CHAPTER: FIRST DAY AT SCHOOL

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:

- Describe his/her first day at school.
- Relate to the child in the poem.
- Identify and use ‘doing words’.

2.

VOCABULARY ENRICHMENT

New 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.

Use the information about new words as and when they appear in the text. They can also be summarized in the beginning of the class or make the children note them after completion of the chapter.

1. They'll: Is a short form of 'they will'. For ex, he'll is a short form of 'he will'.
2. Mom: Is just another word for mummy. For ex, dad is just another word for papa.

3.

TEACHING PLAN

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

I. INTRODUCING THE CHAPTER : Story telling

Storytelling is an ideal way to grab the attention of the children while trying to introduce them to the first poem in their book.

Tell them a story about a cartoon character's first day at school, like:

Little bunny was dreaming of carrots when mummy bunny shook him awake."Wake up, wake up or you will be late for school on the first day." Little bunny quickly got ready and came to the dining table. He looked sad and refused to eat breakfast. Mummy bunny said,"You know it is important to eat breakfast otherwise you will have no energy to have fun in school." And why are you so sad?".

Little bunny started eating and mumbled, "I don't know anyone how will I have fun?". Mummy bunny kissed him and said,"But your teacher knows you and she will take care of you. She will also help you to make new friends."

Suddenly, little bunny felt better and happily hopped off to school.

Instructions to teachers:

While telling the story:

Start with 'waking up in the morning'.

Include importance of breakfast.

Feelings while entering the class.

Happy after meeting the teacher and classmates.

- Keep moving in the class in order to attract the attention of the children.
- The teacher should be visibly cheerful in order hold the attention of the children.
- Keep the atmosphere casual and happy, while at the same time maintaining discipline.

Concluding the activity:

Conclude with the sentence:
Let us now read the poem and see if Aileen Fisher also had a similar experience.

II. READING THE CHAPTER

- The teacher can make cut outs of some expressions like smiley face/sad face to show to the students.
- The teacher must recite the poem for the students at least twice.
- The teacher must employ enhanced facial expressions and gestures to engage the children.
- Keeping the age group and minimal attention span of the children, it is necessary to keep repeating the explanation from time to time, at periodic intervals.
- The teacher should do idiomatic translation of ‘as good as theirs’, ‘full of stars’, ‘look like mom or gran’ and ‘wonder where I am’.

- The vocabulary used should be grade appropriate, whilst simultaneously making efforts to introduce new words to the students.
- Questions should be asked frequently to test their understanding of the text. Following questions can be asked:

· Where is the child in the poem going?
· What does he want to be ‘as good as theirs’
Was the child sure or unsure if the other children will like him?

- The teacher can record any nursery rhyme on her phone and play it for the students.

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.

The teacher can also discuss synonyms and antonyms of the following words:

- Wonder : synonyms – think, question antonym – believe, know
- Good : synonyms – fine, excellent, great antonym – bad
- Like : synonyms – enjoy, admire antonym – dislike, hate
- Full : synonyms – filled, complete antonym – empty

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. What is being described in the poem?
2. What is the child worried about?
3. Who does he think the teacher might look like?
4. What is his puppy wondering?

V. Concluding the chapter:

This can be done by using **art.**
Ask the students to draw what they saw during their first day at school.

Instructions to teachers:

- Allow the students to draw objects as well as scenes.
- Appreciate the effort and thought behind every drawing .
- Pin up the work on a board to encourage and motivate the students.

Conclusion:

Point out the pictures which are drawn well but at the same time applaud the effort put in by the others.

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: GRAMMAR

Best used: after completion of the text for extra practice on grammar questions, home assignment.

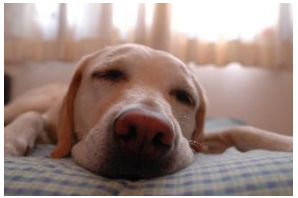
Q .1. Choose the correct doing word to match the picture.
Walking, brushing, playing, smiling, jumping, sleeping.



a.



b.



c.



d.



e.



f.

WORKSHEET 1: GRAMMAR

Q. 2. Circle the doing words:

a. I am writing.
b. Birds are flying.
c. Tom is drawing a ball.
d. Papa is reading a book.
e. Tina is jumping.

WORKSHEET 2: VOCABULARY

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

Search for and circle the hidden words:
Ruler, sharpener, pen, eraser, tiffin, pencil, books, toy, bag

E	A	C	B	Q	W	B
E	R	T	Y	U	I	O
O	P	A	A	S	D	O
F	T	G	S	P	H	K
H	O	J	H	E	K	S
L	Y	Z	A	N	R	X
C	V	B	R	C	N	M
Q	W	E	P	I	R	T
P	Y	U	E	L	I	O
E	P	A	N	S	D	F

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: GRAMMAR

Q .1. a. smiling
b. walking
c. sleeping
d. playing
e. jumping
f. brushing

Q .2. a. writing
b. flying
c. drawing
d. reading
e. jumping

WORKSHEET 2: Vocabulary

E	A	C	B	Q	W	B
E	R	T	Y	U	I	O
O	P	A	A	S	D	O
F	T	G	S	P	H	K
H	O	J	H	E	K	S
L	Y	Z	A	N	R	X
C	V	B	R	C	N	M
Q	W	E	P	I	R	T
P	Y	U	E	L	I	O
E	P	A	N	S	D	F
N	G	H	E	J	K	L
Z	X	C	R	V	B	R
B	A	G	N	M	Q	U
A	Z	W	S	X	E	L
D	C	R	F	V	T	E
T	I	F	F	I	N	R

WORKSHEET 3: VOCABULARY

Q .2.

a. teeth
b. hair
c. face
d. clothes
e. lunch
f. bus
g. night

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:

1. Resource books:

Publications such as **Frank Brothers and Oxford** are recommended for this grade level

2. Websites:

Following websites can be used:

- https://www.tooter4kids.com/class-room/back_to_school.htm
- www.k5learning.com/free-grammar-worksheets/verbs

3. Reading List:

- Owly by Andy Runton.
- Panchatantra.
- Amar Chitra Katha.
- Tinkle.
- Picture books are always a welcome suggestion to the children.

4. Youtube videos:

- https://www.youtube.com/watch?v=Ggexoedb7AO
- https://www.youtube.com/watch?v=J6AE84oYAt4
- https://www.youtube.com/watch?v=zdxYWmfAnLY