CHAPTER: I AM LUCKY

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 on it
- To feel special about oneself
- Create new words with suffix “full”

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.

LUCKY

- **Meaning:** Fortunate
- **Sentence:** I am lucky to have loving parents.
- **Synonyms:** Blessed
- **Antonyms**: Unlucky, Unfortunate

WRIGGLE

- **Meaning:** To move to and fro
- **Sentence:** The snake tried to wriggle out of the tiny hole.
- **Synonyms:** Squirm, twist
- **Antonyms:** Be still, Rest

GIGGLE

- **Meaning:** To laugh gently in a silly way
- **Sentence:** The teacher's dance made the students giggle.
- **Synonyms**: Laugh, chuckle
- **Antonyms:** Sob, Weep

3.

TEACHING METHODS

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

I. INTRODUCING THE CHAPTER : Class Activity

Suggested activity is a **class quiz on 'Animal Traits and Features'.**

Broad instructions :

- Show the pictures given in pictorial resources and ask students to list out special features of each based on following two headings:
  Special Body characteristics
  How are they helpful to them?

Instructions to teachers:

- The class activity should be conducted in a way to ensure maximum participation. The quiz 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 give hints about the animal features.
- Keep the atmosphere casual and happy, while at the same time maintaining discipline.

Concluding the activity:

Conclude the quiz with the sentence:

In today's class activity you learnt about how each animal has special features and traits. Now let us read a poem about a child who realizes how lucky she is to have the characteristics and traits she has been blessed with.

II. READING THE POEM

- 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 giggle and wiggle.
- After you have recited the poem, ask the students to recite the poem with you 2 times.

- Questions should be asked frequently to test their understanding of the text

1. In this poem, who has colourful wings?
2. In this poem, who can sing?
3. Who has eight arms?
4. Which animal can hop?
5. What can an elephant do?

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. Why does the girl in the poem want to be a Myna?
2. Why does the girl in the poem want to be a fish?
3. Why does the girl in the poem want to be a kangaroo?
4. How does the girl know that the fish are happy to be in the water?
5. In the end, what does the girl feel?

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter with the poem **“I Like ME”**

Key Points:

Read out the poem to the children:
I can wiggle my ears, if you ask me to
I can beep my nose (beep beep), just like you
I can make a fish face and pretend to swim
I can pretend to run a race, where I'll pretend to win
I can close my eyes so I can't see
I can do anything I try,
Because I'm great and I like me!

Instructions to teachers:

- Read out the poem loudly 2 times
- Ask the children to repeat with you 2-3 times.
- This is a finger play poem.
- Once the children are following the poem, teach them actions which go with each line.
- Now sing it in chorus with actions

Conclusion:

Finally, correlate the activity with the basic theme/ content of the chapter, and bring about the connection:
We have all been gifted with different abilities and strengths. We should learn to appreciate our qualities and be happy with what we have.

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 questions:

1. What do the butterflies have?
2. Who can raise its trunk?
3. What is the special feature of an octopus?
4. What do the fish do?
5. What can the kangaroo do?

WORKSHEET 2: Vocabulary

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

Q1. **Join the two words to make one word.**

1. Teaspoon + full = teaspoonful.
2. Mouth + full =
3. Pain + full =
4. Cup + full =
5. Care + full =
6. Joy + full =
7. Boast + full =
8. Play + full =
9. Colour + full =
10. Grace + full =

Q2. Add -ed after action words given below and fill in the blanks:
Finish, raise, comb, wash, play, cook, pull, clean, paint, dance

1. Zara <u>finished</u> her food.
2. Mala _____ her hand.
3. Kishan _____ the cart.
4. Raju _____ his hair.
5. They _____ the room.
6. Radha _____ her hands.
7. Monu _____ the wall.

WORKSHEET 3: Grammar

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

Q1. **Now use the new words you created using 'full' to fill in the blanks:**

(joyful, boastful, playful, teaspoonful, painful, careful, colourful)

1. My cat is very _____.
2. The painting is very _____.
3. When you are _____, you feel very happy.
4. The teacher warned the students to be _____ while playing.
5. The injection was very _____.
6. He poured a _____of sugar in the cup.
7. Geeta is very _____ about her dancing skills.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Ans1.

1. Colourful wings
2. An elephant
3. It has eight legs.
4. Wriggle and giggle with glee.
5. It can hop to the moon

WORKSHEET 2: Vocabulary

Ans1.

1. Teaspoonful
2. Mouthful
3. Painful
4. Cupful
5. Careful
6. Joyful
7. Boastful
8. Playful
9. Colourful
10. Graceful

Ans2.

1. FINISHED
2. COOKED
3. RAISED
4. PULLED
5. COMBED
6. CLEANED
7. WASHED
8. PAINTED

WORKSHEET 3: Grammar

Ans1.

1. Playful
2. Colourful
3. Joyful
4. Careful
5. Painful
6. Teaspoonful
7. Boastful

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/what-is/the-opposite-of/

Newspapers and Magazines:

Ask students to pick out pictures of different games and sports from the newspaper and magazines.

Reading List :

- The Pigeon Needs a Bath by Mo Willems
- *Brush Your Teeth, Please* by Leslie Mcguire

Youtube Videos :

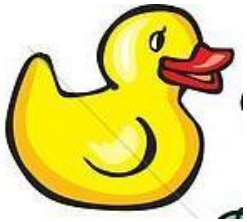
- https://www.youtube.com/watch?v=lnHIgRhJctc&feature=youtu.be
- https://www.youtube.com/watch?v=McVQ-ssbib8

Pictorial Resources (For use in the introduction activity)

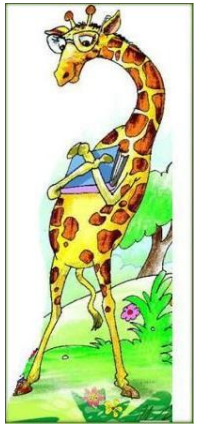


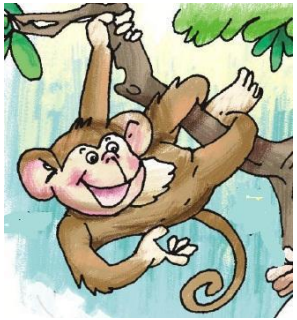


















Pictorial Resources (For use in the introduction activity)

