

LITTLE GIRLS ARE WISER

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

Learning Outcomes

- To identify the main idea of the text and justify the title
- To illustrate the story
- To analyse the characters, especially the two girls and the old woman
- To comprehend the values of friendship, forgiveness and love
- To infer the futility of quarrels



Pre-reading

This focusses on *assessment for learning*. The discussions lead students into comprehending the futility of quarrels which is what the story is about.

After the discussions, ask students:

Have you at some point in time had a fight with a friend? Why did you fight? How did you feel after fighting? Was anyone else affected by your

fight? How? Was there a better way to handle the problem instead of fighting? Is forgiveness easy? Why/ Why not? How do you feel when you forgive someone?

Tell students that today's story is about a fight, how it was handled and all the people who were affected because of the fight between two children.

READING

Students read to comprehend, predict and analyse

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

Draw a simple plot table on the board like the one shown below. Let students copy the table in their books. Let them fill in the details during the course of the reading exercise. Prompt with questions if required.

Note: A Plot diagram/table is an organisational tool which is used to map the events in a story. This mapping of plot structure allows readers to visualise the key features of a story (exposition, rising action, climax, falling action, conclusion). It helps students identify the main events and track changes over the course of the narrative and helps hone their analytical skills.

Setting and main characters	Problem	Main events
The turning point	How the problem is solved	The ending

Plot Structure	
Beginning	<ul style="list-style-type: none"> ● Exposition (Introduction, characters, mood and setting) ● Conflict (Primary problem in the story)
Middle	<ul style="list-style-type: none"> ● Rising action (All events that lead to major developments in a story. This exposes the nature of the characters) ● Climax (The turning point for the plot)
End	<ul style="list-style-type: none"> ● Falling action (Talks about all that happens as a result of the climax) ● Resolution (Brings a closure to the story. It may not always be a happy ending.)

- Read from *It was Easter... walked up to them.*



'Sunday best' means someone's best clothes, which they wear to church on Sunday. On which special occasions, do you wear your best clothes? (Free response) This question helps students understand why the girls were dressed in fine clothes and Akulya's concern.

Ask students:

Where does the story take place? Who are the characters in the story? What did the girls want to do? How did Akulya's dress get dirty? Did Malasha do it on purpose? What was the problem? What do you think will happen next? (Let students predict.)

Let students fill in the setting, characters and the problem.

- Read from *She took one look...to float on the puddles.*

Do you think Akulya's mother did the right thing? (Suggested answer, please accept any logical answer: No, Akulya's mother should not have shaken Malasha because it is wrong to hurt others.)

Ask students:

What made Malasha weep? How did Malasha's mother react? Who do you think was right— Akulya's mother or Malasha's? (Allow free response, but let them eventually understand that both mothers were in the wrong.) What did this lead to? Who was the most sensible of the lot? (Akulya's grandmother) What did the children do?

What do you think Akulya and Malasha's mothers should have done differently? (Suggested answer, please accept any logical answer: Akulya and Malasha's mothers could have talked to the girls and stopped the fighting. They should not have argued with each other or the children.)

Let students fill in the main events and the turning point.

- Continue with the reading session till the end.

Ask students:

Who taught who a lesson? Why was this unusual? (Usually children learn from their elders)

Let students fill in the last two segments.

Post-reading

Class discussion:

- What did you learn from the story?
- How can we sort out differences if we disagree over something?

Functions of a Noun (Object and Subject)

Recap nouns with the class.

Proceed to explain that nouns function as **subject nouns** and **object nouns**.

- **Nouns functioning as Subjects**

A subject noun is used as the subject of the verb. It answers the question *who* or *what* about the verb.

E.g.: *Dheeraj walks in the park every morning.* (Dheeraj answers the question: *Who walks?*)

- **Nouns functioning as Objects**

An Object noun is used as the object of the verb. It answers the question *who* or *what* after the verb.

E.g.: *Dheeraj walks his dog in the park every morning.* (*His dog* answers the question: Dheeraj walks what?)

Activity: Sentence Bingo

Preparation: A copy of this table for each group.

Method: Tell students that they need to work in groups and identify the nouns functioning as subjects and objects in these sentences. Tell them to circle the nouns functioning as subjects and underline the nouns functioning as objects.

As they finish each of these stages ask them to shout out "BINGO" and award points if the answer is right

Correct completion of first row

Correct completion of any row / column

Full grid completion

Dina fed the kitten	Sunny plucked some juicy mangoes	Tarun forgot the keys to his room	Kaya is going home on a bike
The man worked the whole day.	Shyam played cricket	The boat sailed into the ocean	This cake is soft and warm
Look at that dog in the car!	This hat is too big!	The bird kept singing.	The parrot ate some crackers.

Answer key

Dina: S; kitten: O

Sunny: S; mangoes: O

Tarun: S; keys: O

Kaya: S

Man: S

Shyam: S; cricket: O

boat: S

cake: S

Dog: O

hat: S

bird: S

parrot: S; crackers: O

VOCABULARY

Collocations

Explain with the help of examples that some words are usually used with certain nouns.

heavy

heavy rain, heavy traffic, heavy snow, heavy taxes, heavy fog

heavy is used for some weather conditions... it is also used for traffic and taxes

Ask students to list out words that go with *great*.

(*great joy, great fun, great pride, great understanding, great strength, great wisdom, great power...*)

Put these questions on the board and tell students to find one word which collocates all the given words.

1. fried, steamed, fresh, raw, frozen, grilled, smoked
2. summer, winter, second (of paint), shabby,
3. smart, long-term, short-term, winning,

Answers: 1 = vegetables (fish/meat), 2 = coat, 3 = plan

Explain the example in the book (*dressed beautifully*) and let students work on the vocabulary exercise in pairs.

LISTENING

Post-listening

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

Tell students to listen to the conversation and number the sentences in the correct order.

Ask students to read the sentences first and underline the key words in the sentence. Play the recording.



SPEAKING

Apologising

This focusses on *assessment as learning*. Students learn to apologise politely and accept apologies as they role-play with their partners.

Ask students how they will respond to an apology after someone has:

- accidentally broken his/her favourite toy.
- not been able to come for their birthday party.

Elicit reactions and responses from the class and ask volunteers to demonstrate the situations and reactions. Ask student for more ways in which people apologise and the responses we may give when an apology is given. Write the answers on the board.

Once students have warmed up to the concept, let them proceed with the task in the Reader.

WRITING

Story-writing with the help of pictures

Allow students to:

- study the situation in the given pictures.
- observe most of the individuals/characters and the situation – what they are doing
- note/mind the “mood” of the characters – it’s very important in story framing!
- look and make a note of the surrounding objects in the picture

Explain the structure of story-writing to the class to help them have a clear vision of what has to be written while framing the story.

The introduction

Introduces the topic/ theme

Body: Paragraphs

The major part of the story revolves around the body, which talks about all the events in the story.

All the paragraphs should be well connected.

Conclusion

Should provide a clear summary of the message conveyed/lessons learnt/problems solved

STUDENTS' BOOK ANSWER KEY

Little Girls are Wiser

Pre-reading

A. Free response.

B. Free response.

Comprehension

A. 1. Akulya and Malasha were dressed in their best clothes because they were celebrating the festival of Easter.

or

Akulya and Malasha were dressed in their best clothes because it was Easter Sunday.

2. When the two girls were playing on the street, Malasha jumped into a puddle of muddy water and accidentally splashed the water onto Akulya’s new frock.
3. Akulya’s mother had scolded Malasha for staining Akulya’s new frock with muddy water. Malasha had begun to cry. Her mother noticed this and began to quarrel with Akulya’s mother after knowing the reason for her daughter’s tears.
4. The quarrel between the two women grew out of control as other men and women in the street joined the fighting. Some supported Akulya’s mother, while others defended Malasha’s.
5. Yes, Akulya’s grandmother tried to stop the fight. At first, no one listened to the wise words of Akulya’s grandmother and continued to quarrel. At last, the old woman

pointed to the two little girls who were playing together again. The people then stopped fighting as they realised their mistake.

6. Akulya and Malasha forgot their quarrel and moved away from the fighting crowd. They began to make paper boats together to float on the puddles. This action of theirs taught the people a valuable lesson that it was better to forgive and forget easily and that arguing over unimportant things was silly and did not get people anywhere.

- B.**
1.
 - a. The speaker is Akulya's mother. She is standing at the corner of a street.
 - b. Akulya's mother asked this because she saw that Akulya's new frock was stained.
 - c. Akulya's mother then caught hold of Malasha and shook her very hard which made Malasha weep.
 2.
 - a. The speaker is Akulya's grandmother. She is speaking to Akulya's and Malasha's mothers and the people who are gathered around them.
 - b. The people were fighting with each other. Some of them were supporting Akulya's mother while the others were defending Malasha's mother.
 - c. The people should be ashamed because the children had forgotten their quarrel and had become friends again while they were continuously fighting with each other over an unimportant issue. They should realise that the children sometimes act wiser than adults and that they forget and forgive easily.
- C.**
1. I think Akulya is more cautious than Malasha because she had said that they should take off their shoes and socks before playing in the puddle. She had warned Malasha that she might otherwise be scolded by her mother.
 2. I think Akulya's grandmother is the wisest person in the story. She tried to explain to the people why they should not fight. Finally, by pointing out to the girls who were playing after forgetting their quarrel, she made them realise their mistake.
 3. (*Accept any logical answer*) The story teaches us a very valuable lesson that it is important for us to forget and forgive easily. Arguing and quarrelling over unimportant things and issues does not take people anywhere and it is best to avoid such unnecessary fights.

Grammar

- A.**
2. S
 3. S
 4. O
 5. S
 6. O

B. Free Response

Vocabulary

- A.** 2. e 3. f 4. c 5. a 6. d
- B.** 2. absolutely 3. perfectly 4. softly 5. tightly 6. clearly

Listening

- a-4 b-1 c-6 d-5 e-2 f-3

Speaking

Free Response

Writing

Answers vary

Sample Answer–

Once, two men went to a shop to buy groceries with their children. Both of them wanted to buy a bottle of milk. The shopkeeper, however, had just one bottle of milk left. Both the men wanted to buy that last bottle of milk. They refused to let the other person have it. They started arguing—“I asked for the bottle first,” said one of them.

“No, you did not, I asked for it before you. The bottle is mine,” said the other man.

The shopkeeper tried his best to stop the two men from fighting. But they kept on arguing.

Meanwhile, the two children looked at each other and smiled. They moved away from their fathers and went outside the shop. They found some sheets of paper on the ground, made paper aeroplanes out of them and started playing with them.

The shopkeeper on seeing this asked the two men to look at their children. He told the men to learn from the children who were playing instead of fighting with each other. The men realised their mistake and were very embarrassed at their behaviour.

Dictionary work

1. ancient, anger, anniversary, annual, answer, antique
2. fuel, function, furniture, fury, fuse, future

ANSWER KEY TO WORKSHEET 3

A. 1. O 2. S 3. O 4. S, S 5. S 6. O 7. S 8. O

B. 1. carefully 2. gracefully 3. quietly 4. comfortably
5. clearly 6. loudly 7. beautifully 8. slowly

C. 1. a. amusement, pleasure b. free time c. well liked, accepted

2. a. A board game is a game played with counters or pieces which can be placed, moved across or removed from the board.

b. Board games are a good source of entertainment because they are suitable for all ages.

c. Board games became popular when people began to have more time for leisure and also had the money to spend on them.

d. Three reasons why it is easy to play board games on a computer are they require less space, they do not have to be set up before we play and they do not have to be cleared away when we have finished playing them.

e. It is interesting to play board games on computers because board games can be played against a computer. If we do not have a partner to play with, we can play online with players who live on the other side of the world.

3. *Free Response*

QUESTION BANK

Little Girls are Wiser

A. Answer in brief.

1. What were the two little girls dressed in? (*Little Girls are Wiser*)

Ans: The two little girls were in their Sunday best—Malasha, the younger of the two, was dressed in a bright blue frock, while Akulya, the older girl, wore a pretty yellow one.

2. What did Akulya advise Malasha to do before stepping into a puddle and why?

Ans: Akulya advised Malasha to take off her shoes and socks before stepping into a puddle because she was sure that her mother would scold her for dirtying them.

B. Answer in detail.

1. What did the girls do while the adults were fighting and what did the adults learn from this?

Ans: While the adults were fighting, Malasha and Akulya had moved away from the fighting crowd. They became friends again and began to make paper boats together to float on the puddles. The adults learned that, children forgive and forget easily, unlike adults. They also realised that arguing over unimportant things was silly and did not get people anywhere.

C. Read the lines and answer the questions.

1. *“Don’t, Malasha. Your mother will scold you for sure! Let’s take off our shoes and socks first.”*

- Who is the speaker and who is she speaking to?
- Did Malasha listen to her?
- What was the result of Malasha’s action?

Ans: a. The speaker is Akulya and she is speaking to her young friend Malasha.

b. No, Malasha did not listen to her. She was so excited that she plumped her foot in the muddy puddle.

c. The muddy water splashed onto Akulya’s new frock and stained it.

2. *“It is not my fault, Mother.”*

- Who is the speaker and who is she speaking to?
- Whose fault, was it?
- What did Akulya’s mother do?

Ans: a. The speaker is Akulya and she is speaking to her mother.

b. It was Malasha’s fault.

c. Akulya’s mother caught hold of Malasha and shook her hard.

D. Answer in brief. (Think and answer)

1. Do you think Akulya’s mother should have scolded Malasha? Why or why not?

Ans: Akulya’s mother should not have scolded Malasha as she had not splashed muddy water on Akulya’s frock purposely. She should have gently told her to be careful while playing.

2. *‘They bent their heads in shame and returned silently to their houses.’* What did Akulya’s grandmother say, which made them feel ashamed?

Ans: Akulya’s grandmother told the people who were fighting to take a look at the children. They had become friends again, but the adults were still fighting. She questioned whether they were not ashamed for not setting a good example to the children.

E. Answer in detail. (Think and answer)

1. Do you think, the title of the lesson 'Little Girls are Wiser,' suits the lesson? Give your reason.

Ans: Yes, the title of the lesson 'Little Girls are Wiser,' suits the lesson as the two little girls forgot their quarrel, became friends again and started playing together. On the other hand, what started as a small mistake on the part of Malasha, grew into a big fight between their mothers, with other women and men joining in. There really was no reason for them to fight over such a small issue.