



The Little Girl

Activity – I: Pre-Reading

SKILL AREA: THINKING/SPEAKING

Learning Outcomes: The students will be able to

think analytically and logically present their views.

speaking fluently and accurately.

Time Required: One period

Procedure:

1. The teacher

Students work in groups of 5.

Think about their relationships with various family members.

2. The teacher may, give pointers such as:

Relationship	What you expect from them?	The manner in which they actually behave
Father		
Mother		
Grandmother/grandfather		
Brother/ sister		

3. Each group chooses any one relationship and prepares notes.

4. Students speak on the basis of the notes made. (one minute)

The activity need not be graded.

Feedback:

The teacher gives some more pointers like maternal/paternal units, cousins etc.

The teacher makes students understand the importance of relationships.



Activity – II: Pre-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

 speak fluently and accurately.

 understand the feelings of others.

Time Required: 20 minutes

Procedure:

1. The teacher writes the following questions on the board:
 - (a) Do you understand your parents? Give reasons.
 - (b) One quality of your father/mother you like the most. Give reasons.
 - (c) What do you disagree with your parents?
 - (d) Do you listen to your parents? When do you help your parents?
2. Students write their response in their notebook.
3. The students present their answers individually (one minute each).

This activity need not be graded.

Assessment Criteria:

Content

Fluency and accuracy of expression

Creativity

Feedback:

Link the ideas with the theme of the story.

Discuss some of the common errors made by students.



Activity – III: While-Reading

SKILL AREA: SPEAKING / READING

The teacher may take up this task after making the students read the story up to the 9th paragraph.

Learning Outcomes: The students will be able to

understand the character from the point of view of another character.

express opinions with clarity and convincingly.

Time Required: One period

Procedure:

1. The teacher

Students work in groups of 5.

Students read the story up to the 9th paragraph.

Students write down as many words and phrases as they can to describe the father from Kezia's point of view.

Some examples:

- a. ...figure to be feared and avoided.
- b. ...terrifying to the little girl.
- c. ... big like a giant.
- d. difficult to talk to
- e. ... strict/ cruel

A representative from each group assumes the role of Kezia and describes her father.

2. Each description is commented upon by other groups.

Assessment Criteria: The group work and description could be assessed together

Relevance

Correct interpretation of the characters of Kezia and father

Use of detail from the story appropriately

Effectiveness of words/phrases selected



Feedback:

A brief class discussion to be held after each group has presented its description.

The teacher summarises the character sketches with the help of the class.

Some of the inappropriate words and phrases used to describe the father could be commented upon.

Activity – IV: Post-Reading

SKILL AREA: READING / SPEAKING

Learning Outcomes: The students will be able to

analyse their own personality and come up with a perception of their own self.

speak fluently

read for understanding and infer meanings.

Time Required: One period

Procedure:

1. The teacher explains and distributes the worksheet.
2. Students take it as a self-evaluation tool and analyse their relationship with their parents.
3. Students speak on the following themes:
 - a) My relationship score
 - b) Why did I score this much?
 - c) Conclusions I have reached.

The activity need not be assessed

Feedback:

Help students connect this activity with the story.

The teacher discusses why some children face problems in their relationships.



WORKSHEET RELATIONSHIP SCORING CARD

Here are ten statements about relationship between children and their parents. Rate them on a scale of 0-3.

Use 0 for "never," 1 for "rarely," 2 for "usually" and 3 for "almost always."

- ☐ I spend much time alone with my father/mother.
- ☐ I talk directly to my father/mother instead of going through other people.
- ☐ I go to my father/ mother for advice and for comfort about personal things.
- ☐ I share my secrets with my mother/ father.
- ☐ I make an effort to know the needs, the likes and the dislikes of my mother/father.
- ☐ I enjoy spending time with my father/ mother.
- ☐ I like doing things with my father/mother.
- ☐ I like to introduce my friends to my father/mother.
- ☐ I am open and honest with my father/mother.
- ☐ I show my appreciation, love and respect for my father/mother openly.

Total your score. It will give your relationship index out of 30 points.

21-30-you have developed a meaningful, loving, comfortable and fulfilling relationship with your father/mother.

11-20 -you seem to be making an effort to come close to your father/mother. Try to improve your communication with your father/mother.

1-10 -You must start doing the things listed in the quiz.

Activity – V: Post-Reading

SKILL AREA: LISTENING / READING

Learning Outcomes: The students will be able to

- enhance listening and reading skills.
- enhance their ability to concentrate.



Time Required: One period

Procedure:

1. The teacher instructs a student to read aloud the following poem by Stefanie.

Last Chance

My heart aches, dad,
 For the things you won't do
 My soul breaks, dad,
 For all that we've been through
 I fear it's too late, dad,
 To mend my broken heart
 I'm so full of hate, dad,
 I don't know where to start
 You took away my hope, dad,
 That I would ever be loved
 And now I'm left to cope, dad,
 As I watch you love your son
 I want to scream and yell, dad
 But I fear my voice will crack
 I want so much to tell you, dad,
 That I can't always take you back
 Please listen to my words, dad
 For they are all that I can say
 I want you to treat me like I'm yours, dad
 And not just throw me away

Source: *To Dad From A Daughter, Father Poems from Children*
<http://www.familyfriendpoems.com/family/poetry.asp?poem=21862#ixzz0gkEVxTI3>

2. The students discuss the poem.
3. The teacher instructs one more student to read the poem again slowly and clearly.
4. Students present a speech, poem or a drawing based on their reading. Clues may be given:
 - a) Who is the poet?



BEEHIVE

FORMATIVE ASSESSMENT

- b) Why is she sad?
- c) Is her father right? Why/why not?

Assessment Criteria:

This is a task involving creative thinking and expression. The speech/ poem/ drawing could be assessed on the basis of the following criteria

- Relevance of content
- Effectiveness of presentation
- Originality

Feedback:

The best poems/ drawings could be displayed.

Students are encouraged to comment on the speeches made by their peers.

Teacher gives feedback on the poems and speeches with comments on content and language.

Activity – VI: Post-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

- develop quick thinking skills.
- organize their thoughts in a coherent manner.
- address an audience confidently.

Time Required: One period

Procedure:

1. The students choose one of the topics given below or the teacher draws lots.
 - (a) A memorable incident at home
 - (b) An incident that I detest the most
 - (c) Is there a generation gap between parents and children? Give examples to illustrate their point of view.



- (d) An ideal home
 - (e) Father/mother is the best home-maker
 - (f) Father/mother as the head of the family
2. Each student is given a minute to speak on the topic.
 3. The teacher writes the criteria for marking on the blackboard and the students assess the speaker.

Assessment Criteria:

Relevance

Coherence

Innovative ideas

Fluency and accuracy of expression

Feedback:

Some students who can speak only a few sentences may be given some guidance.

In case it is difficult for the whole class to speak in one period, one more period may be used.