

UNIT-6

Hiawatha

The Scholar's
Mother Tongue

Enjoy this poem

Hiawatha



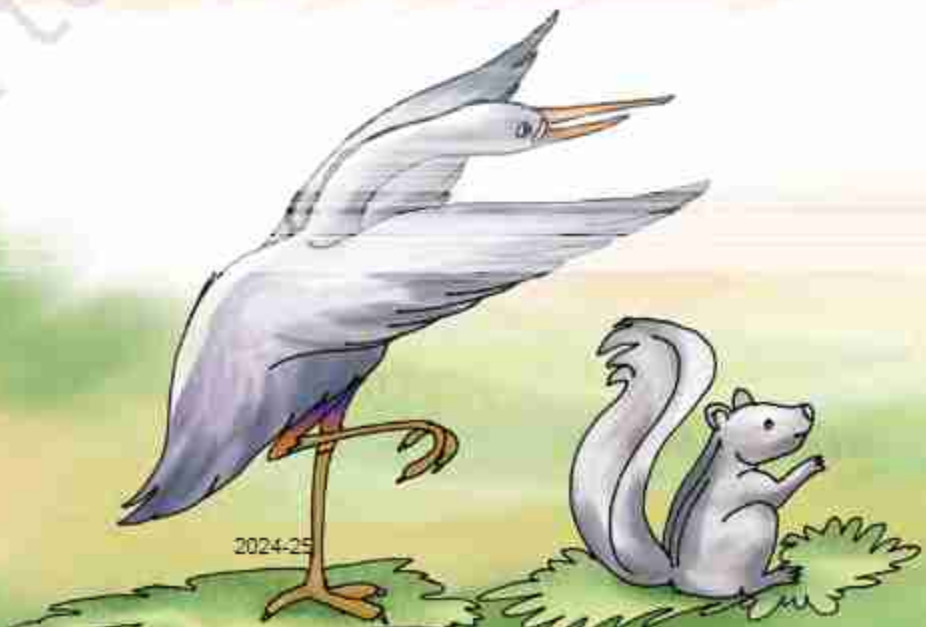
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Hiawatha was a young Native American boy. He lived with his old grandmother, Nokomts, in a wigwam.

Nokomts taught Hiawatha about the wonders around them. She told him about the stars, the trees, the insects, the birds, the animals, and many other things.

Hiawatha grew up to love them all. He could talk to the birds and the animals, and they to him.

*“Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter,
Talked with them whene'er he met them,
Called them 'Hiawatha's chickens.'”*



2024-25

Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them 'Hiawatha's Brothers'."

— H.W. Longfellow

New words

wigwam, beavers,
acorns, reindeer, timid





Reading is fun

1. Who was Hiawatha?
2. Who was Nokomis?
3. What did he learn about the birds?
4. What secrets did he learn about beasts?



Let's listen

1. Whisper a secret in your partner's ear. The partner will in turn whisper his secret in your ear.

I have seen a whale
with a polka dot tail.



I have seen a bee
with a fractured knee.

Now talk about the secret aloud.



Chinese Whisper

2. Form a circle and whisper a secret into the ear of the person on your right. He in turn whispers into the ear of the person on the right. Pass the secret on till it goes around the circle. The last person will tell the secret aloud.

Is the secret the same as what the first child had whispered?



Let's talk

1. Do you think that –
 - (a) Htawatha liked learning new languages?
 - (b) Htawatha called the birds 'chickens' and the beasts 'brothers'? What do you think this shows?
 - (c) Do birds have secrets?
 - (d) Do you know the secret language of any animal? Tell the class about it.





Say aloud

squirrel quarrel queen quick

quill quilt quiet quality

1. Use words beginning with 'h' sound like –
hat, house, hen, hide, horse, heart, hand etc.

Make a pair of words, one a 'describing word' and one a 'naming word'.

*Happy Htawatha, hungry htppopotamus,
htgh horse, heavy hand.*

2. Have you seen

Let's share

Make a story of the poem and share it with your friends. You can change Hlawatha's name and give the name of your classmate. Start the story which other children can continue.

You could begin like this –

Once upon a time there was a boy called ...



Let's write

1. This is a park where children talk to different animals and birds. Write four sentences about the picture. Use capital letters where required, complete sentences and punctuation.

Now colour the picture.





2. Where do the following live ?

(a) Birds live in

(b) Rabbits live in

(c) Beavers live in



3. Describe Hiawatha, his home and friends in ten lines.

4. What did Hiawatha love?



5. Match 'A' with 'B' and write the complete sentences below

A	B
Whenever	I go, I have friends.
Whoever	I am hungry, I eat.
Wherever	comes first, wins.

6. Complete the following stories by using an appropriate word from the box given below –

my, his, he, your

(A) Ram was a farmer. _____ wanted to sell _____ goats and sheep. So he went to the market. There _____ sold all _____ animals to a rich man and got a lot of money. When he was going back to _____ village, three thieves

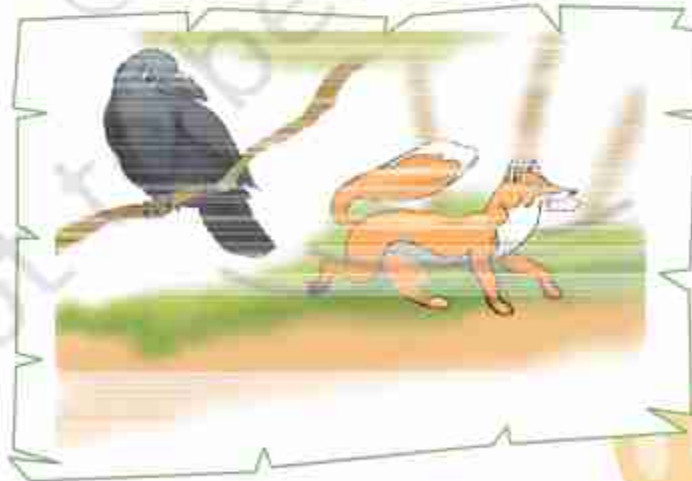




stopped him. "Stop! Give us all _____ money." Ram was very clever. He said, "I'll give _____ money to the strongest of you." On hearing this, the thieves started fighting amongst themselves. Ram slipped away quietly.



(B) Sitting on a tree a crow was enjoying a piece of bread. A hungry fox wanted to have that bread. _____ said very sweetly, "Dear brother, I've heard that _____ voice is very sweet. Please sing a song for me." The foolish crow opened _____ beak and the piece of bread fell down. The fox picked it up in _____ mouth and ran away.



7. Some words have similar sounds, but different meanings. Choose the correct word from the box and fill in the blanks.

(a) The bird sits on a _____.

(bow, bough)



(b) The squirrel has a long _____.

(tail, tale)



(c) I have to leave at _____.

(too, two)

(d) This sum is _____.

(right, write)



(e) I can _____ the bird's song.

(hear, here)

(f) Do you _____ a secret?

(no, know)

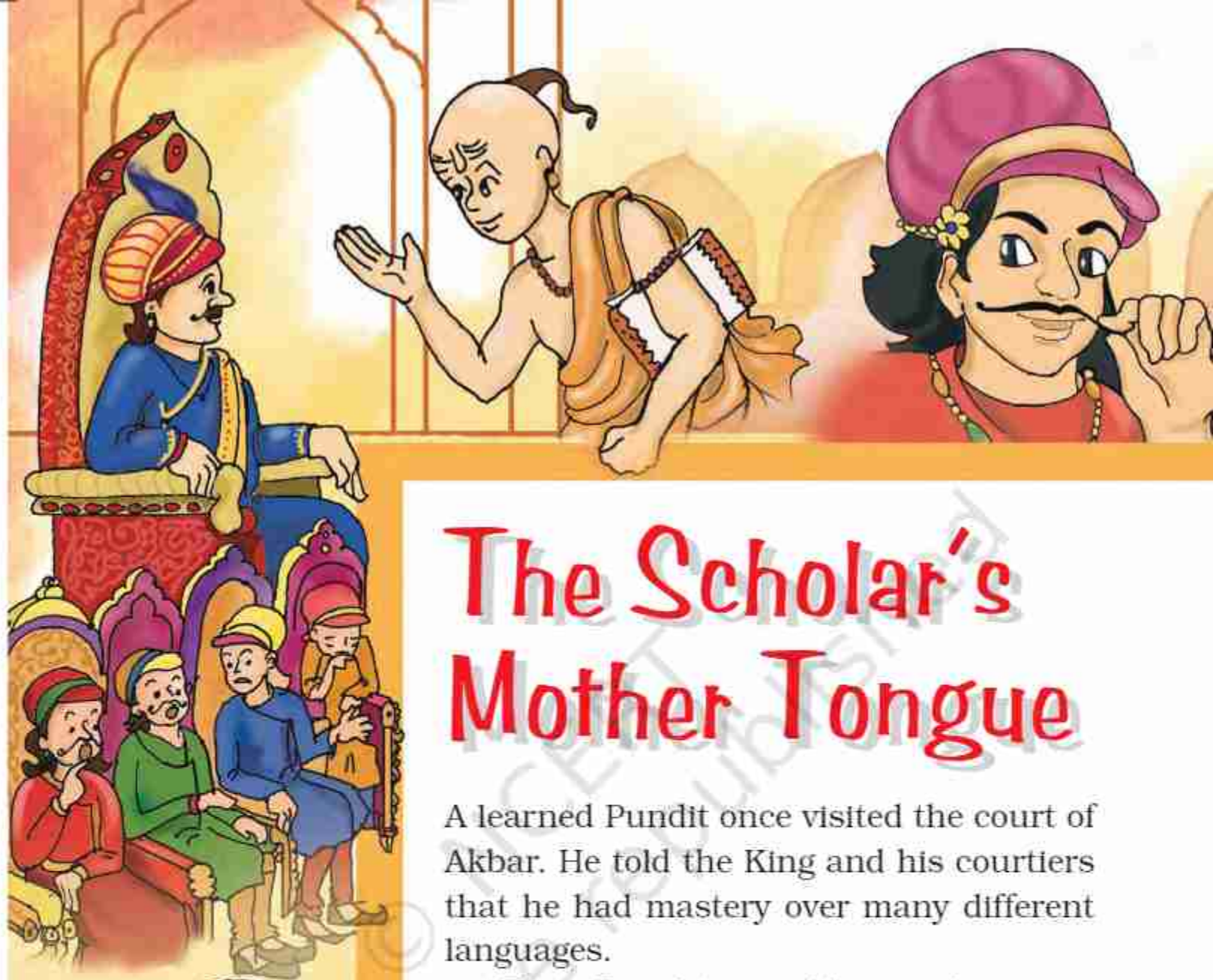
(g) The King sits on the _____.

(thrown, throne)

(h) He is our school _____.

(principal, principle)





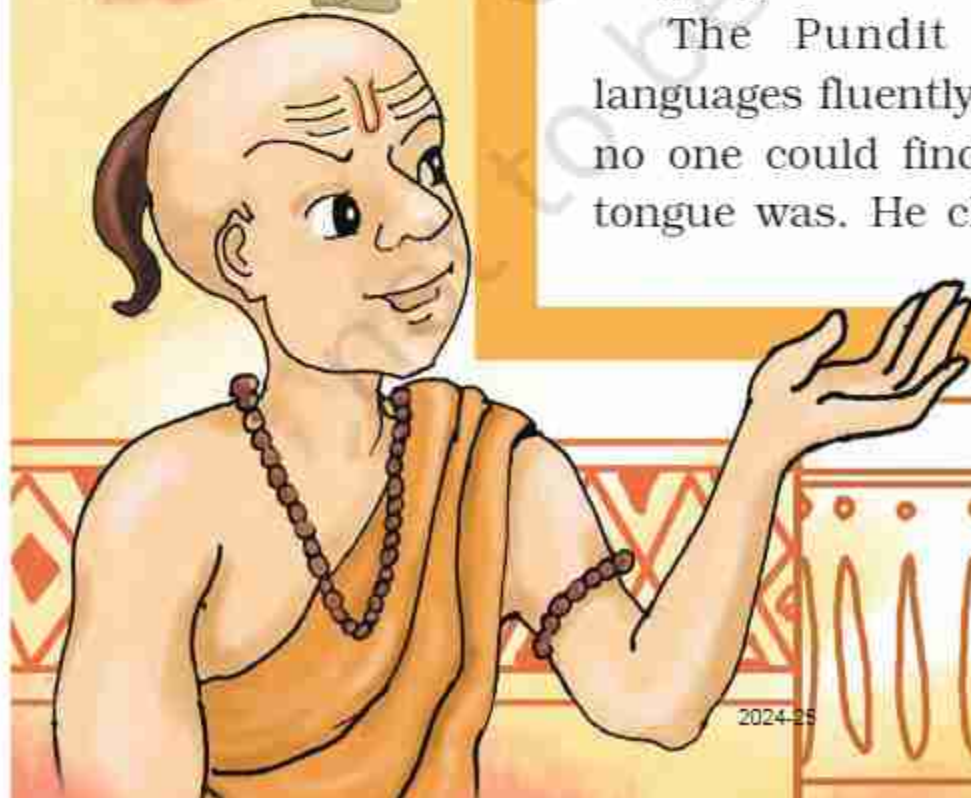
The Scholar's Mother Tongue

A learned Pundit once visited the court of Akbar. He told the King and his courtiers that he had mastery over many different languages.

The Pundit could speak many languages fluently. He was so fluent that no one could find out what his mother tongue was. He challenged everybody at

New words

mother tongue,
challenged,
tickled, irritated



the court to name his mother tongue. When everyone failed, the challenge was taken up by Birbal.

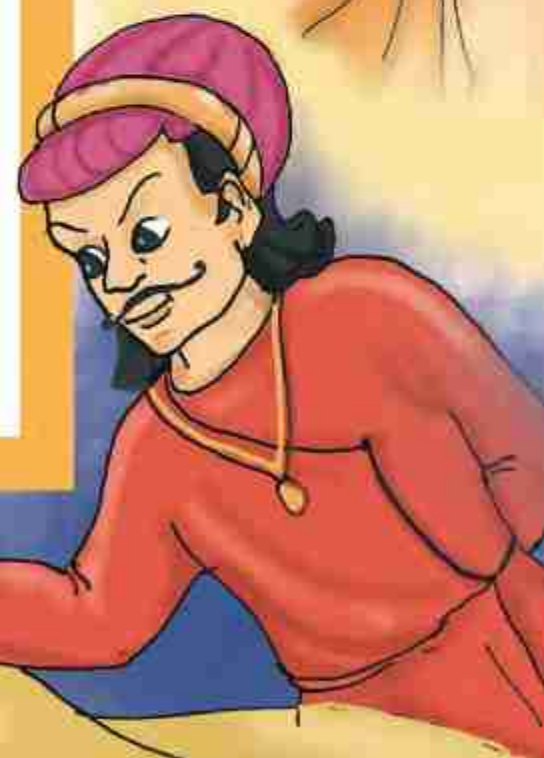
That night, Birbal went quietly to the Pundit's room when he was asleep. He whispered into the Pundit's ear and tickled it with a feather. The Pundit, half awake, cried out suddenly and shouted out words in his mother tongue.

Birbal came to the court the next day and told everyone that the Pundit's mother tongue was Telugu. The Pundit was surprised and accepted the truth.

King Akbar then asked Birbal, "How did you find the truth?"

Birbal answered, "In times of difficulty, a person speaks only in his mother tongue." He also told the King how he had gone to the Pundit's room at night to find out the truth.

*- Adapted from
Akbar and Birbal stories*





Reading is fun

1. Who came to Akbar's court?
2. What did he claim to know?
3. How did he challenge everybody?



Let's talk

1. What is your mother tongue?
2. Tell the class a joke in your mother tongue.
3. Do you know any other language? Do you know a joke in English? Tell your friends.



Let's listen

1. Listen to your favourite advertisement on the radio or T.V. Repeat it with stress on the words. Act, draw and write the advertisement.





Say aloud

ask

bask

mask

task

scholar

school

scan

skim

We say – **I learnt my lesson.** (action word)

But **A learn-ed pundit** came to the court. (describing word)

We pronounce it as **learn-id** to rhyme with

created

watted

1. Tick (✓) the words which end with the sound **id**. Say each word aloud

accepted answered irritated failed

completed challenged cried surprised

find licked celebrated fried



Word building

1. Make a class dictionary with words from the story. Try to find suitable words for them in your mother tongue. Say these words aloud.

Then make sentences with those words in your class dictionary.





Words in English

Sentences

Converse

Tickle

2. Write all the words that show you are happy.

For example : Hurray, Hal Hal

Add more

3. Tick (✓) the right answer.

(i) 'I visited the court of Akbar' means

- (a) You always live there.
- (b) You came there for a short time.
- (c) You were born there.

(ii) To imitate someone means to

- (a) copy someone
- (b) tease someone
- (c) make someone angry



4. Look and fill in the columns. One has been done for you.

quiet	quietly	sad	_____
fluent	_____	fierce	_____
angry	_____	gentle	_____

5. Match the words in Column 'A' with words in Column 'B'.

A	B
king	children
teacher	patients
doctor	courtiers
bus driver	clients
lawyer	passengers
mother	students

6. Play this game with a friend. Pick up what you want from any basket.

Add **a** or **an** before it.

Now say the sentences below, using these things –





Neena : Can I have _____, please?

Rahul : Yes, here you are.

Jeevika : Can I have _____, too.

Nikhil : No, sorry. You can't have that.

Make more sentences using words from the baskets.



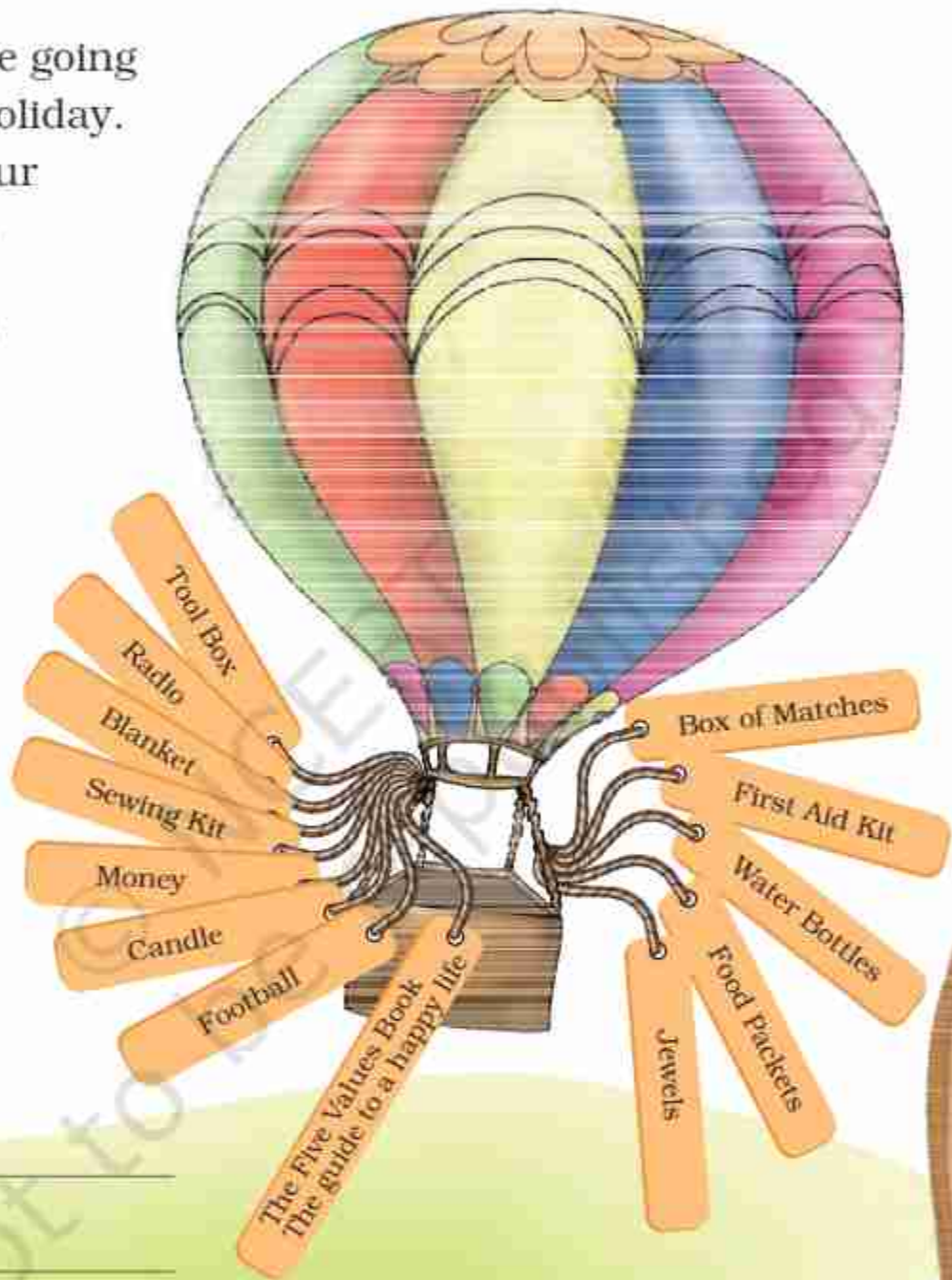
Let's share

1. How did Birbal find out about the Pundit's mother tongue?
2. Act this out with your friends and make it into a class play.



The Truth Balloon

Suppose you are going on a camping holiday. What are the four most important things you will carry with you? Choose from the tags attached to the hot air balloon.







Fun time

Crossword fun

India is a country of many languages. Let's see if you know what the people of the states in this crossword puzzle speak. The clues are given below. The first letter of each answer has been filled in for you.

Across

1. This language is spoken in Orissa
2. It is spoken in Karnataka
4. The people of Assam speak this language
7. This language is used in Andhra Pradesh
8. You can hear this spoken in Maharashtra

Down

3. The people of Kerala speak this language
5. This language is spoken in most parts of North India
6. The language of the Goan people
7. This is spoken in Tamil Nadu
9. It is widely spoken in Uttar Pradesh and elsewhere





6 K

3 M

4 A

9 U

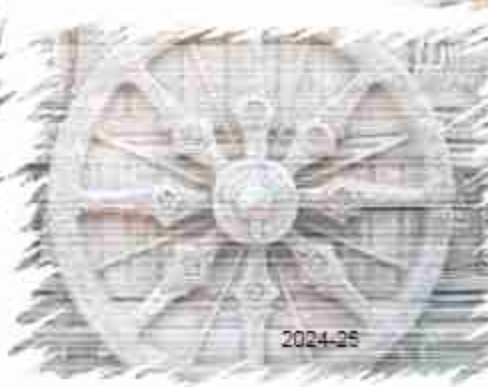
8 M

5 H

7 T

1 O

2 K



THEMES

Communication, mother tongue and multilingualism



Teacher's page

Unit 6

Poem : *Hiawatha*

Story: *The Scholar's Mother Tongue*

The teacher's effort in this Unit is to realise that as children develop the skill of using language, they acquire the ability to think objectively. Many factors in the home environment affect the way a child learns language.

- Help students use language to transmit and receive meaning.
- Develop in children the ability to listen effectively to communicate with others.

Give a variety of inputs in English and use the mother tongue as a resource.

Materials can be designed to promote multilingual activities, and teachers need to work out how more than one language can be used naturally. Teachers can introduce parallel texts in more than one language – these may be the same story in different Indian languages to involve similar language activities such as rhymes, sound games, etc.

Warm up

Create a class drama where some children can take up roles as mummy, papa, *dada*, *dadi*, *nana*, *nani*. The rest of the class can go and ask them for their favourite food/clothes/stories (this exchange in a warm-up exercise will bring out the vibrancy of language).

Reading time

Reading is a transferable skill – improvement in reading in one language results in reading improvement in general. Try to foster correct pronunciation and develop fluency in speech.

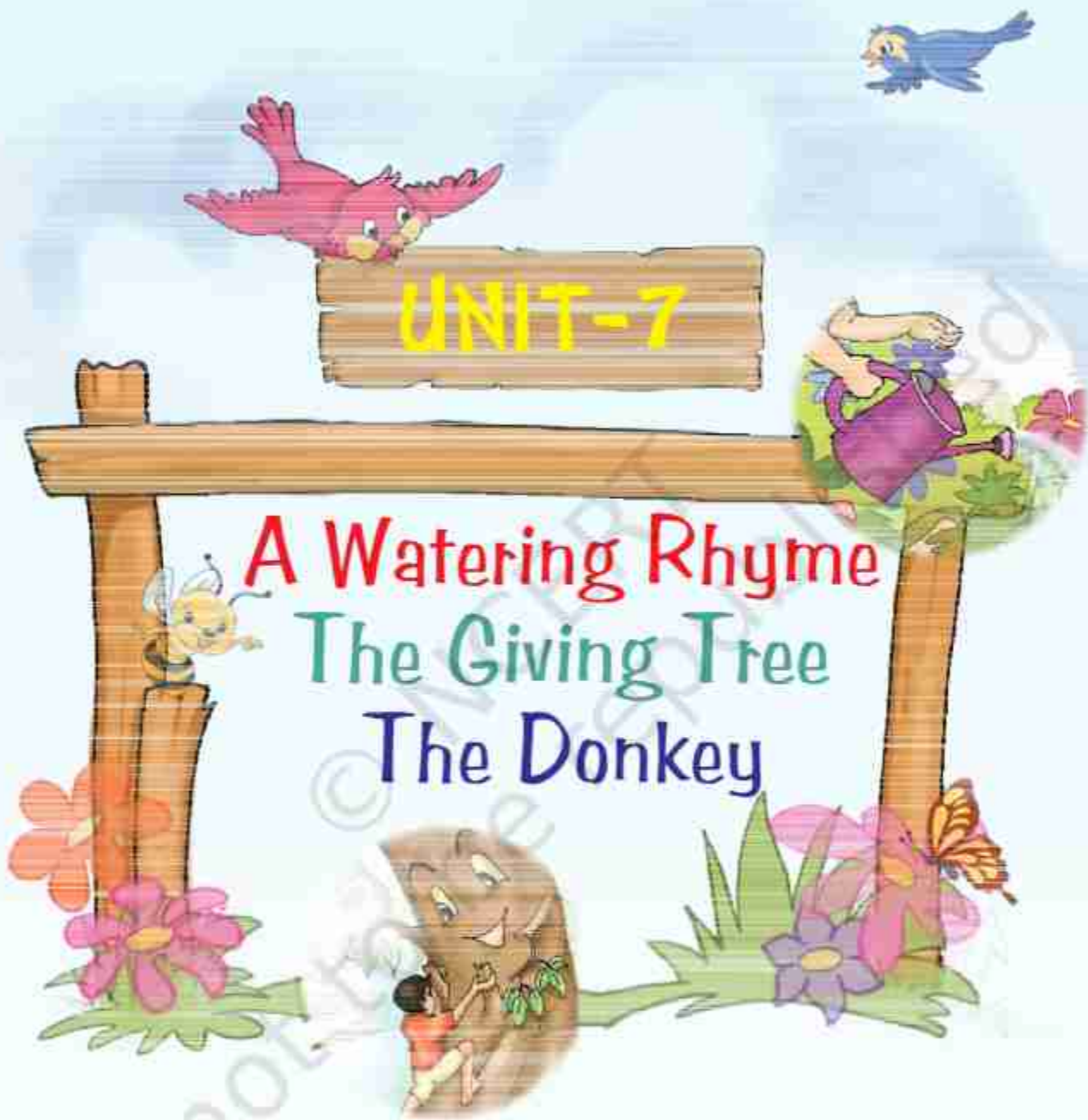
Sharing time: Share the story of Mowgli the boy who was brought up in the Indian jungles with the help of Baloo the **bear** and Bagheera the **panther** and how they have to fight the **tiger** Sherkhan and the animals in the jungle. If possible let them hear the song जंगल जंगल बात चली है पता चला है चढ़ी पहन कर फूल खिला है (the Japanese animation of *Jungle Book's* original story by *Rudyard Kipling* was dubbed in Hindi for *Doordarshan* in the early 1990's).

Creative time: Ask children to talk to imaginary friends like the wind, water, trees, grass and ask them to write/draw what they felt.

Language corner: Class dictionary from Unit 1 to 6 should be checked and Unit 7 to be included.

Environment: An outdoor trip where the children are involved with creating a learning environment.





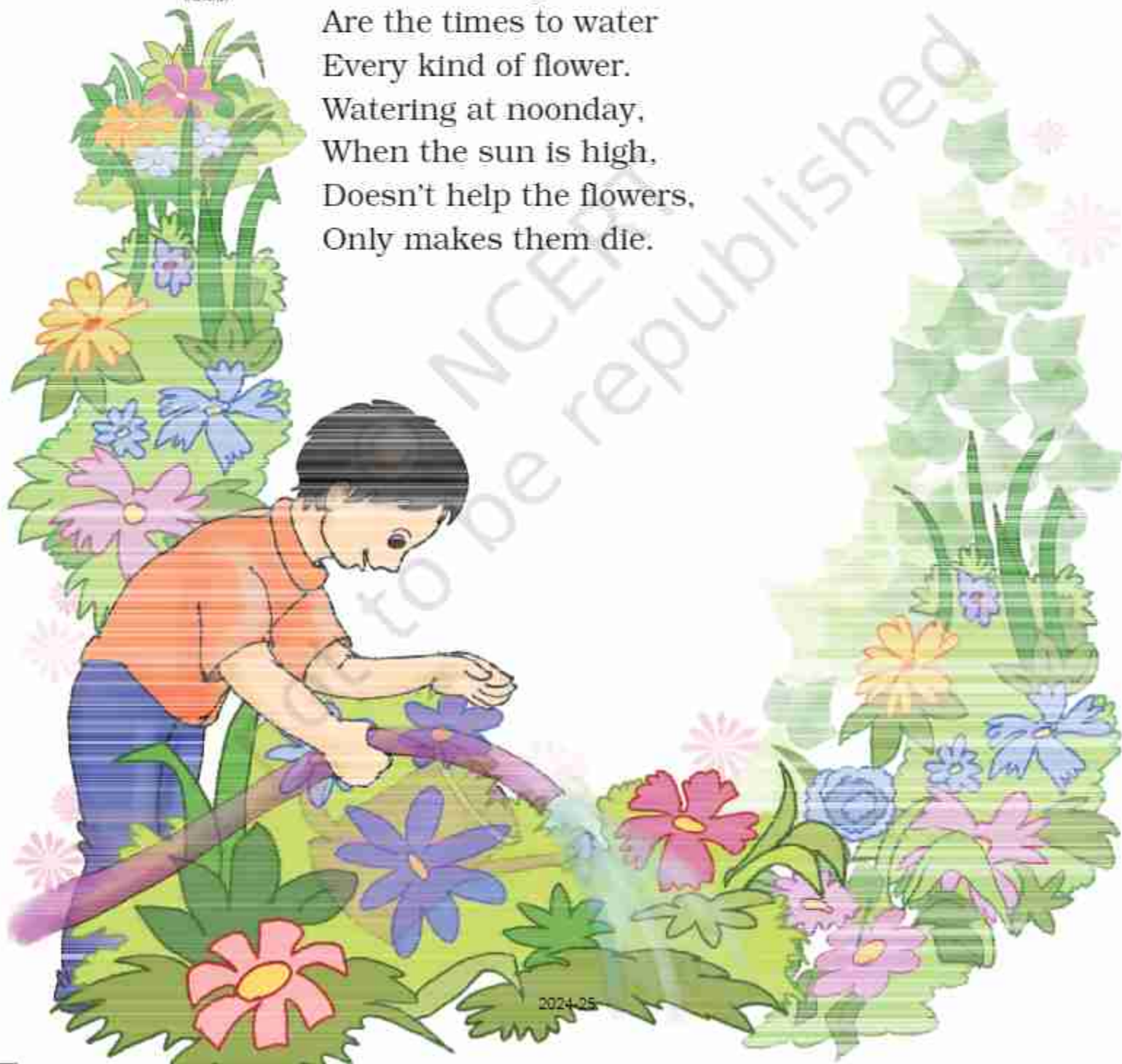
Read and learn this poem

A Watering Rhyme



(H24CH07)

Early in the morning,
Or the evening hour,
Are the times to water
Every kind of flower.
Watering at noonday,
When the sun is high,
Doesn't help the flowers,
Only makes them die.



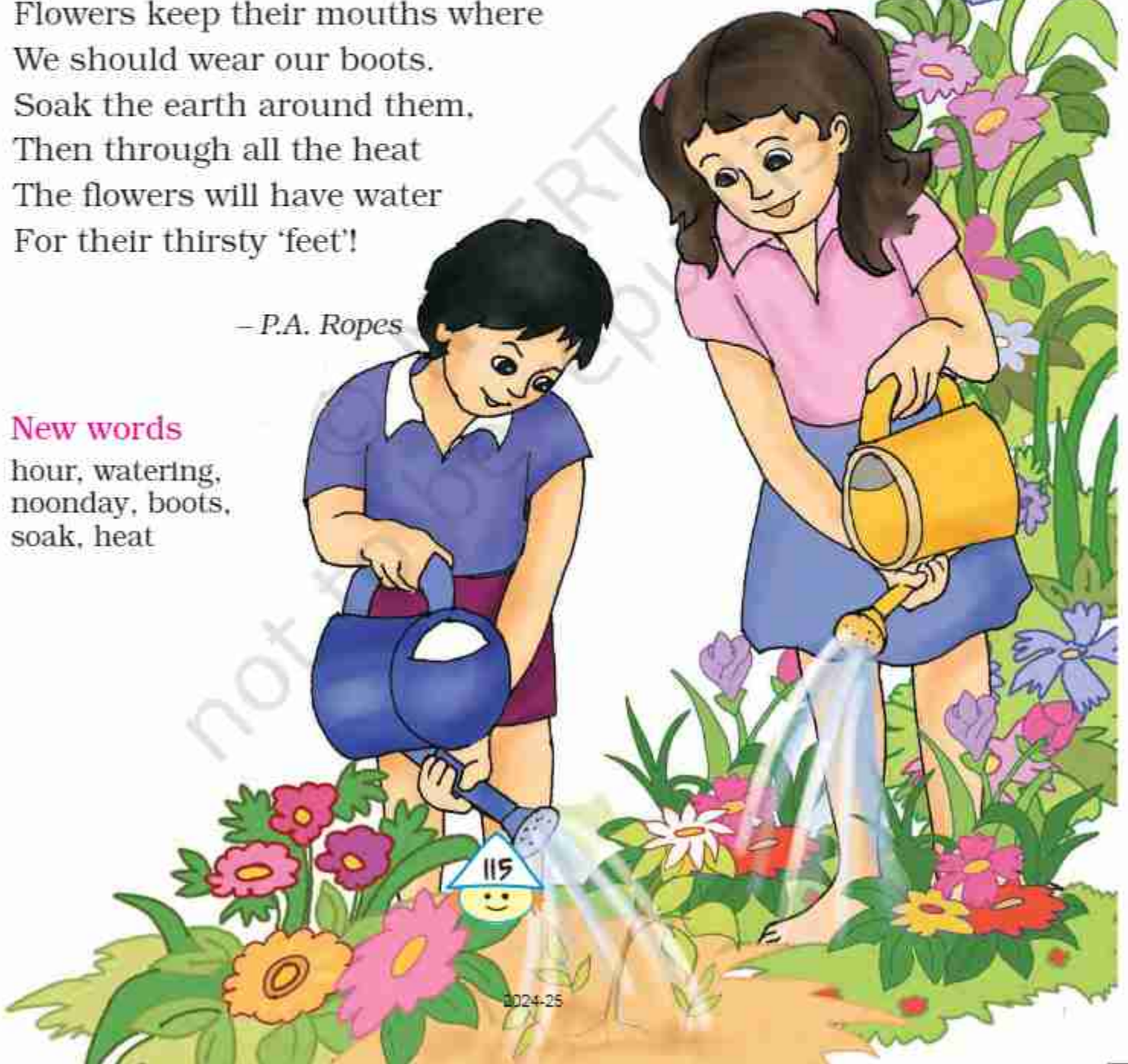


Also, when you water,
Water at the roots;
Flowers keep their mouths where
We should wear our boots.
Soak the earth around them,
Then through all the heat
The flowers will have water
For their thirsty 'feet'!

– P.A. Ropes

New words

hour, watering,
noonday, boots,
soak, heat





Reading is fun

1. What is the best time to water the plants?
2. When should we not water the plants?
3. Which part of the plant should be watered?



Word building

Place letters in their right order to form the names of flowers.

PAETWEES S _ _ _ _ _ A

MRAIDOLG M _ _ _ _ _ D

JMINEAS J _ _ _ _ _ E

TLOUS L _ _ _ _ S

ARGOM M _ _ _ _ A

DHAAIL D _ _ _ _ A

XOLHP P _ _ _ _ X

ANSPY P _ _ _ _ Y

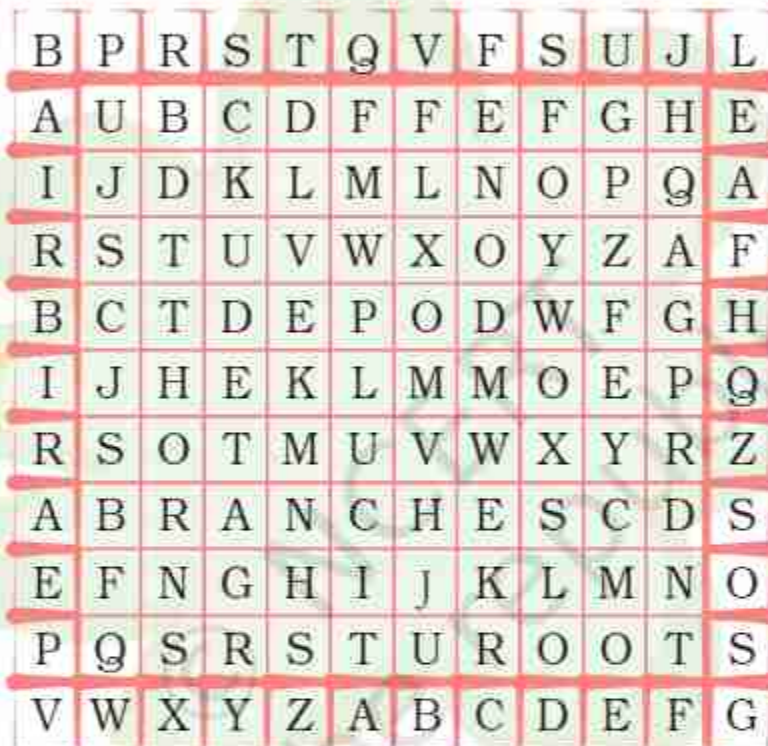
BISHCUS H _ _ _ _ _ S





Fun time

You have visited your school garden and seen different kinds of plants, shrubs and trees. This grid has the names of different parts of a tree. Look for these words – **BUD**, **POD**, **LEAF**, **STEM**, **ROOTS**, **THORNS**, **BRANCHES** and **FLOWERS** as fast as you can – vertically, horizontally and diagonally.



Let's talk

1. Do you have a garden at home?
2. Name some flowers which grow in your garden or near your house.
3. Give another word for 'thirsty feet'.



4. What happens when we water plants in the morning?
Choose one answer.
- (a) They will grow well.
(b) They will dry up.
5. From where do flowers get water?
- (a) From the bottom (roots).
(b) From the top (leaves).



Say aloud

early
curly
surely

our
hour
are

flower
flour
shower

their
there
care

could
hood
should

where
wear

seat
sheet

shake
sake

bread
spread

high
sigh

Pick out the silent letters from these words

hour	knit	wrong	doubt
often	know	night	could
write	knife	high	walk



Let's write

1. Write rhyming words for the words given below. One has been done for you.

(a) morning **evening**

(b) car _____



(c) high _____ (d) boots _____

(e) heat _____ (f) where _____

2. Words like **morning**, **evening**, **watering** end in **ing**. Write six more words to which **ing** can be added at the end to form a new word.

(a) _____ (b) _____ (c) _____

(d) _____ (e) _____ (f) _____

3. Look for words in the poem which sound like the words given below.

(a) are _____ (b) there _____ (c) flour _____

(d) where _____ (e) son _____ (f) threw _____

4. In the sentences below the capital letters, commas, full stops and question marks are missing. Put these in the correct places.


(a) on monday i will go to school

(b) rahim ravi and raju are going to see the circus

(c) sita where are you looking

(d) the tailor went to the market mr singh





(e) every sunday I go for a walk have breakfast read story books
listen to music and watch television

(f) laxmi why are you crying

(g) what is the colour of the sky

(h) oranges mangoes bananas and papayas are fruits



Team time

Write a Story

Write a story about a plant that is in danger. Write about how you might help to save it. Be sure the story has a beginning, a middle, and an end.

Prepare a Speech

Prepare a speech giving some reasons why it is important to protect flowers and plants. Include ways that you could help protect endangered plants in your school.



Read the story

The Giving Tree

How do you feel when you help someone?

How do you feel when you share your things with others?

Read this play to know how a tree feels when it helps a boy.

Narrator : Once there was a tree and it loved a little boy. Every day the boy would visit the tree and enjoy its company.

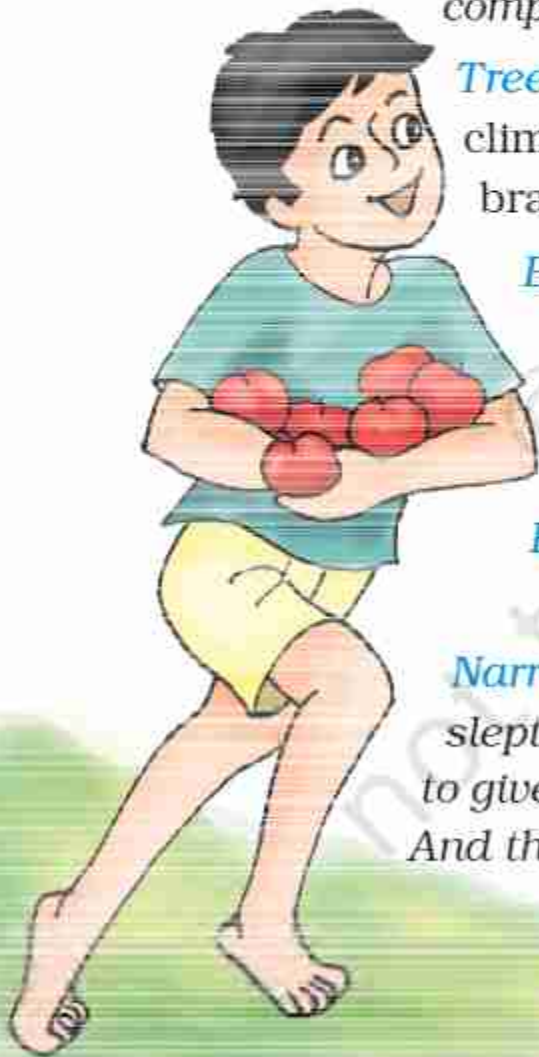
Tree : Come here, my boy. Come and climb up my trunk and swing from my branches.

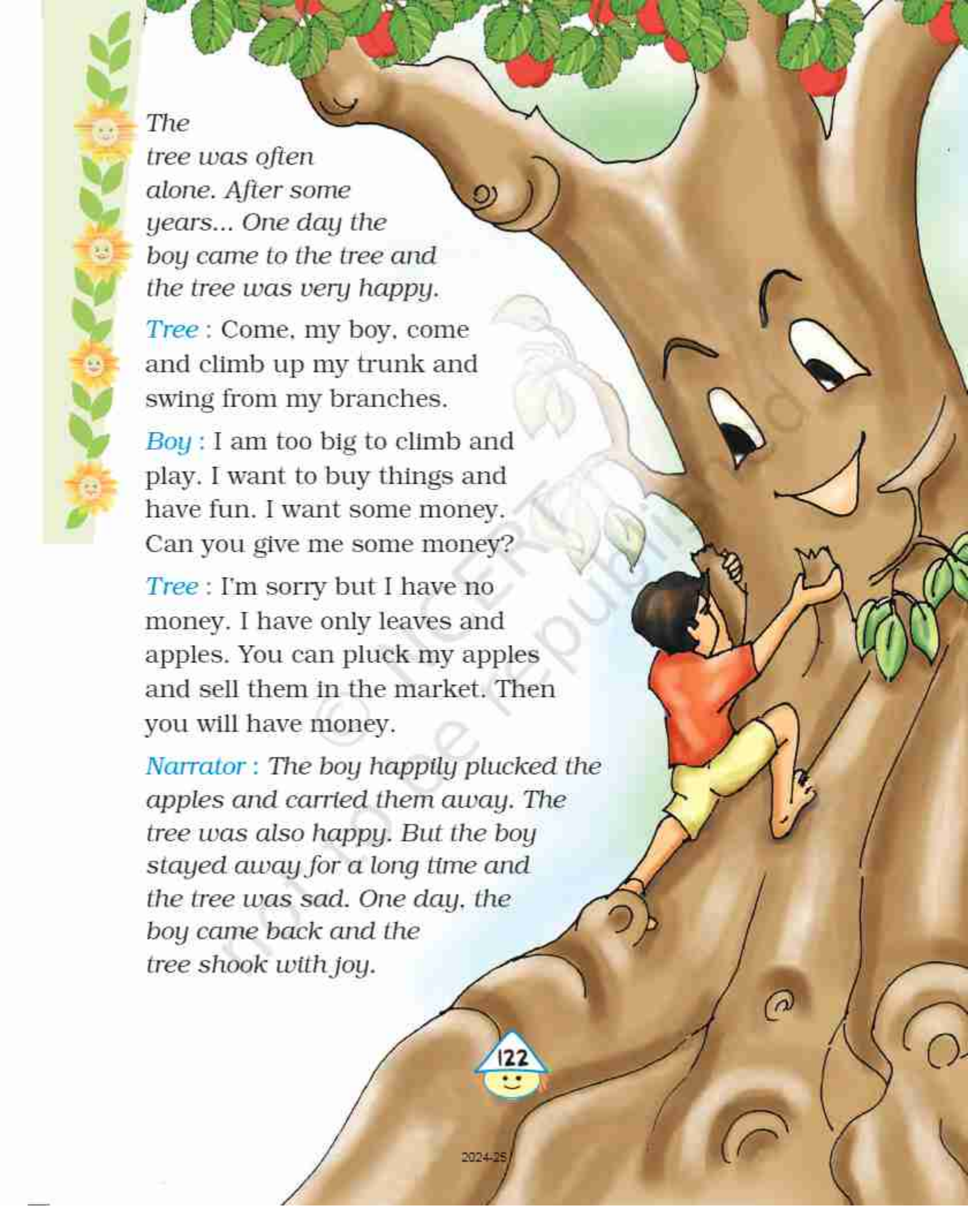
Boy : (swinging from branches)
Ah, what fun!

Tree : Are you hungry? Eat my apples.

Boy : (eating apples) How delicious!

Narrator : When the boy was tired, he slept under the tree. The tree was happy to give its shade. But time went by. And the boy grew older and went away.



The illustration shows a large, brown tree trunk with a human-like face, including eyes, eyebrows, and a smiling mouth. A young boy in a red shirt and yellow shorts is climbing the tree trunk. The tree's branches are adorned with green leaves and red apples. On the left side of the page, there is a vertical decorative border featuring a green vine with several yellow flowers, each with a smiling face. The background is a light blue sky with some faint, stylized clouds.

The tree was often alone. After some years... One day the boy came to the tree and the tree was very happy.

Tree : Come, my boy, come and climb up my trunk and swing from my branches.

Boy : I am too big to climb and play. I want to buy things and have fun. I want some money. Can you give me some money?

Tree : I'm sorry but I have no money. I have only leaves and apples. You can pluck my apples and sell them in the market. Then you will have money.

Narrator : The boy happily plucked the apples and carried them away. The tree was also happy. But the boy stayed away for a long time and the tree was sad. One day, the boy came back and the tree shook with joy.

Tree : Come, Boy, come and climb up my trunk. Swing from my branches, eat my apples, play in my shade and be happy.

Boy : I am too busy to climb trees. I am getting married and I need a house for my wife and children. Can you give me a house?

Tree : I have no house but you may cut off my branches and build a house.

Narrator : So the boy cut off the tree's branches and carried them away to build a house.

The tree was very happy.

But the boy stayed away for a long time and the tree was sad again.

And when he came back after some years, the tree was so happy that it could hardly speak. Now, the boy was a young man.


Tree : Come, Boy, come. What can I do for you?

Young man : I am going on a business trip. I want a boat to take me away. Can you give me a boat?

Tree : All I have left is a trunk. Cut down my trunk and make a boat. Then you can sail away.

Narrator : The young man cut the trunk of the tree and sailed away in a boat. The tree was left only with a stump.





And after a long time the young man came back again. Now he was an old man but the tree recognised him.

Tree : I am sorry, friend, but I have nothing left to give you. My apples are gone.

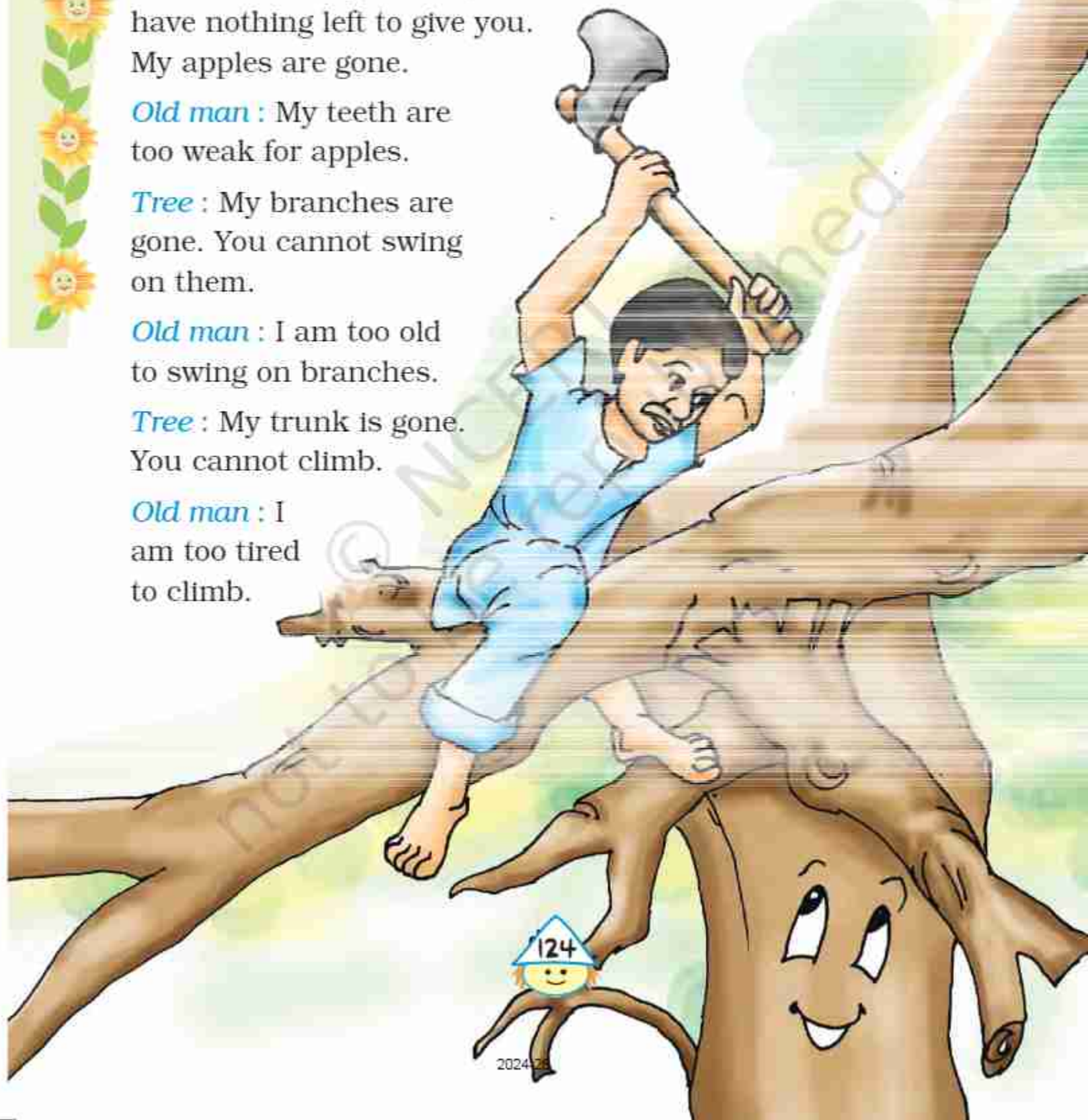
Old man : My teeth are too weak for apples.

Tree : My branches are gone. You cannot swing on them.

Old man : I am too old to swing on branches.

Tree : My trunk is gone. You cannot climb.

Old man : I am too tired to climb.



Tree : (sighing) I am sorry. I wish that I could give you something... but I have nothing left. I am just an old stump. I am sorry...

Old man : Dear tree, you have always given. But now I don't need much— just a quiet place to sit and rest.

Tree : (happily) Well, an old stump is good for sitting and resting on. Come, friend, sit down and rest.

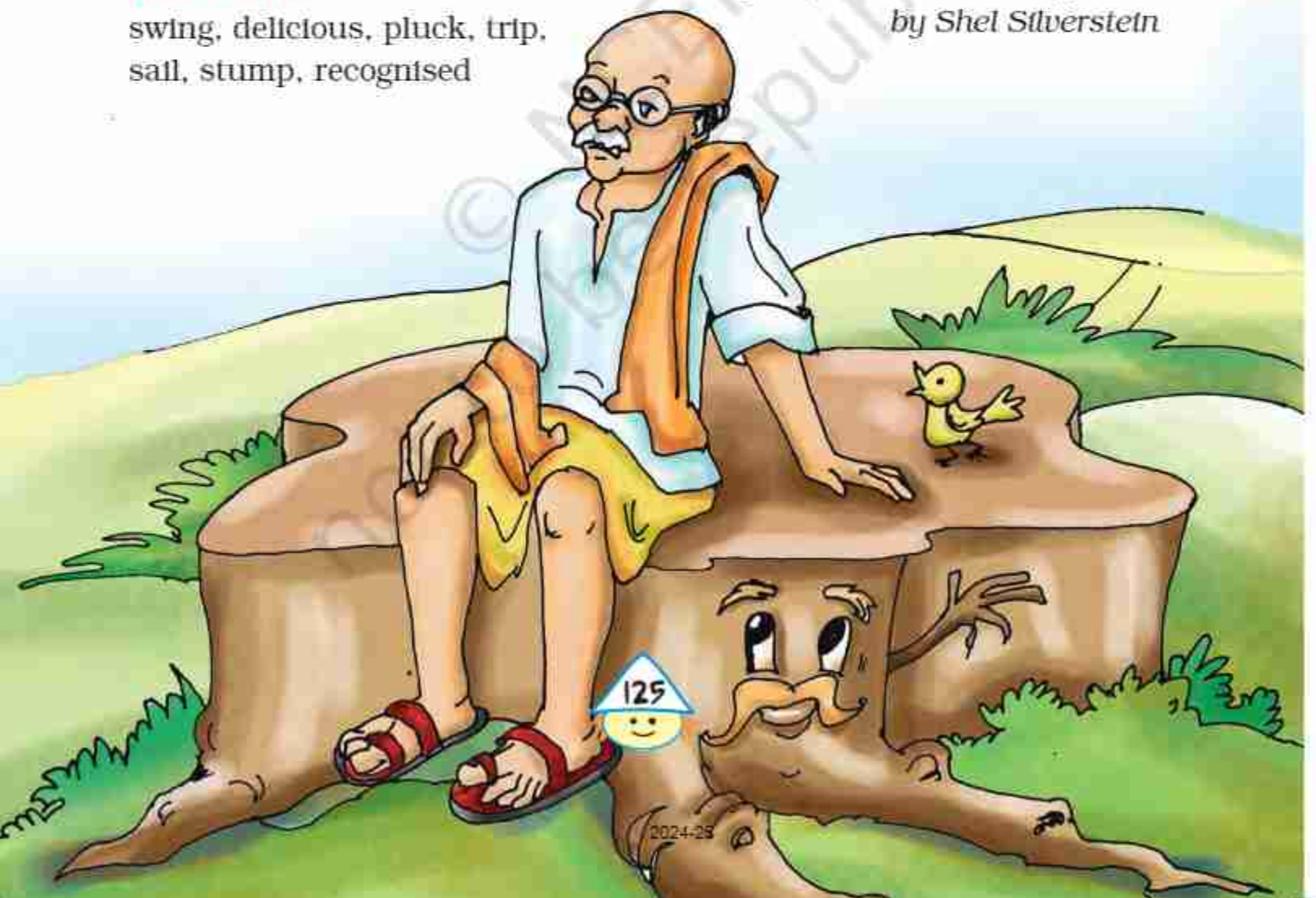
Narrator : *The old man did.*

And the tree was still happy.

New words

swing, delicious, pluck, trip,
sail, stump, recognised

Adapted from – 'The Giving Tree'
by Shel Silverstein





Reading is fun

1. How did the boy enjoy the company of the tree?
2. How did the tree help the boy earn money?
3. What did the boy make with the branches of the tree?
4. What did the boy make with the trunk of the tree?
5. How was the stump of the tree useful?
6. Why is the play called 'The Giving Tree'?



Word building

1. Make new words and complete the sentences.
 - (a) The children love to sing _____. (**loud**)
 - (b) Read your lesson _____. (**silent**)
 - (c) Throw the ball _____. (**slow**)
 - (d) The tree gave its fruit to the boy _____. (**happy**)
 - (e) Do your work _____. (**neat**)

2. Fill in the blanks with the correct word.

My mother went to the market and bought a kilogram of _____ (apple/apples), a dozen _____ (banana/bananas) and a dozen _____ (orange/oranges).

I love oranges. So I ate an _____ (orange/oranges).

My brother wanted a _____ (banana/bananas) and my sister asked for an _____ (apple/apples).

A tree has one _____ (trunk/trunks) but many



_____ (branch/branches). A _____
(branch/branches) has a number of _____
(leaf/leaves) and _____ (flower/flowers).



Let's talk

1. Why should we not cut trees?
2. At the end of the play, only the stump of the tree is left. Find out if it will grow into a tree again.
3. Say the given sentences with different expressions.
 - (a) Come and play with me.
 - (b) I want to buy things and have fun.
 - (c) Come and climb up my trunk and swing from my branches.
 - (d) Cut down my trunk.
 - (e) I am too old to swing on branches.
 - (f) I am too tired to climb.



Let's write

1. Write these sentences in the correct order. Also, choose the right word from the box and add it before each sentence. Remember to put a comma after it, for example, **Finally**, ...

First Then After that Finally

- (a) It gave him its branches to make a house.





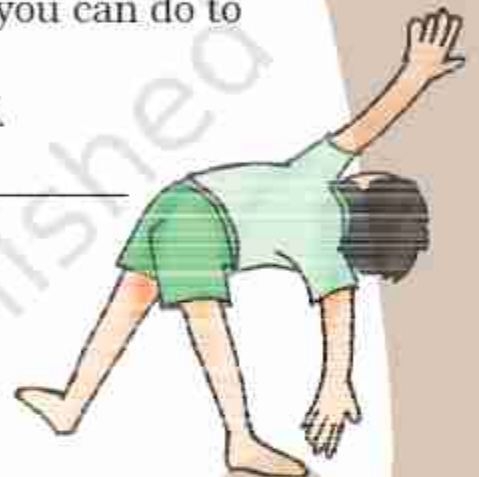
(b) It asked him to sit on the stump.

(c) It gave him its trunk to make a boat.

(d) The tree gave its apples to the boy.



2. Work in a group and decide the things that you can do to help your grandparents or any old person. Now, write five of these things that you will do.



Let's act

1. You are reading and talking about trees. You are thinking about trees too. Can you make the shape of a tree with your body?

- (a) Let's see your branches.
- (b) Let's see a full tree with fruits and leaves.
- (c) Enact a cut tree with only a trunk.
- (d) Enact a tree with only a stump left.
- (e) Communicate the idea in this play.

2. Use your body to –

stretch

bend

jump

twist

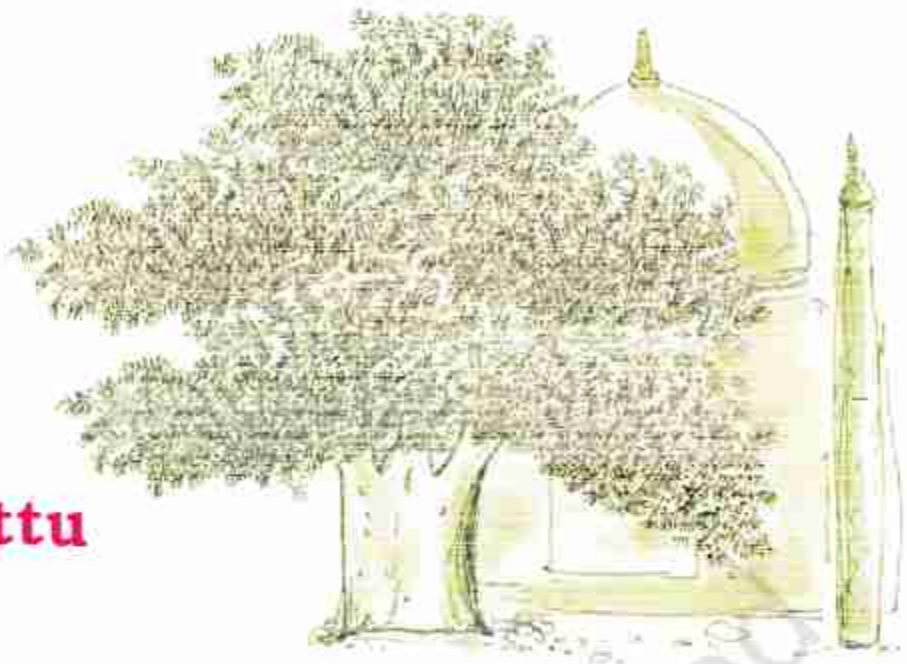
hop

climb





Let's read



Chintha Chettu

Chintha Chettu is a tamarind tree.
This famous tamarind tree is in Gwallor.
It grows over Tansen's tomb.
Tansen was a great singer.
People in Gwallor say:
"Eat the leaves of this tamarind tree
And you'll also sing like Tansen!"

Choose the right words.

1. Chintha Chettu is a tamarind _____ (tree/leaf).
2. This famous tree is in _____ (Guntur/Gwallor).
3. Tansen was a famous _____ (singer/dancer).
4. The tamarind tree grows over Tansen's _____ (house/tomb).
5. "Eat the leaves of the tamarind tree, and you'll also sing like _____ (Tansen/Akbar)."



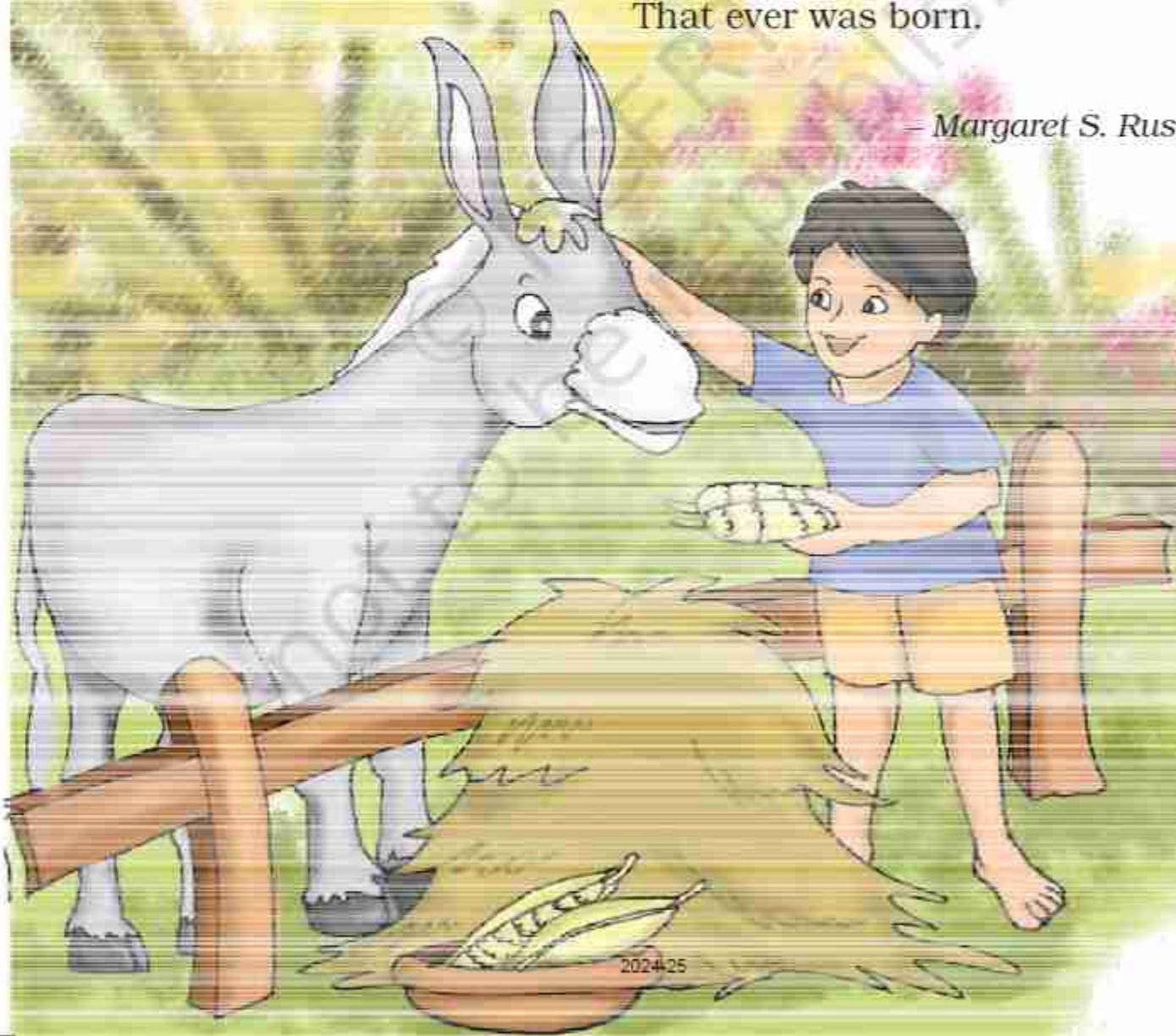
Read and enjoy this poem

The Donkey

If I had a donkey
And he wouldn't go,
Would I wallop him?
No, no, no.

I'd find a little hay
And give him some corn,
Then he'd be the best donkey
That ever was born.

— Margaret S. Russell





Fun time

1. Complete what is missing in these drawings. What work do these men or women do?

A milkman _____



A grocer _____



A policeman _____



An ice-cream man _____



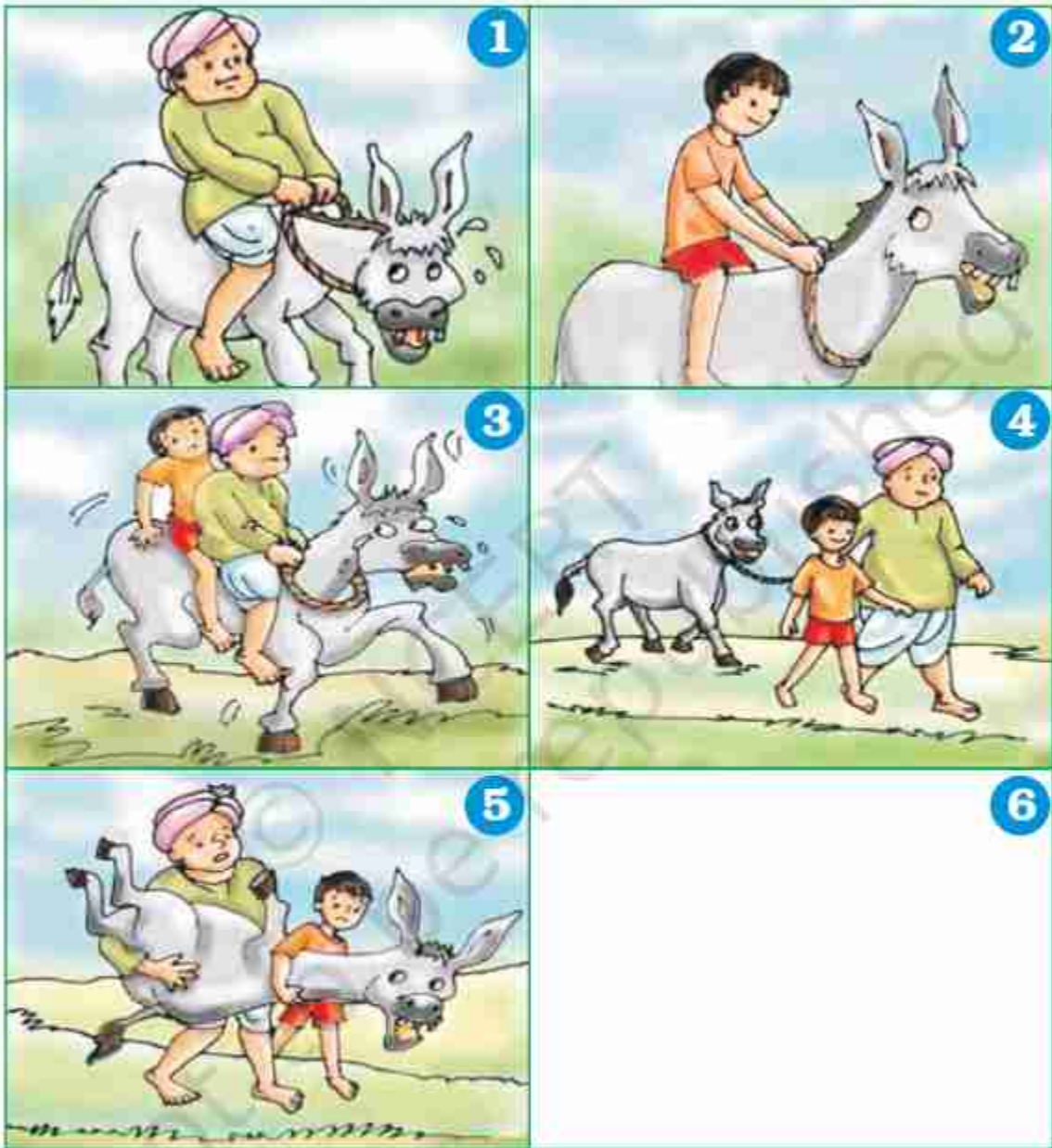
A wrestler _____





PICTURE STORY

Match pictures to the text and give an ending to the story by drawing the sixth picture. Give it a title.



1 He is heavy.

2 He is young.

3 I am sad.

4 I am happy now!

5 They are strong.

6



THEMES

Caring for plants
and trees



Unit 7

Poem : A Watering Rhyme

Drama : The Giving Tree

Poem : The Donkey

This Unit further sensitises children to use the language that energises from their natural surroundings.

Warm up

Divide the class into groups of four students each to read and discuss. While groups are working, encourage and help students with vocabulary or any expressions only after you have given them a chance to make their own choices.

Reading time

Repeat the instructions as given before. Encourage children to read aloud with voice modulation. This can now be a time of class evaluation/ assessment. Let the class be divided into four groups and each group can be assessed for reading by the others on scales like –

1. Excellent!
2. Good
3. Try harder

Sharing time

Encourage creative writing with emphasis on self-expression, sharing ideas, feelings, responses to experiences in their own ways.

With emphasis on observation, perception, imagination, let children be aware of the natural world around.

Language corner

Writing pattern poems

You may help students write their own poems following the given pattern–

Line 1: Noun	Children
Line 2: Same noun, verb, adverb 1	Children play happily
Line 3: Same noun, verb, adverb 1, adverb 2	Children play happily, merrily
Line 4: Verb, adverb 1, adverb 2, adverb 3	Play, happily, merrily, joyfully
Line 5: Adverb 1, adverb 2, adverb 3, adverb 4	Happily, merrily, joyfully, cheerfully
Line 6: Phrase or clause showing time or place	In the garden

Children will be able to write a short composition based on pictures.

Take part in group activity, role play and dramatisation.

Environment

Tabulate all that the children have done in all the Units and see to it that this is being followed both with love and commitment. Remember, only when children participate in caring for their environment will there be a world where language (English or any other) would be used.

