Note: The details given are for the teacher's reference.

1. Can a tree feel and speak?	<i>It can feel and speak</i>
2. Who does a tree speak to every day?	<i>Speaks to the birds, the little and the large animals</i>
3. What hurts it?	<i>When Gajraj rubs his head against its trunk</i>
4. How does it solve the problem?	<i>By moving its branches and rubbing Gajraj's back</i>
5. What does it love having around?	<i>Birds and butterflies</i>
6. What is its advice to Gajraj?	<i>We must respect all creatures, however big or small they might be and learn to live with them all</i>
7. With whom does it share a special relationship?	<i>Bansuri</i>
8. Why was Bansuri special?	<i>They grew up together. It watched Bansuri caring for the plants</i>
9. What could the tree give Bansuri?	<i>Shade</i>
10. What do we learn from this story?	<i>That we should care for all of God's creations. We should love and respect our fellow creatures however different we might be.</i>

- You might wonder, “Can a tree feel or speak?” ... learn to live with them all.

Ask students:

Who is the tree talking to? What is the author trying to say? Is he saying that the trees can communicate? Do you agree with this? Why is the tree speaking to us? (So that it sounds real and we are able to understand the message better) When does the tree feel pain? (When the elephant rubs his head against its trunk) How does the tree help the elephant? Does the elephant appreciate this? How? The elephant says that he cannot see the butterflies because they are small? Do you agree with this? (No, we can see them even if they are small) What do we learn from this? (That we should not ignore God’s creations however big or small they are. We should respect them)

Let students fill numbers 1—6 in the right column.

Assessment for learning. Students are led into learning the different sounds animals make.

An elephant trumpets. What sound do the following animals make? lions, snakes, horses, cows, ducks (Lions: roar, Snakes: hiss, Horses: neigh, Cows: moo, Ducks: quack)

- *It was not only... in my shade.*

Ask students:

By making the girl say, ‘the plants are thirsty’ what is the author trying to tell us? (that they need their food just as much as we do) Was Bansuri a gentle and caring girl? How will you describe her? Why did the tree wait for Bansuri every day?

Let students fill in the remaining details and complete the table.

Assessment for learning Students are made aware of how a grandmother is addressed in languages other than their own.

What do you call your grandmother in your home language?

Post-reading

Generate a discussion on how we can care for plants and trees and help make this place greener.

GRAMMAR

Adjectives

Bring some colourful pictures to class. For example, a tall tree, a beautiful rainbow, a cute baby, a fat cow etc. Show the pictures to the students to describe the pictures one by one and write down the sentences on the board.

That is a *tall* tree.

It is a *beautiful* rainbow.

Ask students to identify the nouns. Now ask them which word describes the noun. They will easily identify them.

Tell students:

- that these are **adjectives**; words that describe the noun.
- that adjectives need not always be placed before a noun. They can also be written as:
 - That tree is *tall*.

- The rainbow was *beautiful*.
- The cake looks *yummy*.

The adjectives are placed after linking verbs such as *is, was, become, look* or *seem*.

VOCABULARY

Words used as nouns and verbs

Frame sentences with the following sentences to show how they are used as verbs as well as nouns:

back, balance, balloon, charge, lock, permit,

Example: shampoo

My mother bought me a new bottle of *shampoo*. (noun)

Did you *shampoo* your hair today? (verb)

Explain with the help of the examples that there are many words that can be used both as verbs as well as nouns.

Brainstorm for a few more words that take on both forms and list them on the board.

Let students identify the nouns and verbs in the given exercise.

LISTENING

Dictation

The listening task helps students stay focused and improves their concentration abilities.

Tell students that they are going to listen to a text selection; the audio will be played twice. The first time they have to listen carefully. When it is played for the second time they have to write the sentence in their notebook as they listen.

SPEAKING

Asking for permission

The speaking task focusses on *assessment as learning*.

Students learn to communicate politely while requesting permission to do or have something.

Direct students to use the target words (*may, can, could,*) while asking for permission while they role-play the task.

Encourage students to use the right intonation.

Monitor the activity and guide if required.

WRITING

Informal letter

The writing task focuses on *assessment as learning* as it helps students learn the format of informal letter-writing while they do the task.





Note: Help students set their objectives (*Why do I want to write this?*) Guide students through every step. Share the sample passage and guidelines with them but encourage them to write their own composition.

Whom do I write informal letters to?

To people whom I feel close to (best friends, grandparents, brothers and sisters, cousins...)

How do I write an informal letter?

Generally speaking, informal letters are written as we speak.

Follow a few simple guidelines:

Write your address on the top left side of the page.

Leave space and write the date below the address.

How do I begin my letter?

Begin your letter with a cheerful salutation/greeting:

Hello.../ Dear.../ Hi ...

Start with an informal introduction in the next line. Remember to leave some space before you do.

Thanks for your letter. It came as a surprise. I really enjoyed reading it. / I'm so sorry for replying so late. I was busy with my exams. / How are you? I hope everything is fine out there...

What is the body of a letter?

The body of the letter is the main and largest part of a letter. It is made up of one or more paragraphs in which the main idea of the letter is conveyed.

Here, write all that you want to convey. Space your words well and write in a clear legible way. Show a steady flow of content while you write.

How do I end my letter?

If you want to, you can end it in an informal manner.

I must go now, need to clean up my room/ Must rush, got a few errands to run/ Guess I'd better say bye because...

Do stay in touch,/ looking forward to seeing you, / Can't wait to hear from you...

Sign off in a short sweet way

Lots of love / love / best wishes, hugs, take care

xxx

STUDENTS' BOOK ANSWER KEY

A Tree's Childhood

Pre-reading

A. 1. banana tree 2. pine tree 3. banyan tree 4. mango tree 5. orange tree

Comprehension

A.

1. <i>You must have seen Gajraj, the elephant. Sometimes when he comes, he rubs his head against my trunk. I then tell him, "Not so hard, brother, <u>my bones are crumbling</u>. If you wish to eat my leaves, please break them gently. Please don't break my branches."</i>	Why did the tree ask Gajraj to be gentle?
2. "Brother," I replied, "see how lovely they are. Their twittering is like music. I like the colourful butterflies as well. Don't you like them too?" <i>"I'm so huge and the butterflies are so tiny. How would I even see them?"</i> laughed brother Gajraj.	Why did Gajraj not like butterflies as much as the tree did?
3. <i>She always had a little cup in her hand. On her way back home, she would water the plants with it.</i> <i>Bansuri would tell her grandmother, "The plants are thirsty, Grandma, but they cannot tell us because they cannot speak."</i> <i>Her grandmother laughed.</i>	Why did Bansuri water the tiny plants on her way back home?
4. <i>I used to watch and wait for her to come every day. I used to enjoy listening to her chatter. Sometimes, she would gently touch my branches with her little hands as though she was extending a hand of friendship.</i>	Why did the tree think that Bansuri wanted to be his friend?

- B.**
1.
 - a. We can hear the sound of the tree's voice in the murmuring sound of the breeze.
 - b. The birds come to rest on the tree's branches.
 2.
 - a. The elephant said this to the tree.
 - b. He rubbed his head and back against the tree's trunk.
 3.
 - a. The people of the nearby village were friends with the tree as well.
 - b. The tree had a special friendship with Bansuri.
 4.
 - a. She used it to water the little plants on her way.
 - b. Her grandmother laughed. "How many plants can you water with this tiny cup, silly one?"
 5.
 - a. The speaker waited for Bansuri to come every day because the speaker, the tree, enjoyed listening to her chatter. Sometimes, she would touch its branches with her little hands as though she was extending a hand of friendship.
 - b. After they both grew up, Bansuri used to come to the river with her friends. They used to laugh and sing and talk. After their bath, Bansuri and her friends would rest in the tree's shade.
- C.**
1. *Suggested answer (accept any logical response):* Yes, the elephant also regarded the tree as his friend. He always came to the tree to cure his itch.
 2. *Suggested answer (accept any logical response):* Bansuri was a loving and caring little girl. She was very thoughtful and tried to water as many plants as she could with her little cup.

Grammar

- A.**
1. Ishan is a smart boy.
 2. After the game, Druv's mother gave us some hot milk to drink.
 3. The little boy was crying because he lost his red bag.
 4. Amy does not like sour candy.
 5. Mother asked me to keep some fresh flowers on the table.
 6. Shruti is the girl with curly hair.
- B.**
1. Deepak has many trophies.
 2. The three cats have run away.
 3. You must add a lot of sugar to Rakesh's tea.
 4. Soham has enough notebooks for this school year.
 5. Rohini poured some orange juice for herself.
 6. All students must sit for this exam.
- C.**
1. That cat is (brown).
 2. The pizza was (big).
 3. The cake looks (delicious).
 4. Rehan is (hungry).
 5. The tea became (cold).
 6. The stew smells (good).
 7. Vishal's kitten grew (big).
 8. Harsha kept (calm).

Vocabulary

1. a. Srikant **drinks** milk every morning. V
- b. There are some **drinks** in the refrigerator. N
2. a. "I need to **call** my parents," said Abha. V
- b. Her parents were waiting for her **call**. N
3. a. The children are playing in the **park**. N
- b. We **park** our car outside the house. V
4. a. I **brush** my teeth every day. V
- b. She paints with a small **brush**. N
5. a. Samara and her father will **paint** the wall. V
- b. There is some **paint** left in the bottle. N
6. a. Victor loves the **colour** of his uniform. N
- b. Natasha loves to **colour** pictures. V

Listening

Dictation

1. February is the second month of the year.
2. In most parts of India, it is also the first month of spring.
3. It is the shortest month. It is the only month with fewer than 30 days.
4. February has 28 days in normal years.
5. But after every 4 years, it has 29 days.

Writing

Free response

A 2/84

Janakpuri New

Delhi-64

the place where you live

22 July, 2023

date (22nd July, 2023)

Dear Amaira,

name of your friend

Thank you for inviting me to stay at your home. I had a wonderful time. I really enjoyed playing Scrabble with you and your brother. Your brother also taught me how to play Spot It—it was such an interesting game.

Which games did you and your friend play?

You have a great collection of films. We had so much fun watching that film about the Minions. We almost fell off the couch laughing.

Write about other things you did. Did you watch a film, or a cartoon?

The food was delicious. Your mother is such a good cook. She made so many tasty treats for us.

Write about the things that you ate.

I am glad that I could come and stay with you.

With love,

Apoorva

your name

Spelling

1. knife

2. match

3. hymn

4. listen

ANSWER KEY TO WORKSHEET 11

A. 1. red 2. small 3. smart 4. huge 5. purple 6. little

B. 1. The breeze feels nice.

2. The music is loud.

3. My cat is hungry.

4. The pizza smells delicious.

5. This bag looks heavy.

6. Javed is angry.

C. 1. Rahul did not **drink** the milk. V

2. Anshu loves the **colours** of the rainbow. N

3. Tanya **locked** the door. V

4. **Colour** the picture the way you like. V

5. The **drinks** are in the fridge. N

6. Where did you keep the **lock**? N

D. Free response

QUESTION BANK

A Tree's Childhood

A. Answer in brief.

1. Who does the tree speak to, everyday?

Ans: Every day the tree speaks to the birds that come to rest on its branches. It also speaks to the little animals and the large animals that live in the jungle.

2. What did Bansuri do when she grew up?

Ans: When she grew up, Bansuri would come to the river with her friends. They would laugh, sing and talk. After their bath, they would rest under the shade of the tree.

B. Answer in detail.

1. With who did the tree have a special friendship and why?

Ans: The tree had a special friendship with Bansuri, a little girl who lived in the village. She loved plants and watered them with her little cup. The tree used to enjoy listening to her chatter and sometimes, she would gently touch its branches with her little hands as though she was extending a hand of friendship.

2. What did Gajraj do when he came to the tree?

Ans: When Gajraj came, he rubbed his head against the tree trunk. He ate the leaves and sometimes broke the branches. When his head and back itched and wanted to scratch himself on the branches of the tree, the tree moved its branches and rubbed his back for him. Gajraj swayed his trunk with pleasure and trumpeted loudly to thank the tree.

C. Choose the right answer.

Gajraj rubbed his head against the tree because

- a. he wanted to get rid of his itch.
- b. wanted to break a few branches.
- c. shake it and eat the leaves.

Ans: a

D. Read the lines and answer the questions.

1. *"Why do you love these birds so much? They even make nests in your branches."*

- a. Who asked this and to whom?
- b. What do birds make in the branches of the tree?
- c. Why did the tree love birds so much?

Ans: a. Gajraj asked this to the tree.

b. Birds make nests in the branches of the tree.

c. The tree loved birds as they were lovely and their twitter was like music.

2. *"Not so hard, brother, my bones are crumbling. If you wish to eat my leaves, please break them gently. Please don't break my branches."*

a. Whose bones were crumbling?

b. What did it request Gajraj?

c. What did it ask Gajraj not to break?

Ans: a. The tree's bones were crumbling.

b. It asked Gajraj to break its leaves gently.

c. It asked Gajraj not to break its branches.