CHAPTER: LITTLE BY LITTLE

Grade: **3**
Board: **CBSE**
Book: **Marigold, 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:

- Recall the text and answer questions based on it.
- Develop an ability to appreciate nature.
- Understand the concept of describing words - 'adjectives'

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.MOSSY

Meaning: Covered in small, Green, Seedless plants

Sentence: The forest track was mossy and slippery.

Synonyms: Green, Velvety

Antonyms: Fresh, Dry

2. SLENDER

Meaning: Thin

Sentence: She was slender enough to slip in and open the gate for others.

Synonyms: Skinny, Slim

Antonyms: Fat, Chubby

3. SPRANG

Meaning: Came out

Sentence: Rohit sprang out of the car as soon as it stopped in front of the circus.

Synonyms: Shot up, Jumped

Antonyms: Shrunk

3.

TEACHING PLAN

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

I. INTRODUCING THE CHAPTER : Class Activity

Suggested activity is a **class discussion on 'How plants grow'.**

Broad instructions :

- Start out with showing the students pictures of pot with soil and seed, sun, water and ask the following questions.

1. How are these things helpful in growth of plants?
2. How will the growth be affected if any of the above is missing?
3. What other elements are required to keep the plants healthy.

- Show the picture of lifecycle of a plant. Ask the students to name the different stages. (Picture shared in pictorial resources)
- Ask them to list out the changes that the plant goes through in each stage.

Instructions for the teacher:

- The class activity should be conducted in such a way to ensure maximum participation. The discussion can be conducted row wise so that students from all across the class can answer
- Keep moving in the class and draw out the shy and introvert students. Emphasize on the importance of participation.
- Keep the atmosphere casual and happy, while at the same time maintaining discipline.

Concluding the discussion:

Conclude the discussion with the sentence:
In today's class activity you learnt about the life cycle of a plant and the things it needs to grow. Now let us read a poem about how a little acorn changes into a mighty oak tree.

II. READING THE POEM

- Recite the poem for the class with usage of facial expressions and poetic flow.
- The teacher must employ enhanced facial expressions and gestures to engage the children.
- The vocabulary used should be grade appropriate, whilst simultaneously making efforts to introduce new words to the students like slender, mossy and sprang.
- After you have recited the poem, ask the students to repeat the poem with you 2 times.

- Questions should be asked frequently to test their understanding of the text

1. From what did the oak tree grow?
2. What did the acorn sip?
3. What did the acorn send deep inside the earth?
4. What spread far and wide?
5. What is the pride of the forest?

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.

- 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. How does a tiny seed grow into the mighty oak tree?
2. Write the different stages of an Oak tree's life.
3. What message does the poet want to convey to us?

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter by singing the poem “trees trees trees” and draw a tree in their notebooks and label its parts

Key Points:

Read out the poem to the children.

Trees, trees, trees, Have roots, and trunks, and leaves,
Trees, trees, trees, Have buds, and fruits, and seeds,
Trees, trees, trees, A home for birds and bees,
We all need our trees, trees, trees...

Home for nests of flying birds, Home for buzzing, honey-bees,
Home for bats so brown and black, Some squirrels share those big tall trees...
Shades a slithering sharp-toothed snake, Big bugs that blow there in the breeze,
Many things are making homes, In green, green leaves of these tall trees!

Trees, trees, trees, Have roots, and trunks, and leaves,
Trees, trees, trees, Have buds, and fruits, and seeds,
Trees, trees, trees, A home for birds and bees,
We all need our trees, trees, trees...

V. Concluding the chapter:

Sweet maple syrup, And all kinds of fruits,
And wood to make chairs, Real rubber for boots!
They clean up the air, They keep it real fresh,
Supply oxygen, When we take a deep breath...

Trees, trees, trees, Have roots, and trunks, and leaves,
Trees, trees, trees, Have buds, and fruits, and seeds,
Trees, trees, trees, A home for birds and bees,
We all need our trees, trees, trees...

Well they don't take much, For what that they give,
Only sunlight, and water to live... Maybe some soil,
To help them stand up, And maybe some love, So they don't' get cut|...
Trees protect us, Let's protect them too,
Preserve our trees? It's what we should do!

Trees, trees, trees, Have roots, and trunks, and leaves,
Trees, trees, trees, Have buds, and fruits, and seeds,
Trees, trees, trees, A home for birds and bees,
We all need our trees, trees, trees...

Instructions to teachers:

- Read out the poem loudly 2 times
- Ask the children to repeat with you 2-3 times.
- Divide the class into 3 groups.
- Every time the first paragraph is repeated, the whole class will sing in chorus.
- The three groups will stand when their paragraph comes and do actions while singing
- After reciting the poem, ask students to draw and color a mighty tree in their notebooks and label its parts

Conclusion:

Finally, correlate the activity with the basic theme/ content of the chapter, and bring about the connection:

Trees and plants are very important for us. We should take good care of them.

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

Q1. Answer the following:

1. What is the name of the poem?
2. What is the acorn's bed made of?
3. Where is the acorn hidden?
4. What sprang up in the air?
5. What is appearing on the branches little by little?

WORKSHEET 2: Vocabulary

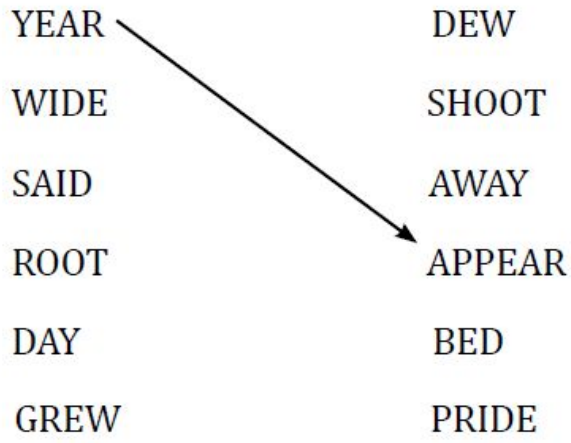
Best used: Class work at the end or as a home work.

Q1. Pick out the describing words from the poem for the following:

Bed
Root
Shoot
Branches
Oak

Q2. **Now give your own describing words for the same words**

Q3. Match the rhyming words



WORKSHEET 3: Grammar

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

Q1 . Rewrite the following negative sentences as affirmative sentences.

1. Rahul did not attend the conference yesterday.
2. Shalini does not have a car.
3. Urmila does not want to be an architect.
4. Gautam did not eat his lunch.
5. Shiva did not participate in the tour.
6. This shopkeeper does not sell eggs.
7. They did not create any problems.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Q1. Answer the following:

a. talking
b. People
c. On wires
d. Bird talk
e. Wings

WORKSHEET 2: Vocabulary

Ans 1
Mossy bed
Thread-like root
Tiny shoot
Slender branches
Mighty oak

Ans 2
Soft bed
Strong roots
Green shoot
Thick branches
Old oak

Ans 3

Year	appear
Wide	pride
Said	bed
Root	shoot
Day	away
Grew	dew

WORKSHEET 3: Grammar

Ans1.

1. Rahul attended the conference yesterday.
2. Shalini has a car.
3. Urmila wants to be an architect.
4. Gautam ate his lunch.
5. Shiva participated in the tour.
6. This shopkeeper sells eggs
7. They created problems.

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 **Frank Brothers and Oxford** are recommended for this grade level.

Websites:

Following websites can be used:

- https://www.wordhippo.com

Newspapers and Magazines:

Ask students to pick out pictures of different trees and plants from the newspaper and magazines.

Reading List :

- Crinkleroot's Guide to Knowing the Trees by Jim Arnosky
- The Great Paper Caper by Oliver Jeffers.

Youtube Videos :

- https://www.youtube.com/watch?v=7mt79JW9u18
- https://www.youtube.com/watch?v=H6GyjepUD50

Pictorial Resources:

Life cycle of a plant







