CHAPTER: THE LITTLE FIR TREE

Grade: **4**
Board: **CBSE**
Book: **Marigold, 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:

- Recall the text and answer questions on it.
- Learn to be content with what one has
- Develop their vocabulary and learn to use it in context

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. SHATTERED

Meaning: Broken

Sentence: The mirror fell and shattered into tiny pieces.

Synonyms: Smashed, Crashed

Antonyms: Restored

2. GRANTED

Meaning: Given away

Sentence: The children were granted one week holiday to prepare for exams.

Synonyms: Approved, Imparted

Antonyms: Refused

3. MAGICIAN

Meaning: Magic user

Sentence: The magician changed the rat in to a beautiful girl.

Synonyms: Witch, Wizard

Antonyms: Rookie

4. INSTEAD

Meaning: In place of

Sentence: I got the math book instead of my English book to school.

Synonyms: Substitute, Rather

Antonyms: Also, Along with

3.

TEACHING PLAN

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

I. INTRODUCING THE CHAPTER : Class Activity

Suggested activity involves making and discussing wishes for each student in the class.

Broad instructions :

Ask every student to make two chits and write two wishes that they would like to be granted.

Instructions for the teacher:

- Once the chits are made, collect them in a box and mix them up.
- Divide the class into small groups of 5 students each.
- Each group gets to pick up 10 chits
- Let the children discuss if the wishes are reasonable or silly and how can they be fulfilled.
- The class activity should be conducted in a way to ensure maximum participation.
- Keep moving in the class and draw out the shy and introvert students. Emphasize on the importance of participation.

- Keep the atmosphere casual and happy, while at the same time maintaining discipline.
- At the end of the activity, ask the groups to speak on the following points:
-
- How many wishes were about wanting new things?
- If we study well and work hard, will we be able to achieve our wishes?
- Are we happy without the things that we have asked for?

- Gently emphasise that we all already have enough to be content with. We just need to appreciate our blessings. Always wishing for more makes us unhappy and discontent.

Concluding the discussion:

Conclude the activity with the sentence:
In today's class activity you learnt about the importance of appreciating what we have. Now let us read a story about a fir tree who was unhappy.

II. READING THE STORY

- Read the story for the class with usage of facial expressions and voice modulation.
- The teacher must employ enhanced facial expressions and gestures to engage the children.
- The vocabulary used should be grade appropriate, whilst simultaneously making efforts to introduce new words to the students like instead, shattered, etc.
- After you have read the story, ask the 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.
- Questions should be asked frequently to test their understanding of the text.

The teacher may ask the following questions:

1. What was the magician's name?
2. How many wishes did Shetty grant the little fir tree?
3. What kind of leaves did the fir tree have?
4. Who ate little fir tree's green leaves?

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.

- 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:

a. What was the fir tree's second wish?
b. Why was the fir tree unhappy when it first met the magician?
c. List the three reasons why the fir tree wanted its old needle-like leaves back.
d. Explain the life of a tree.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter by with a letter writing activity.

Key Points:

- Ask the students to write a letter to the little fir tree telling it how wonderful it is and how it makes Christmas beautiful around the world.
- Explain in the letter why it has needle like leaves and how the leaves help it survive.

Instructions to teachers:

- Discuss the key points in the class
- The teacher can help the children in case they get stuck at any point of the activity.
- Once the letters are done, ask each student to read out their letter to the rest of the class.

Conclusion:

- Finally, correlate the activity with the basic theme/ content of the chapter, and bring about the fact that we have all been gifted with different abilities and strengths. We should learn to appreciate our uniqueness and be happy with what we have.

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

Q1. Answer the following:

a. Where was Shetty going?
b. Where did Shetty take shelter from the rain?
c. What happened to the fir tree's gold leaves?
d. What was the fir tree's third wish?
e. What happened to the fir tree's glass leaves?

WORKSHEET 2: Vocabulary

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

Q1 **Change the underlined word to its opposite and rewrite these sentences.**

a. The donkey is carrying **heavy** load on his back.
b. The rabbit **lost** the race.
c. I **hate** waking up early in the mornings.
d. My water bottle is **empty**
e. She is a very **foolish** girl.

Q2 **Use 'ee' or'ea' to complete each word**

a. __ __ sy
b. sw __ __ t
c. t __ __ m
d. coff __ __
e. p __ __ nut
f. thr __ __
g. r __ __ d
h. p __ __ l

WORKSHEET 3: Grammar

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

Q1. Complete the following sentences using the following:
(but, as, whether, though, if)

a. _____ he was not feeling well, he decided to see his doctor.
b. I looked around _____ I didn't see anyone.
c. You are going to take that job _____ you like it or not.
d. The robbers threatened to kill him _____ he didn't give them his money.
e. She yelled for help _____ there was no one to hear her.
f. _____ she is very young, she is quite capable of taking decisions on her own.

Q2. Write the appropriate form of the adjective in the brackets:

a. The road was (long) than we had expected.
b. The shop is (far) than the school.
c. The boy is the (fast) runner of all.
d. The weather today is (bad) than the weather yesterday.
e. The red dress was (pretty) than the pink dress.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Ans 1.

a. He was returning home.
b. Under the little fir tree
c. A man stole them
d. To have glass leaves
e. They broke due to strong winds.

WORKSHEET 2: Vocabulary

Ans1.

a. The donkey is carrying **light** load on his back.
b. The rabbit **won** the race.
c. I **love** waking up early in the mornings.
d. My water bottle is **full**
e. She is a very **wise** girl.

Ans2.

a. easy
b. sweet/sweat
c. team/teem
d. coffee
e. peanut
f. three
g. read/reed
h. peel/peal

WORKSHEET 3: Grammar

Ans1.

a. **As** he was not feeling well, he decided to see his doctor.
b. I looked around **but** I didn't see anyone.
c. You are going to take that job **whether** you like it or not.
d. The robbers threatened to kill him **if** he didn't give them his money.
e. She yelled for help **but** there was no one to hear her.
f. **Though** she is very young, she is quite capable of taking decisions on her own.

Ans2.

a. Longer
b. Farther
c. Fastest
d. Worse
e. Prettier

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:

Publications such as **Frank Brothers and Oxford** are recommended for this grade level.

Websites:

Following websites can be used :

- writeenglish.net/usingdescribingwords1-1.php

Newspapers and Magazines:

Ask students to find out about programs to help the poor and needy children from newspaper and magazines.

Reading List :

- Would You Rather…? By John Burningham
- Stanley and the Magic Lamp by Jeff Brown