

THE GRATEFUL SNOW CRANE

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

Learning Outcomes

- To trace the sequence of events
- To observe how the act of kindness was a blessed one
- To analyse the nature-trait of the old man.
- To note how the kind act leads to the quality of gratefulness



Pre-reading

This focusses on *assessment for learning* as it helps students touch upon the quality of kindness and comprehend the goodness of the old man and why he is rewarded.

Generate a discussion with the given questions and encourage students to state the reasons for their choice but make them understand that being helpful and kind is a quality one should adopt.

READING

Students read to comprehend, predict and analyse

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

Write the title on the board and ask students what the story could be about. Allow free response. Students are bound to say that it would be about a snow crane paying back some one's kindness. Next, ask them which word tells us so. (Grateful).

Proceed to tell students that they would now be reading about who helped the crane and how they were repaid.

- *Long, long ago...towards the mountains.*

Ask students:

How did the old man earn their living? What did he find on the way? How did he help? How did the snow crane thank the old man?

What words would you use to describe the man? (Suggested answer, please accept any logical answer: The man was kind, helpful and affectionate.)

This question focusses on *assessment for learning* as it helps students analyse the character and grasp why the old man should be rewarded.

- *That day...the old couple promised.*

Ask students:

Why could the old man not sell any firewood? What happened when they were having tea? How did they treat the girl? Was the old woman as kind as the old man? (Yes) What did the girl give the old man and what did she ask him to do?

Discuss: *Do you think she is hiding some secret? If so, what is it?*



Why do you think the girl asked for silk yarn?

(Suggested answer, please accept any logical answer: The girl wanted to make something with the silk yarn to help the old man and the old woman because they had very little money to buy food. OR The girl wanted to make a kimono/cloth for a kimono to help the old man and the old woman because they had very little money to buy food.)

Tell students that a kimono is a loose-robbed attire worn in Japan.

- *The girl went in...snow crane daughter.*

Tell students:

- what the girl came out with, on the third day.
- how she kept helping the couple.
- What the old woman did and how this disclosed the secret of the crane.
- about the happy ending.

Did the young girl make the lives of the old couple better? Do you think she had repaid the old man's kindness? (Free response)

Discuss:

Do you think the title is apt for the story?



Post-reading

Put up a flow chart on the board. Let students copy it in their notebooks.

Ask students to help you fill in the sequence of events in the story. This will help students organise events in the right order while they share their responses.

Prompt with relevant questions.

The Grateful Snow Crane

- | |
|---|
| 1. An old man saved a snow crane from a hunter's trap.
[Hint-question: <i>Who saved who?</i>] |
| 2. On a stormy night, the old man and his wife heard faint cries and found a young girl shivering in the cold.
[Hint-question: <i>What happened on a stormy night?</i>] |
| 3. They had no food and so the girl gave the old man a few gold coins and asked him to get some food and silk yarn.
[Hint-question: <i>What did the girl give the old man and ask him to do?</i>] |
| 4. The girl took the yarn and weaved a shimmering silk cloth. She asked the old man to sell it. The old man sold it and earned good money.
[Hint-question: <i>What did she come out with on the third day. How did the old man make money?</i>] |
| 5. The old woman wondered how someone could weave such rich cloth without food and drink. She was curious and so looked through a chink in the window.
[Hint-question: <i>Why did the old woman peep into the room?</i>] |
| 6. She yelled in shock when she saw a crane in place of the girl.
[Hint-question: <i>What did the old woman see?</i>] |
| 7. The girl heard her and told them that she wanted to repay the kindness shown by the old man.
[Hint-question: <i>What explanation did the girl give?</i>] |
| 8. She then gave them enough silk to sell and live happily ever after and flew away.
[Hint-question: <i>How did the old couple carry on with their lives happily?</i>] |

GRAMMAR**Subject-verb agreement**

Review the concept of subject and predicate.

Write a few sentences on the board and let students identify if the subject in each sentence is singular or plural.

The children play hockey on weekends. (plural)

The child plays hockey on weekends. (singular)

The girls catch the ball well. (plural)

The girl catches the ball well. (singular)

Ask students:

- to identify the verbs in the sentences and underline them.
- if they note any difference in the way the verbs are used with the singular and plural subjects.

Elicit that the verbs with the singular subjects have 's' / 'es' added to them, while the plural verbs have no 's'.

Tell students that:

- the verb changes with singular and plural subjects only in the present tense. However, *was* changes to *were* in the past tense form.
- this way, the verb agrees with the subject.
- *I* and *you* are always used with a plural verb.

Put up a list of auxiliary verbs on the board and point out how they change from singular to plural.

Singular verb	Plural verb
is	are
was	were
does	do
has	have

VOCABULARY**Time phrases; Antonyms****Time phrases**

Brainstorm with the class the meanings of the given *time phrases* and write them on the board. You may ask students to copy in their notebooks.

Let them do the given exercise.

Next, ask students to come up with sentences of their own to help them get familiar with the usage. Correct if required.

Antonyms

Write a few simple words and their antonyms on the board.

far × near

big × small

take × give

lift × drop

Let students read the words aloud.

Ask students:

Do the words in each set mean the same? (No)

Explain that such words mean the **opposite** of each other and are called **antonyms**.

Call out a few more words and let students respond with the antonyms for the words.

SPEAKING

Discussion

Group-work

This will help develop communication and collaboration skills.

Allow students some time to think about who they helped and how they did it. If students have not come across such a situation, let them talk about a bird or animal and how the fellow creatures responded to show their gratitude.

Encourage students to talk about their experiences, using complete sentences.

Help them sequence the events in the right order.

WRITING

Imaginative paragraph

Tell students:

A paragraph is a set of sentences that talks about a single idea. It begins with a topic sentence, and has other sentences supporting the main idea of the paragraph. These sentences maintain a flow. The concluding sentence sums up the main idea of the paragraph.

Guide students to write a paragraph with the given input.

How do I write a paragraph?

As far as possible it is better to keep the sentences short and crisp so that the meaning is clear. A paragraph generally has an *introduction*, *body* and *conclusion*.

Sentence 1

The most effective way to begin is to start with the topic sentence. A topic sentence sums up the central idea of the paragraph. Here, you can begin with why you woke up early that day and how you felt.

Sentence 2–4

The next step is to develop and support this idea.

Sentence 5–6/7

It is essential to conclude the paragraph in the same effective manner as it was begun. The best and perhaps the most preferred way of doing it is to reiterate the topic statement.



PROJECT

The project work focusses on *assessment as learning*. Students not only learn about the traditional attire and jewellery worn in their community but learn about what is worn in other communities when their classmates share their information with the class.

The project work integrates with EVS/Soc Studies and focusses on a wide range of skills and abilities. Students develop kinaesthetic, interpersonal, linguistic and spatial intelligences while working on the project.

STUDENTS' BOOK ANSWER KEY

The Grateful Snow Crane

Pre-reading

A. (*Suggested answer*) Help the boy get up and help him gather his things.

B. Free response.

Comprehension

- A.**
1. The old man was walking to town to sell firewood when he saw the snow crane caught in a hunter's trap. He quickly set it free, stroked its wings with affection and let it fly away. This is how he saved its life.
 2. A young girl came to the old man and the old woman's cottage that evening. She came there because she had lost her way in the storm. When she saw the light of their cottage, she came there for help.
 3. The girl worked on the silk yarn in the storeroom outside the cottage. The first time she went to work there, she worked for three days.
 4. The old woman was curious about the girl's work because the girl worked without food or water for three days and still weaved very well. The old woman did not understand how the girl did this, so she was very curious about the girl's work.
 5. The girl was the same snow crane that the old man had saved from a hunter's trap. She had changed into a girl to stay with the old couple, look after them and repay the old man's kindness.
 6. The girl promised the old couple that once a year she would fly over their cottage and call out to them.
- B.**
1.
 - a. The old couple heard faint cries outside their cottage and knew that there was someone outside.
 - b. The old couple welcomed her and told her to stay the night.
 - c. The next day the storm was still blowing fiercely outside. The old couple refused to let the young girl leave their cottage alone in that weather.
 2.
 - a. The girl got to know that the old couple had little money to buy food with.
 - b. The girl told the old man to buy some food and enough silk yarn to weave cloth for a kimono, with the gold coins.
 - c. When the old man came back, the girl took the silk yarn from him. She told the old couple that she would weave in the storeroom outside the cottage for three days. There she would weave the silk yarn on the couple's old loom. She would not come out for food or water and made them promise to never look inside to see what she was doing.

3. a. The girl was asking the old man to sell the shimmering silk cloth that she had made from the silk yarn the old man had bought for her.
- b. The old man sold it at the town.
- c. The old man bought clothes, food and another bundle of silk yarn with the money he got from selling the silk cloth.
4. a. When the old woman looked into the storeroom, she saw there was no girl but a snow crane weaving its beautiful feathers into silk.
- b. When the old woman looked into the storeroom, she nearly fainted and then yelled out in shock.
- c. The girl slowly came out of the storeroom carrying a length of beautiful silk cloth in her hand.

C. *Free response.*

Grammar

- A.** 2. are 3. is 4. is 5. are 6. is
B. 2. knows 3. listens 4. have 5. play 6. wears

C. *Free Response*

Vocabulary

- A.** 2. at a set time 3. Once upon a time 4. kill time 5. even today 6. time flies
 7. in the nick of time
B. 2. ugly 3. short 4. rough or hard 5. worst 6. slow

Listening

1. look after her bag and notebooks while she filled her water bottle.
2. read one of her notebooks and looked at her homework.
3. waited for her to return and asked her permission.
4. made a promise and then broke it.

Speaking

Free Response

Writing

Free Response

Dictionary Work

1. friend 2. material 3. muscle 4. believe 5. solution 6. glitter
7. separate 8. collectible 9. occupation 10. treasure

ANSWER KEY TO WORKSHEET 6

- A.** 1. don't 2. plays 3. have 4. are
 5. needs 6. drives 7. fight 8. is
B. 1. kind 2. won 3. heavy 4. fast
 5. leave 6. clean 7. present 8. rough

C. *Free Response*

- D.** 1. No Parking 2. Stop 3. Caution! People at work 4. Zebra Crossing ahead

QUESTION BANK

The Grateful Snow Crane

A. Answer in brief.

1. What did the old couple hear and see on a stormy night and what did they do?

Ans. On a stormy night, the old couple heard faint cries outside. They quickly opened the door and found a young girl shivering in cold. They brought her in and told her to stay in their cottage for the night.

2. What did the old man do after the girl gave him the shimmering silk?

Ans. The old man took the cloth to town and sold it to buy food and clothes. He bought another bundle of silk yarn for the young girl.

B. Answer in detail.

The old man and his wife were kind-hearted — Explain.

One day, the old man saw a snow crane caught in a hunter's trap. He rescued it and affectionately stroked its soft wings before letting it fly away. In the evening, the old man and his wife brought in a young girl who was caught in a storm and gave her shelter in their cottage. Lastly, they refused to let the girl go in the morning when they saw that the storm was still blowing fiercely.

C. Choose the right answer.

The old man could not sell even half his bundle of firewood because

- people did not want his firewood.
- there was hardly anyone on the streets.
- it was too cold and he had to rush home early.

Ans. b

D. Read the lines and answer the questions.

The old couple pleaded with her to stay and the old woman was sorry for breaking her promise.

- Who did the old couple plead with?
- What was the promise that the old woman broke?
- What happened after this?

Ans. a. The old couple pleaded with the young girl who was the snow crane.

b. The old woman had promised not to look inside the storeroom while the girl worked.

c. The girl changed into a snow crane and flew into the clouds.