

FIRST DAY AT SCHOOL

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To recognise the traits of the characters
- To note the sense of friendship, empathy and helpfulness in students
- To be sensitive to the needs of the physically challenged



Pre-reading

This section focusses on *assessment for learning*. It helps students understand that differently challenged people need help to live a normal life and that help can come in various forms to make this possible.

The discussion would help students appreciate the work of the school children and lead them into understanding the importance that should be given to people with special needs.

Encourage students to state their reasons.

READING

Students read to comprehend, predict, analyse and identify character traits

Tell students that they will be reading a short story about a physically challenged girl called Chuskit.

They will have to identify the roles of the people around her and study their nature based on their actions.

Draw the table on the board with only the names of characters. As the story progresses, encourage students to help you fill in qualities displayed by these characters and their actions. (Note: Do not fill in the rest of the details; use them to prompt students to arrive at the answers)

Chuskit's father	Kind, compassionate father who knows and understands his daughter's desire for learning, yet is helpless. Does all he can to help her and buys her a wheel chair so she can move about on her own
Abdul	Compassionate, enthusiastic boy who is happy to help and realises Chuskit's desire for learning. Eager to help her fulfil her dream, he is bold enough to approach the headmaster and ask for help.
Headmaster, school children and teachers	Headmaster: Kind, compassionate and listens to Abdul's request. Headmaster, teachers and students: Forthcoming and do not hesitate in giving their time and efforts to help build the bridge for Chuskit. Work as a team to finish their goal of helping Chuskit get to school.
Grandfather	An affectionate grandfather who is moved on seeing everyone's efforts to help his granddaughter's dream come true.
Chuskit	A normal nine-year-old girl with dreams and desires. Loves to learn yet helpless because she cannot do what other children can. Never complains, is happy in spite of her challenges.

- Chuskit woke up... the evening bus from Leh.

Have students discuss these questions in groups:

Why do you think Chuskit has not been to school before? (Free response)

Analysing:

How is the place described? Why couldn't Chuskit go to school even though it was near her house? Why did Chuskit wake up early that day? What did Chuskit's father do for Chuskit? How did he comfort Chuskit? What does this tell us about him? What did he get for her and why? (Write details under 'Chuskit's father' in the table.)

Discuss the meaning of the word "compassion" with examples.

- One evening... Julley! said Abdul.



Assessment for learning. How do you greet people in your home language? (Answers vary)

Find out the words for 'mother', 'father' and 'grandparents' in Ladakhi. (Mother – Ama; Father – Aba; Grandfather – Meme; Grandmother – Abi.)

The question helps students get familiar with how parents and grandparents are addressed in Ladakhi.

Why did Abdul visit Chuskit? Why does Abdul ask Chuskit why she could not go to school? (Because to him she seems to be like all the other children – he looks past her physical challenge) Why does Abdul further question Chuskit about whether she would like to go to school in spite of her giving a reason for not going?(he wanted to help) Encourage students to analyse Abdul's character and fill in the table.

How did Abdul feel when Chuskit told him this?

(Suggested answer, please accept any logical answer: Abdul felt sad that Chuskit could not go to school like her brother.)

- *The next day ... as they worked."*

What did Abdul do to help Chuskit? How did the headmaster help with Abdul's request? Who helped build the bridge, and how did they do it? What does this tell us about them? (Help students fill the details in the table.)

- Continue reading till the end.

Why does Grandfather cry? What does this tell us about his affection for his granddaughter? Have students fill details under Grandfather in the table. Now ask students to revisit the story to extract information about Chuskit.

After filling the table, reiterate that a character study can be made by analysing people's actions.

Post-reading

Discuss

- Where does the story take place? What are the problems the characters face? Who are the characters? How do they solve these problems? Who is your favourite character and why?*

How does the story end? What lesson does this story teach you?

Do you like the story? Why / why not? If you were Abdul, would you do what he did? Why / why not? Would you do everything you could to help others without even thinking of yourself? Why / why not?

Articles

Play an alphabet game for this concept.

Give students numbers from 1 to 26 and an alphabet to match. (Repeat the numbers, if you have more number of students.) Instruct them to make a noun starting with the letter given to them.

Ask the first student to state her/his word and give the class a choral drill. Do the same with all the other alphabets. Write the words on the board for each alphabet. Give a special drill for the vowel sounds and ask them to repeat it. Ask students to find out which word starts with a vowel sound (*ant, apple*). Ask the student who framed this word to stand in a particular place. Repeat the procedure for all the vowels and consonants and group them accordingly.

Now circle the words written by the vowel group and draw their attention to the fact that all these words start with vowels/vowel sounds *a, e, i, o, u*. (If you happen to come across the word *unicorn* or *universe* try to explain the difference). Tell them that these singular nouns are preceded by *an*. Ask students to write *an* before their relevant words. Repeat the procedure with the consonant sounds and ask them to add *a* before their nouns.

Write different words on the board and ask students to add *a* or *an* before the words.

Ask them to look around the room and list as many things as possible in five minutes. Put them in groups to do this activity. Let all the groups read out their list. You may make corrections if necessary. (Help them with irregular plurals.) Now draw two columns and list the things under them. Use *a / an / the* in your list and explain to them the use of *a/an* for singulars and *the* for plurals.

One: *a blackboard, a duster*; More than one/many: *the girls, the boys*

Now introduce them to the concept of using *the* for objects we have already mentioned. Narrate a story to teach this. You may even give the story to them as handouts and ask them to underline *a / an / the*. You may use Aesop's Fables or other fairy tales for this activity.

Explain the concept with the help of the input given in the Reader.

Activity

Preparation: On small cards/ pieces of paper, write down one part of the compound word and place it in a bowl in the centre of the class.

Method: Have each student pick out one word from the bowl. Now tell them that they have to go around the class and find the student who has the other half of their compound word.

Once all the pairs are formed have them call out their compound word to the class.

rail	road
earth	quake
water	bottle
wheel	barrow
skate	board
butter	flies
snow	ball
blue	bird

rain	bow
foot	ball
tooth	pick
ball	room
bath	room
wheel	chair
pan	cake
key	board

tooth	brush
arm	chair
bed	room
book	case
sun	flower
light	house
tea	pot
house	coat

LISTENING

Post-listening

Tell students to listen to the directions and map out the route taken by Chuskit, her father and mother to the market place. Allow them time to familiarise with the map before listening to the audio track. Tell them to follow the trail with a finger as they listen.

Play the recording and let them do the task.



SPEAKING

Offering, accepting and refusing help

The speaking task focusses on *assessment as learning*. Students learn to offer and accept help while they role-play the tasks.

Ask students:

What are some polite ways of offering and accepting help? Is it okay to refuse help? What are polite ways of refusing help?

Elicit answers from students (Prompting them during the discussion) and write them on the board.

Ask students to list out some situations where we might receive or give help. (Write the situations on the board and add the given situations.)

Now ask some volunteers to role-play these situations and demonstrate how to refuse/ accept help politely.

Friend helps on gift ideas for mother / father / relative / another friend's birthday. (accept)

Someone helps on remedies for cough. (accept)

Someone offers you a lift (a car ride) home. (refuse)

Someone offers to help you carry your bag. (refuse)

A friend offers to help you with your homework. (accept)

An elder at home offers to make you a sandwich. (accept)

WRITING**Sequencing and using linkers**

Write a few linkers on the board.

At first, then, later, finally, and, but, although, yet, even though then, after that, ...

Explain to students that we use words like these to

- to show the order of events of an incident
- to tell readers about the relationship between ideas/things
- to combine shorter simpler sentences to longer complex ones

Let students number the sentences. Once they have completed the exercise, let them work in pairs and write the paragraph using the given linkers.

STUDENTS' BOOK ANSWER KEY**First Day at School****Pre-reading****A.** *(Suggested answer)*

American Sign Language: It is a language used by deaf people to talk.

Braille Signs: They are used so that blind people can read signs.

Wheelchair Ramps: They allow people who use wheelchairs to move up or down easily.

(Suggested answer, please accept any logical answer):

Things like wheelchair ramps and braille signs help disabled people use public spaces by themselves, without help from others.

If they are present in all public spaces, then disabled people can move everywhere freely.

Comprehension

- A.**
1. False. All the children in Chuskit's village walk to school every day.
 2. False. Aba-ley had taken Chuskit to the village amchi and then to the doctors in Leh.
 3. True
 4. False. Abdul spoke to the headmaster about Chuskit's wish to go to school.
 5. False. The older children and the teachers worked on building a strong wooden bridge across the stream.
 6. True.
- B.**
1. a. The speaker is Chuskit. She is speaking to Abdul.
b. Chuskit is talking about her desire to go to school like her younger brother and the other children in her village. She too wants to study, make friends, wear the school uniform and sit for exams like the other children. She wants to make her parents happy just the way her brother makes them happy by doing well in school.
c. Chuskit has never been to school because her wheelchair cannot go over the uneven path to school and she cannot cross the stream on her own. It is, therefore, difficult for her parents to carry her to school and back every day.

2.
 - a. The speaker is the headmaster of Abdul's school.
 - b. Abdul discussed Chuskit's desire to go to school with the headmaster. He also explained that that she cannot reach school because the path from her home is too uneven. He was wondering whether all of them could help her by levelling the path and building a small bridge across the stream.
 - c. After Abdul's discussion with the headmaster, the headmaster called a meeting with all the teachers and shared Abdul's ideas with them. The group agreed and two weeks later, all the children and teachers gathered and worked in front of Chuskit's house and the path along the stream. They worked together, levelled the path and built a small bridge on the stream so that Chuskit could go to school.
- C.
 1. Abdul helped Chuskit because he could see how much she wanted to go to school and learn. When he had asked her about why she did not go to school, Chuskit had tearfully replied that due to her disability, it was difficult for her to reach school as the path was uneven and she was unable to cross the stream. Chuskit had heard a lot about school from her brother and she too wanted to study, make friends, wear uniforms and sit for exams and make her parents happy just the way her brother did by doing well in school.
 2. Chuskit's grandfather was in tears at the end of the story because he was very happy and emotional on seeing the young school children and the teachers doing such hard work. He was very happy that everybody was helping Chuskit go to school.
 3. *Free Response.*

Grammar

A. 2. an 3. the 4. a 5. an 6. a

B. 2. the 3. a 4. the 5. a 6. the 7. an 8. the 9. the 10. a
 11. the 12. the 13. the 14. an 15. an 16. an

Vocabulary

1. Corner 2. pot 3. phone 4. light 5. some 6. writer

Listening



Speaking

Free Response

Writing

A. a-5 b-2 c- 4 d- 7 e-1 f- 3 g-6

B. *Answers vary*

Sample Answer—

Chuskit cannot walk as she has a disability. At first, Aba-ley had taken Chuskit to the village doctor and then to the doctors in Leh. But no amount of medicine helped her. Later, Aba-ley bought a wheelchair for her so that she could go wherever she wanted to. But Chuskit was unable to go to school because the roads were uneven and she could not cross the stream on a wheelchair. Then, Abdul went to the Headmaster and talked to him about Chuskit's desire to go to school but her not being able to do so. After that, the teachers and the students decided to help Chuskit by building a bridge over the stream and repairing the roads in front of her house. Finally, the next morning, Chuskit went to school for the first time.

Spelling

1. salty 2. merrily 3. quickly 4. daily 5. choosy 6. yearly
7. breezy 8. loudly 9. wealthy

ANSWER KEY TO WORKSHEET 7

- A. 1. an 2. a 3. the 4. an 5. the 6. a
- B. 1. hailstorm 2. seashore 3. goldfish 4. playground
5. cupboard 6. lifeguard 7. horseback 8. newspaper
- C. 1. a. disturbed, sad b. disturbing c. did not listen, did not give any importance
2. a. Nimmi was upset because her friends Megha and Pooja had teased a bird and she had fought with them.
- b. Nimmi told her friends that hurting the sparrow was not the right thing to do and when they did not listen to her, she fought with them.
- c. Nimmi helped the blind sparrow by taking it to the vet who has a chamber near her school. The vet, in return, promised to take care of it and send it to an animal care centre.
3. *Free Response*

QUESTION BANK

First Day at School

A. Answer in brief.

1. How did Chuskit's father comfort her when she felt sad that she could not do many things that her brother did?

Ans: Chuskit's father comforted her saying that though she was not able to do some things that others did, she could stitch and draw better than anyone.

3. How did Abdul help Chuskit to go to school?

Ans: When Abdul told the headmaster about Chuskit's plight, the teachers and the students built a path and a wooden bridge across the stream, so that Chuskit could travel to school using her wheel chair.

B. Answer in detail.

1. Where did Chuskit live and why couldn't she go to school?

Ans: Chuskit lived in a village called Skitpo Yul in Ladakh. She was disabled and could not walk. To get to the school one had to go on a path along a narrow stream, cross the stream and then walk up a slope to the school. This was difficult for Chuskit.

2. What are the things that Chuskit told Abdul that she wanted to do in school?

Ans: Chuskit told Abdul that she had heard a lot about school from her younger brother who talked about school all the time. She said that she would love to study, make friends and wear a uniform. She also said that she would even love to write exams.

C. Choose the correct answer.

Abdul met Chuskit when

- a. Chuskit had come to see the school.
- b. he came to her house.
- c. Chuskit's father took her out on her wheelchair.

Ans: b

D. Read the lines and answer the questions.

"That does not matter. You can stitch and draw better than anyone."(First Day at School)

- a. Who is the speaker? Who is he speaking to?
- b. Who can stitch and draw better than anyone?
- c. Why does he say this?

Ans: a. Chuskit's father is the speaker and he is speaking to Chuskit.

b. Chuskit can stitch and draw better than anyone.

c. Chuskit was sad as she could not do many things as easily as her brother Stobdan because of her disability. So to comfort her, he says this.

E. Think and answer

- a. Answer in brief.

1. Who had a major role to play in getting Chuskit to school?

Ans: Abdul, a class 6 student of the school, had a major role to play in getting Chuskit to school after he informed the headmaster, who got the teachers and the students to help out.

2. Was everyone in Chuskit's village doing it out of their free will or were they forced to help out?

Ans: Everyone helped willingly because at the end of the day, every one, though tired, was very happy that the path was ready and Chuskit could go to school.

b. **Answer in detail.**

1. What have we learned from the lesson *First Day at School*?

Ans: We have learned that nothing is impossible if we set our minds to it and there are good people in the world, who help us along the way. Chuskit, though disabled, realised her dream of becoming independent and going to school. She was helped by her family and students, teachers and the headmaster of the school, to achieve this.

2. What does the story '*First Day at School*' say about children?

Ans: The children work as a team, happy to lend a helping hand to enable Chuskit to come to school. Although it is a very tiring job they work with happiness, laughing and singing along as they work. This tells us how loving and caring the children are.

3. What kind of a person is Chuskit's grandfather?

Ans: Grandfather is very concerned about Chuskit but at the same time feels very helpless. When Chuskit tells Abdul of her wish to go to school, write exams and even carry a bag, he gets very upset and asks her to stop dreaming. This shows that he does not want her to be disappointed. He cares about Chuskit and is happy to see the children working to level the road for his granddaughter.