

MR JEREMY FISHER

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

Learning Outcomes

- To visualise the scenes with the help of the illustrations
- To recognise the idea of coexistence
- To learn the names of some fish



Pre-reading

This focusses on assessment for learning. Students are led into the joys of a rainy day and relate to the fun that such a weather brings.

Let students study the pictures and answer the questions. Allow free response.

Next, generate a discussion with the help of the following questions:

1. *Where do frogs live?* (Near lakes, ponds and streams)
2. *Why do we see so many frogs on the roads when it rains?* (They need to keep their skin moist which is necessary for their survival.)

READING

Students read to comprehend, predict, scan for details and apply

Instruct students to work in pairs and read the story in parts (as specified), studying the illustrations at the same time. Once they complete reading, read the text aloud / Play the audio track and pause after the specified images.

- Read the text for the first two images. Read and explain the glossed words.

Ask students:

Who is Mr Jeremy Fisher? Where did he live? Why was his house damp? (Frogs live in damp places) *Why was he happy when he saw rain? Why was he going fishing?* (To get food for himself and perhaps for his friends if he caught more fish) describe Mr Fisher. (Was Green and dressed smartly; was a happy and friendly frog)

Help students summarise what they have read. Explain that they should now write the story (in parts) in short and crisp manner. Write the first part to help them get started.

Note: The given example is for the teacher's reference.

Jeremy, the frog, decided to go fishing to catch minnows for dinner. He planned to invite his friends for dinner if he caught more than five fish.

- Read the text for the next three images 'Mr Jeremy put on a raincoat, ... It was covered with spines!'

Ask students:

How did he get ready for the fishing trip? Why did he do high hops? Would a tortoise do the same? How do you think his friend Ptolemy would move? Describe the boat in which Jeremy sat. How did he prepare himself for the fishing activity? What did he happen to catch? Do you think he would be happy? Why / Why not?

Help them summarise the text in the next three images. Brainstorm for the summary and write the most appropriate response on the board.

Jeremy got ready and sat for a long time in his boat, which was a leaf and caught a stickleback instead of a minnow which was covered with spines.

- Read, 'The stickleback tossed and turned ... swallowed was Mr Jeremy's galoshes.'

Ask students:

How did Jack Sharp escape? Why were Jeremy's fingers sore? Why did the trout not eat him?

Let them continue to summarise.

Jack Sharp the stickleback escaped and jumped back into the water. While Jeremy sat sucking his sore fingers, a big trout caught Jeremy and dived to the bottom of the pond. But it soon spat Jeremy out because it did not like the taste of the raincoat.

- Continue with the reading exercise till the end.

Ask students:

How did Jeremy manage to get back to the shore? Why did he say 'What a mercy that was not a pike'? Why was he afraid of the pike? What was on the menu for dinner? Why was his raincoat in tatters? Did they enjoy their dinner?

let students summarise the last part.

Mr Jeremy swam back to the shore and reached home. His friends came home and they had a good meal together.

Post-reading

Work in groups and write the story in your own words.

You may begin like this: *Mr Jeremy Fisher was a happy little frog who lived...*

GRAMMAR

Definite and indefinite articles

Play an alphabet game for this concept. Give students numbers from 1 to 26 and the letter of the alphabet to match. (Repeat the numbers if you have more number of students or you may pair them up.)

Instruct them to make a noun starting with the letter given to them.

Model a few words.

Ask the first student to say aloud her/his word and give the class a choral drill. Do the same with the rest of the words. Stress on the first syllable of the word (This is to make sure that students differentiate between the consonant and vowel sounds.) Recap / Explain vowels and consonants.

Write the words on the board for each alphabet. Give a special drill for the vowel sounds and ask them to repeat it.

Explain that we use *an* before vowel sounds and *a* before consonant sounds. Ask students to look around the room and list as many things as possible in five minutes. Put them in groups to do this activity. Let all the groups read out their list. You may make corrections if necessary.

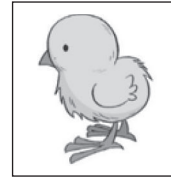
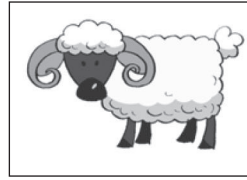
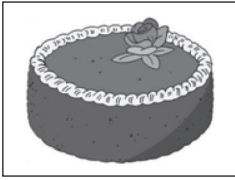
(Help them with irregular plurals.)

Draw two columns and list the things under them. Use *a/an/the* in your list and explain to them that we use *a/an* for singulars and *the* for plurals. One: *a blackboard, a duster*; More than one/many: *the girls, the boys*

Now introduce them to the concept of using *the* for objects we have already mentioned. Narrate a story to teach this. You may even give the story to them as handouts and ask them to underline *a/an/the*. You may use a story from their *Coursebook* for this activity.

VOCABULARY

Describing words



Ask students to look at the pictures and describe them using one word for each picture.

Write the responses on the board. Now ask them to frame sentences using those phrases.

LISTENING

Post-listening

Tell students that they are going to listen to a poem about a frog. They have to then complete the passage in the Reader.

Play the audio track and let students fill in the blanks as they listen.

Play it once again for the benefit of those who could not comprehend it the first time.

Review the answers.

SPEAKING

Role-play

The speaking task focusses on *assessment as learning*. Students learn as they communicate, how to greet people who come home.

Brainstorm with the class on how you would greet a friend whom you invite to dinner.

Write these sentences up on the board.

'Such a pleasure to have you over!

'How have you been?'

'It's been a long time since we met!'

Also write down the sentences that come up from the students.

Enunciate these sentences with the correct intonation and let the class repeat after you.

Divide the class into pairs. Direct each pair to role-play the conversation. You may also ask a pair to come forward and demonstrate.

Monitor the activity

WRITING

Story with visual clues

The writing task helps students learn to write a story with the help of visual clues. Students are geared into organising and sequencing the events given which in turn will help them write the story.

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

Ask students, 'What is the first thing that you read or notice in a story?' (The title) Point out that it is the title that attracts a reader to the story.

Talk to the class about the story of the fox and the crow. Most of them would have read or heard about it.

Now write these on the board and ask, 'Which is better: The Fox, The Fantastic Fox, The Cunning Fox?' 'Which one would you prefer the least?'

Ask, 'Now, what do you expect in a story?' Brainstorm with the class – write down the answers on the board. Compile those to include:

- a problem or a plot
- characters
- background setting
- solving the problem
- ending

So, in short, the story will have

- a beginning
- a middle
- an end

Having said this, ask students to study the illustrations and form their own idea of a story, which they have to write. Tell them that they have to write in a minimum of three paragraphs.

The first will be the beginning; the second, the middle; and the third the end.

STUDENTS' BOOK ANSWER KEY

Mr Jeremy Fisher

Pre-reading

Free response.

Comprehension

- A.**
1. Mr Jeremy Fisher was a frog. He lived in a little damp house amongst the buttercups at the edge of a pond.
 2. The two friends of Mr Jeremy Fisher were Mr Ptolemy Tortoise and Sir Newton, the newt.
 3. The big trout held Mr Jeremy, and then it turned and dived down to the bottom of the pond.
 4. The trout was unhappy with the taste of Mr Jeremy's raincoat.
 5. Mr Ptolemy Tortoise brought a salad with him in a bag. And instead of a nice dish of minnows, they had a roasted grasshopper with lady-bird sauce.

- B.** 1. a. He planned to invite his friends, Mr Ptolemy and Sir Newton, for dinner.
b. Mr Ptolemy ate only salad.
2. a. He was going to the place where he kept his boat.
b. Mr Jeremy put on a raincoat and a pair of shiny galoshes.
3. a. When Mr Jeremy dropped in the bait, there was a bite almost directly. He thought he had caught a minnow.
b. Mr Jeremy wanted to catch a minnow. But instead of a smooth fat minnow, Mr Jeremy landed little Jack Sharp, the stickleback.
4. a. Mr Jeremy was sad because he thought he had caught a big minnow, but it turned out to be a stickleback.
b. When he bent down to look into the water, a great big trout came up and held Mr Jeremy, and then it turned and dived down to the bottom of the pond.
- C.** a. *Suggested answer (Accept any logical answer):* If Mr Jeremy would have caught a pike, it would have swallowed him and he would not have been able to get away.
b. *Free response*

Grammar

- A.** 1. an 2. a 3. a 4. a 5. An 6. an

- B.** 1. I saw a man in his house. The man was wearing a hat.
2. I had bought a book from that shop. The book was very good.
3. Sheeba has an umbrella in her bag. The umbrella is blue and yellow in colour.
4. The principal of our school is very strict.
5. Jiya eats an apple every day.
6. Vishal is watching a film. The film is nice. I have watched it already.

Vocabulary

1. It was a dark night, but I could still see the man's shiny shoes.
2. Grandmother told us a strange story. None of us had heard such a story before.
3. The monkey did not come near because Grandpa had a long stick in his hand.
4. Sarah cut her hand while playing with a sharp knife.
5. I know he has taken a shower. He has damp hair.
6. Mr Jay was wearing a black tie.

Listening

¹Tiny Tim is the name of the speaker's frog. The speaker put him in the ²bathtub to see if he could ³swim. He ⁴drank up all the water and gobbled up the ⁵soap. When the frog tried to talk, he had a ⁶bubble in his throat.

Writing

Suggested answer

Once upon a time, there was a boy named Jack. He lived in the village with his mother. One day, Jack's mother asked him to sell their cow in the market. When Jack was on his way

to the market, he met an old man. The old man asked Jack where he was going. Jack told him that he was going to sell his cow. The old man asked Jack to give the cow to him and offered magic beans in return. Jack agreed.

Jack returned home and sowed the magic beans. The beans grew into a huge beanstalk. Jack climbed the beanstalk. He found a castle on the top. Jack quietly entered the castle. There was a giant inside the castle. Jack found a hen that laid golden eggs. He took the hen and began to climb down the beanstalk, but the giant saw him stealing the hen. The giant chased Jack. Jack quickly came down and chopped down the beanstalk with an axe. The giant could not catch him.

Dictionary Work

1. essential – very important
2. enormous – huge
3. eager – wanting to do or have something very much
4. famous – known or recognised by many people
5. fierce – frightening or very powerful
6. flexible – able to change or bend easily
7. fortunate – lucky
8. furious – very angry

ANSWER KEY TO WORKSHEET 7

- A.** 1. a 2. an 3. a, The 4. an 5. a
6. an 7. the 8. an 9. a 10. an
- B.** 1. sharp 2. long 3. dry 4. tiny 5. round 6. damp
- C.** *Free response*

QUESTION BANK

Mr Jeremy Fisher

A. Answer in brief.

1. What did Jeremy plan to do when he saw large drops of rain splashing in the pond?

Ans: Jeremy planned to go fishing and catch minnows for dinner and if he caught more than five fish, he decided he would invite his friends Mr Ptolemy Tortoise and Sir Newton.

2. How did Jeremy prepare to go fishing?

Ans: Jeremy put on a raincoat, and a pair of shiny galoshes. He took his rod and basket, and set off with high hops to the place where he kept his boat.

B. Answer in detail.

1. Describe Jeremy's boat. How did he end up catching a stickleback instead of a minnow?

Ans: Jeremy's boat was round and green like the lily-leaves. He sat in his boat, arranged his fishing tackle and waited in the rain for nearly an hour. Once or twice, something moved about with a splash amongst the grass at the side of the pond. He dropped in the bait again, and instead of a smooth fat minnow, he landed little Jack Sharp the stickleback.

C. Choose the correct answer.

Jeremy was shocked to see a _____ when he looked down into the water.

- a. stickleback
- b. trout
- c. pike

Ans: b

D. Read the lines and answer the questions.

2. *"What a mercy that was not a pike!"*

- a. Who said this?
- b. When did he say this?
- c. What do you think would a pike have done to Jeremy?

Ans: a. Jeremy said this.

b. He said this after a trout spat Jeremy out.

c. A pike would have eaten Jeremy.