CHAPTER: MY SHADOW

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.
- Appreciate the habit of learning by observing
- Learn about shadows

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. Arrant

Meaning: extreme

Sentence: He is an arrant sleepyhead and never wakes up before noon.

Synonyms: total, complete

Antonyms: partial

2. Shadow

Meaning: outline

Sentence: My shadow keeps changing size through the day.

Synonyms: dark, shade

Antonyms: light

3. Shining

Meaning: gleaming

Sentence: The sun was shining bright in the clear blue sky.

Synonyms: radiant, shimmering

Antonyms: dull, gloomy

3.

TEACHING PLAN

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

I. INTRODUCING THE CHAPTER : Class Activity

Suggested activity is **discovering shadows.**

Broad instructions :

- Ask the students questions like

1. Think about different shadows you have seen.
2. Have all the shadows been of same size?
3. Think about where you were and what time of day it was when you noticed the shadows?

Instructions to teachers:

- The class activity should be conducted in a way to ensure maximum participation.
- Divide the class into pairs
- Note the time and take the class to the ground with their notebooks and pens.
- Each pair will note the length of each other's shadow.
- Instruct the students to do so at three different times of the day.
- Each pair will note how the shadow becomes taller or shorter or disappears at different times of the day.
- Encourage them to research and bring their answers to the class.
- Once every student has completed the activity, explain as follows:

Whenever light is not able to go through an object, it creates a dark area around the object. This patch where the light cannot reach is called a shadow. Your shadow keeps changing throughout the day. It is longest in the early morning and the late afternoon? At noon, when the sun is overhead there

Concluding the activity:

Conclude the activity with the sentence:
In today's class activity you learnt your shadows. Now let us read a poem about a boy who is very curious about his shadow.

II. READING THE CHAPTER

- Recite the poem for the class with usage of facial expressions and poetic flow.
- 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 arrant, buttercup, heel, etc.
- 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. What all does the shadow do which is unlike a proper boy?
2. What time of day is your shadow the longest and why?
3. What are your favourite words/phrases in the poem? Why?
4. What do you see in your mind when you read 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. Who is the narrator of the poem “My Shadow”?
2. What does the child notice on the buttercup?
3. When did the child wake up one morning?
4. Who goes in and out with the little child?
5. What does the shadow grow tall like?

Worksheet 1 can be used for additional practise.

V. Concluding the chapter: Chart Making

The teacher can conclude the chapter with activity “Playing with shadows”.

Instructions to teachers:

- You can do this inside the classroom if the light is good or go out in to the sunshine.
- Show the students the chart “Animal shadows in our hands” given in pictorial resources
- Let them experiment, create and have fun with shadows.

Conclusion:

- Finally, correlate the activity with the basic theme/ content of the chapter, and bring about the connection:

Be curious, alert and observant. Have fun and enjoy the new discoveries. Never be afraid to express yourself.

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. Does the child find his shadow useful?
2. What is the funniest thing about the shadow?
3. What was the shadow doing early in the morning?
4. Who does the child call lazy sleepyhead?
5. Who is the writer of the poem?

WORKSHEET 2: Vocabulary

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

Q1. Find the opposite of the words below:

1. EXCITING
   boring B. uncommon C. lively
2. DIFFICULT
   simple B. complex C. challenging
3. PLAYFUL
   horrible B. funny C. serious
4. DELIGHT
   please B. upset C. blame
5. BLAND
   raw B. flavorless C. tasty
6. ALWAYS
   sometimes B. never C. rarely
7. HANDSOME
   ugly B. pretty C. gorgeous
8. ENORMOUS
   tiny B. heavy C. tall
9. STIFF
   hard B. flexible C. frozen
10. ARRIVE
    enter B. welcome C. depart

Q2. GIVE THE RHYMING WORDS FROM THE POEM

1. Me
2. Head
3. Grow
4. Ball
5. Up
6. Sleepyhead

WORKSHEET 3: Grammar

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

Q1 . **FILL IN THE BLANKS USING ONE OF THE WORDS GIVEN IN THE BRACKETS**

1. Where is the girl, _____ name is being called? (Who/ whose/ whom)
2. Now you need shoes—but _____ ones? (Which/ whose/who)
3. The bag didn't seem _____ heavy at the time. (Who/ which/ that)
4. The girl wore a bright blue dress, _____ looked beautiful. (Whose/ which/ that)
5. High up in the sky was an object _____ looked like a balloon. (Whose/ that/ which)
6. He sang so well _____ everybody was pleased. (That/ who/ which)
7. The boy _____ you met at my house is my brother. (Whom/ That/ which)

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Ans 1.

1. No
2. The way it likes to grow
3. It was fast asleep in bed.
4. His shadow
5. Robert Louis Stevenson

WORKSHEET 2: Vocabulary

Ans1.

1. boring
2. simple
3. serious
4. upset
5. tasty
6. never
7. ugly
8. tiny
9. flexible
10. depart

Ans2.

1. See
2. Bed
3. Slow
4. All
5. Buttercup
6. Bed

WORKSHEET 3: Grammar

Ans1.

1. Where is the girl, **whose** name is being called? (Who/ whose/ whom)
2. Now you need shoes—but **which** ones? (Which/ whose/who)
3. The bag didn't seem **tha**t heavy at the time. (Who/ which/ that)
4. The girl wore a bright blue dress, **which** looked beautiful. (Whose/ which/ that)
5. High up in the sky was an object **that** looked like a balloon. (Whose/ that/ which)
6. He sang so well **that** everybody was pleased. (That/ who/ which)
7. The boy **whom** you met at my house is my brother. (Whom/ That/ which)

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

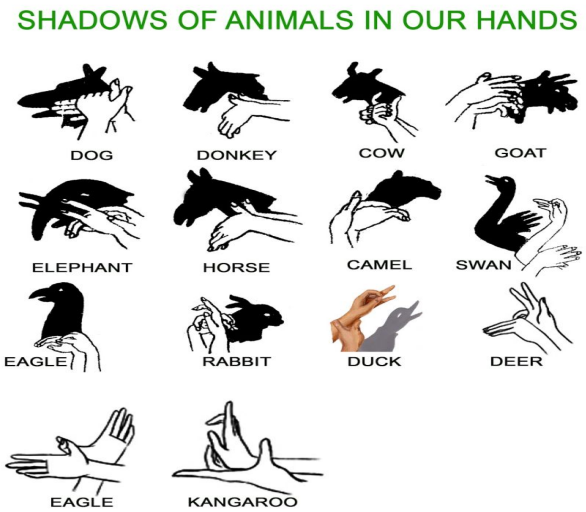
Reading List :

- Shadow Story by Nancy Willard
- Moonbear's Shadow by Frank Asch

Youtube Videos :

- https://www.youtube.com/watch?v=9ne6J0aXvfs
- https://www.youtube.com/watch?v=ZLph3HVJVFA

Pictorial resources:



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