

The Mouse

Poem

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| Read and Enjoy | <ul style="list-style-type: none"> ✧ Read out the poem or ask the students to read it out taking turns. Explain it. ✧ Gurleen Kaur Narang is a young poet who writes random thoughts. This is a poem about a mouse she has watched and she describes him with a lot of affection and kindness. Ask the students to learn the poem and recite it. Check their pronunciation gently. ✧ In the first stanza, the poet says a fluffy mouse lived in a dreadful house that was very dusty. He looked cute with his white teeth and he seemed to be holding something, hiding it underneath him. ✧ In the second stanza, she describes the mouse scurrying around from one shoe to another, trying to hide the cheese he had brought with him. He walked so fast and the light shone on his white fur. He fought to keep the cheese safe. His eyes looked sweet and innocent and were bright as the crescent of the moon. ✧ In the last stanza, she wonders why women are so afraid of mice. She cannot understand their fear because the mouse is so sweet that it melts her hard heart. ✧ In the poem, the poet has used rhyming words. She has also used what is called 'poetic license', which is the freedom poets use to create their own words and language to express what they wish to say. For example, the poet says 'shined' instead of 'shone' to make it sound better in the line. Also, she says 'heart-hard' instead of 'hard-hearted' in order to keep the rhyme. |
| Read and Understand | <ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise. Do it orally first. Then ask the students to write down the answers in their notebooks. Announce the answers aloud and ask them to check their work themselves or in pairs. ✧ Exercises B and C: Explain the exercises. Do them orally first. Then ask the students to write down the answers in their notebooks. It is advisable to check and assess the work of the students individually. |
| Word Wise | <ul style="list-style-type: none"> ✧ Explain what homophones – words that have different spellings but are pronounced in the same way. Use the examples given and your own too. For example: soul → sole; feet → feat; bear → bare; bow → bough; heir → air; wear → ware; coal → cole; stair → stare; sow → sew; deer → dear; seer → sear; herd → heard. ✧ Exercise A: Explain the exercise. Do it orally first. Then ask the students to write down the answers in their notebooks. Announce the answers aloud and ask the students to check their work themselves or in pairs. ✧ Exercise B: Explain the exercise. Do it orally first. Then ask the students to write down the answers in their notebooks. Announce the answers aloud and ask the students to check their work themselves or in pairs. |
| Speak and Express | <ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and ask the students at random to describe the scene given in the picture. Correct them gently where required. |
| Write Well | <ul style="list-style-type: none"> ✧ This is an informal letter and needs to be explained in detail to the students. The format and the contents, etc., should be explained using the blackboard and the given example. |

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| | <ul style="list-style-type: none"> ✧ Ask them orally about what they would like to talk about in a letter to a friend, a parent or a grandparent, and uncle/aunt, etc. ✧ Exercise A: This can be done in class or as homework. It is advisable however to check and assess the work individually. If time permits, it can be attempted a second time, with a letter written to a friend or anyone else, with any other subject. For example: a letter to tell your friend about a visit to a special place or a new pet or toy. |
| AIL Activity | <ul style="list-style-type: none"> ✧ Exercise A: Students can do this on their own. If you like, you can show them pictures of a lion in a den or forest and a dog in a kennel. Display their work in class. ✧ Exercise B: Discuss this in groups of four. Then each group can share its views. Explain the importance of animals in their natural habitat, the significance of deforestation and the need for reafforestation. |