CHAPTER: I WANT

Grade: **2**
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 one self
- · Create a small poem about yourself

2.

VOCABULARY ENRICHMENT

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.

WAND

- **Meaning:** A stick
- **Sentence:** A magician was upset because his magic wand was broken.
- **Synonyms:** Rod
- **Antonyms**: -

MONSTER

- **Meaning:** Unusual and scary
- **Sentence:** People started screaming and running when they saw the monster enter the village.
- **Synonyms:** Beast, Demon
- **Antonyms:** Angel

AWFUL

- **Meaning:** Very bad
- **Sentence:** The food served at the hotel was awful.
- **Synonyms:** Ugly, gross
- **Antonyms:** Beautiful, Pleasing

3.

TEACHING METHODS

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

INTRODUCING THE CHAPTER : Class Activity

*Suggested activity is a class discussion on **"Do we have enough?"***

Broad instructions :

- Frame simple questions about aspirations and wants.
- Questions can be:

1. Do you want a new toy? Which one? Why?
2. Do you want a new dress? Which one? Why?
3. Do you want a new TV, mobile, car, Xbox, playstation, etc.?
4. Don't you have one already?
5. Why do you want a new one?
6. List out the things your friends or relatives have which you want.

Instructions for the teacher:

- The class activity should be conducted in a way to ensure maximum participation.
- The discussion can be conducted row wise so that students from all across the class can answer
- 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 vocalise their feelings.
- Keep the atmosphere casual and happy, while at the same time maintaining discipline.
- At the end of the discussion, the children should understand that being greedy for things that others have is a foolish way to live life. We should enjoy and take pride in our life and the things we have.

Concluding the discussion:

- Conclude the quiz with the sentence:
- *In today's class activity we discussed about wanting more. Now let us read a story and find out how the little monkey suffered due to his greed.*

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 wand, awful and monster.
- 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 the wise woman give the monkey?
2. Who has a trunk?
3. Where did the monkey throw the magic wand?
4. Who told the monkey that there was no monster?
5. What did the zebra have on its body?

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. How does an elephant take a bath?
2. How was the monkey feeling after getting the new body parts?
3. What were the sounds that came every time the monkey changed his appearance?
4. What did the monkey never want to be?
5. Why did the little monkey want to be himself again?

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter by helping the students write the “I Am” poem.

Key Points:
Read out a sample “I Am” poem to the children.

EXAMPLE

I am polite and kind
I wonder about my kids’ future
I hear a unicorn’s cry
I see Atlantis
I want to do it all over again
I am polite and kind

I pretend I am a princess
I feel an angel’s wings
I touch a summer’s cloud
I worry about violence
I cry for my Gram
I am polite and kind

I understand your love for me
I say children are our future
I dream for a quiet day
I try to do my best
I hope the success of my children
I am polite and kind.

V. Concluding the chapter:

Instructions to teachers:

- Now show them the outline of the poem given below.
- Help them to fill it line by line
- Tell them to keep referring to the example above
- Put all the poems on the class board for others to read.

MODEL

FIRST STANZA
I am (2 special characteristics you have)
I wonder (something of curiosity)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem repeated)

SECOND STANZA
I pretend (something you actually pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that bothers you)
I cry (something that makes you sad)
I am (the first line of the poem repeated)

THIRD STANZA
I understand (something that is true)
I say (something you believe in)
I dream (something you dream about)
I try (something you really make an effort about)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

Conclusion:

- Finally, correlate the activity with the basic theme/ content of the chapter, and bring about the connection:
- Being greedy and wanting every little thing that others have can be harmful. Love yourself and enjoy the gifts that you have been blessed with.

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. What did little Monkey want to be first at?
2. What can a giraffe eat?
3. What happened when the monkey saw itself in water?
4. How was the monkey looking after getting new appearance?
5. Who is the author of the story?

WORKSHEET 2: Vocabulary

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

Q1. **Let us pick up some words from the story and write their plurals:**

1. Monkey
2. Wand
3. Giraffe
4. Tree
5. Neck
6. Elephant
7. Trunk
8. Zebra
9. Stripe
10. River

Q2. Rewrite the sentences from the story with the opposites of the underlined words:

"I want to be **big**," says **Little** Monkey. "I want to be **strong**." A **wise** woman hears him. "Take this magic wand," she says, "and all your wishes can come **true**."
A giraffe comes by. He stretches his **long** neck. He eats the sweet leaves at the **top** of the trees
Little Monkey is **happy**. An elephant comes down to the river. He **fills** his trunk with water.
He goes to the river to try out his **new** trunk.

WORKSHEET 3: GRAMMAR

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

Q1. Fill in the blanks using the action words by adding –ing to them.

Wait, paint, eat, listen, climb, open, play

1. The girls are _____ to a song.
2. Sonu is _____ the walls.
3. Mohan is _____ the ladder.
4. Kids are _____ in a line.
5. The man is _____ the door
6. Lata is _____ her dinner.
7. They are _____ with a ball.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Ans1. Answer the following:

1. Big and strong
2. Sweet leaves from the top of the trees.
3. He got scared.
4. Like a monster
5. Judy Ling

WORKSHEET 2: Vocabulary

Ans 1

1. Monkeys
2. Wands
3. Giraffes
4. Trees
5. Necks
6. Elephants
7. Trunks
8. Zebras
9. Stripes
10. Rivers

Ans 2

“I want to be **small**,” says **Big** Monkey. “I want to be **weak**.” A **foolish** woman hears him. “Take this magic wand,” she says, “and all your wishes can come **untrue**.” A giraffe comes by. He stretches his **short** neck. He eats the sweet leaves at the **bottom** of the trees.
Little Monkey is **unhappy**. An elephant comes down to the river. He **empties** his trunk with water.
He goes to the river to try out his **old** trunk.

WORKSHEET 3: Grammar

Ans 1

1. Listening
2. Painting
3. Climbing
4. Waiting
5. Opening
6. Eating
7. Playing

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:

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/what-is/another-word-for/

Newspapers and Magazines:

Ask students to pick out acts of goodness stories from the newspaper and magazines.

Reading List :

- SYLVESTER AND THE MAGIC PEBBLE BY: William Steig
- AN AWESOME BOOK OF THANKS BY: Dallas Clayton

Youtube Videos :

- https://www.youtube.com/watch?v=YEN7Cd5k_bg