



On Killing a Tree

Activity – I: Pre-Reading

SKILL AREA: SPEAKING/READING

Learning Outcomes: The students will be able to
comprehend meanings using contextual clues.
speak fluently.

Time Required: One period

Procedure:

1. The teacher instructs students to read the poem 'Trees' given in the book, in pairs.
2. While students are reading, teacher makes four columns on the board and writes the following:

Tree as a baby	Tree as a devotee	Tree as a young girl	Tree as an experienced person

3. The students discuss the poem in the light of the above points (in pairs as per seating arrangement)
4. The teacher instructs them to briefly justify their answer. (one minute)

Assessment Criteria:

This task need not be graded

Activity – II: While-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to
comprehend meanings using contextual clues.
understand the poem by doing simple tasks and thus learning words with similar meaning.
enhance their vocabulary and expression.



BEEHIVE

FORMATIVE ASSESSMENT

Time Required: One period

Procedure:

1. The teacher instructs a student to read the poem aloud.
2. Teacher asks leading questions to check whether the students have got the underlying meaning of the poem.
3. If not, identifies a student to read the poem once again, slowly.
4. The teacher distributes the worksheet.
5. The class is divided into pairs and the students discuss and match the pictures with the words/phrases given.
6. The teacher instructs the students to use the given words to form one or two sentences describing the picture and to use all the three options given.

Eg., The bark of a tree is the discoloured skin of a tree. It is the reason why the hide of the tree is called leprous.

7. Each pair reads out their sentences.

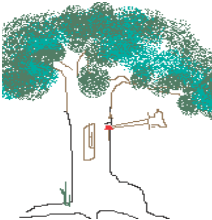
Assessment Criteria:

Assess the sentences given by each pair of students on the following criteria:

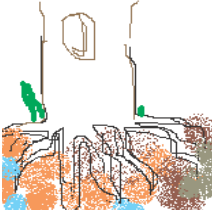
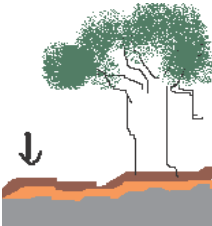




- a. Understanding of the concepts and key words
- b. Correct construction of sentences
- c. Linking ideas effectively

WORKSHEET

Match the following words/phrases with the most appropriate picture. (There could be more than one correct matching pair).

Table A	Table B
	<ol style="list-style-type: none">1.<ol style="list-style-type: none">a) Leprous hideb) Bark of treec) Discoloured skin of a tree



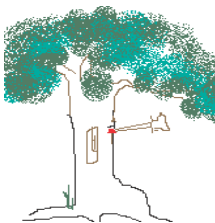
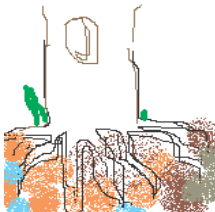
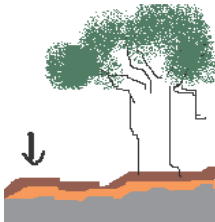


	<p>2.</p> <ul style="list-style-type: none"> a) White and wet b) Most sensitive, hidden. c) Root
	<p>3.</p> <ul style="list-style-type: none"> a) Jab of the knife. b) Small cut. c) It will not kill a tree.
	<p>4.</p> <ul style="list-style-type: none"> a) Consuming the earth. b) Absorbing years of air and water. c) The roots anchor the tree to earth.
	<p>5.</p> <ul style="list-style-type: none"> a) Rising out of it. b) Feeding upon its crust. c) The tree stands upon earth.
	<p>6.</p> <ul style="list-style-type: none"> a) Hack and chop. b) Bleeding bark. c) The tree will heal.
	<p>7.</p> <ul style="list-style-type: none"> a) From close to the ground b) Rise new growth of plants. c) Miniature boughs.



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FORMATIVE ASSESSMENT

Expected Answers:

Table A	Table B
	3. a) Jab of the knife. b) Small cut. c) It will not kill a tree.
	4. a) Consuming the earth. b) Absorbing years of air and water. c) The roots anchor the tree to earth.
	5. a) Rising out of it. b) Feeding upon its crust. c) The tree stands upon earth.
	1. a) Leprous hide b) Bark of tree. c) Discoloured skin of a tree.
	2. a) White and wet b) Most sensitive, hidden. c) Root



Activity – III: Post-Reading

SKILL AREA: WRITING / SPEAKING

Learning Outcomes: The students will be able to

learn across the curriculum.

work in groups and learn by doing.

Task: Project on 'Trees'

Subheads:

Life of trees

Importance of trees

Types of trees

Need to plant more trees

Time Required: Two days for preparation, one period for presentation.

Procedure:

1. The teacher divides the students into groups of five and directs them that each student has to contribute to the project as well as orally present their part.
2. Students work on a project about 'Trees'.
3. Groups meet to decide on the aspects that they will work on.
4. The teacher may help the groups in dividing the work among themselves.
5. The students are guided to the sources of information in the library, internet etc.
6. The project should be done in the school itself. Time should therefore be managed accordingly.
7. The project should be hand written with a few illustrations. (3-4 pages)

Assessment Criteria:

Clarity of concept

Team work/interaction among members.



BEEHIVE

FORMATIVE ASSESSMENT

Effectiveness of presentation

Responses to questions based on their project

Feedback:

The teacher shares observations about the projects.

Students may also give their observation.

The teacher ensures that every member contributes to the project.

Activity – IV: Post-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

appreciate the poem.

speak from the point of view of a tree. (extrapolate)

Procedure:

1. The teacher writes the following task on the board:
You are a tree. Speak to a group of students about
 - (a) how you have grown from a seed.
 - (b) how you depend on the earth and atmosphere for survival.
 - (c) how people harm and hurt you.
 - (d) how you withstand all threats with your strength.
2. The teacher instructs the students to use the ideas in the poem and their own ideas to draft a speech of about 150-200 words.
3. Students work in pairs as per seating arrangement.
4. Students present their speeches to the class.
5. Both the students in each pair to speak, dividing the four aspects between them.

Assessment Criteria:

Relevance of content



Accuracy and fluency of language

Effectiveness of presentation

Feedback:

The teacher notes down some of the common errors made by students and discusses them with the class.

The teacher gives suggestions for improvement of their presentation skills.

Activity – V: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

compare two objects people/processes etc.

reflect and analyse in a broader perspective.

express their ideas and views convincingly.

Time Required: One period

Procedure:

1. The teacher directs students to write the qualities of a tree in one column and of a mother in other column. (10 qualities of each).

Qualities of a Tree	Qualities of a Mother
Shelter	Cares

2. Each student uses these as hints, and constructs sentences and writes a paragraph of around 100 words on 'Tree as Mother'.
3. The teacher guides the students to do the same.
4. Some students present their writing to the class.
5. All the compositions are checked by the teacher.

This activity can be taken as part of the portfolio.



BEEHIVE

FORMATIVE ASSESSMENT

Assessment Criteria:

- Relevance
- Fluency and accuracy of language
- Coherence
- Use of innovative ideas
- Ability to compare and contrast

Feedback:

The teacher identifies common language errors and discusses them in the class.