# CHAPTER: The Shed

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:

- Relate to the poet's fear.
- Describe the shed.
- Explain how the elder brothers scares the poet.
- Understand the text and 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. RUSTY

***Meaning:*** Affected by rust.

***Sentence:*** My cycle had become rusty and needed a coat of paint.

***Synonyms****:* Rusted, corroded, decayed.

***Antonyms****:* New.

# 2. CREAK

***Meaning:*** A scraping or squeaking sound.

***Sentence:*** I could hear the creak of the swing in the backyard.

***Synonyms:*** Squeak, groan, grate.

*No antonyms.*

# 3. CHOP

***Meaning:*** Cut with a sharp blow.

***Sentence:*** I help my mother chop the vegetables.

***Synonyms:*** Cut.

***Antonyms:*** Join, unite.

# 4. DEN

***Meaning:*** Informal word for a room where when relaxes.

***Sentence:*** I can have my own den once I am a teenager.

*No synonyms or antonyms.*

3.

# TEACHING PLAN

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

# I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: ' *Attic*'

**Broad instructions:**

Discussion Points:

- Ask the students the question "What is an attic?"

Accept the answer:

- *Is the space directly below the roof of a house which is used as a store.*
- Do Indian houses have one?
- Where do we store our things?
- Are you allowed to play there?
- Are you curious about it?

**Instructions for the teachers for the class discussion:**

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts.
- 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 poem written by Frank Flynn about the fear and curiosity about a shed.***

# 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 two lines, briefly explain the content.
- Questions should be asked frequently to test their understanding of the text. The teacher can ask the following questions:

1. Where is the shed?
2. Where is the poet?
3. What is around the side?
4. Where does the ghost hide?
5. When does the poet plan to go into the shed?

- Discuss the message which is: Be brave and overcome your fears.
- 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. Recite the poem and play it for the students.

- 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:

1. Description of the shed.
2. Tactic used by the brother to scare the poet.
3. Message of the poem.

# V. Concluding the chapter:

The teacher can conclude the chapter in the form of a class activity. The students can be asked to give a ***one minute speech on 'How to overcome fears'***

**General guidelines:**

- Guide the students that they can get information for their speech by having a discussion with their parents and neighbors.
- Mention personal experiences.
- Every student has to take part.
- Instruct the students on the do's and don'ts.
- Tell them the importance of sticking to the time limit.
- Inform them that they have to memorize the speech.
- They cannot copy.
- 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 can remember the points covered in their speech instead of trying to memorize the entire speech.
- Listen carefully to others.
- Stand straight with a good posture.
- If feeling nervous look above the heads of your audience.

**Conclusion:**

- Sum up the activity by discussing the words and phrases used.
- Praise the good speeches while motivating others to do better next time.

# 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. I'll open that door one day.
a. Who is 'I'?
b. Which door does 'I' plan to open?
c. Why doesn't he do it now?

Q.2. But I'll take a peek one day.
a. Who is 'I'?
b. Who has written the line?
c. Where does he want to peek?

**Short answer questions:**

Q.1.What can the poet hear?
Q.2. Where is the poet?
Q.3. What does he often imagine?
Q.4. What has his brother told him about the shed?
Q.5. Why has his brother done so?

**Brain teaser:**

Q.1. Why was his brother able to scare him?

# WORKSHEET 2: VOCABULARY

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

Q.1. Given below are some words from the poem. Choose their antonyms:

a. Bottom.
i. Top ii. Base iii. Basic iv. Ground

b. Old.
i. Veteran ii. Ancient iii. Contemporary iv. Fossil

c. Rotten.
i. Stale ii. Fresh iii. Putrid iv. Rancid

d. Strange.
i. Peculiar ii. Curious iii. Odd iv. Regular

e. Peek.
i. Ignore ii. Glance iii. Peep iv. Look

# WORKSHEET 2: VOCABULARY

Q.2. Here are some words describing how we look. Match them with their correct meaning:

| | |
|---|---|
| a. Look. | The act of seeing something. |
| b. Sight. | To look at something or someone for a long time. |
| c. Glance. | An act of looking at someone or something. |
| d. Gaze. | A quick look. |
| e. Glimpse. | When you see something or someone only for a moment. |
| f. Stare. | Someone’s way of looking at someone or something. |

# WORKSHEET 3:WRITING SKILLS

Q.1. Who scares most easily in your family? Describe their fear in a paragraph.

5.

# SOLUTIONS

Provided below are the solutions to the worksheets.

# WORKSHEET 1: LITERATURE

**Reference to context:**

Q.1. a. The poet.
b. Door of the shed.
c. He is scared.
Q.2. a. The poet.
b. Frank Flynn.
c. Into the shed.

**Short answer questions.**

Q.1. Creaking of the hinges.
Q.2. In his bed.
Q.3. Someone staring at him from the shed.
Q.4. Ghost, hides under rotten floorboards, will chop off his head.
Q.5. So that he can use it as his den.

**Brain teaser:**

Q.1. Because of his age, scares easily, has an overactive imagination, younger brothers usually believe what their elder brothers tell them.

# WORKSHEET 2: Vocabulary

Q.1. a. Top.
b. Contemporary.
c. Fresh.
d. Regular.
e. Ignore.

Q.2. a. An act of looking at someone or something.
b. The act of seeing something or someone.
c. A quick look.
d. Someone's way of looking at someone or something.
e. When you see something or someone only for a moment.
f. To look at something or someone for a long time.

# WORKSHEET 3: WRITING SKILLS

Q.1. Depends on individual student but may have the following:

Who?

Description of person.

Of what?

Reason for fear.

# 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

## Newspapers and magazines:

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

## Reading List:

- Books of Goosebumps.