

### 3. The Mother Tree

Name of the Teacher :  
Name of the School :  
Class :  
Subject :  
Time :

Process	Response
<p><b>Puppet making</b></p> <p><b>1. Introductory interaction:</b>The teacher initiates a discussion about the titular picture and asks the following questions:</p> <ul style="list-style-type: none"><li>- Do you like sparrows?</li><li>- Have you ever seen the nest of sparrows?</li><li>- Where do sparrows make their nest?</li><li>- Where is it hanging?</li></ul> <p>Learners respond to the questions.</p> <p>Teacher shows the pictures in page 47 and 48 of the textbook and asks:</p> <p>What do you see in the pictures?</p> <p>What is the title of the story?</p> <p>Who are the characters in the story?</p> <p>Teacher introduces the theme of the story:</p> <p><b>The story is about a mother tree, a mother bird and its little birds.</b></p> <p><b>2. Making the puppets:</b></p> <p>Learners watch a video on finger puppet making.</p> <p>They are divided into groups. The groups are named after the characters in the story (tree, bird, little sparrows, sun, wind, cloud etc.)</p> <p>Teacher distributes the materials to make finger puppets and demonstrates the method of making a finger puppet of the mother tree.</p> <p>The teacher interacts with each group by giving instructions like:</p> <ul style="list-style-type: none"><li>- Draw the picture first.</li><li>- Give suitable colours.</li><li>- Cut it properly.</li><li>- Fix it in the finger caps using gum.</li></ul>	

### 3. Processing the big picture:

When the products are ready, teacher helps the learners to display them properly on the display board as shown in the picture in the textbook.

Teacher asks,

- Where shall we place the tree?
- Where do we fix the nest?
- Where will we place the little birds?
- Which is the place of the sun?
- Where will we fix the land scape and hills?

Teacher interacts with the learners about the big picture.

Learners are guided into reading the story.

### **Trees –Poem Textbook page 59**

#### **Interaction**

Teacher interacts with learners as follows:

There is a tree in this story.

Which tree is that?

Can you name the trees around us?

Learners develop concept maps.

Then they watch a presentation on trees and become familiar with various trees and their names.

They paste pictures of trees along with their names on a big canvas.

#### **Picture interaction**

The learners observe page 59 of the textbook.

Teacher asks:

What do you see in the picture?

Is it a big tree or a small tree?

What are the uses of trees?

Would you like to hear a poem about trees?

Learners watch the video clip of the poem Trees/ the teacher recites the poem.

The learners sing along .

The activity is repeated two or three times to familiarise the learners with the poem.

The learners present the poem in chorus or individually.

### **Reading Process, Activity 4**

#### **1. Picture interaction:**

Teacher shows the picture on page 52 of the textbook and asks,

Who are there in the picture?

What are the birds and animals doing?

What is the sparrow doing?

Is she happy?

Some paper strips containing keywords of the passage are distributed among the learners. They read the sentence strips and identify the sentences given in the textbook. They read the sentences aloud.

Teacher asks the following questions:

Why did mother sparrow look scared?

Who looked around?

Why are the parrots flying away in fear?

What are the animals doing?

Who are running here and there?

Who is moving away in sky?

Why are the eagles screaming?

Can you guess what is happening there?

The learners read the strips again to get the answers.

#### **Activity 4 in TB page 64**

Teacher leads the learners to Activity 4 in textbook page 64.

Teacher projects the picture in the class to give a clear view of the activities of the animals and birds.

There is an eagle in this picture, who happened to see the forest fire. What will be its thoughts?

The learners read the thoughts of the eagle.

The learners complete the sentences given in the text. Word/ sentence strips of the words can be used to help slow learners .

#### **Thoughts of little birds**

#### **1. Picture interaction:**

Teacher gives an explanation of the situation and presents the activity by

showing the picture on page 66 of the textbook.

Teacher asks:

Who are there in the nest?

Are they alone?

Where is the mother sparrow?

What could be the time?

If there is a fire, what will they do?

Will they think about their mother?

Who will they call for help?

Will they try to escape?

Teacher writes the core ideas on the board and processes the thoughts one by one.

The learners write their assumptions individually.

They sit in small groups and share their ideas in groups. Learners write their versions in the notebooks. Group presentation of the product follows.

Teacher presents his/her version and the learners edit the group products.

Then they make entries in the textbook.

### **Baby bird**

#### **Interaction**

Teacher asks the learners to read the title of the story (Baby bird) and lets them guess the theme of the story. Teacher develops a concept map by eliciting the responses, prepares a narrative/flashback using the words/ideas elicited from the learner and presents it before the learners to help them to understand the story.

After presenting the narrative, teacher asks some questions like:

Where is the little bird?

What happened to the little bird?

Who took the bird from the way?

Is it safe in the cage?

The learners go through the picture story and attempt to guess the story. They present the ideas in each picture and the teacher writes them in the proper sequence on the blackboard. Teacher must make sure that the vocabulary helps the learners to read the story.

#### **Processing the story**

Individual silent reading by the learner.

They form pairs and share the ideas.

They read in groups and share ideas.

Each group retells/presents the story in the class

The teacher presents the story

Learners form groups, teacher divides the story in to parts and gives each part to different group

Learners enact the story

### **Reading Process, Role play, Conversation**

#### **1. Picture interaction:**

Learners watch the digital text and picture on page 55 of the text and asks,:

Who is near the mother tree?

What is the wind doing?

What does the tree ask to the wind?

How is the fire now?

#### **2. Process reading:**

Individual reading: The learners read individually and write down the words that they could not read, in their note books.

Pair reading: Let the learners sit in pairs, read and clear their doubts.

Group reading: Let the learners sit in groups and read the passage, exchange their ideas and clear doubts.

Teacher asks: Will wind help the mother tree?

The responses are written on the board.

#### **3. Role play**

After reading, the learners enact the scene and the teacher records the video of the performances. After finishing the performances teacher plays the video. Suggestions are given for better performances.

After group reading teacher places the cut outs of the mother tree, wind and fire on the display board and writes the dialogues of the characters in the speech bubbles. While writing, teacher reads the sentences aloud and asks the learners to follow her.

#### **4. Activity-7 – Conversation**

Teacher interacts with the learners by asking the following questions:

Why did the wind blow away?

Where did the wind blow?

Whom would the wind bring?

What would the wind say to the clouds?

What would be the cloud's reply? Why?

Teacher elicits responses and writes on the board.

Learners write the conversation between the wind and the clouds individually and presents it in peer group.

After presentation, one product from each group is selected and editing is done.

### **Picture interaction**

Mentor presents the activity by showing picture of TB page 65 and asks,

What do you see in this picture?

Which place is this?

Which are the animals/birds/creatures that you see here?

How many sparrows are there?

Are they the same little sparrows?

What are the changes that you notice?

Elicits responses, sensitise the learners on the changes that happened in the forest after rain using the picture. Let the learners read the paragraph and complete the activity using the appropriate words given in the box.

### **1. Picture interaction:**

Teacher shows the picture on page 50 of the textbook and asks,

- Where is the mother sparrow now?
- What is she doing?
- Why does she come there?
- What does she see there?
- Do you like the place?
- What are the things that you see in the valley?
- Are there any other birds?
- Do you see any plants or fruits?
- Do you like cherries?
- Is there any plants or butterflies?

Teacher asks simple questions to elicit the reading text as responses and

writes them on the board. While writing the sentences he/she reads the sentences aloud.

## **2. Process reading:**

Individual reading

The learners read individually. While reading, they to list the words that they cannot read.

Pair reading

The learners discuss in pairs and clear their doubts in this stage.

Group reading

The learners sit in groups and read the passage, exchange ideas and clear their doubts.

Model reading by the teacher

## **3. Description**

The teacher interacts with the learners by asking the following questions:

-Do you like the place? Why do you like it? Is there any such place near your school or home?

-Can you describe that place?

-Is it beautiful?

-Are there butterflies and birds?

-What kind of birds do you see there?

-Are there trees?

-Are there any fruits?

Teacher writes the responses on the board.

Learners write a description of the place individually and present them.

Presentation of teacher version.

Learners edit their writings.

The teacher leads the learners to Activity2 of the textbook page 61.

## **4. ACTIVITY 2**

Teacher interacts with the learners using questions like:

-Which fruit did mother sparrow see in the valley?

Learners name the fruits they are familiar with.

Teacher lists the responses of the learners on the board. Then the teacher asks the learners to find out the names of these fruits hidden in the magic

square.

Learners draw pictures of fruits and colour them.

After the drawing session, teacher interacts with the learners:

- You have drawn and coloured many fruits.
- Which fruit do you like the most?
- Can you write the name of that fruit?
- What is its colour?
- What is its shape?
- What is its taste?
- Is it soft or hard?

Learners write a description of their favourite fruit followed by random presentation by them.

### **Picture interaction**

Learners watch the digital text and picture of page 63 of the textbook.

Teacher asks:

Which animals are there on the tree?

Where are they sitting?

Where is the nest?

Where is the worm?

Where is the monkey sitting?

Where is the squirrel?

Which are the animals/birds/creatures that live on trees?

Teacher writes the responses on the board.

The learners fill the yellow boxes by choosing correct options from the box below.

### **Smell and tell:**

Learners observe leaves of different trees and plants . They identify the plant/tree.

They revisit the concept map on trees. The learners read the names of the trees aloud and add more plants to it.

They write the names of trees and plants on a chart and display it in the class.

Teacher exhibits leaves of some trees and plants in the class and



demonstrates the process of making a leaf album.

The learners are instructed to use dry leaves while preparing the album.

Teacher exhibits some leaf albums to give the learners a better idea.

The learners do the project given on page 68

## **Reading Process**

### **1. Picture interaction**

Learners observe the picture in page 48 of the TB

Teacher asks:

What do you see in the picture?

Which tree is this?

Where are the sparrows?

What are the birds doing?

Where, do you think, the mother bird went?

What time of the day is it?

What is mother tree telling to little sparrows?

Teacher elicits responses from the learners and writes them on the blackboard. While writing the sentences the teacher reads the sentences aloud.

### **2. Process reading**

#### **Individual reading**

The learners read the text individually. While reading, they list the words that they cannot read in their note books.

#### **Pair reading**

Learners form pairs and clear their doubts.

#### **Group reading**

The learners sit in groups and read the passage, exchange the ideas and clear the doubts.

#### **Teacher's reading:**

Teacher reads the passage with proper pronunciation, intonation, stress and voice modulation.

Teacher interacts with the learners again:

What is the name of the tree?

What birds are there?

What is the Neem tree telling the little sparrows?

What did the little sparrows reply?

Which word tells us that it is morning?

The learners go through the passage in the textbook again and respond to the questions.

Loud reading by the learners follows.

The teacher writes the sentences in the speech bubbles word by word and reads aloud. The learners read them one by one.

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- Where is the mother sparrow now?
- What is she doing?
- Why does she come there?
- What does she see there?
- Do you like the place?
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- Do you see any plants or fruits?
- Do you like cherries?
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Teacher asks simple questions to elicit the reading text as responses and writes them on the board. While writing the sentences he/she reads the sentences aloud.

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Model reading by the teacher

### 3. Description

The teacher interacts with the learners by asking the following questions:

-Do you like the place? Why do you like it? Is there any such place near your school or home?

-Can you describe that place?

-Is it beautiful?

-Are there butterflies and birds?

-What kind of birds do you see there?

-Are there trees?

-Are there any fruits?

Teacher writes the responses on the board.

Learners write a description of the place individually and present them.

Presentation of teacher version.

Learners edit their writings.

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Teacher lists the responses of the learners on the board. Then the teacher asks the learners to find out the names of these fruits hidden in the magic square.

Learners draw pictures of fruits and colour them.

After the drawing session, teacher interacts with the learners:

- You have drawn and coloured many fruits.

- Which fruit do you like the most?

- Can you write the name of that fruit?

- What is its colour?

- What is its shape?

- What is its taste?

- Is it soft or hard?

Learners write a description of their favourite fruit followed by random presentation by them.

### **1. Picture interaction:**

Teacher shows the picture on page 51 of the textbook and asks the following questions:

Who are there in the picture?

Where is the mother sparrow sitting?

What is she doing?

Is she happy?

Which fruit is she eating?

How is she eating?

Is she alone?

Which is the other bird in the picture ?

Can you guess what they are talking about?

Why did mother sparrow pluck a bunch of cherries?

Teacher asks simple questions to elicit the reading text as responses and writes them on board. While writing the sentences, the teacher reads the sentences aloud.

### **2. Process reading:**

Individual reading

The learners read individually and list the words that they cannot read.

Pair reading

The learners read in pairs and clear their doubts in this stage.

Group reading

The learners sit in groups and read the passage, exchange ideas and clear their doubts.

After individual and group reading by the learners, they are divided into groups. Teacher distributes sentence strips to the learners. They read the strips.

Teacher asks the following questions to make the learners read out answers from the strips.

Which strip tells you that cherries are red in colour?

Which strip tells you about the taste of the cherry?

From which line do you realise that mother plucked cherries for her children?

### **1. Picture interaction:**

Teacher shows the picture on page 52 of the textbook and asks,

Who are there in the picture?

What are the birds and animals doing?

What is the sparrow doing?

Is she happy?

Some paper strips containing keywords of the passage are distributed among the learners. They read the sentence strips and identify the sentences given in the textbook. They read the sentences aloud.

Teacher asks the following questions:

Why did mother sparrow look scared?

Who looked around?

Why are the parrots flying away in fear?

What are the animals doing?

Who are running here and there?

Who is moving away in sky?

Why are the eagles screaming?

Can you guess what is happening there?

The learners read the strips again to get the answers.

#### **Activity 4 in TB page 64**

Teacher leads the learners to Activity 4 in textbook page 64.

Teacher projects the picture in the class to give a clear view of the activities of the animals and birds .

There is an eagle in this picture, who happened to see the forest fire. What will be its thoughts?

The learners read the thoughts of the eagle.

The learners complete the sentences given in the text. Word/ sentence strips of the words can be used to help slow learners .

#### **1. Picture interaction:**

Teacher shows the digital version of page 53 of the textbook and asks:

What do you see in the picture?

What is the mother sparrow doing?

Is she crying?

What is she thinking about? Is she thinking about her children?

What will she do now?

Will she fly over the fire?

Is there any one to save her children?

Teacher plays a video clip of the forest fire again to show the damage caused by it.

## **2. Process reading:**

Individual reading: The learners read individually and note down the words that they could not read .

Pair reading: The learners sit in pairs and clear their doubts in this stage.

Group reading: The learners sit in groups and read the passage, exchange their ideas and clear doubts.

After individual and group readings, the teacher asks the learners to identify the sentence which means ‘the children are in danger’, the line that expresses the ‘distress of the mother sparrow’ and the line that describes ‘the damage caused by the fire’ .

Teacher elicits responses and writes the sentences on board.

Learners read these sentences with the help of the teacher.

## **1. Picture interaction:**

Learners watch the digital version of page 54 of the textbook.

Teacher asks the following questions:

Where is the fire now?

What is it doing?

What is the mother tree doing?

Is she afraid?

What will happen to the little sparrows?

What is mother tree thinking about the little birds?

What is she telling the fire?

Who will save the little sparrows?

The core ideas are elicited through the questions and the teacher writes them on the board.

The learners read the sentences on the board.

They find out these sentences from the textbook..

**2. Process reading:** Individual, peer, group and sample reading

## **3. Role play**

After individual, peer, group and model reading ,the teacher distributes some sentence strips to all groups.

The learners categorise the dialogues under two heads -The Neem tree and The Fire.

Then the teacher gives the following instructions to the groups to create a role play of the scene:

Now we are going to enact the scene.

Each group has to present the role-play.

Who are going to act as fire and Neem tree?

Do the rehearsals and refine the performance in the groups with the help of your friends.

Learners enact the scene and the teacher records the video of the performances. After the completion of all the performances, the teacher plays the video and generates a discussion to get creative suggestions to make the performances better.

### **1. Picture interaction:**

Learners watch the digital text and picture on page 55 of the text and asks,:

Who is near the mother tree?

What is the wind doing?

What does the tree ask to the wind?

How is the fire now?

### **2. Process reading:**

Individual reading: The learners read individually and write down the words that they could not read, in their note books.

Pair reading: Let the learners sit in pairs, read and clear their doubts.

Group reading: Let the learners sit in groups and read the passage, exchange their ideas and clear doubts.

Teacher asks: Will wind help the mother tree?

The responses are written on the board.

### **3. Role play**

After reading, the learners enact the scene and the teacher records the video of the performances. After finishing the performances teacher plays the video. Suggestions are given for better performances.

After group reading teacher places the cut outs of the mother tree, wind and fire on the display board and writes the dialogues of the characters in the speech bubbles. While writing, teacher reads the sentences aloud and

asks the learners to follow her.

#### **4. Activity-7 – Conversation**

Teacher interacts with the learners by asking the following questions:

Why did the wind blow away?

Where did the wind blow?

Whom would the wind bring?

What would the wind say to the clouds?

What would be the cloud's reply? Why?

Teacher elicits responses and writes on the board.

Learners write the conversation between the wind and the clouds individually and presents it in peer group.

After presentation, one product from each group is selected and editing is done.

#### **1. Picture interaction:**

Teacher asks interaction questions about the picture on page 56 of the textbook :

Who are there in the picture?

Who did the neem tree talk to?

What is the wind doing?

Why did the neem tree look at the cloud hopefully?

What will the neem tree request to the clouds?

Teacher elicits responses and writes them on the board.

#### **2. Process reading**

Individual reading: Let the learners read individually, and write the words that they cannot read.

Pair reading: Let the learners sit in pairs, read and clear their doubts.

Group reading: Let the learners sit in groups and read the passage, the teacher supports each group and helps them to clear doubts. Learners are given chances for loud reading.

#### **Interaction**

Teacher asks the following questions:

Do you like rain?

Have you ever played in the rain?

Learners watch a video clip of gentle rain fall.



**Picture interaction:**

The teacher asks some questions related to the video clip:

Have you ever watched such rain fall before?

How do we feel during rainy season?

To elicit the feeling of the neem tree, the following questions are asked.

What is happening in the picture?

How does the neem tree feel when the rain drops fall on its leaves?

What do rain drops look like?

How is the water flowing?

Is there any fire in the picture?

What happened to the fire?

How does the mother tree express her feelings?

By asking such questions the teacher elicits the feelings of the learners and reinforces the vocabulary related to the text.

Teacher writes the new words like breeze, pouring, raindrops etc. on the board and asks the learners to find the sentences in the text in which these words are used.

**Process reading**

Follow the process of reading as done in the previous activities.

**1. Picture interaction**

Teacher asks interaction questions about the picture on page 58 of the textbook:

Who are there in the picture?

What is the mother bird telling the wind and the clouds?

What is the wind saying?

What is the neem tree saying?

Teacher elicits responses and writes them on the board .

**Process reading**

Individual reading

Pair reading

Group reading

The learners sit in groups and read the passage, teacher supports each group to clear their doubts.

Learners are given chances for loud reading.

Teacher asks:

Did you like the story?

Which characters do you like the most? Why?

The learners write a paragraph on why they like the characters of their choice.

They prepare concept maps in groups. Teacher helps the learners to write sentences with the help of the concept maps.