

Lesson Synopsis

Chapter:	Monkey Trouble
Terminal Learning objective	
<ul style="list-style-type: none"> discuss the main ideas of the given text through comprehension question-answers 	

Subtopics	Enabling Learning outcomes	Session	No. of Periods	Period no:
<ul style="list-style-type: none"> Reading comprehension 	<ul style="list-style-type: none"> interpret the writing style of Ruskin Bond predict the storyline from illustrations discuss the main ideas of the given text through comprehension question-answers recall details known about personal anecdotes 	1	3	1,2, 3
<ul style="list-style-type: none"> Writing 	<ul style="list-style-type: none"> write a sequel to the story 		1	4

Subject skill	Applicable Period
<ul style="list-style-type: none"> Reading 	1-3
<ul style="list-style-type: none"> Writing 	4

Session Synopsis

Session	No. of periods required
1	4
Enabling Learning outcomes	
<ul style="list-style-type: none"> interpret the writing style of Ruskin Bond predict the storyline from illustrations discuss the main ideas of the given text through comprehension question-answers recall details known about personal anecdotes 	

- write a sequel to the story

Value connect:

Session Delivery Design (KIEARA)		
Opening (KNOWN – INQUIRE)	Time	5 min

Day 1 - Period 1

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.

Body (EXPLORE (OR EXPLAIN) – ANALYSE – REFLECT)	Time	130 min
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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. *(Refer to TR_Monkey Trouble)*



- 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.
- Spider monkeys get their name because of their long arms, legs and tail.

The monkey is the 9th animal that appears on the Chinese zodiac, appearing as the zodiac sign in 2016.

The teacher next asks the learners to open their class kits to **C.W.Sh.5** and study the illustration provided on **page 24**. (*Refer to CW-5_Monkey Trouble*)

The teacher can ask one of the learners to read what is given in the bubble.

The teacher can ask the learners to explain the humour contained in the dialogue mentioned in the bubble.

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. (*Refer to CW-5_Monkey Trouble*)

The teacher asks any five learners to summarize what they liked most in the session in 60 seconds each.

Day 2 - Period 2

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.

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.

Pick up appropriate qualities from the box given and write them opposite the names of the animals/birds.

Dove : _____

Dog : _____

Fox : _____

Parrot : _____

Monkey : _____

Cow: _____

Talkative, cunning, mischievous, gentle, faithful, loving

The teacher next asks the learners :

Why do you think street entertainers prefer monkeys to other household pets like cats and dogs?

The teacher accepts the relevant responses and appreciates learners' efforts.

Class Activity: 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. **(Refer to TA_PBPPT_Sld 06-07)**

The teacher informs her learners that the story that will be studied comes from the stable of Ruskin Bond and is titled "Monkey Trouble".

The learners provide their interpretation to the illustrations.

Reading Conference:

The teacher divides the extract on hand and allots portions from the story to different learners to read aloud in class.

Based on the reading of portion 1 which begins from the opening lines till..... for giving Tutu a bath. **(Refer to SC_HO_Monkey Trouble)**

The teacher asks the following questions: **(Refer to TR_Monkey Trouble)**

1. Who is a street entertainer? *(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.)*
2. List any three acts that you have seen being performed on the streets. *(Accepts all relevant responses)*
3. Give a synonym for 'mischievous'. *(Naughty)*
4. Why did Grandfather decide to take Tutu home? *(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 that she would be happier with them at home and so he decided to take her home.)*
5. What is another word for weakness? *(Penchance or fondness)*
6. Why did Grandmother raise an objection? *(Grandmother felt they were way too many pets in the house and she didn't want to have another addition)*
7. How did Grandfather win the battle in favour of Tutu? *(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. What do you mean by the phrase 'give in'? *(to give consent)*
9. What were Grandmother's views about girls? *(Grandmother believed that girls were less troublesome than boys.)*

10. Pick lines from the text that describe Tutu. (*Tutu was a pretty little monkey. Her bright eyes sparkled with mischief beneath deep set eye brows.*)
11. Explain the idiom 'To frighten somebody out of their wits'. (*To scare the living daylights out of someone*)
12. What had frightened Aunt Ruby out of her wits? (*Seeing Tutu in the room*)
13. Explain the meaning of the expression 'To be Pickled' (*To be burnt*)
14. What would Tutu do if Major Malik did not shake hands with her? (*She would climb onto his shoulders and remain there roughing his hair and playing with his moustache.*)
15. Why was Uncle Ken forced to shake hands with Tutu despite his dislike for her? (*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. To what use would Tutu put her tail to? (*Tutu would use her tail as her third hand in order to scoop any delicacy that was beyond her reach.*)
17. What happened when Aunt Ruby arrived at Grandfather's place? (*When Aunt Ruby arrived she was caught in a state of fright when she saw Tutu trying out her petticoats.*)
18. How did Bond soothe Tutu? (*Bond soothed Tutu by giving her a bunch of sweet peas to make her happy.*)
19. What had Tutu been upto with Uncle Ken's hairbrush? (*Tutu had put Uncle Ken's hairbrush to use by using it to scratch her armpits.*)
20. Why did Bond think that Uncle Ken had kicked up a fuss about nothing? (*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.*)
21. What did Grandfather have to say about Tutu's bathing habits? (*He says that Tutu bathed more than Uncle Ken.*)

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.



Class Activity: 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 they loved about Tutu so far from the extract.

Day 3 - Period 3

Quick Recapitulation- The teacher asks a couple of learners to quickly sum up the previous session in:

- Five sentences

- Three adjectives
- One interjection

Reading and Writing Conference- The teacher asks the learners to open their class kits to **class worksheet 5 page number 26-27. (Refer to CW-5_Monkey Trouble)**

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.

The learners can be asked to illustrate their version of the scene in the empty block that is provided in the class kit.

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. **(Refer to SC_HO_Monkey Trouble)**

Portion 2 begins from: All the same, Grandmother objected to Tutu.....No charge Sir. It is not a dog!"

The teacher makes use of the following prompts to measure understanding of Learning: **(Refer to TR_Monkey Trouble)**

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?
- 4.

Explain: A **pension** is a fund into which a sum of money is added during an employee's employment years, and from which payments are drawn to support the person's retirement from work in the form of periodic payments.

5. Why was Tutu provided with a large black travelling bag?
6. What attracted a curious crowd of onlookers at both Dehra and Meerut railway stations?
7. What shocked the poor ticket collector?
8. What was the ticket collector's response on spotting Tutu?
9. What did Grandfather have to say about Tutu when she was called a dog?
10. Explain the meaning of the idiom 'to get one's own back'
11. How did Grandfather try to get his own back with the ticket collector?
12. What was the ticket collector's repartee to Grandfather's subtle taunt?

The teacher encourages the learners to pen down the answers to some of the prompts in their notebooks. Alternatively the questions can be given as a home assignment.

The learners open their reading insert and the teacher allots Portion 3 which begins from: Winters in north India can behaving made a wise choice' to be read out by a few of

learners. *(Refer to SC_HO_Monkey Trouble)*

The teacher can ask the following prompts during the reading session to gauge understanding of learning:

13. What was a great treat for Tutu?
14. 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. *(Refer to CW-5 page no 28)*

The teacher asks the learners to study the illustrations prior to commencing with the explanation.

Ask:

15. Describe what you see in the illustrations.

The teacher divides her class into groups and allots a certain amount of time to decode the images and write a few sentences to describing the illustration allotted to their group.

The learners share their responses.

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.

Next, the learners complete the task assigned and complete the bubbles that accompany the illustrations on **page 28 of class worksheet 5**. *(Refer to CW-5 page no 29)*

The teacher refers to the following prompts in the course of her explanation:

16. What was Uncle Ken’s query regarding what was there for tea that afternoon?
17. What met with Tutu’s approval? What was the result of this approval?
18. How did Aunt Ruby take everybody by surprise?
19. Who was the lucky man?
20. Describe Rocky using the description provided in the reading insert.
21. What is a baritone voice?
22. Explain the idiom to be in someone’s good books.
23. Why was Rocky in grandmother’s good books?
24. What was Grandmother’s vision about Aunt Ruby and Rocky?
25. Why did Bond approve of Rocky?

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.

KWL Chart- The teacher instructs the learners to fill Column 3 of the K-W-L CHART as a plenary activity.

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:

Day 4 - Period 4

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? (*Refer to TA_PBPPT – Slide 7*)

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. (*Refer to SC_HO_Monkey Trouble*)

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: (*Refer To _TR_Monkey Trouble*)

1. What did Bond overhear one day?
2. What did Aunt Ruby make clear to Bond?
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. (*Refer CWSH 5_Monkey Trouble*)

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. (*Refer to TA_PBPPT_SLD07*)

Based on their understanding of the excerpt on hand learners are asked to fill the bubbles with suitable dialogues in CW-5.

Sequential Writing: 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.

Brainstorming and Discussion- The teacher shows the picture book slides 8/9/10/11 : (*Refer to TA_PBPPT_SLD08_09_10_11*)

And asks her learners what is the thread of commonality in these movie posters.

The teacher asks her learners what a sequel is.

Some commandments to be kept in mind while writing or scripting a sequel are:

- 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

Ask the following Key Questions:

- 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?

The teacher can dictate the notes on the sequel to the learners in their note books.

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.'

The teacher can read out the last section and use the following prompts to gauge the learners understanding of learning. **(Refer to TR_Monkey Trouble)**

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.

The teacher asks the learners to open their class kits to **class worksheet to page 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. **(Refer CWSH 5_Monkey Trouble)**

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.

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:

- 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.

The teacher observes the learners for their ability to come up with solutions while displaying creative imagination.



Closure (REFLECT – APPLY)	Time	5 min
<p>The teacher asks the learners to write:</p> <ul style="list-style-type: none"> • 3 things they learned • 2 things they liked • 1 thing they did not like <p>Learners pen down their responses.</p> <p>Home Assignment: Learners are asked to solve H.E:2 based on Monkey Trouble.</p>		

Post Note
Prerequisite or Prior Knowledge for Next Session

Session 2- Period 5: GA-1(PPA)