CHAPTER: Robinson Crusoe Discovers A Footprint

Grade: **5**
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 facing your fears
- Understand the importance observation and inquisitiveness
- Develop their 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. Inhabited

Meaning: occupied

Sentence: Earth is the only planet in the solar system inhabited by humans.

Synonyms: possessed, owned

Antonyms: empty, deserted

2. Investigate

Meaning: examine

Sentence: Policeman came to the dairy to investigate the matter of missing butter.

Synonyms: check, inspect

Antonyms: neglect, leave alone

3. Frequently

Meaning: many times

Sentence: Mother frequently checked upon the sleeping baby.

Synonyms: usually, often

Antonyms: rarely, not much

4. Frightened

Meaning: afraid

Sentence: The frightened cat hid under the bed.

Synonyms: scared, fearful

Antonyms: bold, brave

3.

TEACHING PLAN

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

I. INTRODUCING THE CHAPTER : Class Discussion

Suggested activity involves class discussion about different footprints

Broad instructions :

Pick out the footprints given in the Footprint Chart (***refer Pictorial resource)*** and draw on the board

Instructions to teachers:

- The class activity should be conducted in a way to ensure maximum participation.
- Divide the class into two groups.
- Each group gets two chances to guess the animal/bird footprint else the chance goes to next group
- 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.
- The group with higher score wins.
- Discuss the following:

1. We see a numbers of small animals and birds around us. How many of us have stopped and observed their footprints?
2. Has anyone observed other peculiar and interesting things about them?
3. How observant are you?
4. Are you a curious person?

- Encourage children to be curious and observant. This helps them learn new

Concluding the discussion:

Conclude the activity with the sentence:
In today's class activity we discussed animal footprints and importance of being observant and curious. Now let us read a story about an observant man and his discovery.

II. READING THE CHAPTER

- 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 frequently, inhabited, believing 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. What did Robinson Crusoe call his cave?
2. Why was Robinson afraid when he looked at the bushes and trees?
3. Why did Robinson pray when he saw the footprint?

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. Who noticed a footprint in the sand?
2. Why did Robinson Crusoe run back to his home?
3. Where was Robinson Crusoe?
4. Where was Robinson Crusoe going when he discovered the footprint?
5. Why was Robinson Crusoe sure that it was not his footprint?

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter with discussion on “Facing our fears”

Key Points:

- Discuss the following with students:

1. If you were alone at home and suddenly someone knocks at your door, what would you do?
2. How would you feel if you saw unknown footprints outside your front door?
3. What is your biggest fear? How do you deal with it?
4. Do you feel shy about sharing your fears?

Instructions to teachers:

- The discussion should be conducted in a way to ensure maximum participation.
- 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.
- Guide them to discuss various ideas
- Encourage them to share if the kids hesitate
- At the end of the discussion emphasize on the fact that we should deal with our fears by expressing them and sharing them with our friends and family. Discussions and sharing can help us to overcome our fears.

Conclusion:

Finally, correlate the activity with the basic theme/ content of the chapter, and bring about the fact that investigating the unknown to overcome our fears is important. Asking for help from others can be beneficial in doing so.

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:

1. From where has this story been adapted?
2. What did Robinson Crusoe notice in the sand?
3. What made Robinson Crusoe think that the print on the ground was a footprint?
4. Why could he not sleep that night?
5. What did Robinson realize at the end of the story?

WORKSHEET 2: VOCABULARY

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

Q1 The words in the sentences are jumbled. Write them in order.

1. going my towards I boat was
2. hear I anything nor see could neither
3. the shore shore went and up I down the
4. how I not it there imagine came could
5. I night not did that sleep
6. the I one savages of could it be thought

Q2 Fill in the blanks with ‘ie’ or ‘ia’

1. g_____nt
2. kerch_____f
3. d_____meter
4. tr_____d
5. exper_____nce
6. d_____l

WORKSHEET 3:GRAMMAR

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

Q1. Use the joining words given in the brackets and join the sentences.

1. I have a pencil. I have an eraser. (and)
2. Param is poor. Param is happy (but)
3. It was raining. I did not go swimming. (because)
4. She passed the test. She studied hard. (so)
5. Do you prefer tea? Do you prefer coffee? (or)
6. Radha is Siya's neighbour. Siya is Radha's neighbour.(and)

Q2. Fill in the blank with the appropriate article, a, an, or the

1. I want ____ apple from that basket.
2. ____ Church on the corner is very old.
3. I borrowed ____ pencil from your pile of pencils and pens.
4. He was alone on _____ island
5. He discovered _____ footprint on _____ sand

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Ans 1.

1. Adapted from Daniel Defoe's Robinson Crusoe
2. A footprint
3. It had toes, heel - every part of human foot.
4. He could not sleep that night because he thought savages had come from the mainland.
5. He realized that the island was inhabited.

WORKSHEET 2: Vocabulary

Ans1.

1. I was going towards my boat.
2. I could neither hear nor see anything.
3. I went up the shore and down the shore.
4. I could not imagine how it came there.
5. I did not sleep that night.
6. I thought it could be one of the savages.

Ans2.

1. Giant
2. Kerchief
3. Diameter
4. Tried
5. Experience
6. Dial

WORKSHEET 3: Grammar

Ans1.

1. I have a pencil and an eraser.
2. Param is poor but happy
3. I did not go swimming because it was raining.
4. She studied hard so she passed the test.
5. Do you prefer tea or coffee?
6. Radha and Siya are neighbours.

Ans2.

1. An
2. The
3. A
4. An
5. A/the

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 mystery stories of missing things from newspaper and magazines.

Reading List:

- Daniel Defoe's Robinson Crusoe

Youtube videos:

https://www.youtube.com/watch?v=K14dF91Jv2I

Pictorial Resources:

Animal and Birds footprints

