CHAPTER: Who Did Patrick's Homework?

Grade: **6**
Board: **CBSE**
Book: **Honeysuckle, NCERT**

1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]

At the end of the chapter, the student should be able to:

- Relate to the character of Patrick.
- Analyze what made Patrick change.
- Defend the actions of the elf.
- Apply knowledge of the text to answer questions.
- Choose rhyming words.
- Interpret humor.

2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.

1. Grabbed

Meaning: Is the past tense of ‘grab’ which means to take hold of something or someone suddenly.

Sentence: He grabbed his bag as it fell to the ground.

Synonyms: gripped, clutched.

Antonyms: released, freed.

2. Semester.

Meaning: Is a half-year term in a school or college.

Sentence: I am in third year and my second semester is going on.

Synonyms : term, course, session.

No antonyms.

3. Wrinkled

Meaning: Is the past tense of ‘wrinkle’ which means make or cause lines or folds.

Sentence: My mother’s forehead wrinkled in anger when she saw my marks.

Synonyms **:** lined, crinkled, unironed.

Antonyms **:** unwrinkled, smooth.

4. Squeaked

Meaning: Is the past tense of ‘squeak’ which means to make a high-pitched sound or cry.

Sentence: The mouse squeaked in fear when it saw the cat.

Synonyms **:** scream, screech.

No antonyms.

5. Weary

Meaning: Means feeling very tired.

Sentence: I felt weary at the end of the exam.

Synonyms **:** tired, exhausted.

Antonyms **:** energetic, fresh.

6. Bleary

Meaning: Means looking or feeling dull.

Sentence: I felt bleary after being awake the whole night.

Synonyms : blurred, unfocused.

Antonyms : bright, clear.

7. Model

Meaning: Is a thing used as an example to follow or imitate.

Sentence: We all need a role model in our lives.

***Synonyms* :** perfect, flawless, exemplary.

***Antonyms* :** imperfect, flawed.

3.

TEACHING PLAN

While teaching this chapter, the teacher may employ the following methods

I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: *' Magical Creatures '*

Broad instructions :

Discussion Points:

- Ask the students the question "What is magic ?"
- Accept the answer : the use of special powers to do impossible things.
- Then ask them if they have ever seen a magic show.
- From there to what are magical creatures?
- Discuss dragon, fairy, elf etc.
- What would they do if they had a magical creature?

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts on magical creatures.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.

Concluding the discussion:

Conclude your discussion with the following sentence:
Now that we know what are magical creatures, let us read a story about one.

II. READING THE CHAPTER

- Ask students to take turns and read the text.
- To ensure every child gets to read, ask them roll number wise, alternating between top and bottom.
- Check for pronunciation and pauses.
- After reading of each paragraph, briefly explain the content.
- Allow students to express their own opinion.
- Questions should be asked frequently to test their understanding of the text.

The teacher may ask the following questions:

- What did Patrick like to do instead of studying?
- What was the elf wearing?
- Was the elf able to do Patrick's homework?
- Who did all the hard work?
- What were the changes that came over Patrick?

Use simple vocabulary and also introduce students to new words listed above.

Give them the idiomatic translation of the following:

Elf, doubled his fists, grimaced and scowled and pursed his lips, I am cursed, model kid.

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills. Record the opinion of a colleague on ‘faith’ on your mobile and play it for the class.
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt.

IV. Literature section preparation:

The teacher must highlight the important points of the chapter such as:

1. What Patrick liked to do instead of homework.
2. The deal he made with the elf.
3. How did they work together
4. Patrick in the beginning and in the end.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter in the form of a class activity. The students can be asked to express their thoughts in the form of a collage.

Guidelines for the teachers:

- Ask the students to make a collage on '*Cartoons in the newspapers'*. Students have to cut out pictures/ cartoons from the newspapers and arrange them on a drawing sheet or chart paper. it should have an explanation of two three sentences in English below.
- Divide the students into groups of three or four.
- Every student must have a task to perform.
- Instruct the students on the do's and don'ts.
- Tell them the importance of working together as a team.
- They can cut out the cartoons from any newspapers including regional. The explanation must be given below in English.
- They may also draw the cartoons.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.
- The students must make an effort to do their best.
- They must use the available resources.
- Work together as a team.

Conclusion:

Sum up the activity by discussing the various collages.
Students may explain their collages.
Display the good ones in the class.

4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.

WORKSHEET 1: LITERATURE

Best used: after completion of the text for extra practice on literature questions, home assignment

Reference to context:

Q.1. "Too boring, " he said.
a. Who is he?
b. What did he find boring?
c. What did he like doing?

Q.2. "Oh, am I cursed ! But I'll do it."
a. Who is 'I'?
b. Why was 'I' upset?
c. Write the antonym of 'cursed'.

Q.3. He was now the model kid.
a. Who is 'he'?
b. Explain the meaning of the word 'kid'.
c. Who had helped him to become a model kid?

Short answer questions:

Q.1. What did the teachers warn Patrick about?
Q.2. What was the deal?
Q.3. What was the glitch?
Q.4. What have elves never needed?
Q.5. Why was Patrick a model kid?

Brain Teaser:

Q.1. What is the message of the story?

WORKSHEET 2: VOCABULARY

Best used: Class work at the end or as a home work.

Q.1. Listed below are some words from the story that you have just read. Write their antonyms and then use them in sentences of your own.

a. Hated.
b. Found.
c. Weary.
d. Quietly.

Q.2. The story is about a magical creature. Here are some more. Match them with their descriptions.

a. Demon.	A magical horse with a single horn on its forehead.
b. Dragon.	Small, naughty creature who likes to trouble people.
c. Fairy.	A large evil creature who is uncontrollable.
d. Imp.	A giant bird that creates storms with its wings.
e. Thunderbird.	Giant, flying, fire-breathing lizards.
f. Unicorn.	A small flying creature with magical abilities.

WORKSHEET 3:GRAMMAR

Best used: Class work or home work at the end.

Q.1. Rewrite the following incomplete sentences:

a. Worked hard, did well.
b. Dishonest man, cheated friend.
c. Mother's cooking, famous among friends.
d. Raining heavily, stuck in traffic.
e. Love mountains, holiday Shimla.

WORKSHEET 3:WRITING SKILLS

Best used: Homework.

Q.1. Write a paragraph on your favorite cartoon character.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Reference to context.
Q.1. a. Patrick.
b. Doing homework.
c. Playing hockey, basketball and Nintendo.

Q.2. a. The elf.
b. He had to do all of Patrick's homework till the end of the semester.
c. Blessed.

Q.3. a. Patrick.
b. A small child.
c. The elf.

Short answer questions.
Q.1. He will become ignorant.
Q.2. In exchange of saving the elf from the cat, he will have to do all of Patrick's homework.
Q.3. The elf didn't know so many things, Patrick had to do almost all the hard work.
Q.4.Time-tables.
Q.5. He did very well at school, became polite, did his chores

Brain Teaser
Q.1. Message is:
Don't look for short cuts.
Do your work yourself.
Hard work always pays.

WORKSHEET 2: Vocabulary

Q.1. a. liked, loved.
b. lost.
c. blessed.
d. energetic, fresh.
e. loudly.

Q.2.
a. A large evil creature who is uncontrollable.
b. Giant, flying, fire-breathing lizards.
c. A small flying creature with magical abilities.
d. Small, naughty creature who likes to trouble people.
e. A giant bird that creates storms with its wings.
f. A magical horse with a single horn on its forehead.

WORKSHEET 3: Grammar

Q.1. Depends on individual students.

For ex, John worked hard and as a result did well in the exams

WORKSHEET 4: Writing Skills

Q.1. The answer should have:

a. Name of the cartoon character.
b. Description of the character.
c. Why favorite?

5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand

Reading List:

- Books by Enid Blyton.
- Harry Potter books.