CHAPTER: WAKE UP

Grade: **4**
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 farm animals
- 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.

1. WAKE

Meaning: To stop sleeping

Sentence: Every morning I wake up to the sound of the temple bells.

Synonyms: Get up, Stir

Antonyms: Sleep

2. HURRY

Meaning: To do things quickly.

Sentence: Raj is always in a hurry to leave office.

Synonyms: Rush, Race

Antonyms: Slow, Stop

3. SLEEPY

Meaning: Feeling the need to sleep

Sentence: Heavy lunches always make me sleepy.

Synonyms: Tired, Dull

Antonyms: Awake, Active

3.

TEACHING METHODS

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

I. INTRODUCING THE CHAPTER : Class Discussion

Suggested activity is a **class discussion on farm animals.**

Broad instructions :

- The teacher shows a picture chart and asks the students to identify the names of farm animals in the picture.
- The teacher writes all of these responses on the board.
- Students are asked to point to the picture chart and identify the names in it.
- They are then asked to point out to the words on the board and read them aloud to the class.
- Once they have read aloud, students copy the words to their note book.
- This can be followed by some simple questions on farm animals.



Questions can be:

- What is the difference between farm animals and wild animals?
- Name some wild animals?
- Why do we need farm animals?
- How should we take care of farm animals?
- Which farm animal would you like to take home with you? Why?

I. INTRODUCING THE CHAPTER : Class Discussion

Instructions to teachers:

- The class activity should be conducted in a way to ensure maximum participation. The questions can be asked 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.

Concluding the activity:

Conclude the quiz with the sentence:

In today's class activity you learnt about the different farm animals. Now let us read a poem about a child who wants to play with all the animals on her farm.

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, bees and the farm animal chart 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 does your mother wake you up in the morning?
2. What do you think birds say to each other in the morning?
3. Which animals wake up in the morning even before the child does?
4. 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

IV. Literature section preparation:

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

1. What kind of a day is it?
2. Why is the child in the poem happy?
3. What does the child want to do?
4. What are the birds and the bees doing?

Worksheet 1 can be used for additional practise.

Concluding the chapter: Chart Making

The teacher can conclude the chapter by helping students create small poems using describing words.

Key Points:

- Ask students to describe the person/object/animal from the poem,
- Example, ‘What is the bird doing?’ Students may answer: ‘bird singing’.
- Other responses can be:
- duck flying, boy jumping, sun shining, a girl dancing, bee buzzing, horse standing, cock calling, birds walking, birds sitting, squirrel climbing etc.

Instructions to teachers:

- Divide students in small groups.
- Encourage them to look at the pictures in the text book and create simple poems using the describing words.
- For example:

Bird bird, blue bird
Sitting on the grass
Wake up! Wake up!
It’s a lovely lovely day.

Bees bees, yellow bees
Buzzing on the flowers
Wake up! Wake up!
It’s a lovely lovely day.

- Ask each group/pair to come in front one by one and sing and perform the poem they have created..

Conclusion:

- Finally, correlate the activity with the basic theme/ content of the chapter, and bring about the connection: Waking up early in the morning keeps you happy, enthusiastic and energetic all day long.

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. Tick the correct answer:

a. The tiniest animal in the passage is –
a. horse b. Duck c. cow d. chicken
b. Who is singing in the trees?
a. horse b. Duck c. bird d. chicken
c. Who is buzzing around?
a. bees b. Duck c. cow d. chicken
d. Who is making the “cheep cheep” sound?
a. horse b. Duck c. cow d. chicken

Q2. Fill in the blanks

a. Wake up! Wake up! It’s a _____day.
b. The birds are _____in the trees,
c. It’s much too late to lie in _____.
d. Wash and ___ and come on out.
e. The cow, the_____, the ducks and the sheep.

WORKSHEET 2: Vocabulary

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

Q1. Fill in the blank with the correct form of the describing word

a. An ant is _____ than a cockroach. (tiny /tinier/tiniest)
b. This is the _____ of parks I have ever seen.
c. (lovely/lovelier/loveliest)
d. Raju is a _____ boy (good/ better/ best)

Q2. Fill in the blanks with the correct word (preposition)

a. Please keep my pen _____ the table.
b. I want to go to Delhi _____ you.
c. There is a big banyan tree _____ our school.
d. My uncle's house is just _____ of the shopping mall.

WORKSHEET 3: Grammar

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

Q1 . Join the sentences using ‘and/but/or/because’

a. I could not go for the football match. It was raining heavily.
b. We will go to watch a movie in the evening. We will go to the sea shore.
c. My mother wants me to go to the market. I want to sleep.
d. Seema kept some biscuits on the table. She kept some cupcakes on the table.
e. My friends want to go shopping. I want to watch a movie at home.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Q1. Tick the correct answer:
a. chicken
b. bird
c. bees
d. chicken

Q2. Fill in the blanks
a. Lovely
b. Singing
c. bed
d. dress
e. horses

WORKSHEET 2: Vocabulary

Q1. Fill in the blank with the correct form of the describing word

a. tinier
b. loveliest
c. good

Q2. Fill in the blanks with the correct word (preposition)

a. on
b. with
c. near
d. in front

WORKSHEET 3: Grammar

Q1 . Join the sentences using ‘and/but/or/because’

a. I could not go for the football match because it was raining heavily.
b. We will go to watch a movie and to the sea shore in the evening.
c. My mother wants me to go to the market but I want to sleep.
d. Seema kept some biscuits and cupcakes on the table.
e. My friends want to go shopping but I want to watch a movie at home.

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 :

- https://www.wordhippo.com

Newspapers and Magazines:

Ask students to collect articles about farm animals from the newspaper and magazines.

Reading List :

- Charlotte's Web by E. B White
- Click, Clack, Moo: Cows That Type by Doreen Cronin

Youtube Videos :

- https://www.youtube.com/watch?v=Cd_8BVUPGjU
- https://www.youtube.com/watch?v=u-a4iOERMRs

Pictorial resources:





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