CHAPTER: The Squirrel

Grade: **7**
Board: **CBSE**
Book: **Honeycomb, 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:

- Describe a squirrel.
- Write the rhyming words.
- Understand the text so as to be able to answer questions on it.

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. Overcoat.

- ***Meaning:*** A long, warm coat.
- ***Sentence***: He wore his overcoat before stepping out into the cold.
- No synonyms and antonyms.

3.

TEACHING PLAN

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

I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: ' A Garden '

Broad instructions :

Discussion Points:

- Ask the students the question " What do we see in a garden ?" Accept the answers:
- Birds, trees, flowers, grass, shrubs, squirrels, ants etc.
- Then ask them to name some of the creatures that they have seen in a garden.
- Next, ask them if they have ever fed a squirrel.

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 what they have seen in a garden.
- 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 let us read a lovely poem written by Mildred Bowers Armstrong on a squirrel

II. READING THE CHAPTER

- Ask students to take turns and read the poem.
- 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 two lines, briefly explain the content.
- Discuss the rhyming words which are gray and play, play and way.
- Questions should be asked frequently to test their understanding of the text.

- The teacher can ask the following questions:
- Who wears a question mark?
- What is the color of a squirrel?
- What is he eating?
- What does he do if we run around his tree?
- Use simple vocabulary and also introduce students to the new word listed above.

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 may highlight the important points such as :

- Description of the squirrel.
- The rhyming words.
- Characteristics of the squirrel.

V. Concluding the chapter:

The teacher can conclude the chapter in the form of a class activity. The students can be asked to make a collage on ' Different kinds of squirrels'. Guide the students to use the internet/ library and find pictures of various kinds of squirrels. they can either cut the pictures if they find them or draw the pictures to make collage.

Guidelines for the teachers:

- Divide the students in groups of three or four.
- Ensure that every student has something to do.
- Ensure that every student participates.
- Advise them to make their collages with available resources.
- The students must work together as a team and discuss with each other.
- Assure them of your help should they face any difficulties.

Conclusion:

- Sum up the activity by discussing the various collages made.
- Point out the use of creativity and imagination used to make the collages attractive.
- Applaud the ones made really well while appreciating the effort put in by the others.
- Display the best 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.

Short answer questions:

Q.1. Write two pairs of rhyming words from the poem.
Q.2. Describe the squirrel.
Q.3. How does it behave?

Brain Teaser:

Q.1. If the squirrel could speak, what do you think it would say to you?

WORKSHEET 2: VOCABULARY

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

Q.1. Given below are some punctuation marks. Match them with their names.

a.	;	Hyphen or dash.
a.	-	Slash.
a.	!	Quotation marks.
a.	( )	Semi colon.
a.	“	Apostrophe.
a.	…	Exclamation mark.
a.	‘	Parentheses or brackets.
a.	/	Ellipsis.

Q.2. You have just read a poem about a squirrel which is a rodent. Can you pick out the rodents from the box below?

Rat Lizard Cow Dog Jackal

Snake Mouse Bat Bee Rabbit

Hamster Ant Crow Squirrel Lion

Goat Beaver Mosquito Wasp

WORKSHEET 2: VOCABULARY

Q.3. In the poem you come across the word ‘overcoat’. Match the descriptions of the various kinds of coats with their names.

a. Parka.	A colored jacket worn by schoolchildren or sportsmen or women as part of a uniform.
b. Jacket.	A man’s dinner jacket.
c. Trench coat.	A large wind proof jacket with a hood, designed to be worn in cold weather.
d. Rain coat.	A close fitting waist-length garment, typically having no sleeves or collar.
e. Blazer.	A loose belted, double-breasted raincoat in a military style.
f. Tuxedo.	An outer garment extending either to the waist or the hips.
g. Waistcoat.	A long coat, having a belt, made from waterproof fabric.

WORKSHEET 3:WRITING SKILLS

Best used : Home work.

Q.1. Write a short poem on a squirrel.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Short answer questions.

Q.1. Gray and play, Play and way.
Q.2. Gray colored, tail is the shape of a question mark, has three stripes on its back.
Q.3. Sits straight while eating, likes to eat nuts, is playful and naughty, likes to tease but is shy of strangers.

Brain teaser.

Q.1. The answer may have the following points:
May talk about how humans harass them, are destroying their world.
May ask for some nuts.
May be curious about the life led by humans.

WORKSHEET 2: Vocabulary

Q.1.
a. Semi colon.
b. Hyphen or dash.
c. Exclamation mark.
d. Parentheses or brackets.
e. Quotation marks.
f. Ellipsis.
g. Apostrophe.
h. Slash.

Q.2. Rat, mouse, hamster, squirrel, beaver.

Q.3.
a. A large windproof jacket with a hood, designed to be worn in cold weather.
b. An outer garment extending either to the waist or the hips.
c. A loose belted, double-breasted raincoat in a military style.
d. A long coat, having a belt, made from waterproof fabric.
e. A colored jacket worn by schoolchildren or sports men or women as part of a uniform.
f. A man's dinner jacket.
g. A close-fitting, waist-length garment, typically having no sleeves or collar.

WORKSHEET 4: Writing Skills

The student has to write the poem himself of appropriate length using rhyming words

5.

RESOURCE LIST

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

Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level

Websites:

Following websites can be used:

- www.shortkidstories.com/tale-squirrel-nutkin
- www.shortstories.net/story-the-squirrel-and-the-forest-fire

Newspapers and magazines:

The Young World of The Hindu often has poems for small children to read.

Reading List:

Books of Enid Blyton and Ruskin Bond.