CHAPTER: GOOD MORNING

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 on it.
- Listening & speaking about different greetings
- Choose describing words from the poem.

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.

CREEPING

- **Meaning:** To move slowly and quietly in a particular direction.
- **Sentence:** Wild plants and flowers bloomed all over the place, creeping up the trees.
- **Synonyms:** Climbing, Spreading
- **Antonyms:** Standing, Upright

BROWNIE

- **Meaning:** Of brown colour.
- **Sentence:** Mom baked a brownie chocolate cake.
- **Synonyms:** Chocolate, Cocoa
- **Antonyms:** Fair, Pale

AWAKE

- **Meaning:** To get up from sleep
- **Sentence:** Excitement of going to picnic the next day, kept Som awake all night.
- **Synonyms:** Alert
- **Antonyms:** Sleep

3.

TEACHING METHODS

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

I. INTRODUCING THE CHAPTER : Class Activity

Suggested activity is a **class quiz on 'colours of sky'.**

Broad instructions :

- Frame simple questions on sky.
- Questions can be:

1. What is the colour of the sky?
2. What do you see in the sky in the morning?
3. Name two things that vanish from the sky in the morning?
4. What colour is the sky in the evening and in the night?
5. What colour is the sky on a stormy day?

Instructions for the teacher:

- The class activity should be conducted in a way to ensure maximum participation. The quiz 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.
- The teacher should use facial expressions and hand gestures to give hints about the seasons.
- Keep the atmosphere casual and happy, while at the same time maintaining discipline.
- Bring some pictures associated with sky and formulate more questions. Check the pictorial resources.

Concluding the discussion:

Conclude the quiz with the sentence:
In today's class activity you learnt about the different shades of sky. Now let us read a poem about the joy of a beautiful morning.

II. READING THE CHAPTER

- Recite the poem for the class with usage of facial expressions and poetic flow.
- The teacher may use pictorial resources for cut outs of birds, tree, sun and bees as teaching aids while reciting the poem.
- 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 brownie, creeping and awake.
- .

- 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. How do we wish in the morning?
2. What do we hear early morning in the garden?
3. What blows in the morning time?
4. Who is wishing good morning to everything?
5. Name the title and the poet of the poem?

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

Literature section preparation:

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

1. How do we come to know that the day has broken out and the night had gone away?
2. Why is the child in the poem happy?
3. What does the child want to do?

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter by playing the game **“How are you? I am fine/tired/sick”**

Key Points:

- Helping the students explore different greetings
- Conduct dialog in pairs and groups

a. Hello, good evening.
b. Hello, good evening.

c. How are you?
d. I’m fine/sick/tired. How are you?

e. I’m fine/sick/tired. See you later.
f. See you later.

Instructions to teachers:

- Divide students in small groups or pair them.
- Ask each group/pair to come in front one by one.
- They should start the dialog with a greeting and close with a greeting.
- Help them by giving different times of the day like morning, evening, afternoon or night.
- Encourage them to choose different settings for the dialog like school, playground, home, zoo, hospital, principal’s office, etc.
- Students should also be encouraged to use regional greetings that they use at home.
- Ask the students to change their facial expressions and body language with the type of greeting happy/tired/sick/angry/hungry/scared/sleepy

Conclusion:

- Finally, correlate the activity with the basic theme/ content of the chapter, and bring about the connection: Any time of the day can be as joyful and bright as you make it out with your enthusiasm and energy.

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:

a. From where is the girl talking?
b. Who all does the girl wish in the poem?
c. Is the girl sleepy?

Q2. State true or false

a. The child is wishing good night to everyone.
b. The moon tells us that the night had gone away.
c. The girl is happy at the day break.
d. The birds do not chirp in the morning.
e. The sun shines brightly in the morning time.

WORKSHEET 2: Vocabulary

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

Q1. Match the correct meaning of words:

a.	Forest	1. A tiny river
b.	Trail	2. The end of the week
c.	Branch	3. A path
d.	Stream	4. Part of a tree
e.	Weekend	5. The woods area with many trees

Q2. Use the correct prefix for each word below.
(re, un, dis)

a. _____ please
b. _____ able
c. _____ draw
d. _____ happy
e. _____ agree

WORKSHEET 3: Grammar

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

Q1 . Circle the correct article (a / an) in each sentence:

a. Geeta wanted to read a / an story book.
b. The students went for a / an picnic.
c. He likes to eat an / the apple in the morning.
d. Lata kept a / an orange in her bag.
e. The dog caught a / an stick.
b. A / an egg has a / an oval shape.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Q1. Answer the following:

a. The girl is talking from her window.
b. The girl wishes the sky, the sun, the winds, the birds, the trees, the grass and the bees.
c. The girl is wide awake.

Q2. State true or false

a. False
b. False
c. True
d. False
e. True

WORKSHEET 2: Vocabulary

Q1. Match the correct meaning of words:

a. 5
b. 3
c. 4
d. 1
e. 2

Q2. Use the correct prefix for each word below.

a. Displease
b. unable
c. redraw
d. unhappy
e. disagree

WORKSHEET 3: Grammar

Q1 . Circle the correct article (a / an) in each sentence:

a. a
b. a
c. an
d. an
e. a.
f. an, an

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 dialog paragraphs with greetings from the newspaper and magazines.

Reading List :

- Good Morning by Idan Berger
- A Good Day by Kevin Henkes

Youtube Videos :

- https://www.youtube.com/watch?v=Fw0rdSHzWFY
- https://www.youtube.com/watch?v=d1KjH_U2Ue4

Pictorial resources:



CLOUDY SKY



SUNNY SKY



SUNSET



NIGHT SKY



CLEAR DAY



EVENING SKY

Pictorial resources:









