CHAPTER: THE MAGIC GARDEN

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.
- Identify and name different flowers in the story.
- Appreciate the beauty of nature and care for it.
- Describe the pictures orally.

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. PRETTY

- **Meaning**: Nice looking
- **Sentence:** Rani wore a pretty pink dress for her birthday.
- **Synonyms:** Beautiful, Charming
- **Antonyms**: Ugly

2. THIRSTY

- **Meaning:** Needing to drink water
- **Sentence:** Climbing the hill made Raj tired and thirsty.
- **Synonyms:** Dry, Arid
- **Antonyms:** Moist, Wet

3. PROUDLY

- **Meaning:** As a group
- **Sentence:** Rehman proudly showed his new bicycle to his friends.
- **Synonyms:** Happily, Bravely
- **Antonyms**: Lowly, Meekly

4. MAGIC

- **Meaning:** an enchanting quality
- **Sentence:** The magic in her words made everyone stop and listen.
- **Synonyms:** mystery, charm
- **Antonyms:** normal, mundane

3.

TEACHING PLAN:

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

I. INTRODUCING THE CHAPTER : Class Activity

Suggested activity is a game called ‘Picture Description:

Broad instructions :

After showing images given below to the whole class, the teacher can ask questions to elicit children’s response.

Allow the children to identify the objects and people in the picture. Then, encourage them to describe the identify objects in the picture by asking some questions to enhance their thinking.

- What do you see in the first picture?
- Tell the names of all the flowers you have seen
- Describe some of the flowers
- What is our national flower
- How many children are there in the first picture?
- What are the boys doing?
- What are the girls doing?
- What are the children doing in the second picture?

I. INTRODUCING THE CHAPTER : Class Activity





I. INTRODUCING THE CHAPTER : Class Activity

Instructions to teachers:

- The class activity should be conducted in a way to ensure maximum participation.
- Divide the class in to small groups and give each group the name of a flower from the pictures above.
- Let the groups identify the flowers associated to their group name and find out more about them.
- 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 help children perform actions.
- Keep the atmosphere casual and happy, while at the same time maintaining discipline.

- It is important to elicit the students' prior knowledge on flowers before proceeding with the lesson.

- At the end of the discussion, each group will say 3 things about the flower they have been given and tell a short story on any one of the pictures.

Concluding the activity:

Conclude the quiz with the sentence:

In today's class activity you learnt about many different flowers. Now let us read a story about flowers in a garden.

II. READING THE CHAPTER

- Read the story for the class with usage of facial expressions and voice modulation.
- The teacher may use the following video which talks about what fairies do in the garden
- 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 winds, magic, garden, gardeners and playground etc.
- After you have read the story, ask the 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.

- Questions should be asked frequently to test their understanding of the text.
- The teacher may ask the following questions:

a. Where do you play?
b. Where do the flowers grow?
c. Name five flowers
d. Where was the magic garden?
e. Who were the hundreds of gardeners?
f. What did the children bring for the birds?

- You can also show this video link about magical fairies in a garden. It shows what fairies can do to flowers. As children might not be familiar with fairies, this video will help introduce them to the magical world of fairies.

https://www.youtube.com/watch?v=zCVgUtvL_P4

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:

a. With what did the girls water the plants?
b. What else did the magic garden have?
c. What sounds could the children hear in the garden?
d. From where does this story have been adapted?
e. Who is the writer of the story?

Worksheet 1 can be used for additional practise.

Concluding the chapter: Chart Making

The teacher can conclude the chapter by taking children to the school garden.

Key Points:

- Encourage the students to touch, feel and smell the flowers and appreciate their beauty.
- At the same time inculcate in them, the habit of not plucking the flowers.
- Ask them to name and describe the flowers that they can see around them.
- Students can be asked to imagine how beautiful their homes could be with a lovely garden in it.

Instructions to teachers:

- Divide the class into smaller groups.
- Ask the groups to record their experiences and discoveries in the garden.
- They can be guided and asked to draw a simple garden. Show them the video:
  https://youtu.be/uuweiq8cZgU

- The teacher can use this as an opportunity to revise words related to the garden
- The teacher can help the children in case they get stuck at any point of the activity.

Conclusion:

Finally, correlate the activity with the basic theme/ content of the chapter, and bring about the difference between a park and a garden that a park could have a garden but a garden might not have a park.

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. Why did the flowers love the little children?
b. Why did the birds love the children?
c. Name five flowers growing in the magic garden?

Q2. Who said to whom?

b. “We love the little children”.
c. “I like them to bring their watering cans and water my thirsty roots”.
d. “I love the marigolds in its golden dress”.
e. “I Love all the children, but I love the dear little ones the most of all”.

WORKSHEET 2: Vocabulary

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

Q1. Fill in the blanks:

a. The ____ garden was in a school playground.
b. One sunny morning the flowers were _____ to the birds.
c. The boys dig the _____ so well.
d. The marigolds smiled _____.
e. The flower stopped their songs to _____ to the children.

Q2. Match the following:

	Column A	Column B
1.	Sunny	Garden
2.	Pretty	Sweet song
3.	Magic	Morning
4.	Fairies	Thirsty roots
1.	Watered	Dresses

WORKSHEET 3: Grammar

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

Q1. Find out words from the passage which means the same.

a. Silent
b. Very small
c. Pleasant looking
d. within a short time

Q2. Use an adverb from below to complete each sentence.
(under, behind, over, softly, happily, tomorrow)

e. She sang _____ to herself.
f. Our presents are _____ the tree.
g. We want to go to the circus _____.
h. He sits _____ Jia in class.
i. We looked _____ for the last piece of the puzzle.
b. I like to jump _____ over the puddles.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Q1. Answer the following:

g. The flowers loved the little children because they took good care of them.
h. The birds loved the little children because they were kind and used to bring bread for them.
i. Sunflowers, Marigolds, Roses, Pansies and Poppies grew in the magic garden.

Q2. Who said to whom?

b. The birds said to the flowers.
c. The poppy said to the birds.
d. One child said to the other child.
e. The poppy said to the marigolds.

WORKSHEET 2: Vocabulary

Q1. Fill in the blanks:

a. The *magic* garden was in a school playground.
b. One sunny morning the flowers were *talking* to the birds.
c. The boys dig the *ground* so well.
d. The marigolds smiled *happily*.
e. The flower stopped their songs to *listen* to the children.

Q2. Match the following:

	Column A	Column B
1.	Sunny	Garden (3)
2.	Pretty	Sweet song (4)
3.	Magic	Morning (1)
4.	Fairies	Thirsty roots (5)
5.	Watered	Dresses (2)

WORKSHEET 3: Grammar

Q1. Find out words from the passage which means the same.

a. Silent : Quiet
b. Very small : tiny
c. Pleasant looking : Pretty
d. within a short time : Soon

Q2. Use an adverb from below to complete each sentence.

a. Softly
b. Under
c. Tomorrow
d. Behind
e. Happily
f. Over

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:

Resource Books:

- Publications such as **Frank Brothers and Oxford** are recommended for this grade level.

Websites:

Following websites can be used :

- writeenglish.net/usingdescribingwords1-1.php

Newspapers and Magazines:

Ask students to pictures of different flowers and find out about them from newspaper and magazines.

Reading List :

- A Tree Is a Plant by Clyde Robert Bulla
- Planting the Wild Garden by Kathryn O. Galbraith

Youtube Videos :

- https://www.youtube.com/watch?v=Is6wTeT2cKA
- https://www.youtube.com/watch?v=N8ja5x3TS8U