



# *The Duck and the Kangaroo*

## Activity – I: Pre-Reading

### SKILL AREA: THINKING / SPEAKING

**Learning Outcomes:** The students will be able to

- write fluently and accurately.
- develop thinking and analytical skills.
- understand the feelings of others.

**Time Required:** One period

**Procedure:**

1. The teacher divides the class into two groups-one group imagines themselves as the animals living on the land and the other group imagines that they are the animals who live in water.
2. They are asked to think if given a chance to live in the water/land what they would like to do or see.
3. The teacher writes their responses on the board and relates it to the poem.

*This activity need not be graded.*

## Activity – II: Post-Reading

### SKILL AREA: THINKING / WRITING

**Learning Outcomes:** The students will be able to

- write fluently and accurately.
- develop thinking and analytical skills.
- understand the feelings of others.

**Task:** Imagine you are the duck in the poem 'The Duck and the Kangaroo'. Write a letter to another duck friend of yours telling her about your experience of the kangaroo ride. Make a mention of what it felt like to be away from the water.



## BEEHIVE

## FORMATIVE ASSESSMENT

**Time Required:** One period

**Procedure:**

1. Students, as the Duck, share their experience with the class.
2. After discussion, students write a letter on the given topic and submit for it evaluation.
3. Some of the best letters may be shared with the class.

**Assessment Criteria:**

Format of the letter

Appropriate language and style

Creativity

**Feedback:**

Some students may be asked to imagine themselves as Kangaroo and share their experience with a friend through a letter with a friend.

Students are helped in writing appropriate language.

### Activity – III: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

arrange the events of the poem in a logical sequence.

to understand the poem and read between the lines.

**Time Required:** One period

**Procedure:**

1. The teacher distributes the copy of the worksheet to students.
2. The students complete the task and exchange the completed worksheets.
3. The teacher reads out the correct answers and students self correct.

**Assessment Criteria:**

Correctly sequenced sentences.



## WORKSHEET

**Study the events of the poem listed below. Based on your reading of the poem, arrange the events in the proper sequence.**

- a. He had also bought a cloak to keep out the cold.
- b. He requested the Kangaroo to give a ride on his back to see the world beyond.
- c. He might get rheumatic because of the wet and cold feet of the duck.
- d. The kangaroo thought for a while and found one objection.
- e. At last, they hopped the whole world three times round.
- f. He said that he would smoke a cigar every day.
- g. The kangaroo was ready, but for the sake of balance, he advised the Duck to sit at the end of the tail steadily.
- h. The Duck said that he had "bought four pairs of worsted socks for the wet feet".
- i. The Duck was feeling bored to stay in his nasty pond.

### Answers:

- a. The duck was feeling bored to stay in his nasty pond.
- b. He requested the kangaroo to give a ride on his back to see the world beyond.
- c. The kangaroo thought for a while and found one objection.
- d. He might get rheumatic because of the wet and cold feet of the duck.
- e. The duck said that he had "bought four pairs of worsted socks for the wet feet".
- f. He had also bought a cloak to keep out the cold.
- g. He said that he would smoke a cigar every day.
- h. The kangaroo was ready, but for the sake of balance, he advised the duck to sit at the end of the tail steadily.
- i. At last, they hopped the whole world three times round.



### Activity – IV: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

write a report using appropriate format and style.

think, imaginatively and write fluently and accurately.

**Task:** Imagine that you are a Press Reporter of The Jungle Times. You came to know about the duck's request to the kangaroo. Write a newspaper report of this unusual event.

**Time Required:** One period

#### Procedure:

1. The teacher divides the class into pairs and directs them to write the report.
2. The students complete the task.
3. The teacher evaluates their work and some interesting reports may be shared with the class.

#### Assessment Criteria:

Correctly sequenced sentences.

#### Feedback:

Teacher helps students to understand the format of report writing, if required.

### Activity – V: Post-Reading

#### SKILL AREA: THINKING/WRITING/SPEAKING

**Learning Outcomes:** The students will be able to

develop thinking skills.

enhance their creativity.

write fluently and accurately.

think imaginatively.

**Time Required:** One period



### Procedure:

1. The class is divided into pairs.
2. The teacher distributes the worksheet.
3. The students complete the task.
4. The teacher reads the questions and the students answer the questions orally.
5. A class discussion is initiated by the teacher.

### Assessment Criteria:

Understanding and clarity

Fluency and accuracy of expression

### Feedback:

Students may be helped in writing appropriate language, if required.

## WORKSHEET

### Answer the questions given below:

1. The duck said he wanted to get out of his "nasty pond" because it was boring. Do you think they also get bored sometimes, just like people? Give reasons.

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2. A lot of what the poet writes about is not 'real', does it mean that he is telling lies? If not, what is the poet doing when he writes a poem like this?

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3. The duck wished he could hop like the kangaroo. Do you sometimes wish you could do something like someone else or like a certain animal? Which person or animal, and why?

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4. Do you think animals can communicate with each other? How?

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5. At first the kangaroo would not carry the duck because of its wet and cold feet. Was that a selfish thing to do? Do you think the kangaroo would have cared about the wet feet if it had considered the duck a very good friend? Give reasons.

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