

THE LITTLE FIR TREE

Learning Objectives:

To get students to do the following:

- comprehend simple instructions and sentences in English.
- give oral/written responses in English to questions based on day-to-day life experiences as well as an article, a story or a poem that is heard or read in class.

Video-based Interaction

The teacher can play the video [The Little Fir Tree—Animated Video], whose link has been given as follows:

<https://www.youtube.com/watch?v=gw8t8eV85ps>

After each scene, the video can be paused, and the teacher should ask questions to the students to initiate an interaction. Relevant responses can be written down on the blackboard.

After the whole video has been played, the teacher can select students randomly and ask them to read from the blackboard.

Scene 1:

The teacher can play the video from 0:01 to 0:44 and subsequently pause the video to ask questions and elicit responses from the students. Examples of the kind of questions to be asked are given below.

Interaction:

- Who all are there in the video?
- What tree is it? (Show the picture of the fir tree in the video. Ask questions about the tree, such as “How does it look?”; “How do the leaves look?”. Introduce the name “Fir tree”.)
- What does the man have in his hand?
- Where is he going?
- Why did the magician start to run?
- Where is he standing?

Expected Responses (to be written down on the blackboard):

A magician and a tree. (The teacher can accept responses like “*mandravathi*”, but the teacher should provide the corresponding English words to the students.)

It is a little fir tree.

The magician has a magic wand in his hand.

The magician was going home.

The magician started to run because it was raining.

The magician was standing under the fir tree.

Scene 2:

The teacher can play the video from 0:45 to 1:03 and can pose the following questions to the students:

Interaction:

- What did the magician do when it stopped raining?
- How did he reward the tree?

Expected Responses (to be written down on the blackboard):

The magician thanked the tree.

He granted four wishes to the tree.

Scene 3

The teacher can play the video from 1:04 to 2:00 and can ask the following questions to the students:

Interaction:

- What was the first wish of the tree?
- What happened to its leaves? Was it happy?
- Can you guess what the second wish of the little fir tree might have been?

Expected responses:

It wished to have green bushy leaves.

A goat came and ate all the green leaves, and it was sad.

Scene 4:

The teacher can play the video from 2:00 to 2:31 and can pose the questions listed below to the students:

Interaction:

- What was the second wish of the tree?
- What happened to its leaves? Was it happy now?

Expected responses:

It wished to have gold leaves.

A thief came and stole all the gold leaves, and it was sad.

Scene 5:

The teacher can play the video from 2:31 to 3:15) and can ask some questions, which have been listed below.

Interaction:

- What was the tree's third wish?
- What happened to its leaves? Was it happy?
- Can anyone guess what will be its last wish?

Expected responses:

It wished to have glass leaves.

The wind blew and broke all the glass leaves. It was sad.

The students might be able to predict the ending. The teacher can accept various responses from the students.

Scene 6:

Finally, the teacher can play the remaining portion of the video and pose a few questions which are listed below:

Interaction:

- What was the tree's final wish?
- Was the tree finally happy? Why?

Expected responses:

It wished to have the needle-like leaves.

It was happy. The needle-like leaves cannot be eaten, stolen, or broken.

Discussion

After the video has been shown and the students have answered all the questions, the teacher can sensitize the students by asking questions, such as “Is it good for our body to change?”; “Do you like your body?”, etc. This discussion will help the students to build their self-esteem and confidence. It can also be a platform for the students to raise any problems faced by them, such as bullying, teasing, etc. because of their body structure.

Drama

The teacher can make the students perform a drama in either of the following ways:

- i) Make the students enact the story using a narrative technique, where one person narrates the story (the students can take turns to do this), while the others act it out.
- ii) Make the students enact the story using their own dialogues.

The teacher should allow the students to perform a drama by themselves. The students can use the sentences written down on the blackboard as their dialogues. The teacher can also help the students to prepare the props for the drama.

The link mentioned below can be referred to by the teacher for guidance regarding the making of the little fir tree. The teacher can provide the instructions to the students in English.

<https://www.youtube.com/watch?v=TZAsQQiZMEs>

Creating a Story Book

The teacher should make the students engage in the story-book activity, in which the students are to write the story on their own. For this, picture cards can be given to them. The pictures in the card will help them recall the story. They can write the dialogues on their own.