



0324CH01

Do you like to wake up in the morning? See what the child in the poem feels.



Good Morning

Good morning, sky;
Good morning, sun;
Good morning, little winds that run!
Good morning, birds;
Good morning, trees;
And creeping grass, and brownie bees!
How did you find out it was day?
Who told you night had gone away?
I'm wide awake;
I'm up now, too.
I'll be right out to play with you!

New words

creeping, awake, gone away

Fannie R. Buchanan

Reading is fun



1. Why is the child in the poem happy?
2. To whom does the child say 'Good Morning'?
3. What does the child want to do?

Talk time



1. In the morning I say, "Good morning"
At night I say, "Good night"
A dog says, "Bow-wow"
A cow says, "Moo-moo"

- Say 'Good morning' in your own language to
 - i. your friends
 - ii. your teacher

2. How would you wish them when you leave school in the evening?

Word building



1. **Let's say aloud**

Find words in the poem which rhyme with

bees _____ day _____ too _____

2. What do you see around you during the day and at night?
Draw in the two boxes given below and colour the picture.

Day



Night



Write two words each from the two pictures you have drawn.

Day

Night

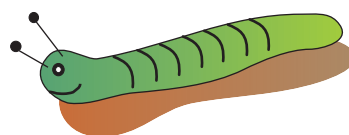
1. _____

1. _____

2. _____

2. _____

Team time



Dinner

This is mud.

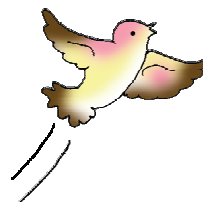
A big fat worm lives in the mud.

A leaf falls in the mud.

It is the worm's dinner!

Form groups. Tell each other an interesting thing you have seen in the garden one day.

Song time



I like to sing when the sun is shining,

tra la la la la, tra la la la.

I like to sing when the sun is shining,

tra la la la la, tra la la la.

Traditional



THE MAGIC GARDEN

The magic garden was in a school playground. It was very pretty. Sunflowers and roses stood high against the wall. There were also marigolds, poppies and pansies.

The sunshine fell on this garden more than on any other and the flowers danced and sang happily. They said to one another, "We have hundreds of little gardeners." They were the children from the school.

One sunny morning the flowers were talking to the birds.

"I love all the children, but I love the dear little ones most of all," said a poppy. "I like them to bring their watering cans and water my thirsty roots."



"Yes," said the marigolds, "the boys are good to us too. They dig the ground so well!"



“We love the little children,” said a tiny bird. “They are kind and they bring bread for us.”

All the flowers said, “We must work hard to make our dresses very pretty, for the children will be here soon.”

The sun said, “I will help you also, for nothing pleases me better than to see the children running about in the golden sunshine.”

Suddenly, the children came out laughing and singing, and the flowers stopped their songs to listen to them.

“Oh, look at the tall sunflower!” said one child, and the sunflower lifted its head very proudly.

Another child said, “I love the marigold in its golden dress.” The marigold smiled happily.





It was indeed a magic garden because it had fairies too. They danced and sang sweet songs which only the children could hear.

After a time the fairies came out dancing and talked with the children. Their dresses were made of flowers and their wings of sunshine.

The magic garden was quiet that night. The flowers and birds were asleep and dreaming of the next day when the children would come again.

Adapted from 'The Fairy Garden'
by Margaret H. Bolton



New words

magic, garden, gardeners, playground, sunshine, golden, dreaming



Reading is fun



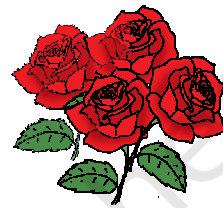
1. Why did the flowers love the little children?
2. Why did the birds love the children?
3. Name five flowers growing in the magic garden.
4. What sounds could the children hear in the garden?

Talk time



Roses

*I like roses
Most roses are red.
Some are white.
Some are yellow.
Are there blue roses?
I have not seen any blue roses!*



Which one is your favourite flower? Learn its name in English.

Say aloud



little	happily	slippery
people	sleepily	thirsty
purple	proudly	pretty



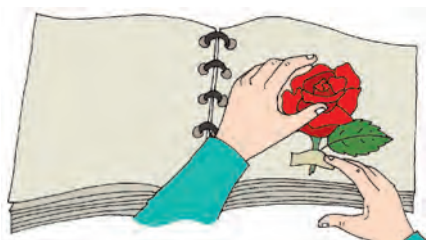
Team time



Activity – Make a Flower Scrap Book

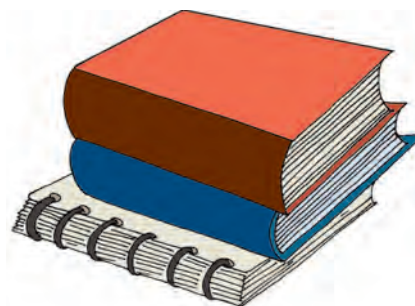
1. Collect five flowers.





2. Put each flower carefully between the pages of an old book.

3. Place some heavy books on top of the old book. Leave it for some days.



4. Stick the pressed flowers carefully in your scrap book.

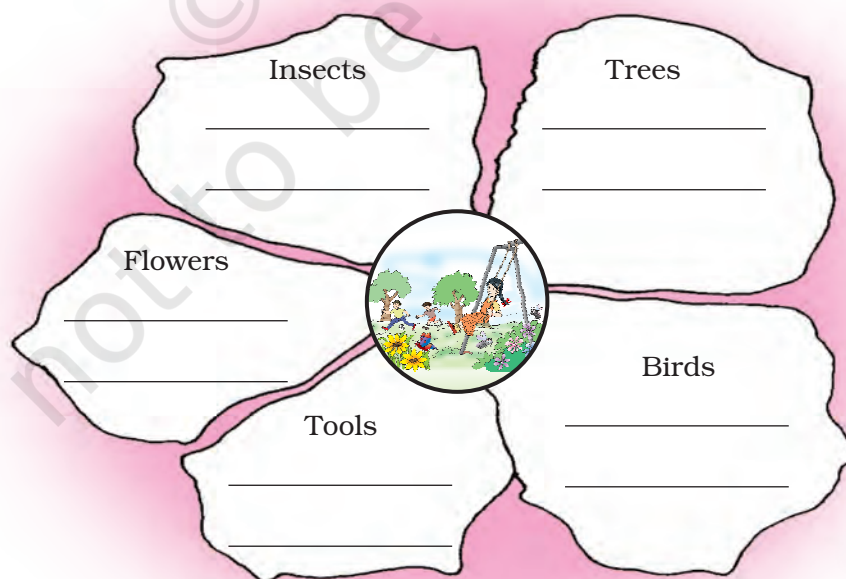
5. Write the name of each flower.



Word building



Name two words in each petal which you see in a garden.



Let's write



1. Imagine you have a big garden. What would it look like?
Draw a picture here.



2. What would you like to grow in your garden? Write three sentences giving the names of the flowers that you might like to grow in your garden.

1. In my garden I would like to grow _____.
2. In my garden I would like to grow _____.
3. In my garden I would like to grow _____.



This is your page which you can use as a reference. All teachers can think of situations to 'motivate' students. Suggestions for teaching, making classes interesting and stimulating, management as well as outlines of each unit are given on this page. Please use these pages as much as you can.

THEMES

- The child and nature
- The world around
- Appreciation of beauty in nature

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the pre-reading questions aloud to introduce the theme and mood of the poem. Read the poem aloud with appropriate actions.
- Ask the children to look at the picture and describe it.
- Read the story aloud slowly and with expressions.
- Encourage the children to look at their books as you read. Read it aloud many times and on consecutive days. Repeated reading helps the child to understand the language and to learn to read.

FOR TEAM TIME

- Make children form five or six groups. The song 'when the sun is shining' can be followed by 'when the rain is falling' and 'when the wind is blowing'.
- Children can start a small garden in pots or outdoors and grow seeds. This activity can continue over several weeks.
- Encourage children to make a Flower Scrap Book. Help them to label the flowers and leaves which they collect and press.
- Use the blackboard to put down new words. The child can have a notebook for new words. New words can also be put up on chart paper or on the walls. As the activity progresses you can change the charts to accommodate word-families like adjectives, adverbs, nouns, prefixes and suffixes. You can put up tenses, opposites etc. Put up new words (about 10) each week.

