CHAPTER: LALU AND PEELU

Grade: **1**
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.
- Understand the importance of helping others
- Identify colours around us

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. BURNING

Meaning: on fire

Sentence: The jungle fire was burning everything in its way..

Synonyms: afire, alight

Antonyms: cooling, putting out

2. SCREAMED

Meaning: cried out

Sentence: He screamed as if he had seen a ghost.

Synonyms: shouted, yelled

Antonyms: whispered

3. GOBBLED

Meaning: ate up

Sentence: He was so hungry that he gobbled up everything on the table.

Synonyms: gulped, stuffed

Antonyms: nibbled

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 concert with 'The Bucket Filler Song'

Broad instructions :

- Watch the video with the kids to get an idea about the lyrics and the way the song is to be sung.

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

- The lyrics are as follows:

I'm a bucket filler
Not a bucket dipper
Every day I can consider….
How to be a bucket filler
I can do something nice
For someone at school
Like tell them if I think
That their drawing is cool
And if I see that someone is sad
I can help them feel
A little less bad
Cuz I'm a bucket filler
n-n-Not a bucket dipper
Every day I can consider….
How to be a bucket filler

Ebram and Sara
Like to share their toys
Lauren and Farqan
Laugh with the girls and the boys
Abby says if she likes someone's clothes
Alyssa says she knows, she knows
Coz I'm a bucket filler
Not a bucket dipper
Every day I can consider….
How to be a bucket filler
If I start to slip
A little bit
Maybe even dip
A little bit
I know I can
Turn it around
I can make that smile
Out of that frown
So Fill it up Fill it up
Fill it up… up up
So Fill it up Fill it up
Fill it up… up up

So Fill it up Fill it up
Fill it up… up up
So Fill it up Fill it up
Fill it up… up up

Cuz I'm a bucket filler
Not a bucket dipper
Everyday I can consider….
How to be a bucket filler

I. INTRODUCING THE CHAPTER : Class Activity

Instructions to teachers:

- The class activity should be conducted in a way to ensure maximum participation.
- You can change the highlighted names above with names of children from your class.
- You can call out more than 5-6 names at a time to ensure that all names are called out.
- Let one row of children stand up and dance for each paragraph.
- 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.
- At the end of the activity, ask each child to give one think that can fill the bucket of kindness.

Concluding the activity:

- Conclude with the sentence:
- *In today's class activity you learnt about helping others. Now let us read a story and find out who is in trouble and is there someone to help him.*

II. READING THE CHAPTER

- Read the story for the class with usage of facial expressions and voice modulation.
- The teacher may use pictorial resources for cut outs of hen, chicken, chilli and laddu as teaching aids while reading the story.
- 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 gobble, scream and burning.
- 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. How many children did the hen have?
b. What colour is Lalu?
c. Who brought Laddu for Lalu?
d. Who liked red things?
e. Who is the author of the story?

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 happened to Lalu when it ate the chilli?
2. Who helped Lalu? How?
3. How did the story end?
4. What is your favourite color? Name 10 items of this color

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter by singing the ‘Colour chant’

Key Points:

Read out the poem to the children.



V. Concluding the chapter:

Instructions to teachers:

- Read out the poem loudly 2 times
- Ask the children to repeat with you 2-3 times.
- There are 9 colours mentioned in the poem.
- Divide the class into 9 groups and assign each group a colour.
- Ask them to practice their lines and actions.
- Once all the groups are ready, let the groups comes one by one in order to enact the poem loudly with actions.
- 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 connection: Colours are part of our everyday life. If we are kind and helpful, our life will always be filled with colours of joy and happiness.

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

Answer the following:

1. Write the name of the chicks in the story?
2. Who liked yellow things?
3. What did Lalu eat one day?
4. What colour was the chilli? 0
5. What colour was the laddu?
6. What happened to Lalu's mouth?

WORKSHEET 2: VOCABULARY

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

Q1. **Given below are the action words from the chapter. Pick out the sentences from the chapter where these words are used**

a. Loved
b. Ate
c. Burning
d. Screamed
e. Running
f. Gobbled
g. Kissed

Q2. **Separate the red and yellow objects given below:**

Chilli, ladoo, apple, mango, tomato, lemon, cherry, banana, strawberry, sunflower, corn, beetle

WORKSHEET 3:GRAMMAR

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

Q1. Underline the proper nouns (names):

1. I met Jiya at the post office.
2. Piya is my classmate.
3. India is a beautiful country,
4. She comes from Nigeria.
5. The Amazon is the largest river in the world.
6. Jupiter is the largest planet in our solar system.
7. Which is the capital city of Australia?
8. Jack and Jill went up the hill to fetch a pail of water.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Answer the following:

1. Lalu and Peelu.
2. Peelu
3. A chilli
4. Red
5. Yellow
6. It started burning.

WORKSHEET 2: Vocabulary

Ans1.

Loved	He loved red things
Ate	He ate it up.
Burning	Lalu's mouth started burning.
Screamed	He screamed.
Running	Mother Hen came running
Gobbled	Lalu gobbled up the laddu.
Kissed	Mother Hen and Lalu kissed Peelu.

Ans2.

Red	**Yellow**
Chilli	ladoo
Apple	mango
Tomato	lemon
Cherry	banana
Strawberry	sunflower
Beetle	corn

WORKSHEET 3: GRAMMAR

Ans1.

1. I met **Jiya** at the post office.
2. **Piya** is my classmate.
3. **India** is a beautiful country.
4. She comes from **Nigeria**.
5. The **Amazon** is the largest river in the world.
6. **Jupiter** is the largest planet in our solar system.
7. Which is the capital city of **Australia**?
8. **Greenland** is the largest island in the world.
9. **Jack** and **Jill** went up the hill to fetch a pail of water.

5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand

1. Resource books

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

2. Websites:

Following websites can be used:

- https://www.wordhippo.com/what-is/another-word-for/

3. Newspapers and magazines:

Ask students to pick out colours red and yellow from the newspaper and magazines.

4. Reading List:

- A CHAIR FOR MY MOTHER BY VERA B. WILLIAMS
- HOW TO HEAL A BROKEN WING BY BOB GRAHAM

5. Youtube videos

- https://www.youtube.com/watch?v=1yLg1nPua0k
- https://www.youtube.com/watch?v=U_KGQCW9JX8

6. Pictorial resources









