



English Power

2

***Teacher's
Resource Book***

For Order : 0320-5899031

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CONTENTS

Lesson No.	Lesson Name	Page No.
1	Little Red Riding Hood	3
2	Cute, Cute Cat	5
3	Jackson's Day	7
4	The Lying Lion	9
5	Strongest of All	10
6	Dear Diary: A Busy, Busy, Busy Day	12
7	A Mouse by the House	14
8	Adeena and the Stranger	16
9	Rip Van Winkle	18
10	Five Little Owls	20
11	The Devoted Mother	21
12	Androcles and the Lion	23

Lesson 1: Little Red Riding Hood

Learning objectives:

- To help children learn why it is important to follow instructions given by elders
- To create a sense of responsibility in young children and develop feelings for sick and the weak

Teacher Starters:

Simply start by asking children questions pertaining to advice their grandparents give. Do they tell you to say 'Good Morning' or 'Assalamoalikum' when meeting anyone? Do they tell you to behave and show respect for elders? When they are stimulated, start the chapter reading.

Teaching:

The story is long enough to be read by several children. Ask every child to read a line or two and make sure children are accurate in pronunciation of the text. Also try to make sure that children understand the difficult words of the story e.g. appeased, scarcely, craftily, latch, snore etc. The vocabulary and their meanings are given at the end of the story to assist teachers.

Student's Tasks:

Answer the Questions

1. Why did Little Red Riding Hood have this name?
 - Little Red Riding Hood had this name because her grandmother gave her a hood of red velvet.
2. Why did Little Red Riding Hood go to grandmother's place?
 - Little Red Riding Hood went to grandmother's place because her mother told her that grandmother was ill and weak. Her mother had also given a piece of cake and some fruits for the grandmother.
3. Why did the grandmother let the wolf in?
 - The grandmother let the wolf in because she thought it was Little Red Riding Hood. She was too weak and could not get up.
4. What things Little Red Riding Hood brought to her grandmother?
 - Little Red Riding Hood brought a piece of cake and some fruits for her grandmother.
5. Who saved Little Red Riding Hood's life?
 - The huntsman saved Little Red Riding Hood's life.

Compose the Following

1. The wolf was a wicked creature.
2. The wolf had an appetite for Little Red Riding Hood and grandmother.



3. The wolf devoured Little Red Riding Hood.
4. The wolf swallowed grandmother.
5. The wolf caught Little Red Riding Hood and grandmother.

2. Choose three words from the vocabulary list and use them in interesting sentences.

- 1) Wood: Wood is used for making furniture.
- 2) Lift: I can't lift this bag.
- 3) Snore: Ali started to snore.

Circle the Correct Answers

1. Her grandma
2. Wolf
3. The wolf
4. Gobbled her up
5. He was dressed in Grandma's night dress

Get words from the story that rhyme with the following.

1. sinner
2. latch
3. might
4. drifted

State whether the following are True or False

1. False
2. True
3. False
4. True
5. False

Find the information from the text:

1. cake, fruits
2. velvet hood, wolf skin
3. Frighten, scare
4. grin or beam

Write describing words for the given characters:

1. innocent, tender, pretty
2. old, weak, ill
3. helper, generous, genius



Extended Teaching**Resources at www.learningwell.pk**

Log on to your personal account at www.learningwell.pk to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at www.TeachingWell.pk

Web Resources:

For further information visit these sites and links:

1. <https://short-moralstories.blogspot.com>
2. <https://www.youtube.com/watch?v=OI4-xfRDGHM>

Lesson 2: Cute, Cute Cat**Learning objectives:**

- To help children learn about the basic characteristics of a cat, a popularly domesticated pet all over the world
- To help them understand that pets can be good friends and helpers too

Teacher Starters:

Start by asking children questions pertaining to cats. Most of them might have one in their home or around neighborhood. Ask them to describe some features of cats, e.g. cute, fluffy, angry, sweet, quick etc. When students seem engaged, get the chapter reading started.

Teaching:

The lesson is simply a descriptive account of cats. As such, make sure that children at each stage are clear about characteristics of cats described in the chapter, such as their use against rodents or keeping unwanted animals and insects away from home. Regarding cat facts; make sure children have some idea of weight and life i.e. cats weigh up to 7 kg and may live up to 20 years. Divide chapter reading evenly amongst children.

Student's Tasks:**Answer the Questions**

1. Do you have a pet? Write about it in five sentences.
 - Yes, I have a parrot as a pet.
 - 1) My parrot is green in colour.
 - 2) My parrot has red sharp beak.
 - 3) My parrot can talk and sing.
 - 4) My parrot can fly.
 - 5) I love my parrot very much.



2. Write the names of some breeds of cats.
 - The names of some breeds of cats are:
The Maine Coon, the Persian, the Siamese, and the American Shorthair.
3. Why is that some cats are referred to as working cats?
 - Some cats are referred to as working cats because they are skilled at catching rodents and cats are also very intelligent.
4. Write some interesting facts about cats.
 - 1) Cats have very good hearing.
 - 2) Cats can live 15 to 20 years.
 - 3) Cats have good night vision.
5. What do cats like to hunt?
 - Cats like to hunt mice, rats and other rodents.

Fill in the Blanks

1. 100
2. sacred
3. clowder
4. teeth, claws
5. agile

Compose the Following

1. I love my pet.
2. It is a cat.
3. It has a long tail.
4. I called it mantel.
5. It is white.

b. Rewrite the above sentences.**Solve the following:**

- quick, intelligent, agile, hunter, popular, good vision

b. Choose the correct answer:

1. Kitten
2. Domestic,
3. Cat,
4. Milk,
5. Cats

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Web Resources:

For further information visit these sites and links:

1. <https://pets.thenest.com/characteristics-cat-behavior-3635.html>
2. <https://www.youtube.com/watch?v=Xz6yBbBRr8Y>
3. <https://www.catster.com/lifestyle/cat-facts-fun-kids-adults>

Lesson 3: Jackson's Day**Learning objectives:**

- To help children understand that pet dogs can be playful
- To help children appreciate the importance of taking a bath after playing

Teacher Starters:

Ask children if they have a dog or if they saw any pet dog at someone's home. Also ask them to try describing some features of dogs e.g. playful, angry, quick, hungry, sweet etc. When the class seems engaged, get the chapter reading started.

Teaching:

Even though keeping dogs as pets is uncommon in Pakistan, you can still help children learn that they can be kept as pets but proper hygiene must be ensured. Dogs do not take much care of their personal hygiene as cats. So it is important upon their owners to make sure that their pets regularly bathe. Divide chapter reading amongst children so each child gets a chance.

Student's Tasks:**Answer the Questions**

1. What is the name of Jackson's owner?
 - The name of Jackson's owner is Jennifer.
2. What was he running from?
 - He was running from bath.

3. What did Jackson do to escape bath?
 - Jackson ran outside the home to escape bath.
4. Why was Jennifer worried?
 - Jennifer was worried and scared that Jackson might not come back.
5. Why did Jackson agree to take a bath?
 - Jackson agreed to take a bath because he was filthy.

Compose the Following

- **“My Pet”**

My pet animal is cat. I call it Tom. It is white in color and beautiful to look at. Its whole body is covered with soft fur. It has a long tail and round head. Its eyes and ears are very cute. Its four legs have some sharp claws by which it can easily kill the rats. When I call it Tom, it comes to me mewing. I give it fish, meat, milk and rice, and it is also fond of milk. Every member of our house loves Tom dearly.

b. Use 5 words from the vocabulary list and use them in interesting sentences.

- 1) Filthy: Look at this cloth, its filthy.
- 2) Puddle: There was a puddle of water on the kitchen floor.
- 3) Slimy: His feet slipped in the slimy mud.
- 4) Wandering: The child was found wandering in the streets alone.
- 5) Farther: I am tired and cannot walk any farther.

c. These sentences are written incorrectly. Rewrite each sentence correctly.

1. The dog runs.
2. The dog rolls around.
3. The dog sits.
4. The dog chews the bone.

d. Show the dog the way through the bulldog shaped maze to find the hole to bury its bone.

- Do as directed)

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Web Resources:

For further information visit these sites and links:

1. <https://www.petmd.com/dog/slideshows/10-pet-hygiene-tips-you-should-be-following>
2. <https://www.youtube.com/watch?v=4sEzA28DLXQ>
3. <https://www.write4fun.net/view-entry/82663>

Lesson 4: The Lying Lion**Learning objectives:**

- To help children that even a powerful force, person or animal like lion can be helpless against as small a creature as bee
- To help children learn the usage of rhymes to make poetry beautiful

Teacher Starters:

Try asking children questions pertaining to features or characteristics of lion e.g. strong, scary, roaring, king of jungle as well as features and characteristics describing a bee e.g. tiny, harmless etc. When they seem engaged, you can start getting the poem read by children.

Teaching:

Make sure that children can identify the rhyming words when they read the poem e.g. lied with cried, lost with cost, size with prize etc. Ask pupils to suggest the reasons for lion's behavior, such as being irritated by the bee, feeling uneasy, pained, tensed or ashamed. Teach children that many poems like these tell us a story but not all poems present stories as such.

Student's Tasks:**Answer the Questions**

1. Why did the lion cry?
 - The lion cried because of bee sting.
2. Who saw that the lion was crying?
 - The poet saw that the lion was crying.
3. Why was the lion embarrassed?
 - The lion was embarrassed because he didn't want to be noticed.

Compose the Following

- Lied-cried, king-sting, day-sway, eyes-lies, could-stood, lost-cost, us-fuss, size-prize, bluff-fluff, truth-Ruth

2. Choose five words from the vocabulary and construct interesting sentences with them.

Roar: The lion gave a loud roar.

Witnessed: Ali witnessed the accident.

Mighty: He gave it a mighty push and it opened.

Actuality: A trip to the moon is now an actuality.

Reveal: The doctors did not reveal the truth to him.

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Web Resources:

For further information visit these sites and links:

1. <https://www.storyjumper.com/book/index/21519118/Lyle-the-Lying-Lion#page/8>
2. <https://www.youtube.com/watch?v=rSd7KpbP1Xg>
3. <https://www.natgeokids.com/au/discover/animals/general-animals/10-lion-facts>

Lesson 5: Strongest of All**Learning objectives:**

- To help children understand that intelligence can make one strong no matter the size
- To help children not to be proud or boastful of some natural powers given to them by God

Teacher Starters:

Ask children to suggest which animals they think are stronger, wiser or cleverer. You may want to give the options of elephant, whale and rabbit as given in the story. After a brief brainstorming session, get reading of the chapter started.

Teaching:

This one in particular is an interesting story to teach young children. Though it takes animals as characters, it can be widely applied in our everyday characters. When the children are over with chapter text, make sure they know the moral of the lesson i.e. being big means being wise and intelligent and not just being physically big like elephant or whale. Make sure that children understand that it takes sense and wisdom and not just the muscle power to control big things and troubles in life.

Student's Tasks:**Answer the Questions**

1. What did the elephant think of himself and the whale?
 - The elephant and the whale thought of themselves as the largest, strongest and most beautiful animals on land and in the sea.
2. Why did the rabbit decided to teach them a lesson?
 - The rabbit decided to teach them a lesson because both of them were proud of their strength and power.
3. What is the relationship between the elephant and the whale in the story?
 - The elephant and the whale are brother and sister.
4. Was there any cow in the story?
 - No, there was no cow in the story.
5. What the whale and the elephant were pulling?
 - The whale and the elephant were pulling a rope.
6. What lesson did they get from rabbit's trick?
 - They learned that when it came to cleverness, Rabbit was the strongest of them all.

Compose the Following

1. Do you think we should be proud of our strength and ability or not?
 - We should not be proud of our strength and ability.
2. Write your review about this story. What do you think of the whale and the elephant?
 - This story is very interesting. We get the lesson that we should not be proud of our strength and ability. Everyone has different strengths and abilities. I think that the whale and the elephant have different strengths and abilities.

Match the sentence with the correct end

1. An Elephant and a Whale were having a conversation.
2. The rabbit decided to play a trick to these two behemoths.
3. Rabbit ran to the beach and found Whale sunning herself near the beach.
4. She swam closer to shore so that the rabbit could tie the long rope to her massive tail.
5. Elephant and Whale realized that they had been tricked.

Select three words from the vocabulary list and use them in your sentences.

Wise: Ali is a wise boy.

Smacked: Police smacked a robber.

Seashore: As we walked along the seashore we saw lots of tiny crabs.

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Web Resources:

For further information visit these sites and links:

1. <https://www.ducksters.com/animals/elephant.php>
2. <https://www.natgeokids.com/uk/discover/animals/sea-life/10-blue-whale-facts>
3. <http://blog.sciencescore.com/the-worlds-strongest-animal>

Lesson 6: Dear Diary: A Busy, Busy, Busy Day**Learning objectives:**

- To support children in maintaining a diary of their activities, especially active days
- To help children draft minute-by-minute account of their daily routine

Teacher Starters:

Start by asking children if they have written a diary of their daily routine just like their homework diary. Ask children to describe how they typically spend their weekends. When they seem engaged, get the reading started.

Teaching:

Tell the students that like daily homework diary, they can have a 'personal diary' where they can spend a few minutes daily and keep a record of their activities, especially the memorable days such as picnic, visit to a relative, movie night etc. Make sure that children understand and properly pronounce the difficult words of vocabulary such as Beeline, gulped, exhausted, trooped etc.

Student's Tasks:**Answer the Questions**

1. Who is the writer of this diary page?
 - Aamir is the writer of this diary page.
2. Why were the children happy?
 - The children were happy because they were going to meet their cousins and spend a day out with lots of fun.



3. Where were they going?
 - They were going to Aunt Sarah's place.
4. What did aunt Sarah prepared for breakfast?
 - Aunt Sarah had prepared pancakes, french fries, vegetable rolls, fruit custard, chocolate drink and a lovely pink coloured strawberry shake for breakfast.
5. What did they do in the park?
 - They rode in swings and played football.
6. What did they do after lunch?
 - After lunch, they went to Cineplex to watch an animated movie.
7. What surprise did they get after lunch?
 - They got the surprise that they were going to watch new children's movie.
8. Which was the last place they went?
 - They went to the mall in the last.

Compose the Following

- Today was my close friend's birthday and he threw a party in his home. Everyone looked so happy. I bought a gift for my friend yesterday. All kids were playing games. Kids were also dancing and having fun in birthday party. At 8 o'clock, the cake cutting ceremony took place. Cake was so big and colourful. We had delicious snacks. My friend got a lot of gifts. I returned home at 10 o'clock. (Ahmad)

Fill in the Blanks

1. fanned
2. pizza
3. crazy
4. whale
5. headed
6. mobile phone
7. beeline
8. exercising

Arrange the Following

- a. The student spoke politely to his teacher.
- b. A lion lives in den.
- c. The rest of the gang also loaded up on things.
- d. All of us tried all the rides one by one.

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Web Resources:

For further information visit these sites and links:

1. https://www.journalbuddies.com/journal_prompts_journal_topics/diary-writing-ideas-for-kids
2. <https://www.studymode.com/essays/a-Busy-Day-46067274.html>
3. <http://www.shareyouressays.com/essay-writing/write-an-essay-on-your-daily-life/15465>

Lesson 7: A Mouse by the House**Learning objectives:**

- To help children learn the usage of rhymes to make poetry beautiful
- To help children understand how they can describe a rodent such as mouse

Teacher Starters:

Ask children if they have ever seen mouse in home or neighborhood. Ask them if they have any words to describe mouse e.g. hungry, curious, dirty, nibblers etc. When they seem engaged, get the poem recited.

Teaching:

Ensure that the children recognize the rhymes given in the poem such as about with spout, see and me, there and stare etc. Also make sure that children know the meanings of the difficult words e.g. barely, glance, pebble, trapped. You can remind the students that the poem is another way to tell a story.

Student's Tasks:**Answer the Questions**

1. Where did the mouse stop?
 - The mouse stopped near the water spout.
2. What was he doing when he was trapped?
 - He was chewing his meal when he was trapped.



3. Why didn't the mouse notice the pebble?
 - The mouse didn't notice the pebble because he was eating something.
4. What did the poet realize in the end?
 - The poet realized in the end that the mouse was not able to see without glasses.
5. Narrate this poem in your own words. (Elaborate the points which the poet has not explained)
 - The poem is about a mouse which had stopped at a water spout and was nibbling something. The poet tried to get its attention but he did not see and kept eating. The mouse finally looked up at the poet and seemed curious and innocent like a pup. The mouse was not scared but did not look at the poet for long and went about his business. While it was leaving, the poet noticed that the mouse had glasses so maybe it was because of this it could not see the poet for so long.

Compose the Following

1. Write in your notebook a poem that you like most.
 - Do as directed
2. Write all the rhyming words from the poem in your notebook.
 - About-spout, see-me, trapped-wrapped, way-sway, effect-disrespect, up-pup, there-stare, me-see
3. Draw a mouse and describe it taking the help from the poem.
 - Do as directed)

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Web Resources:

For further information visit these sites and links:

1. <http://www.sciencekids.co.nz/sciencefacts/animals/mouse.html>
2. <https://www.dailymotion.com/video/x66c4pk>
3. <https://www.youtube.com/watch?v=vPYn6MfJZxk>



Lesson 8: Adeena and the Stranger

Learning objectives:

- To help children understand the importance of following instructions and advice given by elders
- To help children learn safety rules when the encounter strangers.

Teacher Starters:

Start by asking children if they were ever harmed by not following the advice of their parents, such as by falling off slippery stairs or getting a burn or cut while playing irresponsibly. When they seem engaged, get the chapter reading started.

Teaching:

It is important the children understand the importance of complying with the instructions given by the elders, such as parents or teachers. Focus on part of the chapter where the girl child failed to obey her mother and the risks she faced by so doing. Ensure that the children understand the rules of safety when meeting or seeing any stranger in a public place.

Student's Tasks:

Answer the Questions

1. Where did Adeena wanted to go?
 - Adeena wanted to go to park.
2. Why did Adeena's mother say; "You are too clever by half."?
 - Adeena's mother said that because Adeena asked for permission to watch her favourite channel on her mobile phone while she was busy.
3. What did Adeena's mother warned her not to do?
 - Adeena's mother warned her not to climb higher than the third bar.
4. What happened when Adeena reached the top?
 - When Adeena reached the top she was not able to descend.
5. Who helped her to climb down and what did he offered?
 - The stranger helped her to climb down and he offered to celebrate her success by eating some ice-cream.
6. What do you think, did Adeena did the right thing?
 - Adeena was wrong when she disobeyed her mother but she was right by not trusting the stranger.



7. Why do parent, teachers and elders warn you to not go with a stranger, not even talk?
 - They warn us not to go or talk with strangers for our safety as strangers may be harmful.
8. What will you do, if someone approaches you, and she/he knows your name?
 - If someone approaches me and knows my name, I will inform my elders.

Compose the Following

- I will cry.
- I will try to shout loudly so someone can hear my voice.
- I will try to run and escape.

Fill in the Blanks

1. hurriedly
2. gratitude
3. rocket
4. ejected
5. descending , ascending

TRUE or FALSE

1. False
2. False
3. False
4. True
5. False

Choose the Best Answer

1. Do not talk to them. Get away as fast as possible and notify a trusted adult.
2. Store clerk b. Police officer
3. Dangerous d. Smart
4. Say no, and find a trusted adult.
5. Someone you do not know Answers:

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Web Resources:

For further information visit these sites and links:

1. <https://www.youtube.com/watch?v=4ECCFWvTvQ>
2. <https://www.parents.com/kids/safety/stranger-safety/rules-for-stranger-safety>
3. <https://www.youtube.com/watch?v=92HCKfYakLU>

Lesson 9: Rip Van Winkle**Learning objectives:**

- To help children understand that being lazy is same as wasting your life.
- To help children understand that avoiding work will make you old sooner than you would actually be.

Teacher Starters:

Ask children if they ever faced a loss while being lazy, such as missing a trip or school van or an important occasion. Also ask students if they have ever seen anyone who was lazy and faced difficulty later. When the class is engaged, get the lesson started.

Teaching:

The story is long enough to be read in parts by several students. During the reading, explain the meanings of difficult vocabulary words like avoid, ached, rusted, recognize, drowsy etc. At the end of the lesson, ensure that children have learned that being lazy can bring a lot of harm and losses later in life and that it is very important to keep working in order to remain healthy.

Student's Tasks:**Answer the Questions**

1. What was the bad habit of Rip Van Winkle?
 - Rip Van Winkle was lazy and he kept sleeping the whole day.
2. Who were the favourite companions of Rip Van Winkle?
 - His favourite companions were his dog and his gun.
3. Who woke him up and why?
 - His mother woke him up and insisted him to get a job.
4. Why did Rip Van Winkle sleep for so long?
 - Rip Van Winkle slept because he had drunk maple syrup.
5. When did Rip Van Winkle return home?
 - Rip Van Winkle returned home after 21 years.



6. How did Rip Van Winkle look like after 20 years? Explain his appearance.
- Rip Van Winkle appeared like an old man. He had grown a long beard.

Compose the Following

1. What do you think about Rip Van Winkle?

- I think Rip Van Winkle was a lazy boy.

2. Was he right to disobey his mom?

- No.

3. What do you think, why he kept sleeping for 21 years?

- Rip Van Winkle slept for 21 years because he drank maple syrup and felt drowsy.

4. Do you believe, it is possible or not?

- No, it is not possible.

5. Give your opinion about the things you liked and disliked.

- | | |
|------------------------|------------------------------|
| • Likes: | Dislikes: |
| I like to obey elders. | I dislike sleeping too much. |
| I like to be punctual. | I dislike telling lies. |
| I like cleanliness. | I dislike laziness. |

6. Make pictures of Rip Van Winkle before 21 years and after 21 years.

- Do as directed) take help from the book.

True or False

1. False 2. True 3. False 4. True 5. False

Fill in the Blanks

1. Lazy
2. Barrel
3. Dipped
4. Stream
5. Astonishment

Choose the Correct Answer

1. Rip goes into the woods with his dog, Wolf.
2. Wolf
3. 21
4. Lazy
5. A barrel
6. One night

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Web Resources:

For further information visit these sites and links:

1. https://en.wikipedia.org/wiki/Rip_Van_Winkle
2. <https://study.com/academy/lesson/rip-van-winkle-character-traits-analysis.html>
3. <https://www.youtube.com/watch?v=v37FTHr-cYg>

Lesson 10: Five Little Owls**Learning objectives:**

- To help children learn the usage of rhymes to make poetry beautiful
- To help them appreciate differences amongst different animals or people

Teacher Starters:

Ask children if they have ever seen an owl. Also ask them if they believe owls are birds or mammals. Ask children to describe a few features of owls e.g. bored, intelligent etc.

Teaching:

Each student should be given one stanza of the poem to recite. You may get the process repeated for better clarity. Make sure the students identify the rhymes e.g. shore and four, tree and three etc.

Student's Tasks:**Answer the Questions**

1. How many owls were there in the first stanza?
 - There were five owls in the first stanza.
2. Where were they sitting?
 - They were sitting on a branch.
3. Why did the third owl fly?
 - The third owl flew because he was bored.



4. What do you think the bear had done to the owl?
 - The bear killed the owl.
5. What did the last owl do, before going into the forest?
 - The last owl winked at the setting sun.

Do these Activities

- Shore-four, tree-three, do-two, fun-one, sun-none
2. Draw below the picture of an owl.
Answer. (Do as directed)

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Web Resources:

For further information visit these sites and links:

1. <http://www.canteach.ca/elementary/songspoems50.html>
2. <http://www.sciencekids.co.nz/sciencefacts/animals/owl.html>

Lesson 11: The Devoted Mother**Learning objectives:**

- To help children appreciate the selfless love mothers have for their children
- To help children understand that mothers often sacrifice for their children

Teacher Starters:

Ask children questions about the work and favors their mothers do for them e.g. giving them food and clothes, helping them recover when they are ill, saving them from bad weather and conditions etc. When the class seems engaged, get the lesson reading started.

Teaching:

The focus of this chapter is on the selfless sacrifice mothers often make for their children. Though the characters used are ducks and its babies, it may easily apply to everyone. Try to develop a sense of respect in children for their mothers.

Student's Tasks:**Answer the Questions**

1. Where were the mother duck and ducklings heading to?
 - The mother duck and ducklings were heading to lake.
2. Why was the mother duck frightened?
 - The mother duck was frightened because of fox.
3. What did the mother duck do to save her duckling?
 - The mother duck began to walk back and forth dragging one wing on the ground.
4. Why was the fox unable to reach them?
 - The fox was unable to reach them because they were in the middle of the lake.
5. How do the birds fool their enemies?
 - The birds fool their enemies by dragging one wing on the ground.

Compose the Following

1. I would suggest that the mother duck does not reach the end of the lake until she sees the fox and keep her babies near some plant growing within the lake.
2. Write 3 to 4 sentences about "My Family."
'My Family'
 - We are five members in our family.
 - In my family, I have father, mother and two sisters.
 - We live together in our family.
 - I love my family very much.

Complete the sentences with proper words from the story.

1. lake
2. fox
3. wings
4. disbelief
5. wings
6. tired

Write the words in each line in alphabetical order

1. all, duckling, fox, happy, mother
2. began, children, dragging, forth, hurried
3. away, closer, disbelief, escape, fool



State whether 'True' or 'False'

1. True 2. False 3. False 4. True 5. True

Rewrite the Sentences Correctly

1. Sara eats meat, fruit and vegetables each week.
2. Does his brother still live in Cape Town?
3. The children could not wait to go and swim.

Extended Teaching**Resources at www.learningwell.pk**

Log on to your personal account at www.learningwell.pk to view electronic print of this lesson and a full-length video lecture or animation pertaining to the lesson. You will also find extended exercises or MCQ-based tests based on the lesson to help your students improve their learning. Additional teaching resources are also available at www.TeachingWell.pk

Web Resources:

For further information visit these sites and links:

1. https://www.youtube.com/watch?v=u_ywNCK-FPc
2. <http://www.ezsoftech.com/stories/mis33.asp>
3. <http://knowledgemerger.com/my-mother-essay>

Lesson 12: Androcles and the Lion**Learning objectives:**

- To help children develop a regard for wild animals
- To help children understand that favors extended to someone may return to them

Teacher Starters:

Ask children to describe a few features or characteristics of wild animals such as lion e.g. roaring, wild, hungry, quick etc. Also ask them if they believe wild animals can be friendly too.

Teaching:

The story is long enough to be read by several students. Make sure that the students understand the meanings of the difficult vocabulary words in the lesson. Also try to teach children respect and regard for wild animals and tell them that sometimes wild animals can be ever more friendly than humans while humans can be much more cruel at times.



Student's Tasks:**Answer the Questions**

1. Why did Androcles help the lion in the cave?
 - Androcles helped the lion in the cave because the lion's paw was hurt by long, sharp thorn.
2. What law says that Androcles must fight a lion?
 - The law was that every slave who ran away his master should be made to fight a hungry lion.
3. Why do you think the crowd wants Androcles and the lion to be free?
 - I think the crowd wants the two to be free because everyone should have his liberty.
4. What do you think this story is trying to teach you?
 - I think this story teaches us to help others in trouble and give liberty to others.

Compose the Following

1. I like the lion in this story because he didn't hurt Androcles. He was friendly in nature. He helped Androcles in trouble.
2. I would like to have parrot as a pet.
 1. Talkative 2. Intelligent 3. Beautiful 4. Friendly 5. Funny

Choose the Correct Answers.

1. A slave
2. His master's men
3. He had a thorn stuck in his paw.
4. Forest
5. Stand still
6. A big thorn
7. Castle

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Web Resources:

For further information visit these sites and links:

1. <https://www.youtube.com/watch?v=quigTue2ZtA>
2. [https://en.wikipedia.org/wiki/Androcles_and_the_Lion_\(play\)](https://en.wikipedia.org/wiki/Androcles_and_the_Lion_(play))
3. <https://www.pitt.edu/~dash/type0156.html>

