

CHAPTER CONTENTS

Chapter	Monkey Trouble
Learning aims:	
The learners will be able to understand the story and analyze the techniques used in the story.	

Topics	Enabling Learning outcomes	No. of Periods required	Total No of Periods required	Period number
Monkey Trouble-1	<ul style="list-style-type: none"> • Interpret the writing style of Ruskin Bond • Predict the storyline from illustrations 	02	04	01-02
Monkey Trouble-2	<ul style="list-style-type: none"> • Discuss the main ideas of the given text through comprehension question-answers • Recall details known about personal anecdotes 	02		03-04




Prior knowledge	The learners are expected to be familiar with short stories in general.
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Topic	Monkey Trouble	Total Period/s required: 04	Period number: 01, 02
Teaching Strategy:	Guess the topic, Create your own Fun-Fact-Astic Chart, 60 second challenge, Shimmering Hands, Quick Talk, See and Decode, Postcard, Thumbs Up Thumbs Down	Student Attribute: Lifelong learner, Effective communicator, Critical thinker	
Learning outcomes:	The learners will be able to: LO1: interpret the writing style of Ruskin Bond (Understanding) LO2: predict the storyline from illustrations(Analysing)		

Concepts Covered:	Reading Insert on Monkey Trouble ,Comprehension Exercises, Predicting a story, Create your own Post card
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Time	Content and Teacher Activity	Learner activity	Formative Observation	Learning materials & Resources
3 mins	Starter: Guess the Topic -The teacher commences showing the picture book slides 2/3/4/5. (Refer to TA_PBPPT_SLD02_03_04_05) The learners study the illustrations and try to guess the topic on hand.	The students listen attentively and guess the topic which is Monkey Trouble.  	Observation Discussion	(Refer to TA_PBPPT_SLD02_03_04_05)
20 mins	Procedure: Create your own Fun-Fact-Astic Chart- The teacher displays the following Monkey Fun-Fact-Astic Chart on the board and reads the facts mentioned in this list. As an enrichment exercise the teacher asks the learners to research on the Internet and find out additional facts on monkeys and present them in class the next day .The individual charts can be displayed on the soft board.	Learners find out factual information about monkeys, connect the information found to the illustration, identify the humour in the illustration and use the acquired knowledge in predicting the story. (LO1/LO2) 	Discussion of story elements and relating it to a famous story.	(Refer TR_PO_Monkey Trouble) (Refer_CWSH-05_Monkey Trouble_ page 24-27)



Monkey Fun-Factastic Chart



- There are currently 264 known monkey species.
- Monkeys can be divided into two groups, Old World monkeys that live in Africa and Asia, and New World monkeys that live in South America. A baboon is an example of an Old World monkey, while a marmoset is an example of a New World monkey.
- Apes are not monkeys.
- Some monkeys live on the ground, while others live in trees.
- Different monkey species eat a variety of foods, such as fruit, insects, flowers, leaves and reptiles.
- Most monkeys have tails.
- Groups of monkeys are known as a 'tribe', 'troop' or 'mission'.
- The Pygmy Marmoset is the smallest type of monkey, with adults weighing between 120 and 140 grams.
- The Mandrill is the largest type of monkey, with adult males weighing up to 35 kg.
- Capuchin monkeys are believed to be one of the smartest New World monkey species. They have the ability to use tools, learn new skills and show various signs of self-awareness.

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	<ul style="list-style-type: none"> Spider monkeys get their name because of their long arms, legs and tail. <p>The monkey is the 9th animal that appears on the Chinese zodiac, appearing as the zodiac sign in 2016.</p> <p>The teacher next asks the learners to open their class kits to C.W.Sh.5 and study the illustration provided on page 24.</p> <p>The teacher can ask one of the learners to read what is given in the bubble.</p> <p>The teacher can ask the learners to explain the humour contained in the dialogue mentioned in the bubble.</p> <p>The teacher lastly asks the learners to fill the pre reading graphic organiser provided on page 25 to help learners cite their estimation from the extract. <i>(Refer to CW-5_Monkey Trouble)</i></p>			
5 mins	Mini Plenary: 60 second challenge -The teacher asks any five learners to summarize what they liked most in the session in 60 seconds each.	Learners respond to the question put forth by the teacher.	Observation of feedback	-----
2 min	Evaluation: Shimmering Hands- The teacher asks the learners to raise their hands above their heads and shake them gently if the session was enjoyable and vice versa.	Learners demonstrate their understand of learning.	Observation of feedback	-----
5 mins	Mini Starter: Quick Talk - The teacher commences the session by asking the learners to think of their favourite animal and think of an adjective that best describes this animal.	Learners respond to the question put forth by the teacher.	Observation of feedback	-----

	<p>The teacher next lists down the following animals on the board, and ask the learners to ascribe an adjective that best describes each of these animals.</p> <p>Pick up appropriate qualities from the box given and write them opposite the names of the animals/birds.</p> <p>Dove : _____</p> <p>Dog : _____</p> <p>Fox : _____</p> <p>Parrot : _____</p> <p>Monkey : _____</p> <p>Cow: _____</p> <p>Talkative, cunning, mischievous, gentle, faithful, loving</p> <p>The teacher next asks the learners :</p> <ul style="list-style-type: none"> Why do you think street entertainers prefer monkeys to other household pets like cats and dogs? 			
<p>20 mins</p>	<p>Procedure: See and Decode-The teacher divides the learners into two groups and displays the picture book slides 6 and 7. She tells the groups to try and guess the story of the chapter based on the illustrations. <i>(Refer to TA_PBPPT_Sld 06-07)</i></p> <p>The teacher informs her learners that the story that will be studied comes from the stable of Ruskin Bond and is titled “Monkey Trouble”.</p> <p>The learners provide their interpretation to the illustrations.</p> <p>Reading Conference:</p> <p>The teacher divides the extract on hand and allots portions from the story to different learners to read aloud in class.</p>	<p>Learners provide answers based on their interpretation of the illustrations.</p> <p>Expected answers:</p> <ol style="list-style-type: none"> A performer who performs or puts up some act on the roads with the idea of earning some money by providing some entertainment to people is called a street entertainer. Accept all relevant responses Naughty The little monkey accompanying the street entertainer looked so miserable with the collar and chain tied around most of the time which made Grandfather feel 	<p>Discussion of the story through discussion and Q & A</p>	<p><i>(Refer to TA_PBPPT_Sld 06-07)</i></p> <p><i>(Refer to Monkey Trouble Reading Insert)</i></p> <p><i>(Refer to TR_Monkey Trouble)</i></p>

<p>Based on the reading of portion 1 which begins from the opening lines till..... for giving Tutu a bath. (Refer to Monkey Trouble Reading Insert)</p> <p>The teacher asks the following questions:</p> <ol style="list-style-type: none"> 1. Who is a street entertainer? 2. List any three acts that you have seen being performed on the streets. 3. Give a synonym for 'mischievous'. 4. Why did Grandfather decide to take Tutu home? 5. What is another word for weakness? 6. Why did Grandmother raise an objection? 7. How did Grandfather win the battle in favour of Tutu? 8. What do you mean by the phrase 'give in'? 9. What were Grandmother's views about girls? 10. Pick lines from the text that describe Tutu. 11. Explain the idiom 'To frighten somebody out of their wits'. 12. What had frightened Aunt Ruby out of her wits? 13. Explain the meaning of the expression 'To be Pickled'. 14. What would Tutu do if Major Malik did not shake hands with her? 15. Why was Uncle Ken forced to shake hands with Tutu despite his dislike for her? 16. To what use would Tutu put her tail to? 17. What happened when Aunt Ruby arrived at Grandfather's place? 18. How did Bond soothe Tutu? 19. What had Tutu been upto with Uncle Ken's hairbrush? 	<p>that she would be happier with them at home and so he decided to take her home.</p> <ol style="list-style-type: none"> 5. Penchance or fondness. 6. Grandmother felt they were way too many pets in the house and she didn't want to have another addition. 7. Grandfather knew that grandmother had always wanted a girl in the house and he played his cards well by telling her that Tutu was a girl monkey which he knew would make grandmother relent. 8. To give consent 9. Grandmother believed that girls were less troublesome than boys. 10. Tutu was a pretty little monkey. Her bright eyes sparkled with mischief beneath deep set eye brows. 11. To scare the living daylight out of someone 12. Seeing Tutu in the room 13. To be burnt 14. She would climb onto his shoulders and remain there roughing his hair and playing with his moustache. 15. Uncle Ken was unemployed quite often and would seek financial help from Grandfather and did not want to fall in his grace so he would be nice to Tutu in order to be in Grandfather's good books. 16. Tutu would use her tail as her third hand in order to scoop any delicacy that was beyond her reach. 17. When Aunt Ruby arrived she was caught in a state of fright when she saw Tutu trying out her petticoats. 	<p>Notebook for Q & A</p>
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	<p>20. Why did Bond think that Uncle Ken had kicked up a fuss about nothing?</p> <p>21. What did Grandfather have to say about Tutu’s bathing habits? <i>(Refer to TR_Monkey Trouble)</i></p> <p>The teacher can ask the learners to quickly write down the answers to the questions in their note-books. Alternatively the teacher can prescribe the questions to be completed as a Home Extension Activity.</p>	<p>18. Bond soothed Tutu by giving her a bunch of sweet peas to make her happy.</p> <p>19. Tutu had put Uncle Ken’s hairbrush to use by using it to scratch her armpits.</p> <p>20. Bond felt that had Tutu been infested with fleas Uncle Ken was justified to throw a fit and raise a stinker but knowing how clean Tutu was he felt Uncle Ken’s outrage was unwarranted.</p> <p>21. He says that Tutu bathed more than Uncle Ken.</p>		
8 mins	<p>Plenary: Postcard -The learners draw the post card template in their note-books and the teacher asks the learners to sum up the session by quickly penning down a post card to a friend narrating three things that you loved about Tutu so far from the extract.</p>	<p>The learners do as instructed.</p> 	Observation of feedback	-----
2 mins	<p>Mini Evaluation: Thumbs Up Thumbs Down- The teacher asks the learners to put their thumbs up if they understood the topic and thumbs down if they do not understand it.</p>	<p>Learners demonstrate understanding of learning.</p>	Observation of feedback	-----

Learning style/Differentiation:

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Topic	Monkey Trouble	Total Period/s required: 04	Period number: 03, 04
Teaching Strategy:	Quick Recapitulation, Reading and Writing Conference, KWL Chart, Smileys, Take a guess what is happening?, Readathon and answer along, Thought Bubble, Brainstorming and Discussion, Sequel Writing, Exit Card	Student Attribute: Lifelong learner, Effective communicator, Critical thinker	
Learning outcomes:	The learners will be able to: LO1: discuss the main ideas of the given text through comprehension question-answers (Understanding) LO2: recall details known about personal anecdotes (Remembering)		
Concepts Covered:	-----		

Time	Content and Teacher Activity	Learner activity	Formative Observation	Learning materials & Resources
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<p>4 mins</p>	<p>Mini Starter: Quick Recapitulation- The teacher asks a couple of learners to quickly sum up the previous session first in:</p> <ul style="list-style-type: none"> • Five sentences • Three adjectives • One interjection 	<p>The learners do as instructed.</p>	<p>Observation on feedback</p>	<p>-----</p>
<p>20 mins</p>	<p>Procedure: Reading and Writing Conference- The teacher asks the learners to open their class kits to class worksheet 5 page number 26-27.</p> <p>The teacher reads out the extract aloud and explains the task on hand. The teacher guides the learners in to answering the prompts that are provided in the table preceded by a discussion on the same.</p> <p>The learners can be asked to illustrate their version of the scene in the empty block that is provided in the class kit.</p> <p>The teacher next asks the learners to revert back to the reading Insert that is provided on the story ‘Monkey Trouble’ to continue further with the story. <i>(Refer to Monkey Trouble Reading Insert)</i></p> <p>Portion 2 begins from: All the same, Grandmother objected to Tutu.....No charge Sir. It is not a dog!” <i>(Refer to Monkey Trouble Reading Insert)</i></p> <p>The teacher make s use of the following prompts to measure understanding of Learning: <i>(Refer to TR_Monkey Trouble)</i></p> <ol style="list-style-type: none"> 1. What did Grandmother object to? 2. How do we know that Tutu got along well with the goat? 3. Why did Grandfather decide to take both Tutu and Bond to Meerut? 	<p>Expected answers:</p> <ol style="list-style-type: none"> 1. Grandmother objected to Tutu being given the run of the house. 2. We know that Tutu got along well with the goat because it was not long before Tutu was seen sitting comfortably on the back of the goat while the goat roamed around the back garden in search of its favourite grass. 3. In order to keep them both out of mischief. 4. In order to prevent Tutu from wandering Tutu about on the train Tutu and causing inconvenience Tutu was provided with a large travelling bag. 5. When Tutu stuck her head out of the travelling bag and grinned wide at the poor ticket collector she gave him the shock of her life. 6. On spotting Tutu the poor ticket collector was taken aback but using his presence of mind and much to grandfather’s annoyance he asked grandfather to cough up money for Tutu’s ticket presuming him to be a dog. 	<p>The teacher observes that the learners are able to comprehend the text and answer the questions based on it.</p>	<p><i>(Refer to Monkey Trouble Reading Insert)</i></p> <p><i>(Refer to TR_Monkey Trouble)</i></p> <p><i>(Refer CWSH 5_Monkey Trouble page 26-28)</i></p> <p>Notebook for Q & A</p> <p><i>(Refer to CW-5 page no 28)</i></p>

<p>The teacher can ask the following prompts during the reading session to gauge understanding of learning:</p> <p>12. What was a great treat for Tutu?</p> <p>13. Describe Tutu’s cunningness and her bathing ritual in winter. The teacher asks the learners to open their class kits to class work sheet no 5 page 28 which is based on Tutu’s episode to drive away the winter chills. <i>(Refer to CW-5 page no 28)</i></p> <p>The teacher asks the learners to study the illustrations prior to commencing with the explanation.</p> <p>The teacher asks the learners the following questions:</p> <p>14. Describe what you see in the illustrations.</p> <p>The teacher can divide her class into groups and allot a certain amount of time to decode the images and write a few sentences to describing the illustration allotted to their group.</p> <p>The learners share their responses.</p> <p>The teacher next asks the learners to read what has been given in their reading inserts regarding this episode of Tutu and asks them to verify if their attempts to decode the illustrations are close to the original.</p> <p>The learners complete the task assigned and complete the bubbles that accompany the illustrations on page 29 of class worksheet 5. <i>(Refer to CW-5 page no 29)</i></p> <p>The teacher can take over reading the text from this point onwards.</p> <p>The teacher refers to the following prompts in the course of her explanation:</p>	<ol style="list-style-type: none"> 11. The ticket collector looked at the tortoise closely and prodded it a little and then triumphantly declared it not to be a dog and hence no ticket had to be bought for it. 12. The treat for Tutu was the large bowl of hot water that was given to her by grandmother for her evening bath during the cold winters in North India. 13. Tutu’s cunningness was seen when she tested the water temperature with her hand and then gradually lowered herself in to the bath first one foot, then the other until she was in the water up to her neck. 14. Learners’ answers will vary depending on their interpretation of the illustration. 15. Uncle Ken jokingly asked if boiled eggs and a half boiled monkey were the menu for the afternoon tea. 16. The fact that Aunt Ruby took baths frequently met with Tutu’s approval. The result of this approval was that much too Aunt Ruby’s mortification she saw Tutu sitting in the bath tub on the opposite side following her example. 17. Aunt Ruby took everyone by surprise by announcing that she had got engaged. 18. The lucky man was Rocky Fernandes from Goa and he was a school teacher. 19. Rocky was a tall, firm jawed, good natured man, a couple of years younger than aunt Ruby. 20. A voice that is rich and deep 21. To enjoy somebody’s favour. 		
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	<p>15. What was Uncle Ken’s query regarding what was there for tea that afternoon?</p> <p>16. What met with Tutu’s approval? What was the result of this approval?</p> <p>17. How did Aunt Ruby take everybody by surprise?</p> <p>18. Who was the lucky man?</p> <p>19. Describe Rocky using the description provided in the reading insert.</p> <p>20. What is a baritone voice?</p> <p>21. Explain the idiom to be in someone’s good books.</p> <p>22. Why was Rocky in grandmother’s good books?</p> <p>23. What was Grandmother’s vision about Aunt Ruby and Rocky?</p> <p>24. Why did Bond approve of Rocky?</p> <p>The teacher can write a few questions on the board from the prompts provided above and ask the learners to write down the answers to the same.</p>	<p>22. Rocky had a baritone voice and sang in a similar manner to Nelson Eddy. Grandmother liked baritone singers and thus Rocky was in her good books.</p> <p>23. Since both aunt ruby and Rocky were teachers grandmother hoped that one day they could start a school of their own.</p> <p>24. Whenever Rocky visited Bond’s home he quite often brought along chocolates and cashew nuts and also taught him marching songs. So Bond approved of Rocky. (LO1)</p>								
<p>5 mins</p>	<p>Plenary: KWL Chart- The teacher instructs the learners to fill Column 3 of the K-W-L CHART as a plenary activity.</p> <table border="1" data-bbox="212 1070 994 1383"> <thead> <tr> <th data-bbox="212 1070 499 1145">What I know</th> <th data-bbox="499 1070 763 1145">What I want to know</th> <th data-bbox="763 1070 994 1145">What I learned</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 1145 499 1383">Tutu is a very mischievous monkey and is always getting in to trouble for eg:</td> <td data-bbox="499 1145 763 1383"></td> <td data-bbox="763 1145 994 1383"></td> </tr> </tbody> </table>	What I know	What I want to know	What I learned	Tutu is a very mischievous monkey and is always getting in to trouble for eg:			<p>Learners do as instructed.</p>	<p>The teacher moves around the class to ensure that the learners complete the chart.</p>	<p>-----</p>
What I know	What I want to know	What I learned								
Tutu is a very mischievous monkey and is always getting in to trouble for eg:										




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1 min	Evaluation: Smileys- The teacher draws happy and sad smileys on the board and asks the learners to raise their hands for the smiley they choose based on their understanding of the lesson.	The learners indicate their choice by raising their hands for the smiley's they choose.	Observation of feedback	-----	
5 mins	Mini-Starter: Take a guess what is happening?- The teacher shows the following illustration to her learners and asks them to guess what Tutu is up to in the illustration? <i>(Refer to TA_Picture Book_PPT – Slide 7)</i>	Tutu is helping Grandmother to bake Aunt Ruby's wedding Cake and as usual is up to her mischief. 	Observation of feedback	<i>(Refer to TA_Picture Book_PPT – Slide 7)</i>	
20 mins	Procedure : Readathon and answer along- The teacher tells her learners that they will be reading the excerpt beginning 'One day I overheardafter you've left for your honeymoon' silently. <i>(Refer to Monkey Trouble Reading Insert)</i> The teacher instructs the learners that they will be sitting in pairs and answering the questions that are written on the board based on their understanding of the excerpt prescribed. Questions to be written by the teacher on the board: <i>(Refer To _TR_Monkey Trouble)</i> 1. What did Bond overhear one day? 2. What did Aunt Ruby make clear to Bond?	Expected answers: 1. One day Bond heard that Aunt Ruby and Rocky were going to the bazaar to buy an engagement ring. 2. When Bond expressed his desire to go along Aunt Ruby made it clear to him that she did not want him around. 3. Bond decided to follow Aunt Ruby and rocky discretely. The learners complete the questions discussed from CW-5. (LO1)	The teacher observes that the learners are able to comprehend the text and answer the questions based on it.	<i>(Refer to Monkey Trouble Reading Insert)</i> <i>(Refer _To_TR_Monkey Trouble)</i> <i>(Refer to TA_PBPPT_SLD 07)</i>	

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	<p>3. What did Tutu do seeing that Bond had not invited her? The teacher next asks the learners to open their class worksheet to page 29 and study the illustrations that are provided based on Tutu's episode in the market and at the jewellers. <i>(Refer CWSH 5_Monkey Trouble)</i></p> <p>The teacher first asks the learners to try and comprehend what is happening in the images. The teacher asks the learners to continue with their reading and shows them the images in picture book slide 7 help them understand what pandemonium, Tutu caused at the jewellers. <i>(Refer to TA_PBPPT_SLD07)</i></p> <p>Based on their understanding of the excerpt on hand learners are asked to fill the bubbles with suitable dialogues. The teacher next asks the learners to write sequentially the chain of events that took place from the time Tutu entered the jewellers shop till the necklace was duly returned. The answer to this question is to be written by the learners in their note books.</p>			<p><i>(Refer CWSH 5_Monkey Trouble)</i></p>
<p>8 mins</p>	<p>Mini Plenary: Thought Bubble- The teacher instructs the learners to sit with their partner and construct one thought bubble each based on what they found absolutely hilarious in the episode at the jewellers.</p> 	<p>Expected outcome: The learners discuss with their partners on the topic provided and construct one thought bubble each based on Tutu and his plan of new mischief.</p>  	<p>Observation of feedback</p>	<p>-----</p>

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<p>25 mins</p>	<p>Procedure contd: Brainstorming and Discussion- The teacher shows the picture book slides 8/9/10/11 : <i>(Refer to TA_PBPPT_SLD08_09_10_11)</i></p> <p>And asks her learners what is the thread of commonality in these movie posters.</p> <p>The teacher asks her learners what a sequel is.</p> <p>Some commandments to be kept in mind while writing or scripting a sequel are:</p> <ul style="list-style-type: none"> • The reader wants something new, but on the same lines • Do not Dismiss What the original Characters accomplished in the Original piece • Take the Original Characters Forward • Keep in mind that a Sequel Is Only as Good as Its Villain <p>Ask the following Key Questions:</p> <ul style="list-style-type: none"> ➤ What did the original characters along with newly introduced characters accomplish in the sequel that was not achieved in the original? ➤ What do we learn from that accomplishment? ➤ What conflict(s) can we throw at them to challenge the skills or knowledge that they had learned? ➤ How will they deal with that challenge and conflict? <p>The teacher can dictate the notes on the sequel to the learners in their note books.</p>	<p>Expected Response: All these movies have prequels and these are the sequels to the earlier movies.</p> <p>A sequel is defined as a piece of literary work, movie, etc., that is complete in itself but continues the narrative of a preceding work.</p> <p>Multiple Answers.</p> <p>Reading of the text followed by Q & A:</p> <p>Expected answers:</p> <ol style="list-style-type: none"> 1. Tutu would often help grandmother in the kitchen and often when grandmother was not looking Tutu would add herbs, spices and other interesting items to the pots. 2. Occasionally people would find a chilli in their custard or an onion in jelly or a strawberry floating on chicken soup. 3. Tutu stirred in some red chilli sauce, bitter gourd seeds and a generous helping of egg shells in to the wedding cake when grandmother was not looking. 4. After sampling such an interesting cake with an assortment of rare items many guests may have taken ill and that was probably the reason why some of them were not seen post the wedding. 	<p>Observation of feedback</p>	<p><i>(Refer CW: 5 page 29-30)</i></p> <p><i>(Refer to TA_PBPPT_SLD 08_09_10_11)</i></p> <p><i>(Refer to TR_Monkey Trouble)</i></p>
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<p>The teacher next asks the learners to open the reading inserts to the last section of the story ‘Monkey Trouble’ beginning ‘A few days later.....Ken will bring her back.’</p> <p>The teacher can read out the last section and use the following prompts to gauge the learners understanding of learning. <i>(Refer to TR_Monkey Trouble)</i></p> <ol style="list-style-type: none"> 1. What did Tutu do in the kitchen while Grandmother was not looking? 2. What did people normally tend to find thanks to Tutu’s culinary expertise? 3. What had Tutu added to the wedding cake when Grandmother was not looking? 4. What according to Bond must be the reason why certain guests were not seen after the wedding? 5. What idea was suggested by Bond but shot down by everybody? 6. What did Bond feel that Tutu should have whilst everybody was at the wedding? 7. Explain the meaning of the expression ‘Without a hitch’. 8. Describe the wedding ceremony in your own words. 9. What drama did Tutu create sitting by the wedding cake? 10. What did Tutu do when she sensed that she was not welcome? 11. What did do when she saw the wedding party chasing after her led by Major Malik? 12. Justify Tutu managed to hold her own and had the last laugh. 	<ol style="list-style-type: none"> 5. Bond had offered to dress Tutu as a bridesmaid and bring her along for Aunt Ruby’s wedding but his idea had been shot down. 6. Bond felt that Tutu who was being locked away should have his share of fresh air which according to grandmother was good for growing children felt that Tutu too deserved the same and thus decided to leave the skylight open. 7. Without a problem 8. Answer will vary from learner to learner. 9. Tutu sat beside the wedding cake guarding it from the crows, squirrels and goat and greeted guests with squeals of delight. 10. When Tutu sensed she was not welcome she leapt away taking with her the top tier of the wedding cake. 11. Sensing that she was being chased Tutu climbed to the top branch of the jackfruit tree and from there proceeded to pelt her followers with pieces of cake and showering them with confetti. 12. Tutu remained incorrigible to the very end and decided to hop on all the way to the hill resort in Mussorie where Aunt Ruby and Rocky were headed for their honeymoon without Aunt Ruby’s knowledge. 		
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	The teacher asks the learners to open their class kits to class worksheet to page 29/30 and sit in groups of two and discuss and write down the answers to the questions given in the class kits in their note books. <i>(Refer CWSH 5_Monkey Trouble)</i>			
5mins	<p>Plenary: Sequel Writing- The teacher quickly recapitulates for her learners what a sequel is; A sequel is something that takes place after an event or as a result of an earlier event.</p> <p>The teacher asks the learners to retell the ending of the story differently in 50 words and create a sequel to the saga of Tutu in their notebooks. They have to keep in mind the following things:</p> <ul style="list-style-type: none"> • The sequel should take off from where the writer has last left. • Retain the element of surprise in the ending like the original one. The ending can continue on the same lines or there could be a dramatic shift in the flow of central line of the story. • The ending could be open ending, looking into the future leaving the reader with some questions. 	<p>Answer will vary from learner to learner.</p> 	The teacher observes the learners for their ability to come up with solutions while displaying creative imagination.	
5 mins	<p>Evaluation: Exit Card- The teacher asks the learners to write in their exit cards: <i>(Refer TP_P04_EV_Exit Card)</i></p> <ul style="list-style-type: none"> • 3 things they learned • 2 things they liked • 1 thing they did not like 	Learners pen down their responses.	Observation	<i>(Refer TP_P04_EV_Exit Card)</i>

Learning style/Differentiation:

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Home Assignment:
Learners are asked to solve H.E :2 based on Monkey Trouble.