# CHAPTER: WONDERFUL WASTE

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 on it.
- Learn about folk tales and their cultural importance
- Understand the importance of recycling waste
- 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. Scrap

**Meaning:** small piece

**Sentence**: I prepared my collage with scraps of newspapers.

**Synonyms:** leftover, part

**Antonyms:** whole

# 2. Survey

**Meaning:** examine

**Sentence:** The teacher advised us to do survey for our project

**Synonyms:** check, inspect

**Antonyms:** neglect

# 3. Sternly

**Meaning:** strictly

**Sentence:** Principal sternly warned the students to maintain discipline.

**Synonyms:** seriously, firmly

**Antonyms:** kindly, gently

# 4. Tempting

**Meaning:** attractive, appealing

**Sentence**: The chocolate cake in the bakery was very tempting.

**Synonyms:** yummy, inviting

**Antonyms:** revolting, distasteful

3.

# TEACHING METHODS

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

# I. INTRODUCING THE CHAPTER : Class Activity

Suggested activity involves discussion about folk tales

**Broad instructions** :

Show the pictures to the students and ask them
to create stories around the pictures





# I. INTRODUCING THE CHAPTER : Class Activity

Instructions to teachers:

- The class activity should be conducted in a way to ensure maximum participation.
- Divide the class into small groups.
- Let half the groups create story around the first picture and the other groups around the second picture.
- 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.
- At the end of the activity, ask the the groups to come and tell/perform their
- How many of you remembered the original stories by looking at the pictures?

1. Do you read/listen to stories everyday?
2. Importance of stories
3. Difference between folk tale, fairy tales and fables
4. Favourite story

- Explain that in every country of the world, there are stories which have been handed down from grandparents to grandchildren or which have been sung by mothers to their babies. These stories are called folk tales and tell us about the customs and culture of the place they are set in.
- Encourage children to read folk tales from different parts of India.

Concluding the activity:

Conclude the activity with the sentence:
*In today's class activity you discussed two folktales. Now let us read another folktale from Kerela*.

# II. READING THE CHAPTER

- Read the story for the class with usage of facial expressions and voice modulation.
- The teacher may ask some questions like

1. Name some food/dishes made in your home during festivals.
2. What is the dish most commonly made in North India?
3. What does your mother make when guests come to your house?
4. Name the various dishes she makes for the feast. What do we do with leftover food after a feast or a party?

- 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 survey, staring, waste, eager, 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 were the preparations in the palace for?
2. What had the cook planned to do with the vegetable scraps?
3. Why did the maharaja go in the kitchen in the afternoon?
4. Why was the cook staring at the vegetable scraps?

# 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 ordered the grand dinner in his palace?
2. Why did Maharaja enter the Kitchen?
3. Which kind of smell started coming from the pot
4. Avail is a dish made in Kerala. Do you have a similar dish in your state made from a mix of many vegetables?
5. When we waste food, which value we ignore?

Worksheet 1 can be used for additional practise.

# V. Concluding the chapter: Chart Making

The teacher can conclude the chapter with an activity “Usage of watage”

**Key Points:**

- Discuss the following with students:

1. What are the things wasted in our environment?
2. What can be done to save our environment? E.g. refilling empty water bottles with other liquids and reusing it, writing on both sides of the paper before getting a new one.
3. What will you do with the old newspapers?
4. Is it good to use plastic bags? Can you say some alternative ways to reduce the usage of plastic bags?
5. Where can you see food being wasted? How can wastage of food be avoided? What does your mother do with the excess food leftover at night?

**Instructions to teachers:**

- Divide the class into smaller groups.
- Ask the students to take chits which have a particular type of waste written on them. E.g.: Pencil sharpened waste, empty chalk boxes, chocolate wrappers, used match sticks etc.
- Students have to take the appropriate waste material mentioned in the chit and make something new out of it with supporting resources like glue, crayons, sketch pens etc.
- Guide them to discuss various ideas
- The teacher can help the children in case they get stuck at any point of the activity.
- Teacher assesses students' prior knowledge on recycling of waste.
- At the end of the activity, the items can be put on display and each group can explain the work done.

**Conclusion:**

Finally, correlate the activity with the basic theme/ content of the chapter, and bring about the fact that wastage of any kind should be avoided and we should look for new ideas to recycle things in order to save our environment.

# 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 one word.

a. Who ordered a grand dinner?
b. Where did he order a grand dinner?
c. Who entered the kitchen to survey?
d. What was the name of the new dish prepared by the cook?
e. In which state avail is treated as the traditional feast?
f. Who named the new dish?
g. Was the new dish really enjoyed by the guest?

Q2. Fill in the blanks:

a. _____ ordered a grand dinner in his palace
b. The _____was in a fix and kept staring at the vegetables scraps for some time.
c. An _____ flashed across the cook's mind.
d. Cook took all the vegetable bits, _____them and _____ them well.
e. _____became famous all over Kerala.

# WORKSHEET 2: Vocabulary

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

Q1 Rearrange the sentences to get the correct recipe

a. Omelette is ready
b. Keep the pan on the gas
c. Pour the mixture
d. Serve the omelette
e. Break eggs
f. Cut onions, tomatoes and chillies
g. Mix them all
h. Switch on the gas
i. Sprinkle the coriander
j. Put oil
k. Let it cook
l. Allow it to cook for 2 more minutes.
m. Turn the omelette

# WORKSHEET 3: Grammar

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

Q1. Complete the following sentences using do, does or did.

a. What …… you do then?
b. …… you know the answer?
c. …….. he know what he is doing?
d. She …….. not have a job.
e. Kanha …….. not come yesterday.
f. Billu …….. not eat fish or meat.
g. How …….. you know him?

Q2. Correct the following sentences.

a. She was carrying too many luggages.
b. Have you got any informations?
c. Bina is more nice than her sister.
d. The father of Karthik is an engineer.
e. Rohan and Sania likes to play the violin.
f. She invited my husband and myself.
g. The honesty is the best policy.
h. He swimmed across the river.

5.

# SOLUTIONS

Provided below are the solutions to the worksheets.

# WORKSHEET 1: LITERATURE

Q1. Answer in one word.

a. Maharaja of Travancore
b. In his palace
c. Maharaja
d. Avial
e. Kerala
f. cook
g. Yes

Q2. Fill in the blanks:

a. Maharaja
b. cook
c. idea
d. washed, cleaned
e. Avial

# WORKSHEET 2: Vocabulary

Q1 Rearrange the sentences to get the correct recipe

- Cut onions, tomatoes and chillies
- Break eggs
- Mix them all
- Switch on the gas
- Keep the pan on the gas
- Put oil
- Pour the mixture
- Let it cook
- Turn the omelette
- Allow it to cook for 2 more minutes.
- Omelette is ready
- Sprinkle the coriander
- Serve the omelette

# WORKSHEET 3: Grammar

Q1. Complete the following sentences using do, does or did.

a. What **did** you do then?
**b.** **Do** you know the answer?
**c.** **Does** he know what he is doing?
d. She **does** not have a job.
e. Kanha **did** not come yesterday.
f. Billu **does** not eat fish or meat.
g. How **do** you know him?

Q2. Correct the following sentences.

a. She was carrying too **much luggage**.
b. Have you got any **information**?
c. Bina is **nicer than** her sister.
**d.** **Karthik's father** is an engineer.
e. Rohan and Sania **like** to play the violin.
f. She invited my husband and **me**.
**g.** **Honesty** is the best policy.
h. He **swam** across the river.

# 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 :**

- Panchtantra
- Grimm's fairy tales

**Youtube Videos :**

- https://www.youtube.com/watch?v=IeWQuCcWDdA
- https://www.youtube.com/watch?v=bRfbeIsdSk8