



CHAPTER: The Little Girl

Grade: 9

Board: **CBSE**

Book: **Beehive, NCERT**





1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]





At the end of the chapter, the student should be able to:

- Relate to the little girl in the story.
 - Recognize the various emotions portrayed in the story.
 - Understand the text so as to be able to answer questions on it.
 - Apply the knowledge of reporting verbs and same word used in different context.
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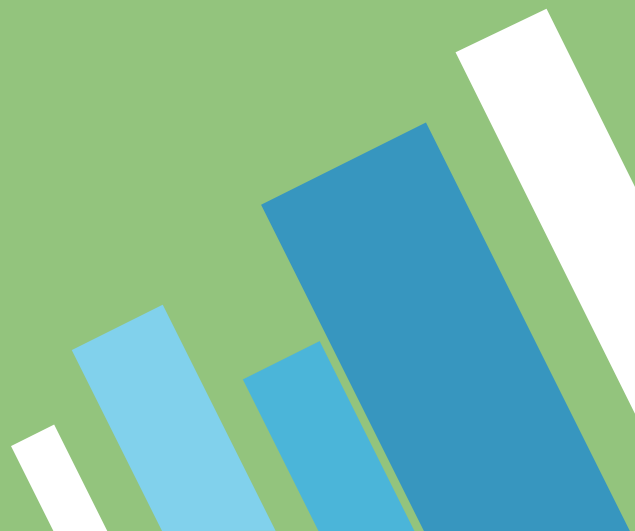


2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.





1. STUTTER

Meaning: To talk with continued voluntary repetition of sounds.

Sentence: I sometimes stutter when I am nervous.

Synonyms: Stammer, stumble, flounder.

Antonyms: Continue.





2. GRAVELY

Meaning: In a serious or solemn manner.

Sentence: The students read the exam paper gravely.

Synonyms: Seriously, critically.

No antonyms.





3. HOSE

Meaning: A flexible tube for carrying water.

Sentence: I used the hose to water my garden.

Synonyms: Pipe, duct, tube.

No antonyms.

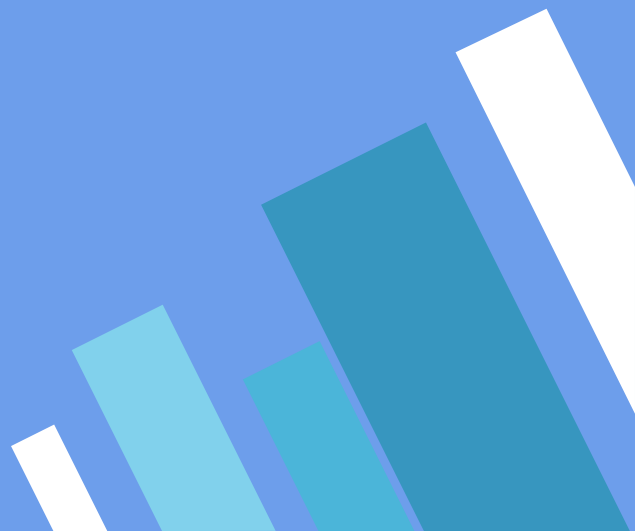




3.

TEACHING PLAN

While teaching this chapter, the teacher may employ the following methods



I. INTRODUCING THE POEM : Class Discussion

Suggested Topic: ' Generation Gap'.

Discussion Points:

- Ask the students " What does this phrase mean?"

Accept the answer:

A difference of attitudes between people of different generations, leading to a lack of understanding.

- Have you experienced it?
- Ask the students to give examples.
- Is there a way to bridge this gap?

Accept the answers:

Yes, by discussion.

Willingness to understand the other's point of view.

Being flexible.

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.

Concluding the discussion:

Conclude the discussion with the following sentence:

Let us now read a story about a little girl and the time it took her to understand her father.

II. READING THE CHAPTER

While teaching this poem, the teacher may employ the following methods:

- Ask students to take turns and read the text.
- To ensure every child gets to read, ask them roll number wise, alternating between top and bottom.
- Check for pronunciation and pauses.
- After reading of each paragraph, briefly explain the content.
- Allow students to express their own opinion.
- Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
- Discuss the message of the story which is 'Parents must not be very severe with their children and should make an effort to communicate with them'.
- Questions should be asked frequently to test their understanding of the text.
 - a. The teacher may ask the following questions:
 - b. When did the girl feel relief?
 - c. What did her father ask her to do every evening?
 - d. To whom did the girl compare her father?
 - e. What did the grandmother ask her to do every Sunday afternoon?
 - f. Why was she indoors?
 - g. What did she make for her father?
 - h. What had been lost?
 - i. What did she never forget?
 - j. What was her nightmare?
 - k. What did her father do when she woke up?
- Use simple vocabulary and also introduce students to new words listed above.

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills.
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt

IV. Literature section preparation:

The teacher must highlight the important points of the chapter such as:

1. How Kezia's feelings towards her father change.
2. Sequence of events.
3. Message of the story.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter: Chart Making

The teacher can conclude the chapter in the form of a class activity. The students can be asked to give a 1 min speech on '**Role of parents in a child's life**'.

General guidelines:

- Guide the students that they can get information for their speech from the library or the net.
- They must express their own opinion too.
- Give examples from their life, what role do the parents play in their life. what all do they do for them and what would happen if they stop doing that
- Every student has to take part.
- Instruct the students on the do's and don'ts.
- Tell them the importance of sticking to the time limit.
- Inform them that they have to memorize the speech.
- They cannot copy.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.

- The students must make an effort to do their best.
- They can remember the points covered in their speech instead of trying to memorize the entire speech.
- Listen carefully to others.
- Stand straight with a good posture.
- If feeling nervous look above the heads of your audience.

Conclusion:

Sum up the activity by discussing the words and phrases used.

Praise the good speeches while motivating others to do better next time.



4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.



WORKSHEET 1: LITERATURE

Best used: after completion of the text for extra practice on literature questions, home assignment.

Reference to context:

Q.1. That night there was a hue and cry in the house.

- a. In whose house was there a 'hue and cry'?
- b. What is the meaning of the phrase 'hue and cry'?
- c. Who is the author of the above line?

Q.2. He stopped and stared at the child.

- a. Who is 'he'?
- b. Why did he do so?
- c. How did he punish her?

Q.3. But the child never forgot.

- a. Who is the child?
- b. What didn't she forget?
- c. Who is the author of the above line?

Q.4. "What's the matter?" he said.

- a. Who is 'he'?
- b. Who did he ask this question?
- c. Why did he ask this question?

Short answer questions:

Q.1. When did Kezia feel a sense of relief?

Q.2. Why did Kezia stutter in front of her father?

Q.3. What did her parents do on Sunday afternoon?

Q.4. What did Kezia's father call her? Why?

Q.5. What did she do for her father?

Q.6. When did she decide that there were different kinds of fathers?

Q.7. What was her nightmare?

Q.8. How did her father comfort her?

Brain teaser:

Q.1. Was there any difference in the behavior of the father and mother?

WORKSHEET 2: Grammar

Best used: Class work at the end or as a home work.

Q.1. Explain how the same word has been used in a different context. Use your dictionary.

I. The meeting came to a **close**.

II. He is a **close** relative of mine.

III. Our school **closes** at 4 p.m. in winters.

IV. Sit **close** to each other.

Q.2. Use the correct reporting verb in the following sentences:

Told
Said
Advised
Warned

Suggested
Asked
Offered
Ordered

WORKSHEET 2: Grammar

1. "I'd go and see a doctor if I were you," Julie said to me.
Julie _____me to go and see a doctor.
2. "Can you come and help me with this box?"
John _____me to help him with the box.
3. "This is an exam Mr. Jenkins!! Shut up now!!!"
The headmaster_____ Mr. Jenkins to shut up.
4. "That road is very dangerous so just be very careful!"
His mother _____him that the road was very dangerous and to be careful.
5. "Liverpool won the match last night."
The journalist _____that Liverpool had won the match the previous night.
6. "Why don't we go and see that new film at the cinema."
Bill_____ going to see the new film at the cinema.
7. "I can come and look after the children tomorrow night."
Jane _____to come and look after the children the following day.
8. "The lesson starts at six o'clock in the evening."
The teacher _____us that the lesson started at six in the evening.

WORKSHEET 2: Vocabulary

Best used: Class work at the end or as a home work.

Q.1. You have read these words in the story. Pick their synonyms:

a. Relief.

i. Hurt

ii. Solace

iii. Hindrance

iv. Injury

b. Big.

i. Colossal

ii. Little

iii. Small

iv. Tiny

c. Discovered.

i. Hidden

ii. Lost

iii. Unfound

iv. Detected

d. Explain.

i. Illustrate

ii. Conceal

iii. Confuse

iv. Distort

e. Upset.

i. Calm

ii. Collected

iii. Ruffled

iv. Well

WORKSHEET 2: Vocabulary

Q.2. You have just read a story about a family. Here are some words related with family. Match them with their correct meaning:

a. Ancestor.	A person who inherits property.
b. Heir.	A woman who rules a family, clan or tribe.
c. Infant.	Predecessor in family.
d. Matriarch.	A child during the earliest period of its life.
e. Progeny.	A person's brother or sister.
f. Sibling.	A person's partner in marriage.
g. Spouse.	The immediate descendants of a person.

WORKSHEET 3: Writing Skills

Best used: Home work:

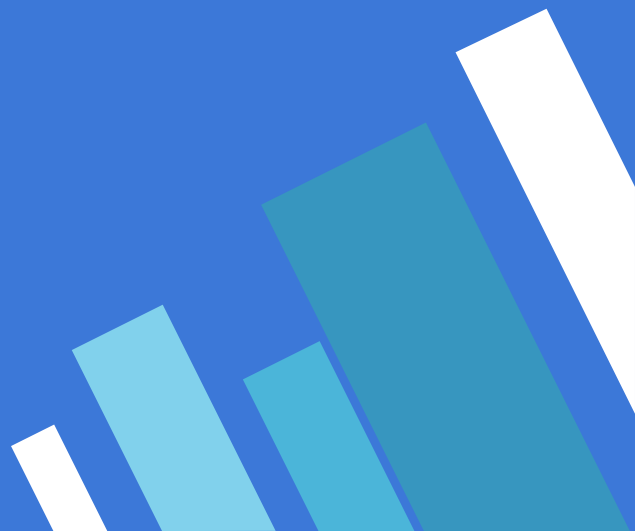
Q.1. Kezia had a different relationship with her grandmother. Is it true in your case too? Write in about three or four paragraphs (150-200 words) how your relationship differs from your parents and grandparents.



5.

SOLUTIONS

Provided below are the solutions to the worksheets.



WORKSHEET 1: LITERATURE

Reference to context:

Q.1. a. Kezia's.

b. Angry protest.

c. Katherine Mansfield.

Q.2. a. Kezia's father.

b. She had torn his Port Authority speech.

c. Beat her with a ruler.

Q.3. a. Kezia.

b. That her father had beaten her with a ruler.

c. Katherine Mansfield.

Q.4. a. Kezia's father.

b. Kezia.

c. She cried in her sleep.

Short answer questions:

Q.1. When her father left for work.

Q.2. Felt scared and nervous.

Q.3. Father slept on sofa while mother read.

Q.4. Little brown owl, stared at him gravely.

Q.5. Made a pin-cushion.

Q.6. After watching Mr Macdonald play with his children.

Q.7. A butcher with a knife and a rope coming nearer.

Q.8. Carried her to his bed, made her sleep with him, comforted her.

Brain teaser:

Q.1. Not much, both very strict and severe with her, didn't spend time with her, didn't communicate lovingly, only ordered, shouted, punished.

WORKSHEET 2: Grammar

- Q.1. a. As a noun.
b. Adjective describing relative.
c. Verb, activity happening in school.
d. Adverb, where to sit.

- Q.2. 1. Advised.
2. Asked.
3. Ordered.
4. Warned.
5. Said.
6. Suggested.
7. Offered.
8. Told.

WORKSHEET 3 Vocabulary

Q.1. a. Solace.

b. Colossal.

c. Detected.

d. Illustrate.

e. Ruffled.

Q.2. a. Predecessor in family.

b. A person who inherits property.

c. A child during the earliest period of its life.

d. A woman who rules a family, clan or tribe.

e. The immediate descendants of a person.

f. A person's brother or sister.

g. A person's partner in marriage.

WORKSHEET 3: Writing Skills

Q.1. Depends on individual students but following points may be there:

Grandparents more patient and loving.

Parents busy while grandparents have time.

Grandparents not strict, in fact spoil at times.

Act as a bridge.



5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand



RESOURCE BOOKS:

Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level

Websites:

The following websites can be used :

<https://www.perfect-english-grammar.com/reporting-verbs-exercise-1.html>

Youtube Video:

<https://www.youtube.com/watch?v=E-Bhud0ALKU>

Reading List:

Anne of Green Gables by Lucy Maud Montgomery.
Heidi by Johanna Spyri