

## THE FLAMINGO THAT FLEW TO THE SNOW

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

### Learning Outcomes

- To allow students an opportunity to appreciate wild life
- To encourage empathy for living beings
- To instruct on creating a plot diagram

### Pre-reading

#### A. Whole Class Activity (Group-list-label)

Preparation: Prior to class arrange for a chart for each of the groups.

Write *winter* and *birds* on the board. Have students brain storm all the words relating to the topics *Example: snow, cold, wings, fly, feathers, nest, migration...* (Encourage specifics instead of broad categories like zoos, weather). Ask some questions to help students come up with more words. *Example: Birds: What do they eat? Where do they live? How do they fly? Where do they go during winter? Types of birds? Names?*

Now introduce *bird rescue* (the process of rescuing, caring for and helping injured or endangered birds recover) and *bird sanctuary* (a wildlife refuge which protects birds, whose goal is to prevent species from becoming endangered or extinct. The place is protected from hunting and habitat destruction.)

Ask students to think of more words associated with *bird sanctuary* and *bird rescue*.

*Note: Do not critique their response even if the words do not have a direct relation to the topic.*

Write all the words on the board.

B. Tell students to read the Pre-reading information given in the Reader.

## READING

*Students construct a plot diagram*

- *In countries where winters ...about the foreign visitor.*

Have students discuss these questions in groups:

*What does the word "conservation" mean? Why is conservation of wildlife essential? Why do birds migrate? Why do birds travel in flocks? What happens when birds lose their way and their flock? Have you ever got lost? How did it feel? Who do you think are the people involved in a rescue mission for a bird? Do you think a bird rescue would be easy? Why / Why not? What are some qualities needed for a bird rescue mission?*

Ask students:

*Where does the story take place? How does the flamingo land among the Canadian geese?*

*'Instinct' implies thinking hard about something / knowing without really thinking about it.*

*(Ans: knowing without really thinking about it)*

*Why did Nihei and her colleague, Hamlyn disbelieve the information they got over the phone? Did they manage to rescue the flamingo immediately? What are the problems the characters face? How do they solve these problems?*



*How did Nihei plan to make the flamingo think that other flamingos were nearby?*

This question focuses on assessment for learning, allowing the student to understand the reason for a character's behaviour at that point of time. Students anticipate the different attempts made by the rescuers to rescue the bird.

(Ans: Nihei ordered some flamingo food, obtained some plastic lawn flamingos and a tape of flamingo sounds. The plastic birds and the flamingo recordings would make the flamingo think that other flamingos were nearby.)

- *When he heard about ...from their camouflaged spot.*

*Who were all the volunteers who tried to save the bird? Where was the flamingo from? Did the flamingo follow the geese? Why? What happened on the night of 16 November? Did they manage to rescue her?*

*Elisha began flapping her wings because she was alarmed to see people come near her / glad to see people come to help her.*

(Ans: alarmed to see people come near her)

*What did they build within two days?*

*Find a synonym for 'bait' in the same paragraph.*

(Ans: 'lure')

- *On 21 November ... had succumbed to the elements.*

*Describe how Sheikh tried to rescue the bird after donning the chest waders. Did he succeed?*

*Is this the first time that the rescuers came close to catching Elisha but failed? How do you think that made them feel?*

This question focuses on assessment for learning, allowing the student to understand the emotions experienced by the characters involved in the rescue operation. Students involve in the narration when they understand the frustration experienced by the rescuers.

(Ans: No, before this, the rescuers had gotten near Elisha, but she had flown off, alarmed. It must have made them feel very disappointed and frustrated, but they kept on with their efforts.)

- *On 10 December ... a sigh of relief.*

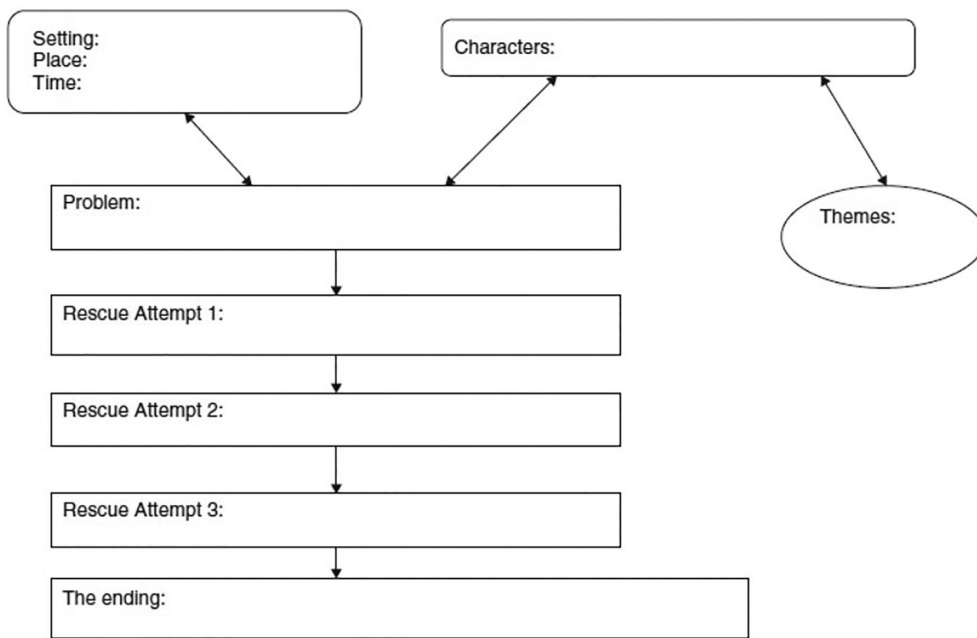
*How does the story end? What lesson does this story teach you?*

Now review the groups' answers with the class and have them fill this chart.

### **Post-reading**

Retelling the story: Have students retell the story from the point of view of the flamingo.

- Mention the adventures experienced
- Thoughts, views, opinions
- Thoughts about the characters in the story
- Come up with a moral



## GRAMMAR

## Revision of Simple, Compound, Complex Sentences

Recap Simple, Compound and Complex sentences with the class

**Simple sentence:** contains an independent clause (main clause) that stands alone.

**Compound sentence:** contains two independent clauses joined with a coordinating conjunction. It sometimes also has a comma or a semicolon.

**Complex sentence:** contains an independent clause plus one or more dependent clauses with a subordinating conjunction.

*My mother asked me to accompany her to the mall.* Simple

*My mother asked me to accompany her to the mall, but I do not want to go.* Compound

*Although mother asked me to accompany her to the mall, I do not want to go.* Complex

Activity: Sentence Bingo

Preparation: A copy of this table for each group.

Tell students that they need to work with their groups and identify if these sentences are simple, compound or complex.

As they finish each of these stages, ask them to shout out "BINGO" and award a point to the first right answer.

- Correct completion of first row
- Correct completion of any row / column
- Full grid completion
- Extra marks for converting the simple sentences to compound/complex

We finished our homework and went out to play.	When I am home, I like to watch a movie and eat popcorn.	When he handed over his keys, he forgot to lock the car.	Kyathi is going back with her dad.
I am on a diet, yet I will eat Diwali sweets.	Ram read a book, but Shyam played video games.	Because I love Maths, I want to become an accountant.	The door bell rang but no one answered it.
I will go shopping this weekend.	This cake is soft and warm.	Look at that dog in the car!	As soon as I complete this assignment, I will go out with you.
Although I studied hard, I only got a B grade.	Because it was too cold, I drank hot chocolate.	While my dad tends the garden, mom cooks dinner and I clean my room.	The team played well but they lost.
Nafisa will come home tomorrow.	Tom and Jerry are entertaining to watch.	Although it was a long walk to get there, it was worth the view.	We stopped at the cafe to have our lunch.

## LISTENING

### Post listening—report

Tell students to listen to a news report *Roots and Shoots*, a programme for positive change, inspired and guided by Jane Goodall. Ask them to look at the text and try to predict the answers.

Now play the recording and tell students to fill in the missing words as they listen.

Play the recording a second time and ask them to note down any details they had missed out the first time. Now have them work in pairs and discuss the message the author wants to convey. Check their answers.

## SPEAKING

### Panel discussion

This task can be used for *assessment as learning*. Students research on a topic and while some question, the some others will answer. They take responsibility for learning by framing questions, appropriate answers and communicating using the right vocabulary and expressions.

Panel discussion is a discussion in which a few people carry out a conversation in front of an audience.

*Preparation:* Research the topic beforehand. Divide students into groups of four and assign their roles prior to the class.



*Procedure:*

Moderator introduces the topic.

Experts present their views and opinions regarding the topic for the set time limit. (2 minutes)

The experts will be asked a series of questions by other panel experts.

Thank other panelists and audience.

**Dos**

Experts must be prepared with their talks, follow the time limit, know about the other panelists, know about the topic.

Know your material – your talk, use examples/ anecdotes in talk – make it interesting, be prepared, respect others remember you are on-stage, have fun!

**Don'ts**

Do not interrupt when another speaker is talking, do not be a show-off, do not go into the panel unprepared.

**WRITING**

**Informative Poster**

*Note:* Guide students through every step but encourage them to make their own poster.

A **poster** is a very short piece of writing in formal style. Individuals and organisations use it to announce events and celebrations or to give information. A notice should:

- give complete information
- be clear and lucid
- be in easily understandable language

**How do I write a poster?**

Follow the inputs given in the Reader.



**PROJECT**

This task can be used for *assessment as learning*. Students research on migratory birds and compile the material they accumulate to make a creative, interesting PowerPoint Presentation. They take responsibility for learning by providing relevant information and presenting it to the class by using the right vocabulary and expressions.

Encourage students to work in groups. Allot time for them to research, compile and then, present.

## STUDENTS' BOOK ANSWER KEY

### The Flamingo That Flew to the Snow

#### Comprehension

A. 1. b      2. e      3. a      4. c      5. g      6. d      7. f

- B. 1. a. Kathy Nihei said this when a birdwatcher called her to say that she had spotted a flamingo along the Ottawa River.  
b. Nihei sounded unconvinced because flamingos were never seen in Canada.  
c. Hamlyn, Nihei's colleague, went to check out if it was really a flamingo. He found that there was indeed a flamingo at Shirleys Bay.
2. a. Nihei was at the bay.  
b. Hamlyn and several other volunteers were with her.  
c. Nihei thought that the rescue might be harder than she had imagined because just when they had paddled to within five metres of the flamingo, the bird raised her broad wings, got out of the water, and landed on a small island.
3. a. Nihei hoped that the flamingo would follow the geese because the geese knew which way to go to reach a warmer place and if the flamingo followed them, she would be able to reach a suitable place too.  
b. The experts thought it unlikely because the geese would fly faster than the flamingo. The flamingo would soon be left behind and then she would again go her own way—the wrong way—to further northwest.
4. On 21 November, the bay froze. Two days later, the flamingo was seen feeding upriver. Nihei set the plastic flamingos along the creek and brought food. Said Sheikh donned chest waders and carried an extendable butterfly net. He moved towards the flamingo on his knees. Then he rubbed his fingers together underwater, imitating the sound of another flamingo feeding. The bird began walking towards him. The flamingo was almost within Sheikh's grasp when he slipped into a hole on the floor of the river. This made a splash and the flamingo flew off.
5. a. On 10 December, Nihei and her team decided to give up because after a long time of trying different ways to get hold of the flamingo, they could still find no sign of the bird. Nihei and Hamlyn decided to take down the trap that they had set up because they could no longer keep manning it twenty-four hours a day.  
b. No, they did not really have to admit failure because just when Nihei was preparing to take down the trap, someone pointed out the flamingo standing twenty metres away. The volunteers rushed to break up the ice in the trap. Walsh joined them and they took up their hiding places. The hungry flamingo pecked at the ice, heard the sound of running water coming from the trap, stepped into the netted area, and began to feed. Walsh signalled to Hamlyn, who rushed into the net, grabbed the flamingo and clutched her to his body. Elisha was rescued.
- C. 1. Lines from the text:
- *Nihei started telephoning zoos across North America, seabird sanctuaries and anyone with flamingo experience...*

- *A local birdwatcher posted a message on the internet asking that anyone who had lost a flamingo should contact the Centre.*
- *...an Ottawa paper ran a front-page story about the foreign visitor.*
- *...Shannon told him when she heard the story on the radio.*
- *After a week, a response to the internet message came in.*
- *Through the local media, Nihei asked the public to call the Centre if the flamingo was spotted.*
- *Some young men on a morning hike spotted Elisha and called Nihei...*
- *By December, the bird's desperate situation had aroused the public's interest and touched people's hearts. Three nets were donated when an appeal went out. Four more were needed. Then a call was received. "Your nets are arriving tomorrow. It is our contribution," said a representative of the local newspaper. The nets arrived on 5 December...*

The media, like the internet, the radio and the newspaper, were used to make everyone aware of the bird's situation and the need to help her. This made people alert. They kept a lookout for the bird, volunteered to help in different ways, provided information and other help, like the nets. It was everyone's help that finally made Elisha's rescue possible.

2. a and d

### Grammar

A. 1. S            2. CD            3. CX            4. CD            5. CX            6. S

B. *Sample answers:*

1. a. Tina found the keys under a cushion.  
b. Tina found her phone, but she could not switch it on.  
c. Tina found a topic for her project while she was watching a nature show.

2. *Free response*

### Vocabulary

*Free response*

### Listening

Listening text:

The Roots and Shoots programme is about making positive change happen—for our communities, for animals and for the environment. With tens of thousands of young members in almost 100 countries, the Roots and Shoots network connects youth of all ages who share a desire to create a better world.

Young people identify problems in their communities and take action. Through service projects, youth-led campaigns and an interactive website, the members of Roots and Shoots are making a difference across the globe. Roots and Shoots is unique because it is guided by the principles and great vision of Dr Jane Goodall, renowned primatologist and environmentalist. Her firm belief that young people—when they realise that what they do truly makes a difference—can indeed change the world, is at the very heart of the programme. This powerful message of hope inspires young people around the world to work for this cause.

Here is the vision that drives the programme in Dr Jane Goodall's own words—"Roots creep underground everywhere and make a firm foundation. Shoots seem very weak, but to reach the light, they can break open brick walls. Imagine that the brick walls are all the problems we have inflicted on our planet. Hundreds of thousands of roots and shoots, hundreds of thousands of young people around the world, can break through these walls. We CAN change the world."

Answers:

- |                     |                 |                      |
|---------------------|-----------------|----------------------|
| 1. positive changes | 2. animals      | 3. environment       |
| 4. young members    | 5. take action  | 6. vision            |
| 7. environmentalist | 8. roots        | 9. strong foundation |
| 10. reach the light | 11. brick walls | 12. roots and shoots |

### Writing

*Free response*

### Spelling

- |                |               |                |                |
|----------------|---------------|----------------|----------------|
| 1. fascinating | 2. successful | 3. message     | 4. dissent     |
| 5. adolescent  | 6. occur      | 7. vaccination | 8. succumb     |
| 9. rescue      | 10. assurance | 11. aggressive | 12. discipline |

### ANSWER KEY TO WORKSHEET 6

**A.** 1. CD 2. CX 3. S 4. S 5. CD 6. CX

**B.** *Sample answers:*

1. a. Carlos read a book of comic poems.  
b. Carlos read a book but could not understand it.  
c. Carlos read a book while music played in the background.
2. a. Sofia found the answer to her question.  
b. Sofia found a box and Jane got some wrapping paper.  
c. Sofia found some crayons while she was cleaning the desk.

**C.** 1. d 2. a 3. e 4. c 5. b

*Free response*

- D.** 1. a. stepped  
b. supported one of them against the other  
c. threw; tossed
2. a. The leader of the quails told the birds that the next time a net was thrown over them, each of them should put its head through one of the little holes in the net. Then all of them could fly away together to the nearest thorn-bush, leave the net on the thorn-bush and be free.



- b. The quails became divided among themselves when they began fighting over something unimportant, like who had stepped on another by accident. They were rude to each other and took sides over that petty matter.
  - c. The quails were fighting among themselves. So, when the man threw a net over them the next time, some of the birds told the others to lift the net and the others said the same. They began quarrelling instead of actually lifting the net. So, the man was able to catch them.
3. *Sample answer:* The moral of this story is that we should think calmly and wisely, and work together, helping each other. If we work as a team, we can help ourselves. On the other hand, if we quarrel among ourselves, especially over unimportant things, then we become weaker and other people can take advantage of that.

## QUESTION BANK

### The Flamingo that Flew to the Snow

#### A. Answer in brief.

From whom did Kathy receive a call and why was she surprised on hearing the news?

**Ans:** Kathy Nihei, a bird lover, received a call from a bird watcher that a flamingo had been found among a gaggle of geese along an inlet of the Ottawa River. Kathy was surprised and amused to get the news as flamingos are not found in Canada.

#### B. Answer in detail.

How many people were involved in the rescue operation of the flamingo? What was each one's contribution?

**Ans:** The news about the lost flamingo spread everywhere and many were eager to help. A message on the internet was sent and then the Ottawa paper ran a front page story about the bird. Said Sheikh, a part time volunteer, joined the growing number of rescue volunteers. Another volunteer was Alan Walsh, who on the insistence of his daughters, called Kathy and wanted to know how he could be of help. The bird's desperate situation made the general public pitch in and three nets were donated when an appeal went out. Each one of them was involved in the rescue operation with sincerity and some of them had to even risk their lives, in the severe cold, to save the bird.

#### C. Choose the correct answer.

*"It is time to admit failure". Why was it time to give up rescue of the flamingo?*

- a. The flamingo must have succumbed from exposure to severe cold.
- b. The flamingo escaped from the rescuers and was sighted for almost a month.
- c. The flamingo flew away with the geese into colder lands.

**Ans:** b

#### D. Read the lines and answer the questions.

*'This is crazy. Why am I doing this?' Walsh kept asking himself, as he waited in the frigid pre-dawn darkness.*

- a. Who was Walsh?
- b. Why did he remark so?
- c. Why had he joined the rescue team?

**Ans:** a. Alan Walsh, father of two young daughters Shannon and Lauren, was one of the volunteers who came to rescue the flamingo.

- b. The volunteers were working in pairs to trap the flamingo. Despite a twenty-four hour vigil, the bird was nowhere to be seen. This frustrated Walsh.
- c. When Walsh's daughters heard about the plight of the flamingo they wanted their father to save the flamingo and join the team of rescuers.

**E. Answer in brief. (Think and answer)**

Why did the whole city rejoice over the rescue of the bird?

**Ans:** The flamingo was special after all. A flamingo in Canada was unheard of. Many volunteered to be part of the rescue operation. The public followed the news about the flamingo very keenly. Wading through freezing water, keeping twenty-four hour vigils in freezing cold weather paid off, to the volunteers, in the end. The bird was rescued. This definitely called for celebration in the whole city.

**F. Answer in detail. (Think and answer)**

Kathy Nihei and the other volunteers were true examples of the deep love humans can develop for birds. Narrate any similar experience of yours or of any of your friends with birds, animals or insects.

*Free response*