

THE BOY AND HIS SHADOW

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

Learning Outcomes

- To instill the values of friendship, humility and helping those in need
- To inculcate the importance of accepting and acknowledging other's contributions gratefully
- To introduce students to children's classical literature
- To fill in a story map

Pre-reading

A. Do the pre-reading section in the Reader.

B. Ask students:

1. What is a shadow?
2. Can we see it always?
3. Can we lose our shadow?

Tell students that the characters in today's story are from a place called Neverland. Neverland is a place where children do not grow up. It is filled with fairies and pixies, and magic and fairy dust.

Tell students to:

1. Picture Neverland in their minds – a wonderful and fantastical place, with

forests and a river, amazing beasts and a lagoon where mermaids play!

2. Put students in groups; allow them to share their ideas and images with their groups. Some may have seen film versions and others may need encouragement to picture and listen to descriptions of the setting and to use their imaginations.

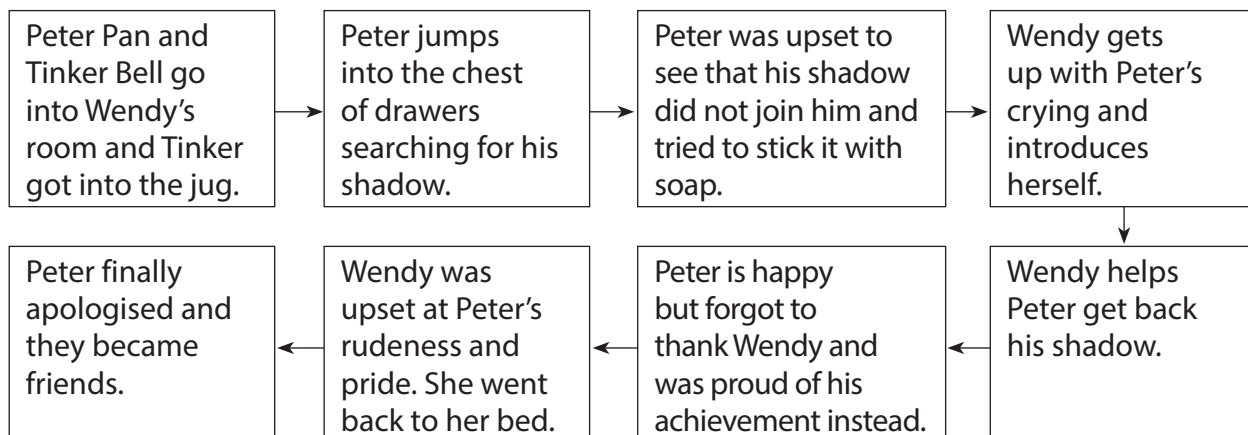
3. Now have the groups collectively come up with an image of Neverland. Have them share it with the class.

READING

Students identify parts of a story, illustrate and retell

Divide the class into groups and allot a part of the story to each group.

Read the story aloud and ask students to draw pictures (stick pictures) of their part of the story.



Next, looking at the pictures, ask a student to tell you the story, with just the important parts. You may help them with the following questions:

Group 1

- *This story is about a young boy ... and bowed beautifully to him from the bed.*

Where does the story take place? What is the scene or setting for the story? Was it day or was it night?

From what you have read till now, what kind of a story do you think this is?

- a. mystery
- b. fantasy/magical
- c. horror

(Ans: b)

Who was Peter and what was his problem? What happened to Tinker Bell? Where was she?

In a moment, he had recovered his shadow and, in his delight, he forgot that he had shut Tinker Bell up in the drawer.

What does the last line tell you about Peter?

This question focuses on *assessment for learning* as it glimpses into the character of Peter and indicates that the story revolves around his selfish nature and a probable change in character.

(Ans: Peter only thought about himself and did not remember what others did for him.)

Group 2

- *"What's your name?" ... when she saw that he had been trying to stick it on with soap.*

Why was Wendy surprised at Peter Pan's name? Why did she find his address funny?

Is this an address or a direction? Give reason.

(Ans: Direction. It says which way someone needs to go, not the exact location.)

Why do you think Peter's shadow was on the floor, all crumpled up? Did Peter's shadow really come off? Why did he think so? What was Peter trying to stick his shadow with?

Group 3

- *Fortunately, she knew at once ... they were friends again.*

According to Wendy, how should Peter attach his shadow to himself?

Does Wendy seem to treat him as if he is younger to her? Why?

(Ans: Yes, she treated him like a younger person because he seems very childish to her.)

What did Wendy wish she had done to Peter's shadow? How did Peter's attitude change after his shadow was fixed? "How clever I am!" He said, "oh the cleverness of me!" – What attitude of Peter's is revealed through these lines? How does the story end?

Ask students to use short sentences and give a summary. They would most likely provide too many details. Tell them it has too many details. Encourage them to keep going until someone gives a really short summary for their part of the story. Continue this with each of the groups until the entire story is covered.

Group work

Help students to write a Story Map.

Display the Story Map of each group in the class.

Setting: _____

Characters: _____

Event 1: Tinker Bell gets _____

Problem: Peter's shadow _____

Event 2: _____

Solution: _____

Post-reading

Group work

Tell students to discuss in their groups:

What did they learn from the story? (Let them share their views with the class)

(We should be humble and grateful to the people who help us. We should not be proud and rude)

GRAMMAR**Comparison—adjectives and adverbs****Adverbs and Adjectives**

Preparation: What You Need: Post it notes, 4 small brown paper bags

Label each of the paper bags as: “nouns”, “verbs”, “adjectives” and “adverbs”

Review

Verb: an action word. Examples: *run, swim, jump, think, laugh, cry*

Noun: a person, place or thing. Examples: *dog, flower, girl, boy, mountain, rock*

Adverb: modifies a verb. Sometimes they end in the letters *-ly*. It can also refer to where or when something happened. Examples: *quickly, forcefully, steadily, often, and rarely*.

Adjective: a word that modifies a noun. It will describe a person, place or thing. Examples: *small, heavy, red, orange, smart, kind, loyal, angry*.

Give each group 8 pieces of paper.

Ask them to write down 2 nouns, 2 verbs, 2 adjectives and 2 adverbs.

Now place the paper bags in front of the class and ask each group to drop their words in its respective paper bag.

Each team picks up either 1 noun and 1 adjective or 1 verb and 1 adverb and makes sentences with the words picked up. They receive 2 points for each correct answer.

They can now work out the exercise given in the Reader.

VOCABULARY**Phrasal verbs with *come***

Write the phrasal verbs on the board and ask students to create a pictorial representation for the word.

Example:

- *set aside* (*set aside* – a piggy bank with a hand dropping coins in it)
- *set out* – someone taking bags and leaving the door
- *set up* – building blocks and so on

Do the same with phrasal verbs starting with *come*.

LISTENING**Post listening – story**

Tell students to listen to the first part of the story about a boy with two shadows. Play the first part of the recording. Stop the recording as directed and ask students what they think happened after this. Ask students to write a paragraph on what you think happened after that. Continue playing the audio. Play the recording a second time and ask them to compare their paragraph with the original story.

SPEAKING

Discussion— share opinions

Pair discussion

Ask students:

What are some of the qualities the characters in our stories have?

What are some of the qualities your friends have?

What are some of the qualities you have as a friend?

Which ones out of these do you think are the 4 most important qualities we need, to be a good friend? (They can add additional qualities also which have not been brought out through these questions.)

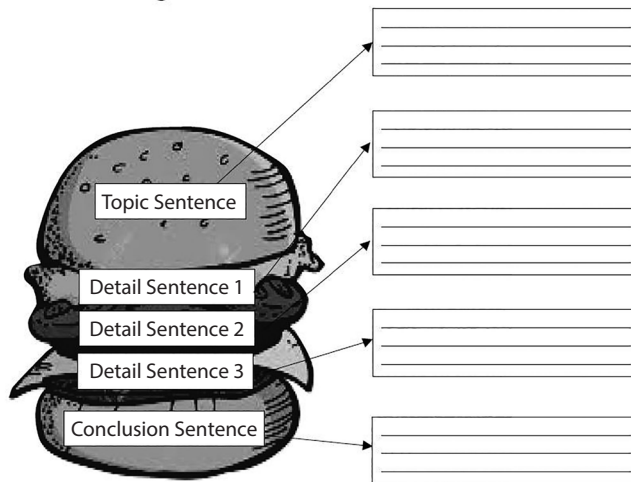
Now tell students to share their lists with the class.

WRITING

Paragraphs—Personal experiences

Recap the hamburger paragraph format (Top Bun = Topic Sentence, Hamburger & Toppings = Detail Sentences, Bottom Bun = Conclusion Sentence).

Have the students draw this hamburger in their books and write each sentence in the space provided.



Encourage students to write strong and catchy opening and closing sentences, using the clues given in the Reader.

READING ALOUD

Reciting limericks

Group Work

Allow students some time to read the poem silently and decide the tone of voice, intonations, voice modulation and so on. Tell them to imagine an old man with a long beard and a long nose as they recite the poem. Now have the groups practice reciting the poem.

Tell them they can think of creative ways of reciting a poem. (*Example:* they can have one group reciting one half of the limericks and the other group reciting the second half of the poem with expression. Group practice the recitation and then perform the poem in their individual group style in front of the whole class.

STUDENTS' BOOK ANSWER KEY

The Boy and his Shadow

Pre-reading

- A. 1. b 2. d 3. c

B. *Free response*

Comprehension

- A. 1. Peter was looking for his shadow in the nursery.
2. Fairy language sounds like the tinkling of bells.
3. With Tinker Bell's help, Peter found his shadow in a chest of drawers.
At first, he thought that when he and the shadow would be brought together, they would simply join like drops of water. When that failed, he tried to stick it on to himself with soap.
4. Wendy was upset with Peter because he behaved in an ungrateful manner. Once the shadow was attached to him, Peter seemed to completely forget that Wendy had attached it and thought that he had attached the shadow himself. He did not thank Wendy or show her any gratitude.
5. When Peter saw that Wendy was upset, he realised his mistake. He apologised to Wendy and told her that she was the most helpful person he had ever met. When he said this, Wendy forgave him and they became friends again.
- B. 1. The fairy is Tinker Bell.
Tinker Bell came into the room, along with Peter, to help him look for his shadow.
2. Wendy said these words.
Wendy thought that Peter had been crying because he did not have a mother.
3. Wendy said these words.
Wendy called Peter 'little man' because, by helping Peter, she felt like a grown-up who was taking care of a little boy. Also, Peter behaved in childish manner by crying over his problem, while Wendy handled the situation calmly.
- C. 1. Peter did not want to admit that he had been crying because he wanted to seem brave and did not want anyone to know that he was actually very upset about being unable to attach his shadow to himself.
2. *Answers may vary. Accept all logical answers. Suggested answer:* Yes, Peter Pan did seem to refuse to grow up. He was rather self-centred for though he often took others' help, he would completely forget that they had helped him and thus, was seldom grateful to them. He would believe that he himself had solved the problem. He forgot how Tinker Bell had helped him to find the shadow and shut the drawer before she could come out. Similarly, when Wendy attached his shadow to him, he forgot that she had helped him and thought he had done it himself. Also, he started crying rather easily.

Grammar

- A. 2. carefully – adverb; black, beady – adjectives
3. mainly - adverb
4. pretty, delightful – adjective
5. clumsily – adverb; mossy – adjective

- quickly – adverbs; red – adjective
- every day – adverb; refreshing - adjective

- B.**
- noisily
 - beautifully
 - terribly
 - colourful
 - seriously
 - beautiful
 - terrible
 - colourfully
 - serious

Vocabulary

- coming over
- Come on
- come off
- came across
- come back
- Come along

Listening

Listening text

Part 1:

There was once a little boy who took special care of his shadow, because he knew he had only one!

A witch noticed this.

“If I leave my shadow with you, will you look after it well?” she asked the little boy.

The boy did not want to argue with a witch. “All right,” he said, “but please come back soon.”

The witch gave him a wicked smile, “If you look after my shadow well,” she promised, “you can have your very own magic spell!”

She fixed her shadow to the boy’s shadow. Then she got on her broom and flew away.

The boy now had two shadows. One was his own. The other was the angry, thorny shadow of the witch. It was a very bad shadow. It began to pinch and bite the boy’s own shadow. It pushed it and stepped on it until, one day, the boy’s shadow leapt into the air and broke away from the boy’s feet. It flew down the road and disappeared.

Now the boy had only one shadow again—but it was the wrong shadow! He felt sad and lonely.

The witch returned after many days.

“Here’s a spell for you,” said the witch. “It’s a pill. If you swallow the pill, you can turn yourself into a camel!”

“But what about my shadow?” asked the boy.

“Well, my dear,” said the witch, “I said I’d give you a spell and now you have one. Goodbye little boy!”

Part 2:

Now the boy walked sadly down the street. It was a bright moonlit night and he was the only one without a shadow. Then something wonderful happened. As he walked through the gate, something moved. Softly and slowly, his own shadow moved shyly towards him. It walked along with him, just as it had always done. The boy thought for a moment. He did not have the witch’s shadow any more. He had a magic trick that could turn him into any sort of camel he wanted to be. And now he had his own shadow back again!

He was so pleased that he did a strange little dance in the moonlight, while his shadow danced beside him.

Answer

Free response.

Spelling

- | | | | |
|--------------|-------------|--------------|--------------|
| 1. collision | 2. solution | 3. addition | 4. explosion |
| 5. attention | 6. version | 7. confusion | 8. position |

Speaking

Free response.

Writing

Free response.

ANSWER KEY TO WORKSHEET 5

- A.** 1. Many – adjective, absent – adjective
2. carefully – adverb
3. remarkably – adverb, good – adjective
4. quite – adverb, close – adjective
5. These – adjective, better – adjective
6. often – adverb, severe – adjective
7. carefully – adverb, wet – adjective
8. already – adverb
- B.** 1. c 2. a 3. b 4. e 5. h 6. g 7. f 8. d
- C.** 1. a. consequences b. mistake c. ambitions
2. a. It means to know right from wrong.
b. Everyone does not grow at the same pace because one's growth depends on what they experience in their lives and how they deal with those situations.
c. Peer pressure is the need we feel to do something to make others happy or please others.
It affects us negatively for we often feel compelled to do things, that we do not want to do, just to be accepted by others.

QUESTION BANK

The Boy and His Shadow

A. Answer in brief.

1. How did Peter come to know that his shadow was locked in the chest of drawers?

Ans: Tinker Bell, the fairy entered through the window and lodged herself in a jug. Peter followed her and asked her if she knew where they had put her shadow. She told him that the shadow was in a big box, meaning the chest of drawers.

2. Why was Peter upset?

Ans: After Peter found his shadow in the chest of drawers, he thought that he and the shadow would join like drops of water. But his shadow still kept away from him. He tried to stick it on with soap, but failed. Peter was very eager to join his shadow and was upset.

B. Answer in detail.

1. Describe the first meeting of Wendy and Peter.

Ans: Peter was very hopeful that his shadow would join him but to his disappointment it did not. He tried every possible way but his shadow evaded him. Peter started crying and woke up Wendy. Wendy was not alarmed at seeing a stranger in her room. Instead, she was curious to know why he was crying. Peter politely bowed to her and she was pleased by his politeness. In the conversation that followed, Wendy came to know that Peter did not have a mother and that he was upset as he was unable to stick on his shadow.

2. What did Wendy do to fix the shadow to Peter? What did she expect in return?

Ans: Wendy felt sorry when she saw Peter's shadow totally crumpled on the floor. She was amused at his efforts to stick the shadow. She realised that the best way was to sew the shadow on him though it would hurt him a bit. The moment the shadow got stuck to Peter, he totally forgot about being polite to Wendy, who expected him to be thankful to her for helping him. Instead, he felt proud that he was very clever in attaching the shadow to his body. Wendy was shocked and angry that Peter turned out to be a selfish person.

C. Choose the correct answer.

The story _____

- a. tells us about a mischievous boy who is clever enough to fix back his own shadow.
- b. talks about Wendy who helps all little children to get what they want.
- c. shows us the importance of gratefully acknowledging other's contributions.

Ans: c

D. Read the lines and answer the questions.

1. *He tried to stick it on with soap from the bathroom but that also failed.*

- a. Who is 'he'?
- b. What did he try to fix with soap?
- c. How did he react to his failure?

Ans: a. 'He' refers to Peter.

- b. He wanted to fix his own shadow to himself with the help of soap.
- c. He was very upset and, in his helplessness, started crying.

2. *Peter pretended to go away so that Wendy would look up.*

- a. Why did Peter want to attract Wendy's attention?
- b. Did Wendy respond?
- c. What did Peter do?

Ans: a. Peter perhaps was feeling guilty for offending Wendy by not thanking her.
b. No, Wendy did not bother to look up.
c. Peter sat on the edge of the bed, tapped Wendy and apologised for being ungrateful.

E. Answer in brief. (Think and answer)

1. Why did Peter wish Wendy had not mentioned letters?

Ans: Wendy was conversing with Peter when she discussed Peter's address. The conversation led Wendy to ask about letters. Peter perhaps was feeling bad about not getting letters from anyone and he had to admit that he did not have a mother.

2. How did Peter respond to Wendy's help?

Ans: The moment Peter got attached to his shadow, he was elated and, in his glee, he totally forgot that he got back his shadow only because of Wendy. He thought he had attached the shadow himself and felt very proud about his cleverness. He did not even bother to thank Wendy for her help, much to her anger.

F. Answer in detail. (Think and answer)

Why do you think Peter took some time to realise that he should be thankful to Wendy for her help?

Free response. *Suggested answer:* Peter Pan was a mischievous boy who could fly, and spend his childhood with lots of adventure and fun. He probably was so involved in his own fun that he did not realise that he needed to be grateful and thankful to anyone for their help. He could attach himself to his shadow only with Wendy's help but did not thank her immediately. He realised that he had done something wrong only on seeing the expression on Wendy's face. Till then he was feeling proud that he had been very clever. Realising his mistake, he apologised to Wendy and made friends with her.