CHAPTER: Flying Together

Grade:
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.
- Learn about Importance of doing work on time.
- Appreciate importance of teamwork
- Develop vocabulary and learn to use it in context

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. Winding

Meaning: wrapping around

Sentence: The creeper started winding its way up the tree.

Synonyms: curling, twisting

Antonyms: straightening, freeing

2. Muttered

Meaning: spoke in low voice

Sentence: The shy little boy muttered a thank you and ran away.

Synonyms: mumbled, whispered

Antonyms: talked loudly

3. Flapped

Meaning: to move wings up and down

Sentence: The bird flapped its wings before flying away.

Synonyms: fluttered

Antonyms: calmed

4. Creeper

Meaning: clinging plant

Sentence: The creeper was covered with beautiful yellow flowers.

Synonyms: climber, vine

Antonyms: -

3.

TEACHING PLAN

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

I. INTRODUCING THE CHAPTER : Class Discussion

Suggested activity involves discussion of the poem "Realize"

Broad instructions :

Read out the poem to the students

"To realize the value of one year, ask a student who has failed a final exam.
To realize the value of one month, ask a mother who has given birth to a premature baby.
To realize the value of one week, ask an editor of a weekly newspaper.
To realize the value of one hour, ask the lovers who are waiting to meet.
To realize the value of one minute; ask a person who has missed the train, bus or plane.

To realize the value of one second, ask a person who has survived an accident.

To realize the value of one millisecond, ask the person who has won a silver medal in the Olympics.

Time waits for no one. Treasure every moment you have. You will treasure it even more when you can share it with someone special."

Instructions to teachers:

- The class activity should be conducted in a way to ensure maximum participation.
- Read the poem 2-3 times to the children
- Ask them to give more examples related to value of time.
- Encourage them to share how time is important in their lives.
- 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.
- Ask the students to give examples of things which can go wrong if not done on time.

Concluding the activity:
Conclude the activity with the sentence:
In today's class we discussed the importance of time. Now let us read the story of some geese who got into trouble for not doing their work on time.

II. READING THE STORY

- Read the story for the class with usage of facial expressions and voice modulation.
- 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 creeper, muttered, winding, 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:

1. Where did the geese live?
2. Where were the birds trapped?
3. Who trapped the bird?
4. Who wanted the creeper to be destroyed?
5. Were the birds able to escape?

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. Why did the old bird advise the other birds to destroy the creeper?
2. What happened one morning when the geese went in search of food?
3. Why did the geese pretend to be dead?
4. What did the hunter do when he thought that the geese were dead?

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter with an ***activity of making posters.***

Key Points:

- Arrange for chart papers, crayons, paints and sketch pens
- The activity can be done in open to allow students more space for working
- Make chits with following words:

1. TEAMWORK
2. COMMUNICATION
3. PARTNERSHIP
4. COOPERATION
5. UNITY
6. TRUST
7. HELP
8. TOGETHER
9. EFFORT
10. FRIENDSHIP
11. BONDING
12. LOVE

.**Instructions to teachers:**

- Divide the class into smaller groups.
- Ask the students to take chits and start creating posters on the topic they get
- Guide them to discuss various ideas. You can also show the posters given in Pictorial Resource to give the students ideas
- The teacher can help the children in case they get stuck at any point of the activity.
- At the end of the activity, the posters can be put on display and each group can explain the work done.

V. Concluding the chapter:

Conclusion:

Finally, correlate the activity with the basic theme/ content of the chapter, and bring about the fact that
Timely action and effort to deal with a problem while it is developing saves one from troubles and loss in future. Working for each other and working with each can help fulfil our dreams because unity is the keynote of success.

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 in the following

From where has this story been adapted?
Who lived on top of the tall tree?
How did the hunter, climb up the tree?
Why did the geese cry, "Help Help?
Who helped the geese escape from the net?

WORKSHEET 2: VOCABULARY

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

1. Q1 FILL IN THE BLANKS WITH QUESTIONS WORDS (When/What).
2.
3. _____ do you study?
4. _____ do you sleep?
5. _____ do you have for lunch?
6. _____ do you eat dinner?
7. _____ is your favourite sport?
8. _____ do you reach home?
9. _____ time does school get over?

Q2. FILL IN THE BLANKS from the chapter WITH PREPOSITIONS SUCH AS TO, AT, down, IN, INTO, WITH.

1. Deep _____ a forest stood a very tall tree.
2. He noticed a small creeper _____ the foot of the tree.
3. He spoke _____ the other birds about it.
4. The hunter climbed up the tree _____ the help of the creeper.
5. Then he climbed _____ and went away
6. As they flew _____ the tree, they were trapped.

WORKSHEET 3:GRAMMAR

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

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Q1. Complete the sentences by finding the missing words from the list below.
(you, do, going, time, hope, born, almost, go, doctor, next)

1. Let's _____ fishing!
2. What month were you _____ in?
3. The _____ is 4 o'clock.
4. I want to be a _____.
5. Where _____ you live?
6. _____ week I'm going on vacation.
7. It's _____ time for lunch.
8. I love _____ to the movies!
9. How are _____?
10. I _____ it doesn't rain.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Ans1.

Stories from Panchatantra – ‘A wise old bird’
A flock of geese
The hunter climbed the tree with the help of the creeper.
The geese cried for help because they were trapped in the net.
The wise old bird

WORKSHEET 2: Vocabulary

Ans1.

1. When
2. When
3. What
4. When
5. What
6. When
7. What

Ans2.

1. in
2. at
3. to
4. with.
5. down
6. As they flew into the tree, they were trapped.

WORKSHEET 3: Grammar

Ans 1.

1. Go
2. Born
3. Time
4. Doctor
5. Do
6. Next
7. Almost
8. Going
9. You
10. Hope

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 collect different folktales, fairytales and fables from newspaper and magazines.

Reading List:

- Up the Creek by Nicholas Oldland
- How the Crayons Saved the Rainbow by Monica Sweeney

Youtube videos:

- https://www.youtube.com/watch?v=ZQqbQwF5v5Y
- https://www.youtube.com/watch?v=x1VNVY1hfu8

Pictorial Resources:







