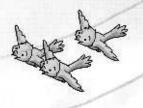
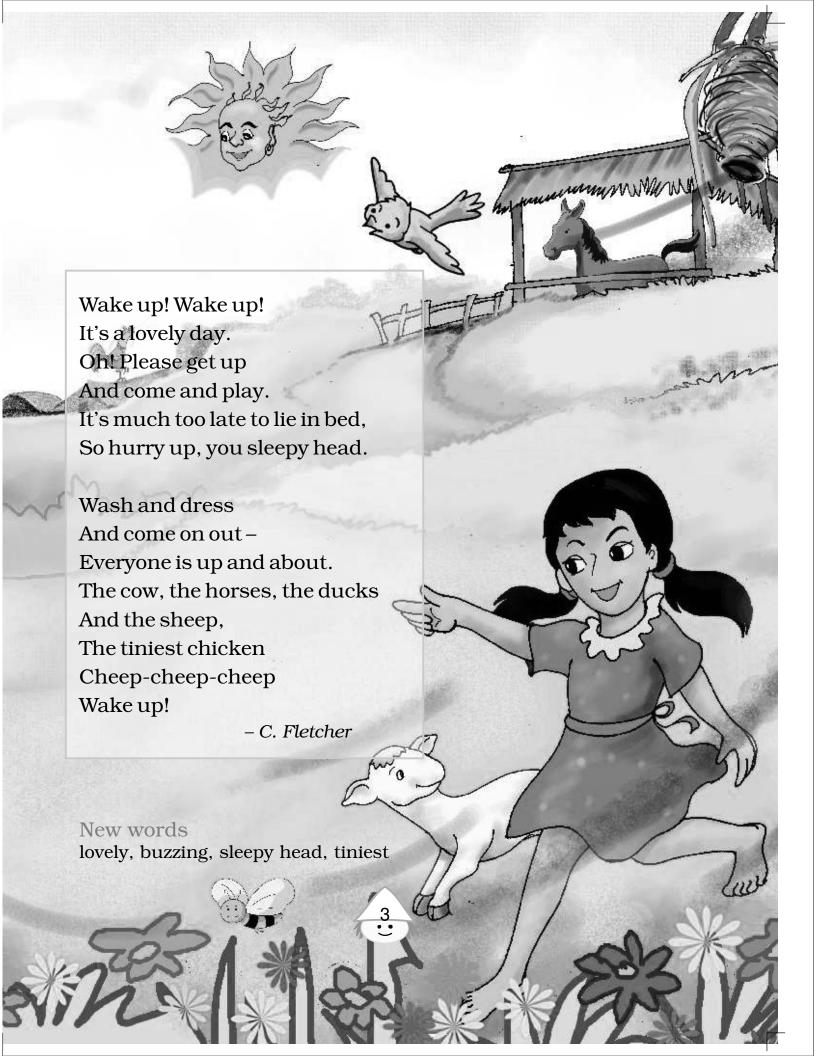


Wake up!









Reading is fun



- 1. What do you think birds say to each other in the morning?
- 2. Who are already awake?
- 3. Which creatures wake up in the morning before the child does?



Let's listen

- Listen to the songs of birds. Say the words boy and bee. Listen to the b sound in – big, bubbles, bin, bag, blue, blow and black.
- 2. Listen to the baby chicks cheep cheep.



Let's listen and talk

- 1. Go for a morning walk. Listen to the sounds you hear like rustling of leaves, wind blowing, chirping of birds, sounds of footsteps.
- 2. Imagine that a cow, a horse, a duck and a chicken are meeting for a morning meal. What would they say to one other? Talk about it.



Say aloud

Betty bought a bit of butter,
But the bit of butter that Betty bought was bitter,
So Betty bought some better butter,
To make the bitter butter better.



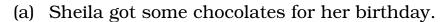




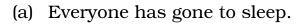


1.	Connect the	pair of	sentences	below	using	and	or	but.
----	-------------	---------	-----------	-------	-------	-----	----	------

- (a) It is time to get up for school.
- (b) I want to sleep for some more time.



(b) She got some new clothes too.



(b) I want to read my book.



(b) He also plays hockey.

2. Fill in the blanks according to the example given below –

tiny	tinier	tiniest		later	
big		biggest	round		
sleepy	sleepier		small		
	lovelier	loveliest	good		best



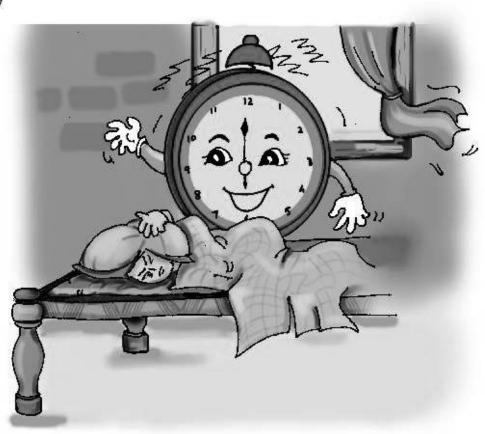


Neha's Alarm Clock

Narrator: Ring! Ring! Ring! Off goes the alarm clock at six in the morning. Neha makes a face and covering her ears with a pillow, snuggles under the warm blanket. But she knows she has to get up. She mutters to herself.

Neha: This alarm clock always rings at six and pulls me out of the bed! It's so unfair...Oh, how I would love to sleep a little longer in the morning! I wish this clock would forget its job sometimes.

Narrator: Something falls. Neha smiles.



Neha: Oh!
My clock has
fallen. How
happy I am!
Tomorrow I
can get up
late.

Narrator:

Next morning there is no alarm. So Neha sleeps and sleeps. The small chirpy birds





which come to the window sill every morning find Neha still sleeping.

Birds: Wake up dear! Wake up fast!

Narrator: Neha gets up with a start.

Neha: Oh, no. If it's not the alarm clock, it's these

birds... why don't they leave me alone?

Narrator: Even this wish of Neha's comes true. The next morning there is not only no alarm clock, there are no birds either. But there is someone else who does not want her to miss the school bus. Can you guess who it is? The big bright Sun! He fills Neha's room with a warm smile.





Neha: Oh, my eyes! Now it's the Sun waking me up! Why can't he let me be?

Narrator: Even this wish of Neha's comes true.

Next morning the Sun is behind the clouds. So, Neha snores till she hears

her mother's voice...

Mother: Wake up, sleepy head.

You will miss the bus.

Neha: Oh no. Why does

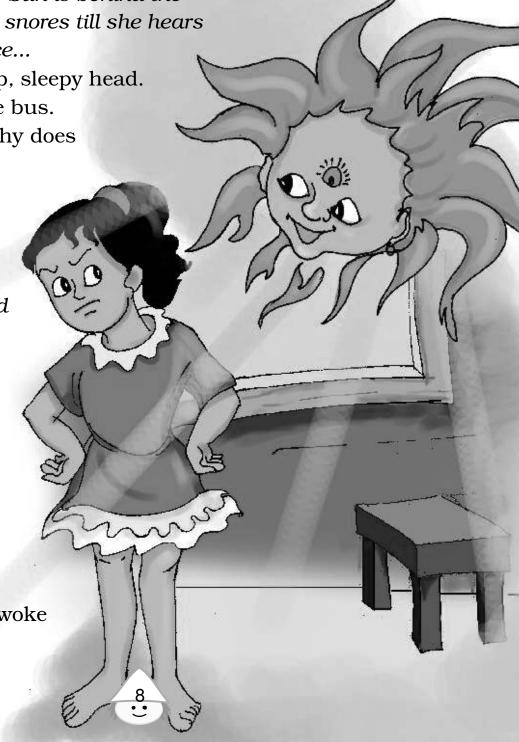
mother have to wake me up?

Narrator:

There is no escape now. Neha gets up and gets ready. Can you imagine what happens the next day? Neha wakes up with a start. Her watch says it is six o'clock. She calls out to her mother.

Neha: Ma, who woke

me up today?



Narrator: Mother smiles.

Mother: Who else? You, of course!

Neha: But, I was sleeping,

how could I ...?

Mother: Now, tell

me, why do you eat your lunch

every day at

one in the

afternoon?

Neha: I feel

hungry.

Mother: Why

do you sleep at nine every night?

Neha: Because I feel sleepy.

Mother: There is a clock inside you which tells you

when to eat, when to sleep and when to wake up.

Neha: Oh! Ooh! I better rush now. I don't want to

miss the bus.

Mother: RELAX! Today is Sunday!

Neha: Oh! Oh! Oh!

– Adapted from Neha's Alarm Clock by Girija Rani Asthana

New words snuggles, mutters, window sill, relax









Reading is fun

Tick (✓) the correct answer –

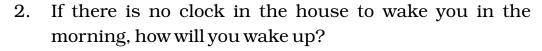
TIC	K (*) the corre	ct allswel –		
1.	What time did	Neha's clock rir	ng every morn	ing?
	(a) 4 o'cloc	ek		
	(b) 9 o'cloc	k		
	(c) 6 o'cloo	ek		
2.	What did the l	oirds say?		
	(a) Sleep o	n		
	(b) Wake u	ıp		
	(c) Go and	play		
3.	What is inside everyday?	e you that make	s you get up	at the same time
	(a) Our bo	dy clock		
	(b) Our ey	es		
	(c) Our fee	t		
4.	Put the letters	s in the right orde	er. One has be	een done for you.
	ilesm <u>sm</u>	ile	norming	
	mrala		edorns	
	ocklc		wodwin	



Let's listen and talk

1. Listen to the sounds around you when you are on your way to school. Discuss with your friend the sounds that you heard. List them here –

Sounds you heard	Sounds your friend heard



Will you continue to sleep or ...

3. What are the different ways of knowing the time during the day?





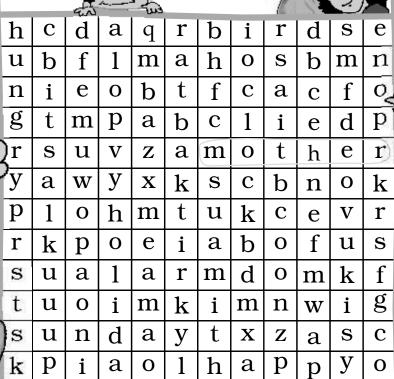


Word building

Find the hidden words

mother, birds, clock, alarm, happy, morning, holiday, hungry, sunday







Say aloud

m

0



n

g

n

ought bought caught matter chatter shatter

tick – tock tick – tack tell – told tip – tin train – time take – tall

t

 \mathbf{m}

 \mathbf{O}

r

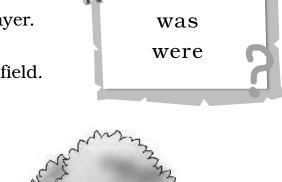
n



1. Who said these words and to whom?

	Who said	To whom
"Wake up, dear! Wake up fast!"		
"Ma, who woke me up today?"		
"Why do you sleep at nine every night?"		

- 2. Use the help box to fill in the blanks -
 - (a) Ram _____ a good football player.
 - (b) The cows _____ grazing in the field.
 - (c) My toys _____broken.
 - (d) Her frock _____too long.
 - (e) The market _____ closed.
 - (f) The children _____ happy.
 - (g) The flowers _____ kept in a vase.









3. Look at the pictures below and complete the following paragraph. You will need these words –

pulled out inside called out behind under

Yesterday, I lost a book. I looked for it everywhere.

I looked _____ a door.





I looked _____ a cupboard.

I looked _____ a bed.



I could not find it anywhere. Then, I _____

Sheroo.



Sheroo, my dog came running to

me. I asked him to look for my book. He _____

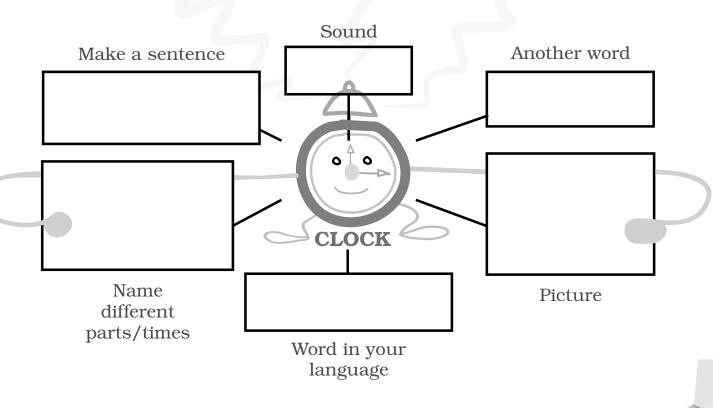
another book from my bag.



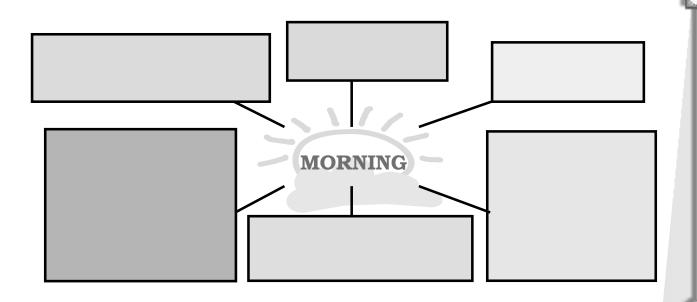




Here is a word, clock. Write down words relating to clock.



Here is a word, morning. Now write down words related to it.



THEMES

The importance of time Appreciating nature



Unit 1

Poem: Wake up! Story: Neha's Alarm Clock

This Unit focuses on appreciation of the beauty in poetry, the magic of words and to give children experiences in expressing their feelings. This Unit is also a listening unit – it gives children something to listen to as you read the poem to them. Ask children why they like the poem and read the poem again for interesting and beautiful sounds. Begin this unit by pointing to the pictures and ask children what beautiful colours they see. Provide print rich environment.

Warm up

It is important to do warm up exercises related to the theme, like, let children stretch their arms, exercise and jog as if to wake up wide. Relate this to the natural beauty of the morning.

Reading time

Read the chapter to the students at a stretch, giving the meanings of the new and difficult words so that they can understand the text. Use appropriate words, expressions, phrases in different situations. This can help you to assess the child's ability to **listen with attention for a reasonable length of time**, share the main idea of the text and accelerate recall skills.

Give the children a chance to read individually.

Sharing time

Involve the class, in a group reading session. Let children add meaning with voice modulation and body gestures.

Dramatise the play for the morning assembly. Let each child express what they feel when they have to get up in the morning.

Team time

- Play memory games. You can write down ten new words from the lesson on the blackboard. Let the children look at the words for two minutes. Ask the children to close their eyes. You can then erase one word. The children will then open their eyes and identify the word that has been erased.
- Since breakfast is important for good health, each child could be asked what he had for breakfast. Then ask them to give the importance of milk, *lassi*, butter. Let them add what they eat / will like to eat.
- Discuss the importance of time and punctuality with the class. While discussing other ways of finding time, the sun dial, shadows and position of sun can be introduced.

Environment

Create a Junior Green Brigade as a group of keen environmentalists who assist in keeping the school green and clean; they can be actively involved in successful projects against crackers and banning the use of polybags in the school and community. The school can encourage cloth bags which are an attractive and environment-friendly alternative to plastic.



Let's read and sing

Noses

I looked in the mirror and looked at my nose: it's the funniest thing, the way it grows stuck right out where all of it shows with two little holes where the breathing goes.

I looked in the mirror and saw in there the end of my chin and the start of my hair and between there isn't much space to spare with my nose, like a handle, sticking there.

If ever you want to giggle and shout and can't think of what to do it about, just look in the mirror and then, no doubt, you'll see how funny YOUR nose sticks out!

- Aileen Fisher

New words

mirror, funniest, breathing, sticking, giggle





Reading is fun

- 1. Why does the poet feel that the nose is a funny thing?
- 2. Why is a nose important for you?
- 3. Does the child in the poem like her nose? Why do you think so?



Let's talk

- Describe a few funny things you have seen.
 Do they make you laugh?
- 2. What does features mean? Look up the dictionary. What are the different kinds of features of people we come across in the world? Discuss.

Let's sing Sing this song and m

Sing this song and march as you sing. When you come to ginger, take two steps back and say 2 - 3. Then start again.

There was a girl
So tall and thin and fair
Her hair, her hair was the delicate shade of ginger.



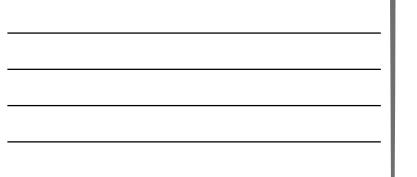


Fun time

- 1. Sit in groups.
- 2. Look at your friend's face and describe what you see. Use words like long, round, oval, slanted, sharp, flat to help you. You can use other words also.

3. What is your favourite fruit?

Describe it in five sentences.





- How does it smell? (a)
- (b) How does it look?
- How does it feel? (c)
- (d) When you bite it what sound does it make?
- How does it taste? (e)



A breathing exercise

- Close your right nostril with your right thumb.
- Inhale slowly through your left nostril till your lungs are filled with air.
- Now close your left nostril with your second and third fingers.
- Remove your finger from the right nostril and exhale through it.
- Repeat this exercise slowly in the beginning and with practice increase your speed.













1. Do you know a fish breathes from its gills? Write two sentences about other animals which can breathe under water.

2. Punctuate the following passage.

mother father neelam said i have got a fire engine ive got a fire engine whats this whats this called mother somewhat confused by the noise ive got a fire engine mother come and see it.

3. Using a red pencil, choose and circle the things whose smell you like. Now with a blue pencil circle the things whose smell you do not like. Make five

sentences like this -

I like / do not like the smell of because it reminds me of......

petrol rose scent chocolate

chips shampoo rotten fruit champa

dirty shoes soap agarbatti marigold



(a)		
(a)		
(c)		
(d)		
sing		

Let's sing

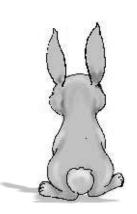
What is it?

Tall ears, Twinkly nose, Tiny tail, And –hop, he goes!

What is he – Can you guess? I feed him carrots And watercress.

His ears are long, His tail is small – And he doesn't make any noise at all!

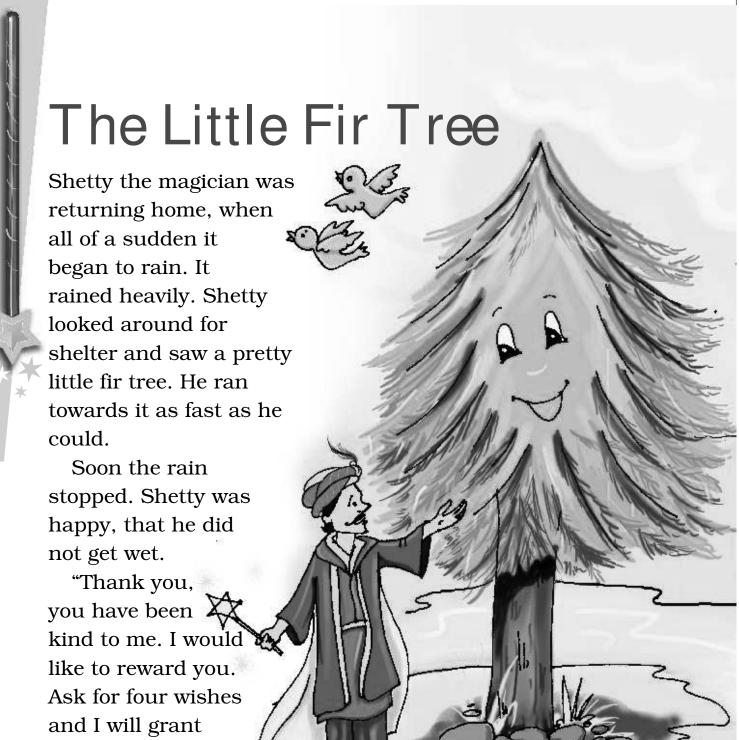
Tall ears,
Twinkly nose,
Tiny tail,
And – hop, he goes!



– Marie Louise Allen

write tiffee pairs of w	forus that myme with each other.	



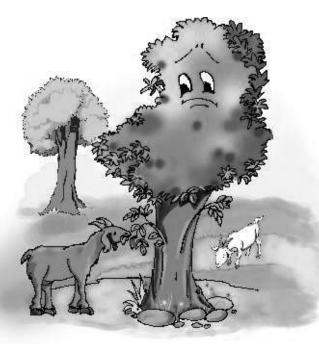


them," said the

magician.

The sad fir tree had leaves like needles and no birds ever made their nests on it. So it said, "I wish I had green leaves like my other friends."

Next morning, its wish was granted. Soon a goat came along and ate all the green leaves. "Oh! dear," said the fir tree. "I wish I had gold leaves as goats do not eat gold leaves."



When the little fir tree woke up the next morning it was surprised to see gold leaves.

"How happy I am!" it said.

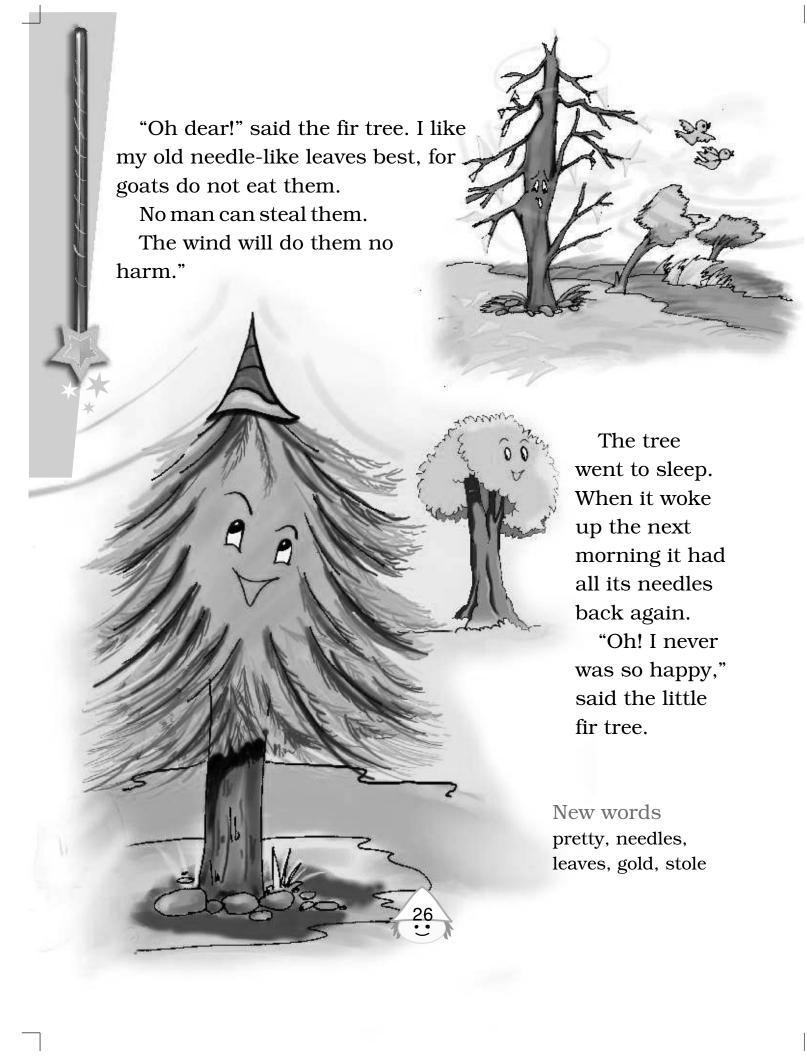
A man came along and stole the gold leaves.



"I wish I had glass leaves instead. Men do not steal glass leaves."

The next day its glass leaves shone in the bright sun. "How happy I am!" it said.

At night the wind blew whoo...oo..oo. All the glass leaves broke.



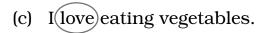


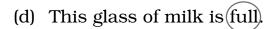
1.	Tick (✓) the correct answer –		
(a)	The pretty little fir tree was happy with gold		a goat came along and ate them.
	leaves but		all the leaves got wet in rain.
	GMENT.		a man stole them.
	4	21	booguse it had
(b)	The fir tree was sad	1	because it had yellow leaves.
			because it had needle-like leaves.
			because it was very short.
(c)	The fir tree was not happy with the gold		because the goats came and ate them up.
	leaves		a man stole them.
			the gold leaves broke.
	27 1 U		



Word building

- 1. By changing the circled word to its opposite, rewrite these sentences. One has been done for you.
 - (a) I carry a light bag to school every day.I carry a heavy bag to school every day.
 - (b) Rina(won) the race.





(e) The old man is wise.





2. Now give the opposite of the words below by adding un or im.

happy _____

important _____

polite _____

perfect _____

seen

healthy _____

proper _____

safe _____

lucky _____

patient _____

possible _____

pure

3. Rita loved her dog Sheroo. Every day, Sheroo would go out of the house and come back himself. But one day he did not come home.



Rita looked everywhere for him. Tears rolled down her cheeks. Sheroo was lost. He was nowhere to be found. Rita was crying when she reached home. She got into her bed. All of a sudden something jumped on her. Can you guess who it was? Rita was very happy.

Give the opposites of the words in blue.



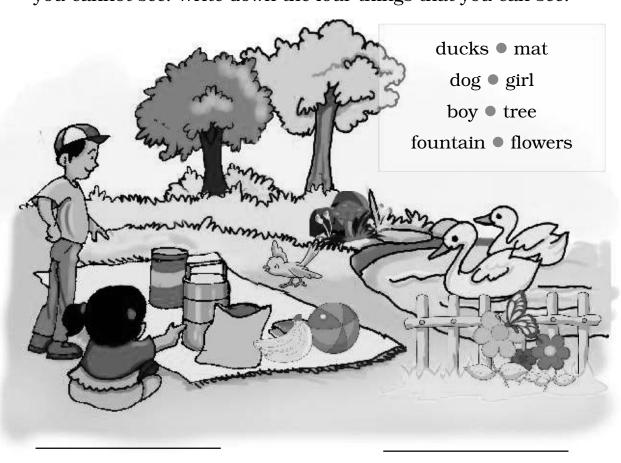
Let's write

- 1. Rewrite the passage below using capital letters where necessary -
 - (i) one saturday afternoon amarjit and his little sister rani went for a picnic to india gate. there they saw ducks, water and their friend raj

(ii) oh dear said the fir tree I like my old needle-like leaves best for goats don't eat them and no man can steal them



1. Look at the picture below. In the yellow box there are eight things. Six of them you can see in the picture. The other two you cannot see. Write down the four things that you can see.

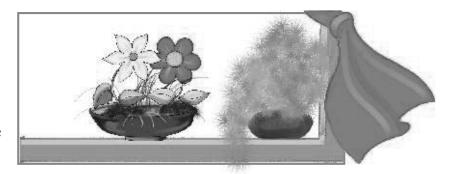


2. Look at the picture again. Describe the picture.



1. Ajit loved flowers. He always wanted to have a garden for himself.

Mohan, his friend gave him an idea. He said, "Why, we can have a garden in a dish!"



"Ha! Ha!" Ajit laughed. "A garden in a dish?"

"Yes, dish gardens are tiny gardens planted in a shallow dish. We must first put sand, manure and pebbles in a dish. Plant very tiny plants in it and place the dish on the window sill."

2. Glass breaks easily when it is dropped. Do you think a mud flower pot, a glass spoon, a wooden table, a plastic cup, books or your plastic water bottle can break easily? Circle the things that can.



3.	Which of the following actions would make others
	happy/unhappy?

respecting elders • not saying thank you • being polite playing with friends • visiting a sick friend • not sharing watching television all day • telling lies • being greedy caring for pets • getting angry easily • being honest

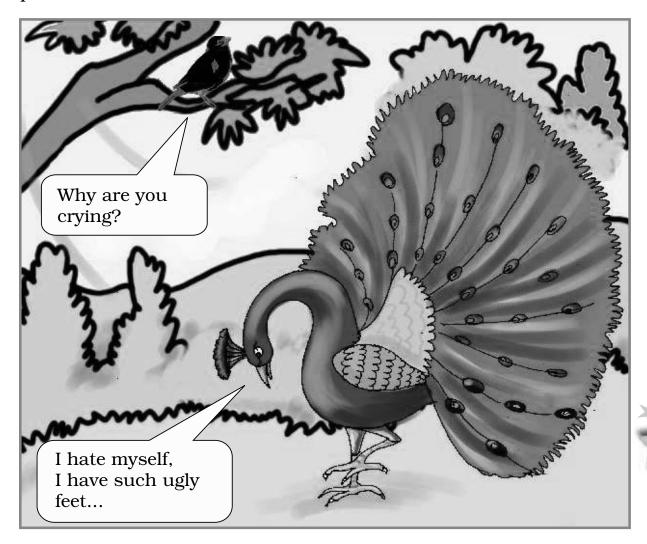
Actions that make people happy		Actions that make people unhappy

Let's listen, read and write

There was a thick jungle with beautiful green trees and birds.

Koyal was singing happily.

Suddenly she heard someone crying. It was her friend, the peacock. She flew to him and asked...



Some things make you feel happy. Some things make you feel sad. Write a poem on the picture.

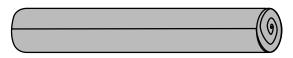




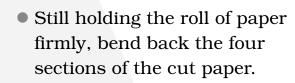
et's make a word tree

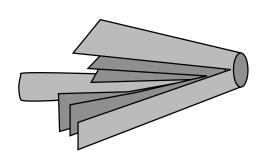
This is how you will do it.

 Take a long green sheet of paper or newspaper. Roll it like this.

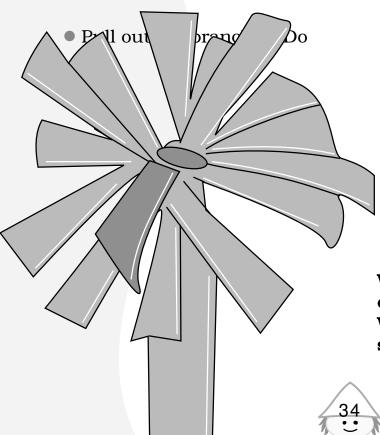


 Hold the roll of paper firmly in one hand and cut four slits from the top to halfway down the roll.





this by pulling up the cut sections slowly and carefully from the centre of the roll.



Write words related to leaves on the trees and make a Word Tree. Now make sentences with these words.

THEMES

Self-esteem and satisfaction Respecting individuality



Unit 2

Poem: Noses Story: The Little Fir Tree

The main aim of this Unit is to sensitise the child and make her/him feel happy with what she/he is or has. These expressions of inner feelings are not to be judged/labelled but may only be heard, seen and shared by you.

Give the children practice in observation and conversation. Let them talk freely about different type of faces and noses that they have seen. Bring the shy child into conversation while asking questions. Talk with them about the way they use their eyes, ears, nose and minds.

Develop the child's self-esteem and cultivate children's creativity. In the context of a fast changing world it is imperative that we respect the children's wisdom and imagination.

How do we behave and see ourselves and how do others see us? Do they see us as kind, helpful or funny? Stress the three sides of a person. The one you think you are, the one others think you are, the one you really are.

Warm up

If you have a child in your class who you feel is not very confident, invite the little one to sit comfortably and then involve four/five children to share something they like about her/him as a friend. With exchanges and sharing in this way, you will very soon have a class where children relate to each other and participate in learning.

Avoid correcting them when they are speaking. The idea is to build confidence, and finally, fluency in speaking.

Reading time

Step 1: Read the text aloud with voice modulation.

Step 2: Let the children read the text along with you.

Sharing time

In this Unit involve children with 'a creative time' activity, for example, let them share with you their interest in speaking, writing, drawing (any other art form or paper activity). They can be encouraged to use this medium to express "Who am I? What do I want to be?" The activity helps the children to express their thoughts logically. They also learn to interact with each other. Divide the class into conversation groups, help each child to make and think what he saw that morning – his father, baby sister, pet, etc. and ask them how they feel. They can illustrate this through pictures which can be displayed in the class.

Writing time

Help children improve their handwriting with practise but guide them by precept and discussion.

Handwriting suggestions can be put up on a chart for the class. Some of these can be to -

- (a) make the writing even.
- (b) begin sentences with capital letters.
- (c) end the sentences with periods or question marks.
- (d) write the letters carefully on the line.

Creative time

- Ensure that the children's running handwriting is done in their notebooks.
- From the spellings that they have learnt from this lesson let them construct meaningful sentences in their notebooks.
- Try to teach organisational skills. Let children make a poem on their eyes/ears, or on the peacock, our national bird, in their notebooks.
- Introduce the use of 'and' and 'but' through oral work to bring out the function of addition and contrast respectively.

Language corner: Let children be given sentences using is/are.

Environment

Segregation of class waste-paper, food articles, into containers of biodegradable and degradable waste can be started in a simple, efficient and environmental friendly manner.



Run!

AWAY from the city And into the sun, Out to the country, Run! Run! Run!

Run in the raindrops!
Run 'neath the trees!
Run little races
With each little breeze!

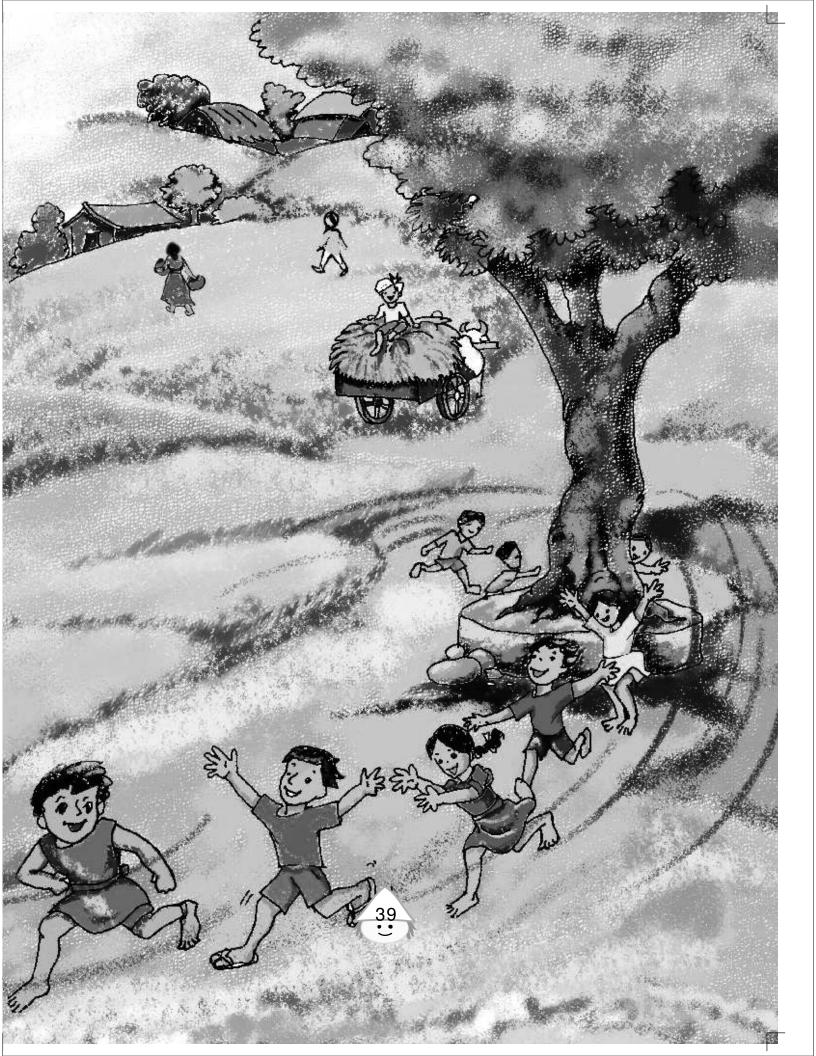
Run down the hillside, Run up the lane; Run through the meadow, Then run back again!

> Run and be merry All through the day! Run to the country, Away! Away!

> > - Mary Daunt

New words

raindrops, 'neath (beneath), breeze, hillside, meadow, merry





Reading is fun

- 1. What does the poem tell us to do?
- 2. Write about the places where the poet wants us to run.



Let's talk

- 1. Do you like to play and run about? Why?
- 2. Running is a very good exercise. Name any three games that you play in which you have to run.
- 3. When you run fast, what do you feel is happening to your body?



Say aloud

beneath breeze meet fear each meadow

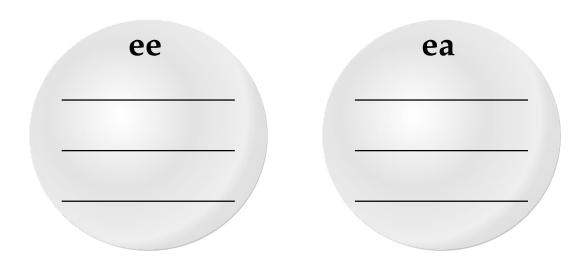


Let's spell

Some letters are missing in each word.

Write ee or ea in each word.

Now add more words with ee and ea and put them inside the bubbles.





1. Say the words aloud one by one. Follow the instructions and move your body accordingly.

Shoulders Move them up and down.

Feet Walk forward and backward.

Run Fast and slow.

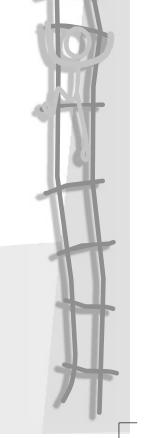
Hands Move them left and right.

2. Now jump, hop, march and tiptoe.











1. Answer the questions by looking at the picture on the opposite page.

Example: What is happening in picture 5? The girl is diving into the water.

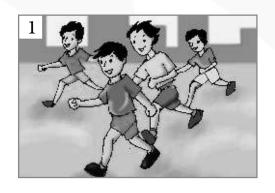
(i)	What is Mohan	practising in picture 4?
	He is	

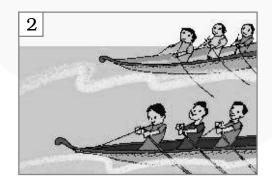
(ii)	What are Anil	and his	friends	pulling in	picture	3?
	are	pulling _				

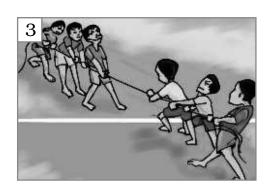
(iii)	Where are the	boats racing in picture 2?	
	are		

(iv)	What are the boys doing in picture 1?	
	are	

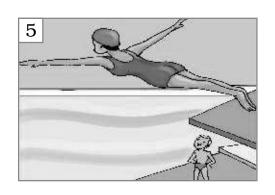
- 2. Now make one more question for each picture. Write the question in the space below each picture. Use how many, what are, where are/is, how, why, to make questions.

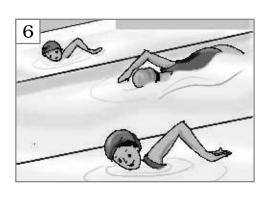
















Nasruddin's Aim

One day, Nasruddin was chatting with his friends.

He began to boast, "No one can

I string the bow, take an aim, and shoot an

arrow...

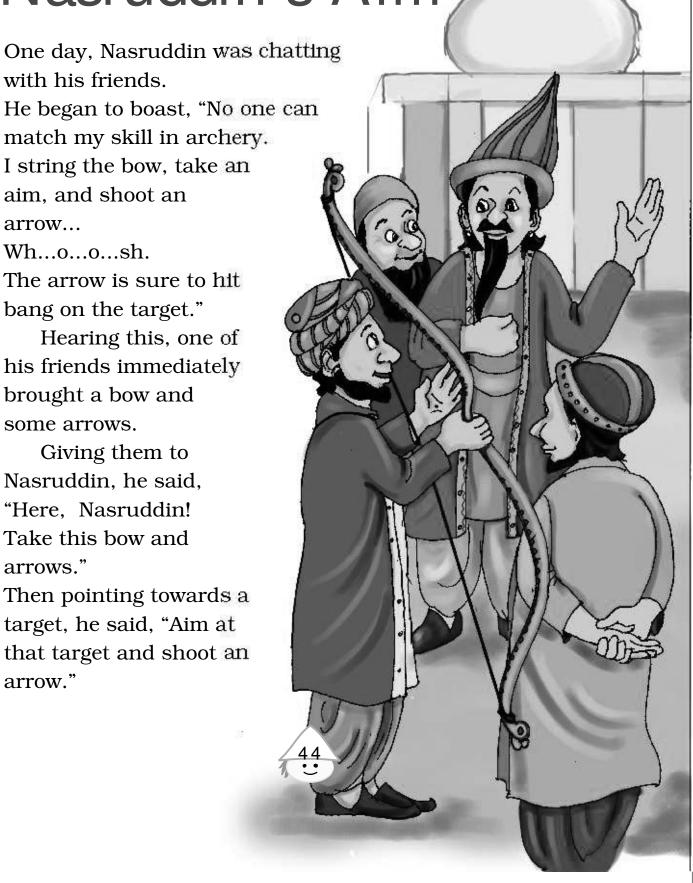
Wh...o...o...sh.

The arrow is sure to hit bang on the target."

Hearing this, one of his friends immediately brought a bow and some arrows.

Giving them to Nasruddin, he said, "Here, Nasruddin! Take this bow and arrows."

Then pointing towards a target, he said, "Aim at that target and shoot an arrow."



Nasruddin held the bow in his hands, strung it, aimed at the target and shot an arrow.

Wh...o...o...o...o...

The arrow didn't hit the target!

Instead it fell down somewhere in the

middle.

"Ha...ha...ha...ha..."

His friends started

laughing.

They said, "Hey, Nasruddin! Is this your best aim?"

"Oh, no! Not at all," said Nasruddin, defending himself.

"This wasn't my aim.

It was Azad's aim.

I just showed you how

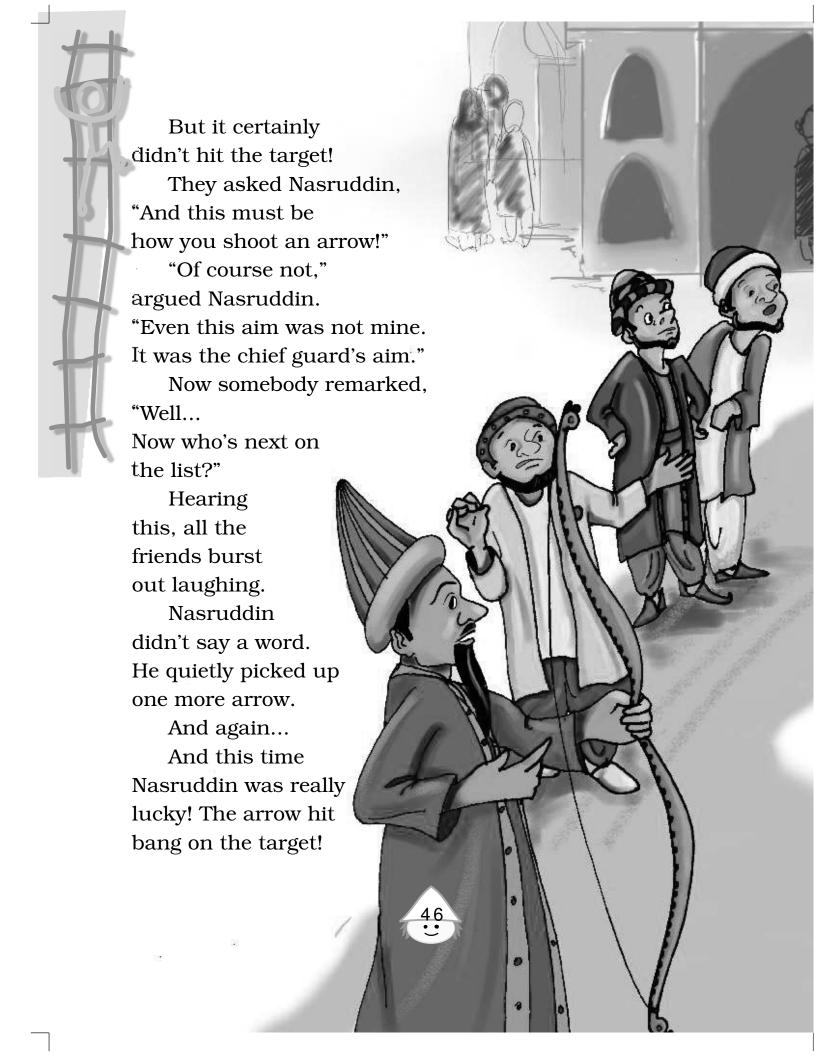
the Azad shoots an arrow."

Saying this, Nasruddin picked up another arrow.

Once again, he strung the bow, aimed at the target, and shot the arrow.

This time, the arrow fell a little further than where it had fallen before.







Everybody stared at Nasruddin, their mouths agape in amazement.

Before anyone could say anything, Nasruddin said triumphantly, "Did you see that?

It was my aim!"

New words

chatting, archery, string, bang, target, defending, amazement, triumphantly







- 1. What did Nasruddin boast about?
- 2. Why did Nasruddin take someone else's name each time he missed the target?
- 3. Why did Nasruddin say, "It was my aim," the third time?
- 4. Do you think Nasruddin was good at archery?

Read and enjoy

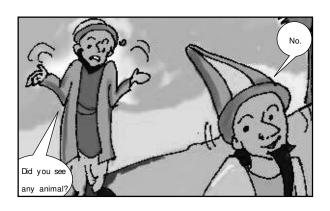
Nasruddin Hodja

















Be a Nasruddin Hodja Yourself





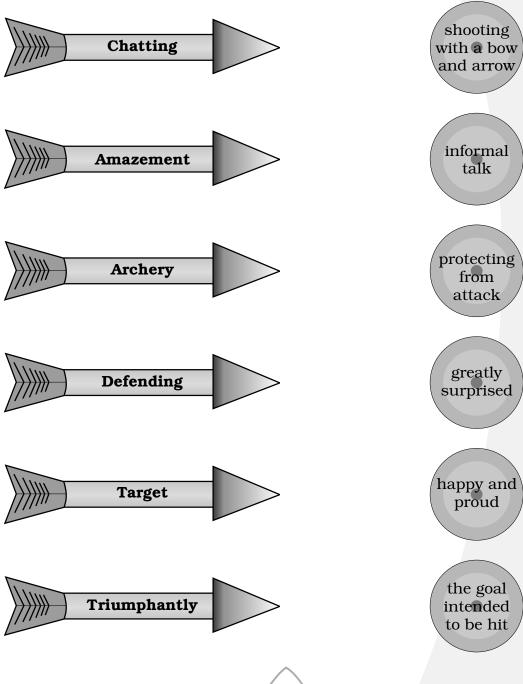




What would you have done if your grandmother slipped?



1. Shoot the arrow and hit the target by matching the words with their correct meanings.



2. Replace the bold word/words with a word from the quiver and re-write the sentence –

In no time she hit the **object she aimed at**.

Nasruddin was **surely** not a good archer.

The teacher **said something about** his good handwriting. He felt very happy.



Let's write

1. This is a picture of Rahul Gupta. Using the clues given, write a paragraph about him in your notebook.



t ar get

certainly

remarked on







Clues

Indian, cricket, eight hours, practises, eats healthy food, runs two kilometres every day, batsman

2. This is Rajiv's family. They are a healthy family. See what each one does to remain healthy.



Father



Mother



Sita



Grandpa



Grandma

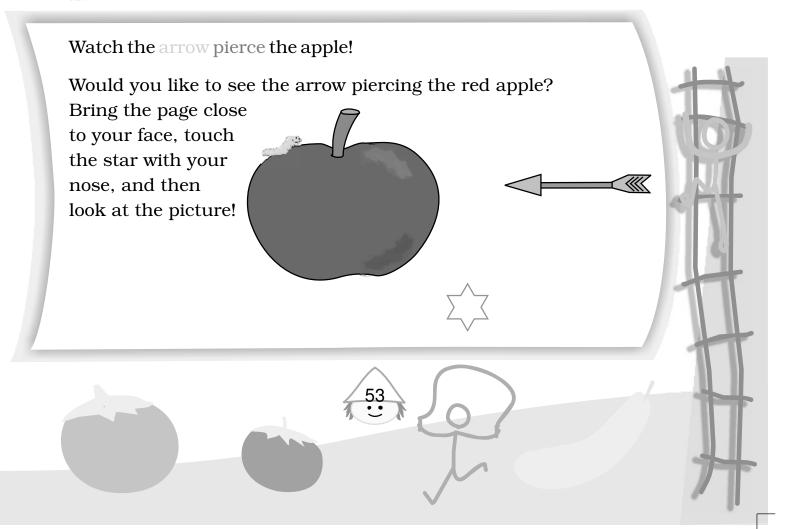


Rajiv

3. Use the words 'and' or 'but' and make as many sentences as you can about Rajiv's family.

Example: Grandpa and Grandma get up early in the morning.
Grandpa is walking but Rajiv is jogging.







1. Fill in the grid with words given below. You can use one word more than once.



stick bat/ball eleven table racket ball football stadium two to four ground



Name of the game	What you play with	Where you play it	Number of players
cricket			
hockey			
table tennis			
football			

- 2. Using the information in the grid, write a sentence about each game. One has been done for you.
 - (a) Cricket is an outdoor game.

We play it with a bat and a ball.

There are eleven players in this game.

(b)		

(c) _	
-	
-	

(d) _____

- 3. The following words are used in various sports. List them under the sport that they are used in.
 - (a) googly
- (b) goal

(c) LBW

- (d) penalty
- (e) free kick
- (f) penalty corner

Some words may be used in more than one game.

Hockey	Cricket	Football
1.	1.	1.
2.	2.	2.
2.	2.	2.



A Puppet head

You can use an old tennis ball which has lost its bounce, to make the head of a puppet. She looks like a little girl in a skirt and is very quick and easy to make.

Look at the picture carefully and you will see how she works – your fingers are her arms!

You need -

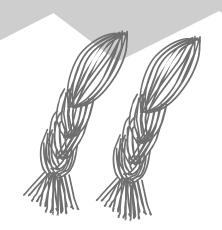
a tennis ball, needle, wool, coloured cloth.

Method -

- 1. Start with the head. Make a small hole in the ball and push a long, thick knittingneedle (about size 3), into it.
- 2. The needle goes in on one side and right across inside the ball to touch the opposite side.
- 3. The hole needs to be very small, so that it is difficult to push the needle in. In this way it will fit tightly and remain firm when you play with your puppet.

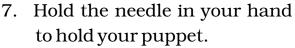


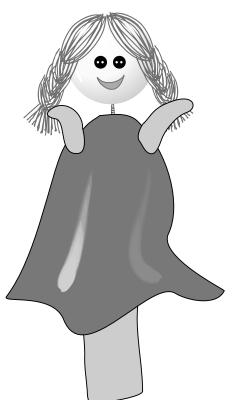
- 4. Now cut the thick top off an old nylon sock and stretch it tightly round the ball, sewing it together down the back.
- 5. Take some coloured wool and stick on the ball. Make plaits. Paint the eyes and lips on the ball.





6. Cut two holes in the coloured cloth to put in your fingers.





Write two sentences on your puppet.

4	57	
1	:	1



THEMES

Importance of games and sports Building concentration



Unit 3

Poem: Run!

Story: Nasruddin's Aim

This Unit develops a concentration for work that children are involved with.

Warm up

Before beginning the poem the teacher can ask the children to run around the class in silence and then – $\,$

Stand straight

- 1. Take a deep breath inhaling through your nose.
- 2. Hold till the count of five.
- 3. Release the air through your nose.
- 4. Repeat it five times.

Doodingtime

Stretch their arms sideways

- 1. Keeping your arms stretched, bring your hands down from the elbow level.
- 2. Stretch your arms sideways again.
- 3. Repeat it five times.

While reading the lesson the teacher can talk about concentration that leads to success. Concentration is essential for studies as well as sports.

The teacher should read the given instructions in the questions very clearly so that the children understand them and follow them accordingly.

Sharing time

- ? Discuss the feelings after running.
- ? To keep pace with the activity of running, the teacher can ask the children to read the poem fast, imagining that they are running and reading (speed and fast-track ©).
- ? Having experienced the running activity children should be encouraged to answer the talk time correctly.

Creative time

Involve the children with words like racing, diving, jumping, swimming, running, for example – **Racing** boats is a sport. A girl is **diving**. I am **jumping**. We are **running** a race. They can either enact or draw to express the sense of movement (this is an indirect way of sharing verbs as doing words). These drawings with sight words can be hung in the class. Teachers may lay more emphasis on the inclusion of sports and games from the local area. They may organise special sports programmes both before and after school hours to enable children with special talents for training. Team games such as basket ball, *kabaddi*, volleyball can be encouraged.

Language corner

The lesson deals with a lot of words ending with 'ing'. The teacher should encourage the class to use 'ing' words in sentences, orally as well as in the written format.

For example: What are your doing?

I am speaking.

Environment

Let students express their concerns on the environmental degradation around us.



Read and enjoy the poem

Why?

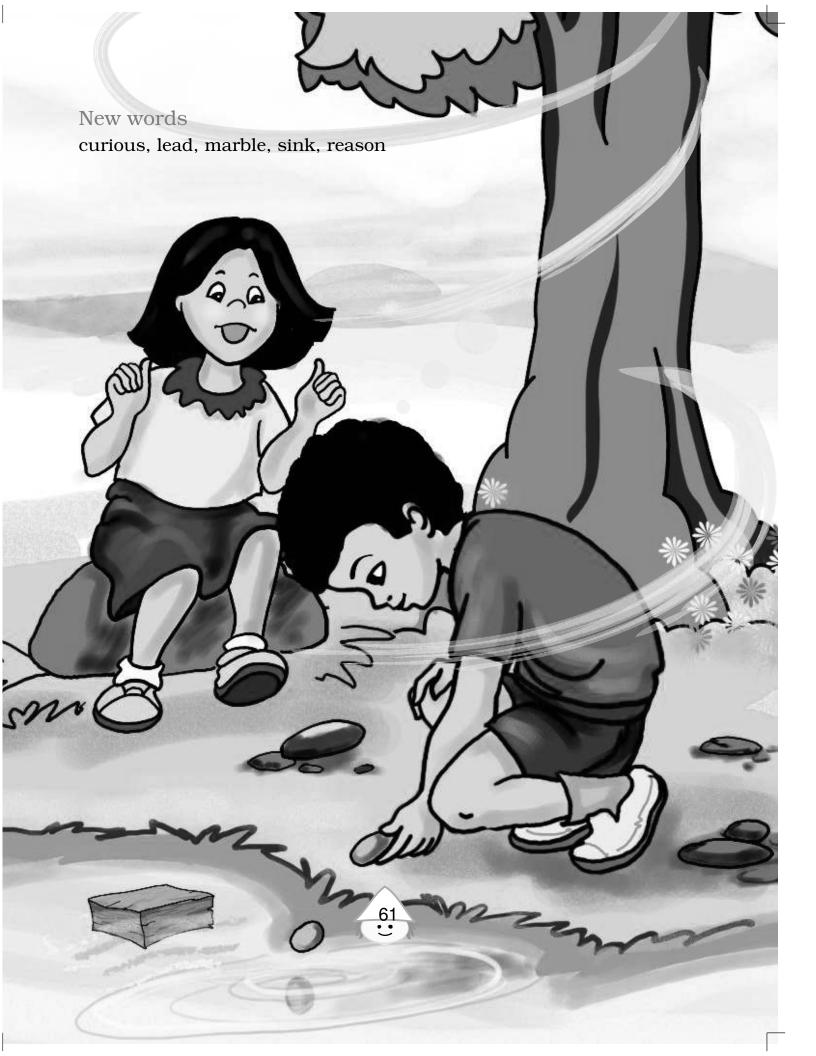
I know a curious little boy, Who is always asking "Why?" Why this, why that, why then, why now? Why not, why by-the-by?

He wants to know why wood should swim, Why lead and marble sink, Why sun should shine and wind should blow And why we eat and drink.

He wants to know what makes the clouds And why they cross the sky, Why sinks the sun behind the hills And why the flowers die.

Some of these why's are not too hard To answer if you'll try; Others no one ever yet Has found the reason why.







- 1. Name a few things that sink.
- 2. List three questions that the little boy asks.
 - (a) _____
 - (b) _____
 - (c) _____
- 3. What sort of a boy is described in the poem?
 - (a) sad
- (b) curious
- (c) brave



Ram is a curious little boy. He is always asking questions. One day he came home and asked his grandfather questions like –

- 1. Why can't we look at the sun during a solar eclipse?
- 2. Why can't we touch the sun?
- 3. Why can't we go out to play in the dark?

Discuss these questions with your teacher and class. Do you know the answers?



Word building

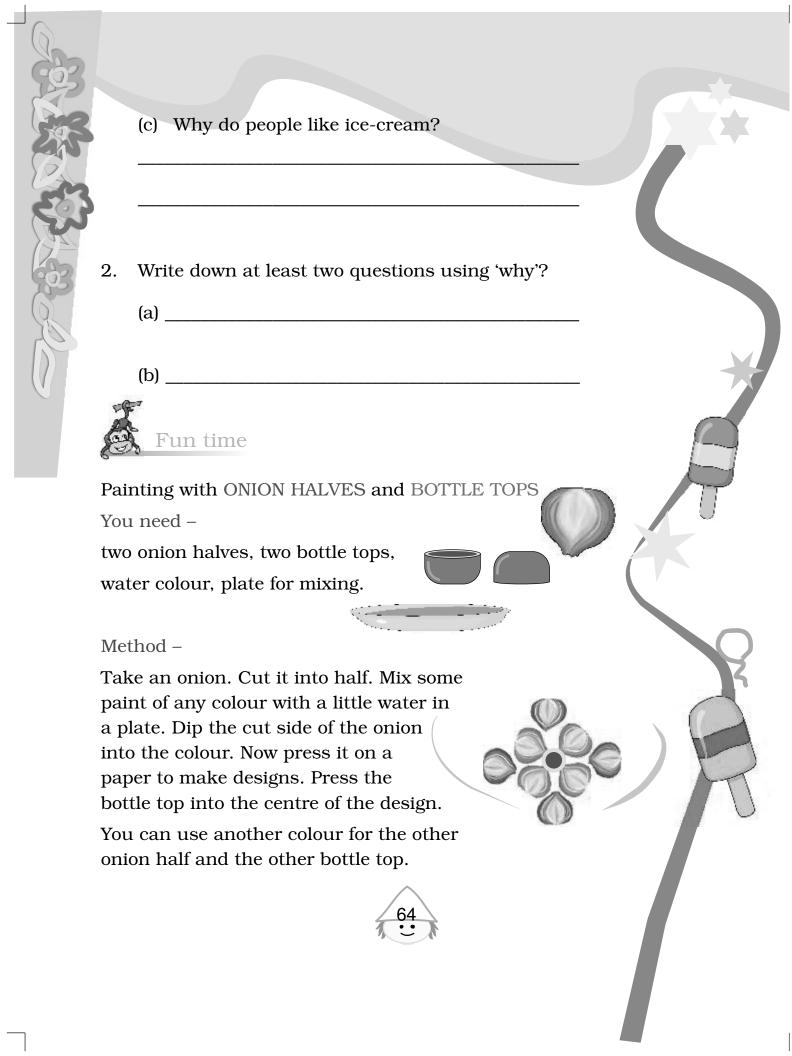
1. Fill in the blanks with words from the poem which rhyme with the coloured words in the sentences –

Why is the _____ so high?

Do you know the colour of _____?

	Have you f	found who r	nade the	?			
	Put the gla	ss in the sin	k after you fi	nish your		·	
2.	_	_	words are ju of your own -	ımbled. Put t	them rig	<u>;</u> ht	
	wokn	know					
	wism						
	dael						
	blarme						
	llihs						
	Let's	write					
1.	Discuss ar	nd write –					
	(a) Why d	o cats and	dogs fight?		Ž		
	(b) Why d	o we walk a	across the ro	ad, not run?		Cam	
							En
			63				
				GH			

P



The Man in an Onion Bed

I met a man in an onion bed.

He was crying so hard his eyes were red.

And the tears rolled off the end of his nose

As he ate his way down the onion rows.

He ate and he cried, but for all his tears

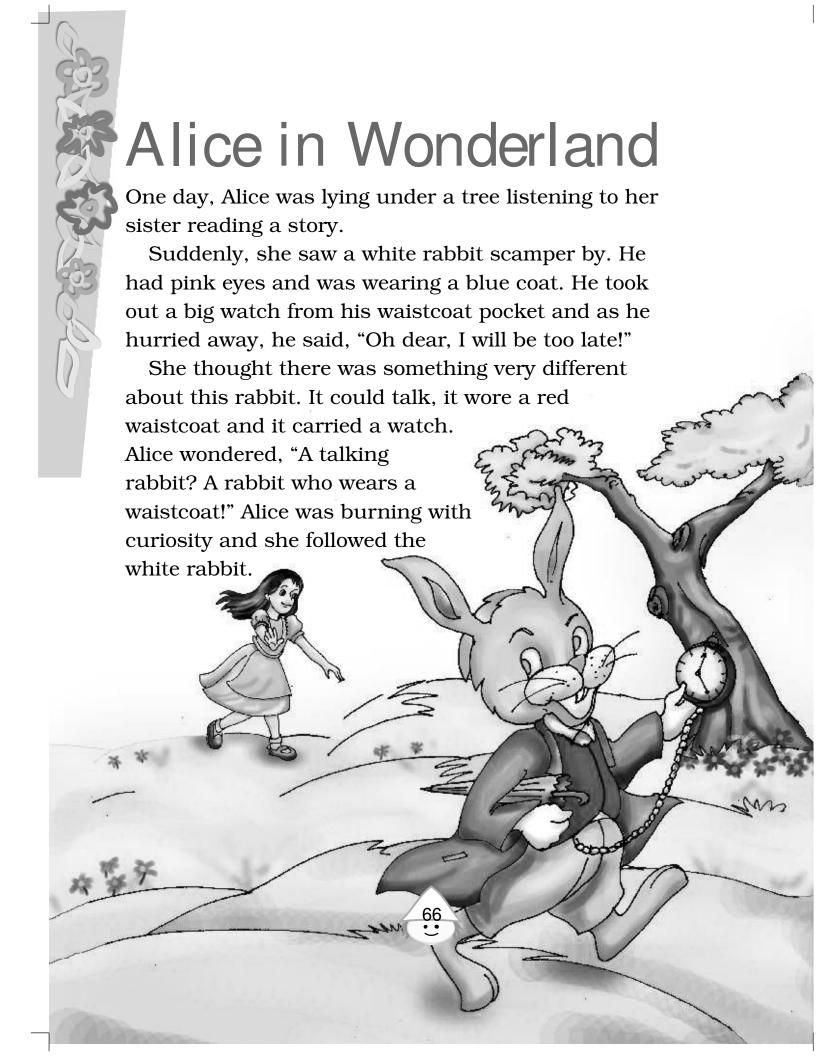
He sang, "Sweet onions, oh my dears!

I love you, I do and you love me,

But you make me as sad as a man can be."



- John Ciard



The rabbit started running and Alice followed the rabbit. The rabbit suddenly popped down a large rabbit hole. Alice jumped into the rabbit hole too! The rabbit went down and down and down and down into the rabbit hole.

Alice said aloud, "Where am I? How many miles down have I fallen? I must be getting somewhere near the centre of the earth." She wondered, "Will I slip through the earth to the other side?"

Thump! Alice landed on a pile of dry leaves. She looked around quickly and suddenly saw the white rabbit again. It disappeared saying, "Oh, my ears and whiskers! How late it's getting!"

Alice stood up and saw a small door about fifteen inches high. It was too small for her to go through.

She saw a glass table with a golden







she could not even get her head through the doorway.

"Oh! How I wish, I could become smaller!" she exclaimed loudly.

> - Adapted from Alice in Wonderland by Lewis Carroll

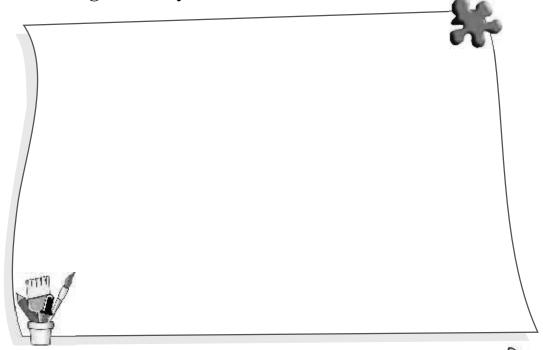
New words

scamper, hurried, popped, disappeared, whiskers



- While listening to the story, what did Alice see? 1.
- 2. What was different about the rabbit that Alice saw?

- 3. Where did the rabbit go?
- 4. How did Alice reach Wonderland?
- 5. What strange things did Alice see?
- 6. Describe in your own words the garden that Alice saw.
- 7. Draw the garden of your dreams.



o. There is a first contract and we	8.	Tick (✓)	the	correct	answei
-------------------------------------	----	----------	-----	---------	--------

• The rabbit had

white eyes

big eyes

pink eyes

• Who was burning with curiosity?

Alice

the rabbit

children

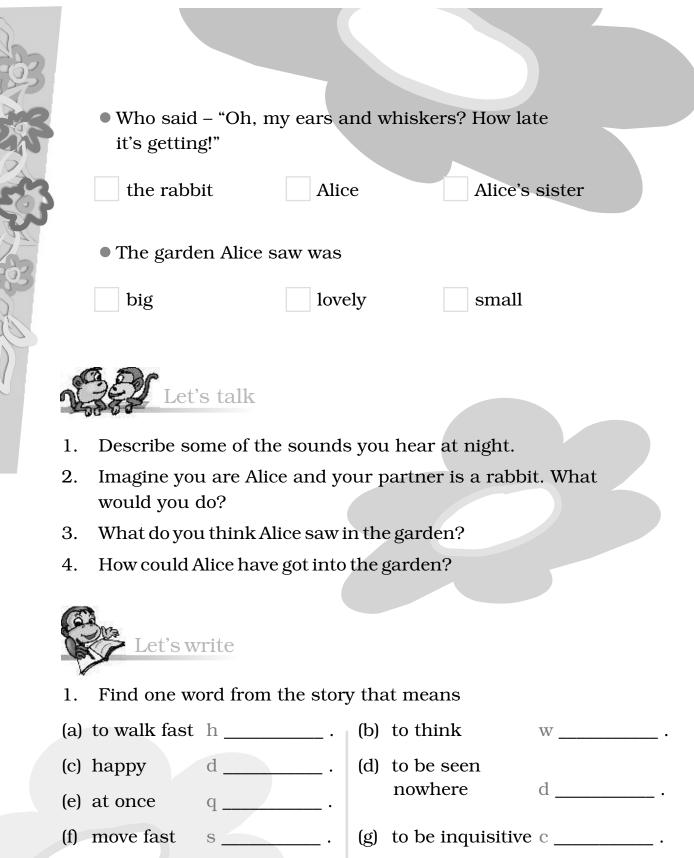
• Who fell down and down?

Alice

a mouse

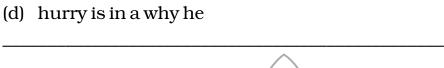
the rabbit





2. Give another word for the ones given below with similar meanings and make sentences. Make sentences with each of the opposites of these describing words and make sentences with them –

		Opposite	Sentence
lov	ely		A A
tall	king		
list	ening		
see			
cer	itre		
3.	O	• 0	on a journey to the centre of the nk you will see? What would you feel?
4.	number that Alic	of things. Re-ar e has in her min	e rabbit because she wants to know a range the words to make the questions and put a question-mark (?).
((a) talk ra	abbit a how can	



(b) going he is where

(c) read he can time the



THEMES

Curiosity and wonder Developing creativity



Unit 4

Poem: Why?

Story: Alice in Wonderland

This Unit builds a sense of imagination, curiosity, wonder and creativity, self-expression, courage and spontaneity.

Warm up

Initiating a class warm up time with children playing a game/exercising around, pose as if you are a statue showing different expressions – **smile**, **share**, **think**, **imagine**, **wait**...

Reading time

Along with the text, children can be encouraged to read/enact 'Alice in Wonderland' and other fairy tales. Through the use of words the child can let his friends see the wonderful stories and poems he invents in his mind.

Sharing time

Talk about curiosity with children. Ask them questions related to what they are curious about? Interested in? Where do they experience most things?

Answer the various questions that they would like to ask.

Tell them other stories related to curious things in the world. Tell them to read the newspapers and talk about important events. In what areas do they get their best ideas?

Creative time

An environment that is laced with the child's freedom to express how he thinks the world can be encouraged by any medium that she/he chooses, e.g., through **role play**, (e.g. What do you want to be? Why?) **Aesthetics** (e.g., creating rhymes, music, art, craft...).

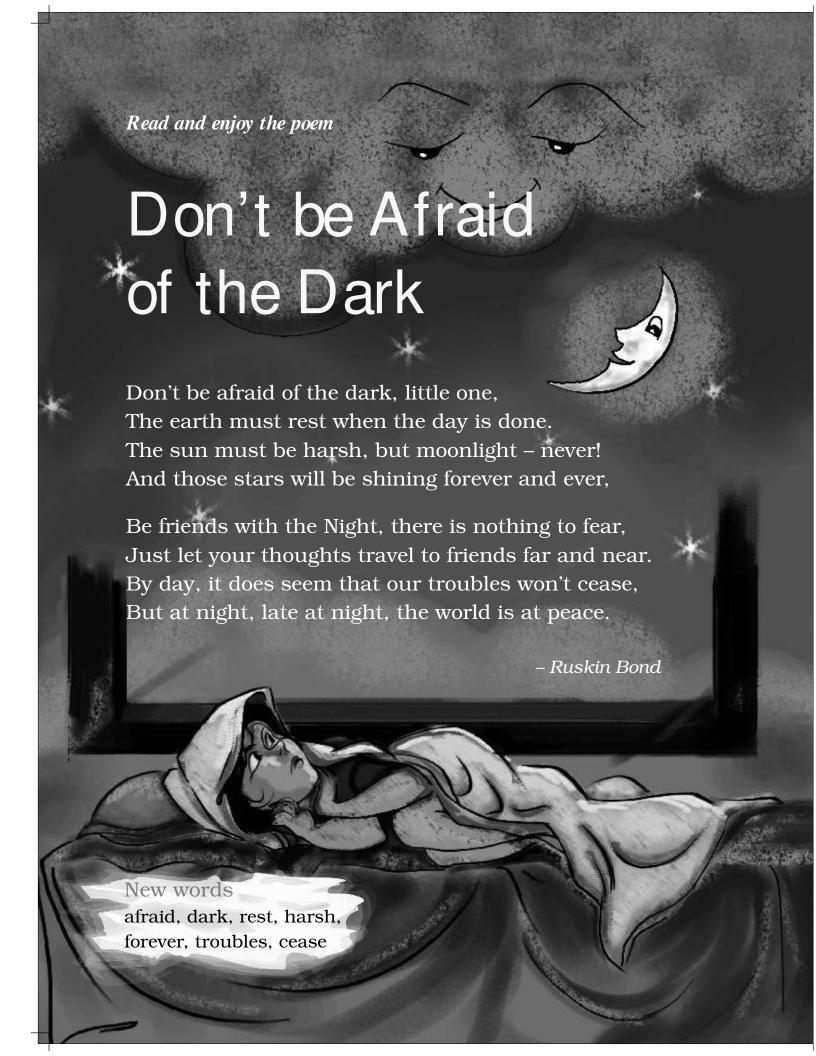
Language corner

Use of dictionary in the classroom is very important. It will encourage the students to increase their vocabulary and understand different words. The teacher can use the mother tongue to explain difficult words and ask them to make sentences of their own.

Environment

Vermiculture is a simple, efficient and environmental friendly technique to decompose organic waste into valuable organic manure. Help from the local school gardener can be taken.







ig is tun

- 1. What is the poem about?
- 2. What happens when the day is over?
- 3. What does the earth do when the day is over?
- 4. What does the poet want us to do at night?
- 5. Are these sentences **TRUE** or **FALSE**?
 - (a) The poet tells the child to be afraid when it is dark.____
 - (b) The poet says that stars will always shine at night._____
 - (c) The poet tells the child to think of friends after it is dark.____



Word building

moon + light _____

break + fast

good + night

day + break

water + fall

rain + bow

1. Find a word in the poem which is the opposite of —

war

enemies_____

gentle____

light_____

night____

start_____



2. Look at these words in the poem

don't, won't

Here are their full forms

won't — will not

Now, write the full forms of the following words



- 1. Are you afraid of the dark? Why?
- 2. What do you do when it is dark?
- 3. Have you ever been very frightened? Tell your partner about it.



- 1. What is the word that starts with t, rhymes with 'cease', and means to playfully make fun of?
- 2. What is the word that starts with c, rhymes with 'near' and 'fear', and means easy to see, hear and understand?

Say t, t, t

- Where did the tip of the tongue touch? 3.
- Listen and repeat Ca -t 4.
- 5. Did you hear what your tongue did?
- Say these words and feel what your tongue does when 6. you say -

toe, top, tie, ten

Work in pairs

Make the 'cough' sound.

I came down I coughed "K, k, k, k!" And cough again "K, k, k, k!"

Did you hear the 'K' sound at the end of the word 'book'?



Repeat

clock book look neck duck chick sack

All these words start with the same sound

kangaroo key

curtain

king

kind

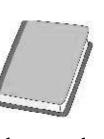
kitten



- Divide the class into four groups. 1.
- Imagine life without the sun. 2.



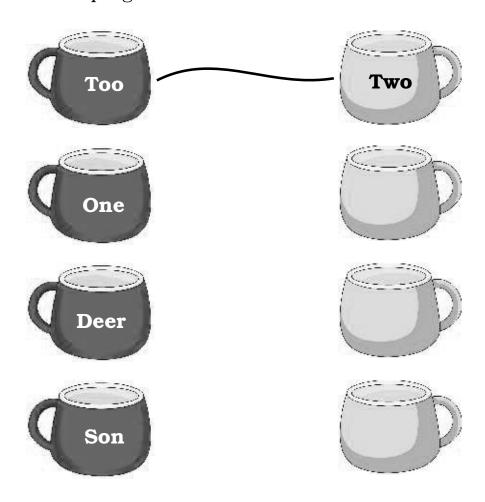




- 3. What are the things that may happen if there is no sunlight?
- 4. Discuss with the group and write your ideas in your notebook.



1. The red tea cups are filled with a particular word. Fill in the yellow tea cups with similar sounding words. Note the example given.



2.	Now complete the following sentence	s, choosing the
	right word.	

(a)	The sum was	difficult for the class to solve
	Only	_ students could do it. (two, too)

- (b) There was only____boy who____the prize. (one, won)
- (c) The golden _____ was very ____ to him. (dear, deer)
- (d) Ramu's _____ loved to play in the _____. (sun, son)



- 1. Relax your feet, legs and entire body. Be as quiet as you can.
- 2. Listen to the sounds around you.
- 3. Tell your partner softly what you heard and ask, "What did you hear?"
- 4. Let your partner talk about or copy those sounds.
- 5. Read out the following phrases aloud. Divide them into loud and softer sounds.

Loud sounds	Softer sounds

Don't Give Up

If you keep on going
And never stop,
You can keep on going,
You can make it to the top.
Life is full of mountains,
Some are big and some are small,
But if you don't give up
You can overcome them all.
So keep on going
Try not to stop,
When you keep on going
You can make it to the top.



Helen Keller

It was the summer of 1880. A healthy baby girl was born in a small town in Alabama. Her parents loved her dearly and named her Helen Keller. But one day, the baby became ill and day after day, her fever stayed high. Everyone in the family tried to help her to get better, but all they could say was, "There is nothing more we can do. The baby may not live."

Helen lived. But she was not the same after her illness. "Something is very wrong," her mother said. At last they found out what was wrong. The child could not see or hear.

The baby grew into a little girl. Her parents felt sorry for her. Helen often cried and held on to her mother. "Give the poor child what she wants," her father would say.

Though Helen could not hear or see, she was a bright little girl. Some people thought Helen could not learn anything. Her mother did not agree. "Helen is very smart," she said and added, "the problem is, how can we reach



her? She is locked up inside herself."

Helen began to grow wild. She would not let anyone comb her hair. Her clothes were always dirty. She was often angry. Sometimes she even lay on the floor and kicked her feet.

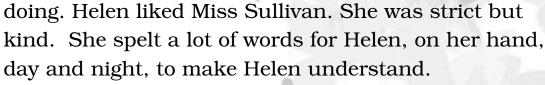
Her parents thought that they should find a teacher for her. Miss Sullivan, a young teacher agreed to help Helen to learn to see the world. Miss Sullivan gave

Helen a doll. "D_O_L_L" spells doll. She spelt the word with her fingers into Helen's hand.
She made the

letters with special hand

signs.

Helen copied
her teacher and
spelt D_O_L_L
too, but she did not
understand what she was



One day, her teacher made Helen put her hand into running water. Then, she spelt W_A_T_E_R. Suddenly Helen understood that W_A_T_E_R meant something wet, running over her hand. She understood that words



were the most important things in the world. Words would tell her everything she wanted to know.

New words

dearly, illness, agreed, important



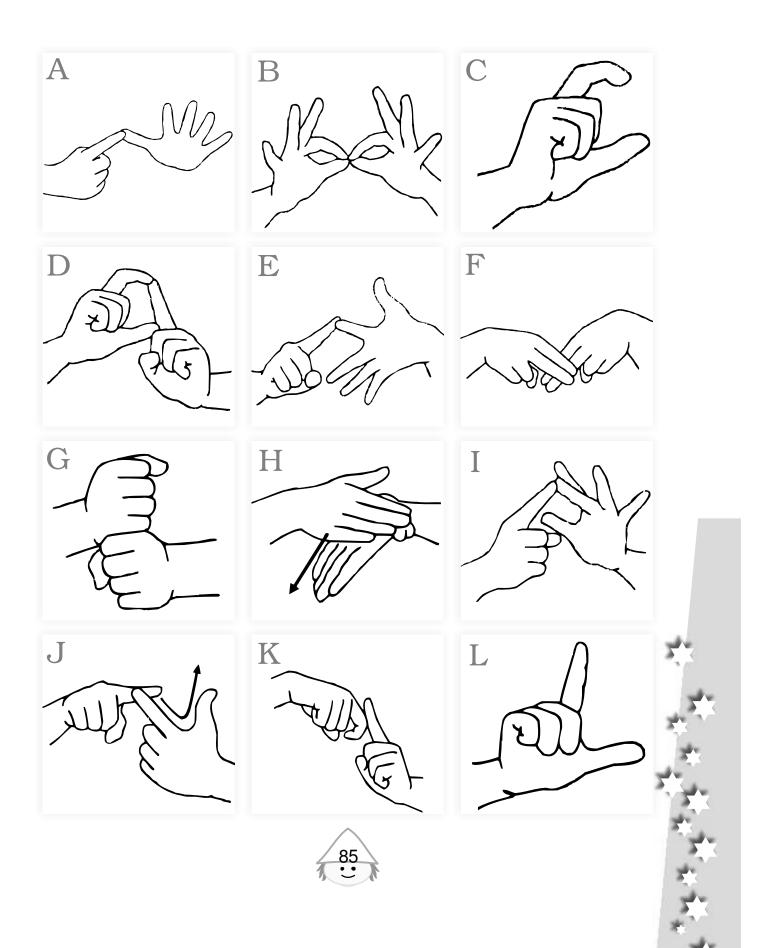


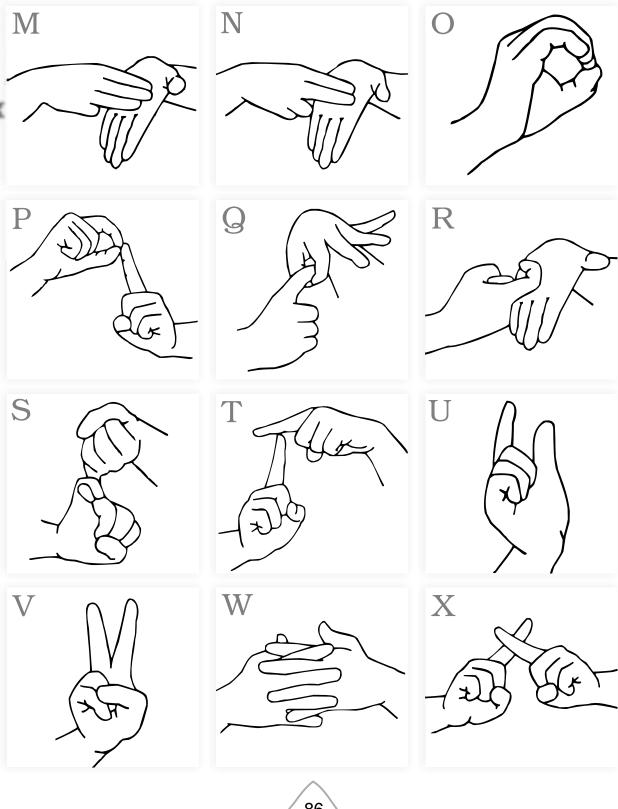
Reading is fun

- 1. "Something is wrong," said Helen's mother. What was wrong with Helen?
- 2. Although Helen could not hear or see, what kind of girl was she?
- 3. Who agreed to help Helen?
- 4. How did Miss Sullivan help Helen?
- 5. What did Helen learn when the teacher put her hand into running water?
- 6. What was the most important thing that Helen finally understood?

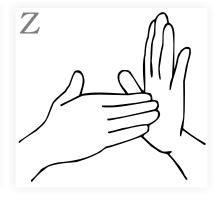


- 1. Using sign language make these letters with your hand 'C', 'H', 'E', 'K'
- 2. Spell these words through hand signs
 - (a) Helen
 - (b) was
- 3. How do people who cannot see, read?
- 4. What is the script for children who cannot see called?
- 5. How do you think you can help children who cannot see?
- 6. Look at the signs for the letters of the alphabet.











Let's write

1. Match the two parts of sentences given under column 'A' and 'B'. Add 'but' to join the two parts and write complete sentences.

Column A	Column B
 (i) Helen lived after her illness (ii) She could not see or hear (iii) People thought that she could not learn anything (iv) Helen copied the words (v) Miss Sullivan was strict 	(a) her mother thought she could learn.(b) she did not understand what she was doing.(c) she could not hear or see.(d) she was kind to Helen.(e) she was very intelligent.



- 1. Read the following sentences
 - (a) Her clothes were always dirty.
 - (b) She was often angry.
 - (c) Sometimes she lay on the floor.
 - (d) Her parents never scolded her.
- 2. Ask yourself the following questions. Put a tick (\checkmark) under the right column.
- 3. Now your friend will ask you the same questions.

	2	1	Cı	, ·	
	Questions	always	often	sometimes	never
Hov	w often do you				
(a)	obey your parents?				
(b)	visit your grandparents?				
(c)	fight with your brother or sister?				
(d)	help others?				
(e)	throw waste in the dustbin?				
(f)	switch off the lights, when you go out of the room?				
(g)	leave the tap on while brushing your teeth?				
(h)	tear pages from your notebook?				



- From newspapers or old magazines collect stories / reports of courageous children –
 - (a) Draw pictures of the story
 - (b) Talk about the stories.

Sing this song together

Pretty Peep

I have a little sister,
They call her Pretty Peep;
She wades in the waters
Deep, deep, deep;
She climbs up the mountains
High, high, high;
My pretty little sister,
She has just one eye.

Who is Pretty Peep?

 $Answer: A \ star$



THEMES

Respecting differences People around us



Unit 5

Poem: Don't be Afraid of the Dark

Story: Helen Keller

This Unit is about sensitising children to the world around them, in terms of their thoughts about fear of night, darkness etc. It is also about 'differences' in children which emerge due to certain individual needs that may affect their learning styles.

Warm up

A blindfold game where simple, 'catch-the-thief', 'follow-the-leader' games, can be initiated, to give children a sense of joy and participation in the process of developing sensitivity towards others.

Opportunities need to be given to all children and their specific abilities need to be recognised and appreciated. This includes children with disabilities, who may need assistance or more time to complete tasks.

Reading time

- 1. By this Unit you can now involve the children in silent reading of the lessons before you actually start reading aloud to them. Identify a few children who could initiate a reading session for the others. The bottom line for this Unit should be how to involve the entire class into reading, listening and answering queries.
- 2. A small classwise competition within the school can be initiated.

Sharing time

- 1. Involve the children in sharing what they have felt during warm up time.
- 2. A chart about difficulties that children have in terms of their fears, *I don't like*, *I can't do* can be put up in the class.

The idea is not only to make children do things but also to hear and understand what they feel they can't do. This feedback will work to sensitise you with their individual needs.

Creative time

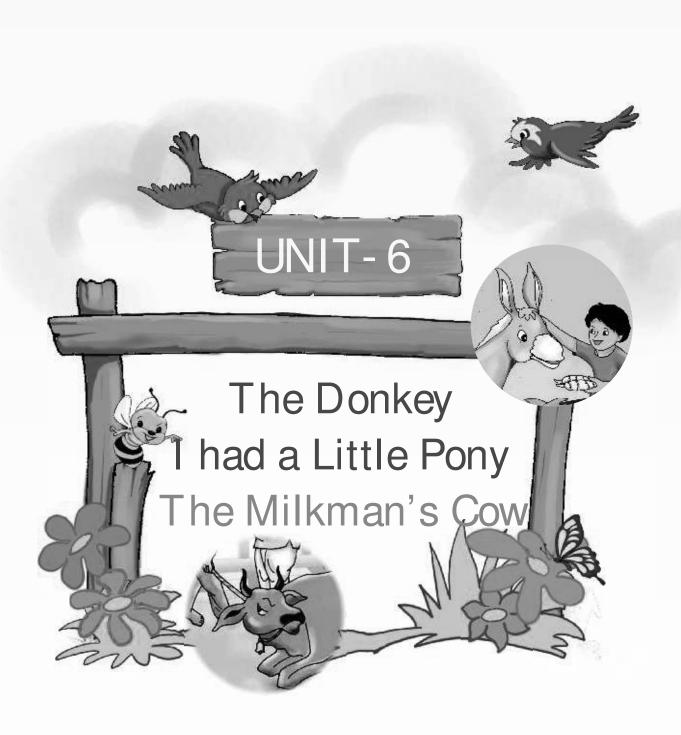
- 1. Emphasise on similar sounding words with different spellings e.g. bee/be, son/sun and other words given in the text.
- 2. Rhyming words can also now be introduced and children can be encouraged to create their own little poems using rhyming names in the class (names of children /name of things in the classrooms) in alphabetical order. These can be put on a chart and children can then make a class rhyme.

Language corner

- 1. The chart above can form the central point of the language corner.
- 2. Children can be subtly involved in making written presentations about their thoughts, feeling and ideas about this Unit.
- 3. Assessment of the class based on reading, listening, writing can now start with each child getting a feedback.

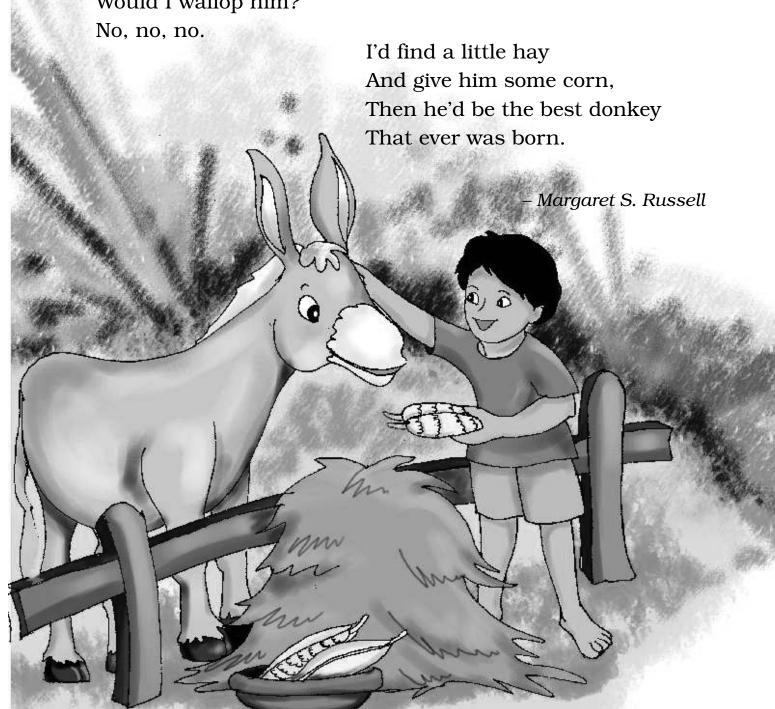
Environment

Issues related to the class, like using less paper should now be focused upon.



The Donkey

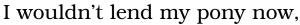
If I had a donkey And he wouldn't go, Would I wallop him? No, no, no.

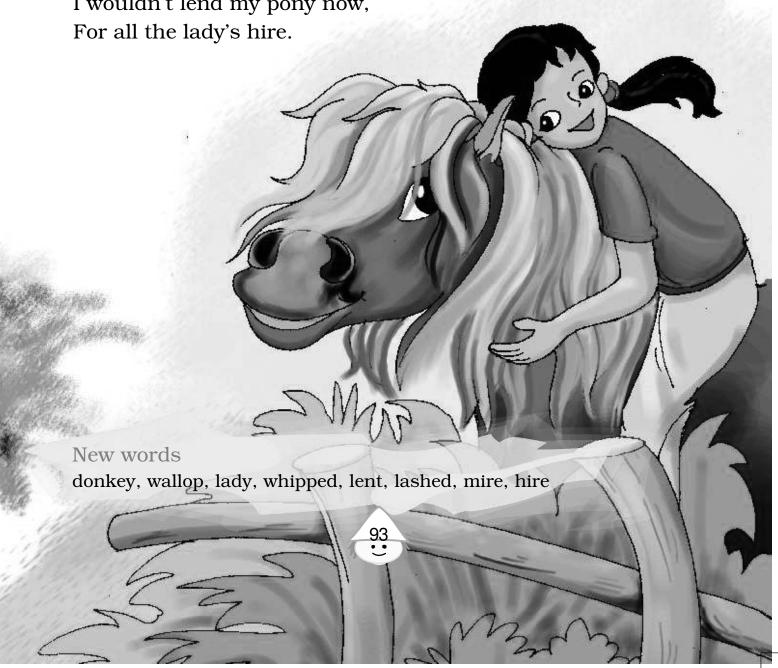


I had a Little Pony

I had a little pony, His name was Dapple-grey, I lent him to a lady, To ride a mile away.

She whipped him, she lashed him, She drove him through the mire.

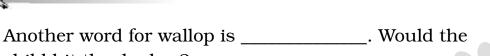






Reading is fun

child hit the donkey?



- 2. What would the child give the donkey?
- 3. What is a pony?







a baby dog

a baby horse

a baby cat

- 4. What did the lady do to the pony?
 - (a) She took care of the pony.
 - (b) She whipped and lashed him.
 - (c) She sold the pony.
- 5. What did the child decide to do?
 - (a) To lend the pony again to the lady.
 - (b) To never lend the pony to the lady again.
 - (c) To give the pony to the lady.



Let's talk

- 1. Have you seen people beating animals? What do you think of such people?
- 2. Do you ever tease animals? Do you think that you should be kind to them?
- 3. Tell your friends about some unusual pets that you have seen.



donkey monkey turkey hire fire mire hare fair mare

mile smile pile

mail snail pail





Word building

- 1. Stable Where can we find a stable?
- 2. Name all the animals that live in a stable.



3. Make two words from 'stable' by removing letters from the beginning.

Let's write

1. Write a paragraph about your pet or an animal you love.

2. Fill in the blanks with words that rhyme with.

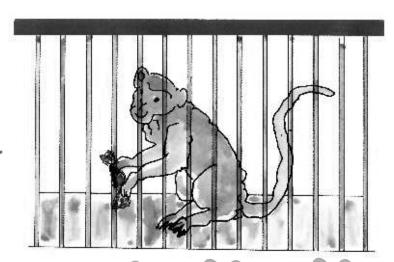
no

corn _____

mire _____



The Cruel Boy



The monkey is in a cage.

A boy looks at the monkey.

He gives it a sweet.

The monkey opens the paper.

There is a stone inside.

The poor monkey is sad.

Cruel boy!

Are these sentences Right (\checkmark) or Wrong (x)?

1.	The monkey is in the forest.	
2.	The boy gives the monkey a stone.	
3.	The monkey thinks it is a sweet.	
4.	The monkey likes sweets.	
5.	The monkey is sad.	

– Shyamala Kumaradas

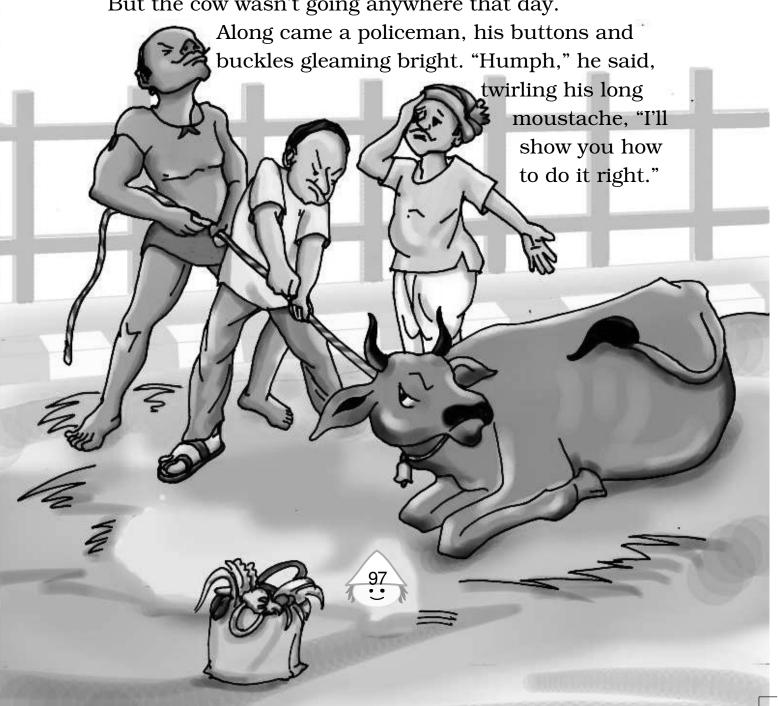


The Milkman's Cow

The milkman's cow was in a bad mood. It sat in the middle of the road and refused to move.

The milkman begged the cow to get up. "The children are waiting for their milk to help them grow strong. Please get up," he pleaded. He pulled and tugged and prayed.

But the cow wasn't going anywhere that day.



The policeman and the milkman pulled and tugged and prayed. But the cow wasn't going anywhere that day.

Along came a grocer with bags of potatoes and peas. He said, "I'll move this cow with the greatest of ease."

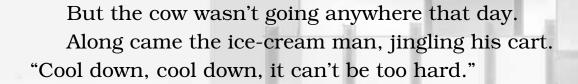
The grocer, the policeman and the milkman pulled and tugged and prayed.

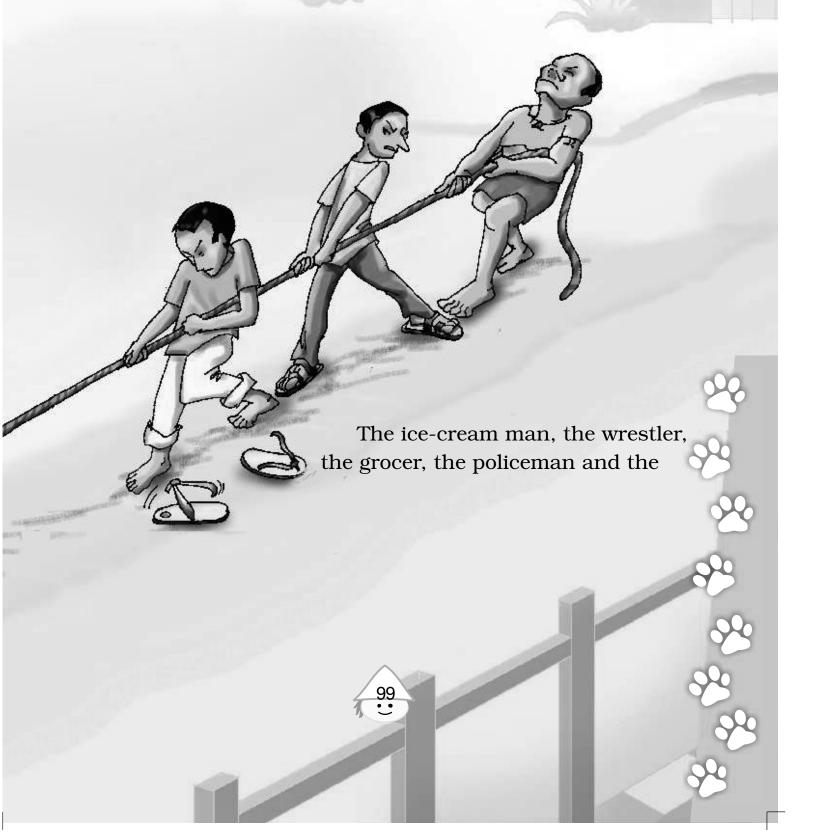
But the cow wasn't going anywhere that day.

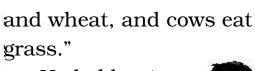
Along came a wrestler, his muscles gleaming in the sun. He said, "I have the strength of ten horses, so this should be fun."

The wrestler, the grocer, the policeman and the milkman pulled and tugged and prayed.

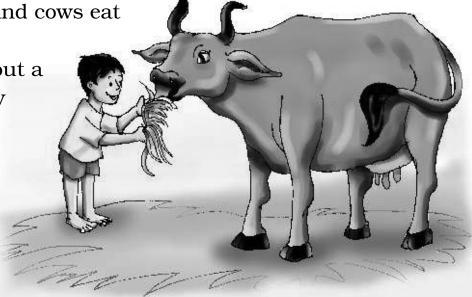








He held out a sheaf of tasty green. The cow began to chew. He slowly led her to the side, for he knew what to do.



The grocer clapped, the policeman twirled his stick in joy.

The wrestler grinned. The ice-cream man whooped at the cleverness of the boy.

The milkman happily clattered his pail.

Being kind and loving is best, for force and strength can fail.

- Vidya Pradhan

New words

milkman, mood, middle, refused, policeman, grocer, wrestler, ice-cream, prayed



- 1. Why did the cow refuse to get up?
- 2. Name those who tried to make the cow move.
- 3. Who finally made the cow get up and how?



1. As I walked to my school I saw...

Take turns to continue the story of the cow on the road. Each child can say one line till the story is complete.

- 2. We can make people do more things with kindness than with cruelty or force. Do you agree? What do you think? Tell the class about a time when you were kind to an animal.
- 3. Do you do an action always in the same way?
 - (a) How do you talk to visitors?
 - (b) How do you talk to your friends in the playground?
 - (c) How do you talk to your teacher in the class?





1. Circle the words that describe the boy.

cruel	clever	big	kind
happy	gentle	angry	little

- 2. Fill in the blanks using the words given at the end of the sentence.
 - (a) Insects _____ crawl on the wall.

(can / cannot)

(b) The grocer was _____ to move the cow.

(able / unable)

(c) It was _____ for the boy to make the cow get up.

(easy / difficult)

(d) Children _____ walk on their heads.

(can / cannot)

(e) Sometimes love and kindness may _____ where force will _____ .

(succeed / fail)

(f) We should be _____ to animals.

(kind / cruel)













1. From the story, The Milkman's Cow find the simple past tense of the action words given below and write them in the blanks. One has been done for you.

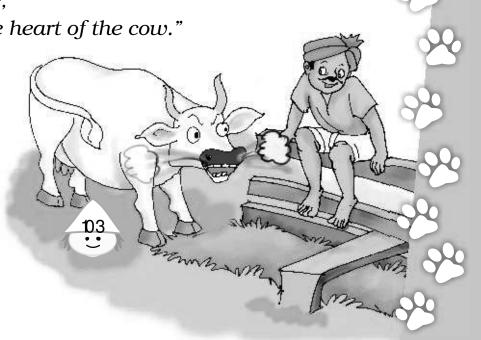
simple present tense	simple past tense	simple present tense	simple past tense
pull	pulled	know	
lead		learn	
come		grow	
say		pray	
begin		tug	

Read and enjoy

Here is a limerick to make you laugh.

There was an old man who said, "How Shall I flee from that horrible cow? I will sit on the stile, And continue to smile, Which may soften the heart of the cow."

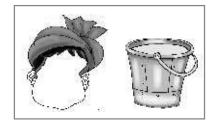
Do you think if the man smiles at the angry cow she will be kind to him?



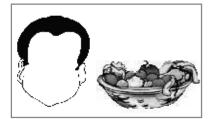


1. Complete what is missing in these drawings. What work do these men or women do?

A milkman _____



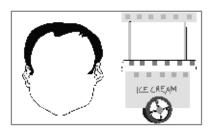
A grocer _____



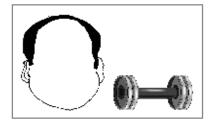
A policeman _____



An ice-cream man _____



A wrestler _____



PICTURE STORY

Match pictures to the text and give an ending to the story by drawing the sixth picture. Give it a title.



- 1 He is heavy.
- 2 He is young.
- 3 I am sad.

- 4 I am happy now!
- They are strong.



ATRICAN PROPERTY OF THE CONTROL OF

Unit 6

Poem: The Donkey

Story: The Milkman's Cow

THEME

This Unit deals with the fact that kindness can work better than violence, force, pressure or anger. Children can also give examples about how they were angry at friends/parents/siblings, but calmed down when gentler action was taken. The teacher can emphasise this important value through other stories.

Warm up

The action of imitating insects and other tiny creatures as compared to big animals like the elephant/cow can be done.

Reading time

Repeat

- 1. Children like to recite poetry together. Choral speaking helps children improve their speech, voice quality and pronunciation.
- 2. Reading in a small group with a class leader
- 3. Reading from library books

Then

1. Initiate word building and emphasise on facts (true and false)

Sharing time

- Give the groups time to talk about the pictures of the poem. Have short conversations about the children's own experiences. The story of the cow shows that a child may not be able to do certain things but he can be clever enough to control a big animal like a cow.
- Encourage children to speak about the special things they would like to do but cannot. Sometimes 'cannot' can be turned into 'can'. A child can stand on his head through the practice of yoga. They may discuss other impossible situations for which solutions can be found.

Creative time

- Let the children make a list of the smaller creatures they see around the house and garden. Another list of the large animals can also be drawn up. It can be pointed out that all comparisons are relative and each creature has something special to share, give and celebrate.
- There can be other ways of showing kindness to animals besides offering food e.g. petting, cuddling, tending to injuries, refraining from hitting or kicking, stopping others from ill-treating and so on. Ask the children to write a few sentences about how they showed kindness to an animal.

Language corner

- Opposites, describing words and punctuation to be put on the language corner chart.
- The opposites are given at the end of a sentence. Ask the children to make their own sentences using the words can and cannot, fail and succeed, able and unable, and other similar words.

Environment: Project – Save the trees in the school compound; weekly watering of trees; clearing of weeds in the neighbourhood.





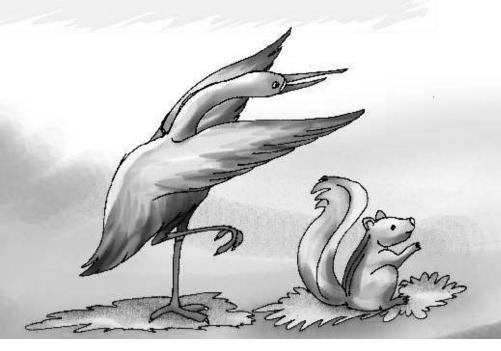
Hiawatha

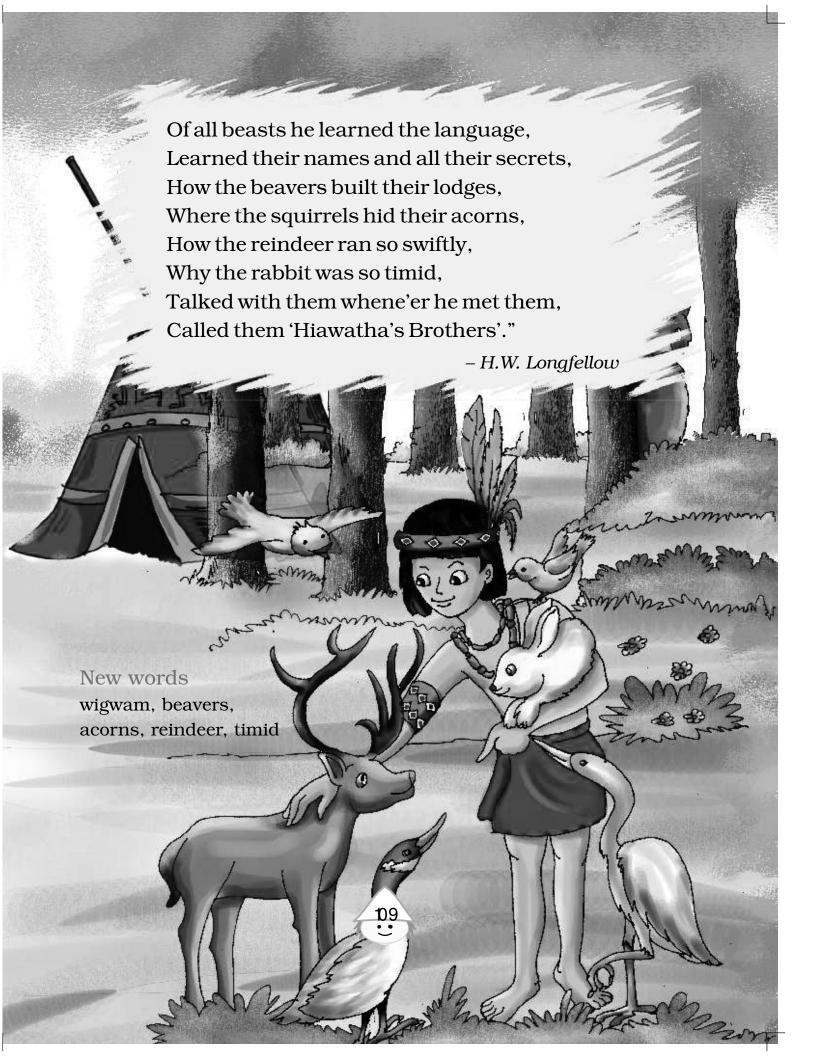
Hiawatha was a young Red Indian boy. He lived with his old grandmother, Nokomis, in a wigwam.

Nokomis taught Hiawatha about the wonders around them. She told him about the stars, the trees, the insects, the birds, the animals, and many other things.

Hiawatha grew up to love them all. He could talk to the birds and the animals, and they to him.

"Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter,
Talked with them whene'er he met them,
Called them 'Hiawatha's chickens.'







Reading is fun

- 1. Who was Hiawatha?
- 2. Who was Nokomis?
- 3. What did he learn about the birds?
- 4. What secrets did he learn about beasts?



Let's listen

1. Whisper a secret in your partner's ear. The partner will in turn whisper his secret in your ear.



Now talk about the secret aloud.



Chinese Whisper

2. Form a circle and whisper a secret into the ear of the person on your right. He in turn whispers into the ear of the person on the right. Pass the secret on till it goes around the circle. The last person will tell the secret aloud.

Is the secret the same as what the first child had whispered?





- 1. Do you think that -
 - (a) Hiawatha liked learning new languages?
 - (b) Hiawatha called the birds 'chickens' and the beasts 'brothers'? What do you think this shows?
 - (c) Do birds have secrets?
 - (d) Do you know the secret language of any animal? Tell the class about it.







Say aloud

squirrel	quarrel	queen	quick
quill	quilt	quiet	quality

Use words beginning with 'h' sound like -1. hat, house, hen, hide, horse, heart, hand etc.

Make a pair of words, one a 'describing word' and one a 'naming word'.

Happy Hiawatha, hungry hippopotamus, high horse, heavy hand.

- 2. Have you seen
- (a) a hippopotamus in a hat?



(b) a hen in a beehive?



(c) a helicopter with hair?



(d) a horse drink honey?





Make a story of the poem and share it with your friends. You can change Hiawatha's name and give the name of your classmate. Start the story which other children can continue.

You could begin like this -

Once upon a time there was a boy called ...



























This is a park where children talk to different animals and birds. Write four sentences about the picture. Use capital letters where required, complete sentences and punctuation.



Now colour the picture.



















2.	Where	do	the	foll	owing	live	?

- (a) Birds live in
- (b) Rabbits live in
- (c) Beavers live in



3. Describe Hiawatha, his home and friends in ten lines.

4. What did Hiawatha love?







5. Match 'A' with 'B' and write the complete sentences below

	A	В
	Whenever	I go, I have friends.
	Whoever	I am hungry, I eat.
	Wherever	comes first, wins.
L		

6. Complete the following stories by using an appropriate word from the box given below –

my, his, her, your

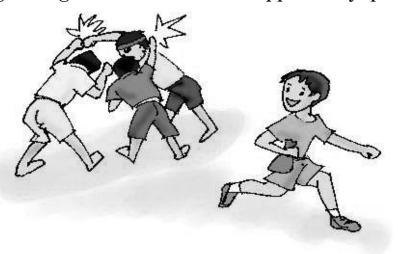
(A) Ram was a farmer. ____ wanted to sell _____ goats and sheep. So he went to the market. There _____ sold all ____ animals to a rich man and got a lot of money. When he was going back to ____ village, three thieves







stopped him. "Stop! Give us all _____ money." Ram was very clever. He said, "I'll give _____ money to the strongest of you." On hearing this, the thieves started fighting amongst themselves. Ram slipped away quietly.



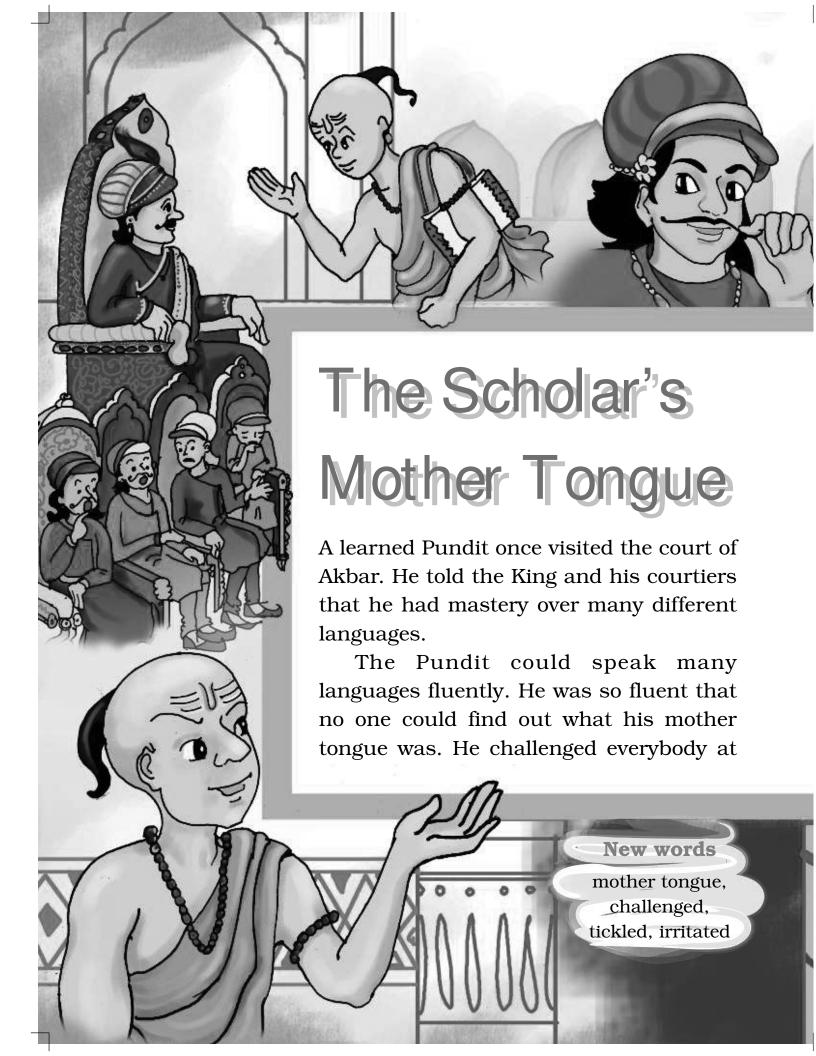
(B) Sitting on a tree a crow was enjoying a piece of bread. A hungry fox wanted to have that bread. _____ said very sweetly, "Dear brother, I've heard that _____ voice is very sweet. Please sing a song for me." The foolish crow opened _____ beak and the piece of bread fell down. The fox picked it up in _____ mouth and ran away.

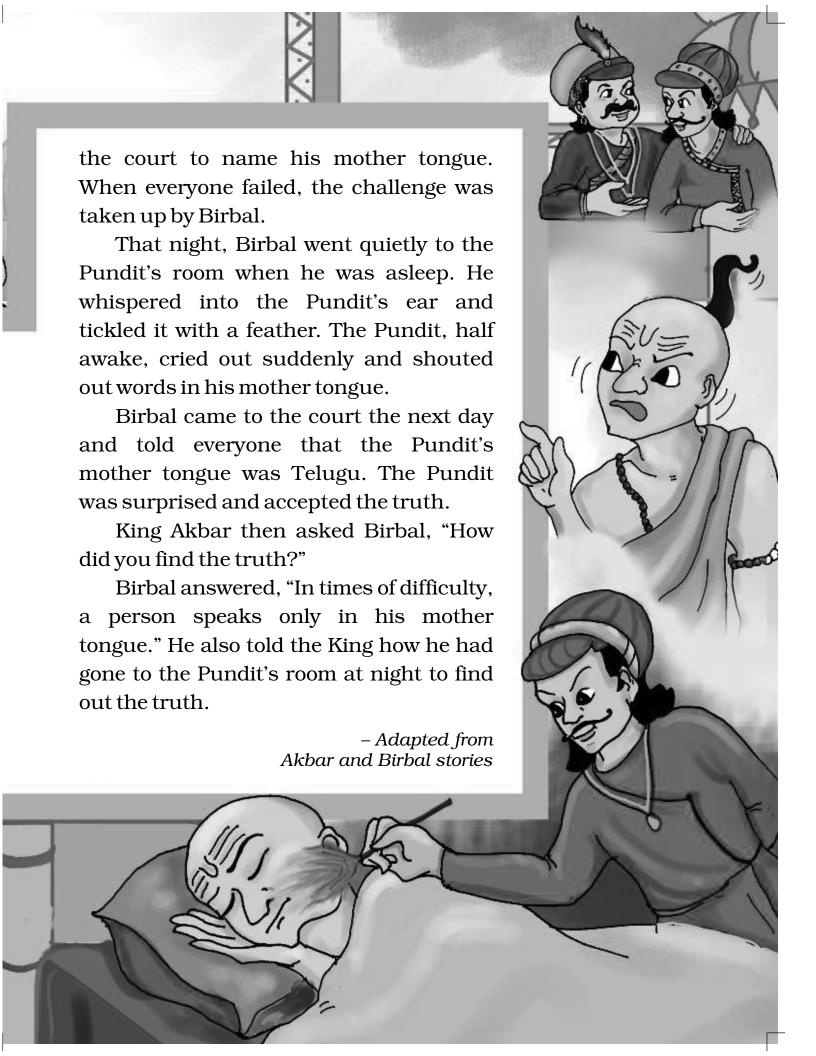




7.	Cho	me words have similar sounds, but different m loose the correct word from the box and fill in t	_
		The bird sits on a	19/3
		(bow, bough)	
	(b)	The squirrel has a long	
		(tail, tale)	\$
	(c)	I have to leave at	V.
	(d)	This sum is (too, two)	
		(right, write)	
	(e)	I can the bird's song.	
	(f)	(hear, here) Do you a secret?	7
	(1)	(no, know)	
	(g)	The King sits on the	
		(thrown, throne)	W
	(h)	He is our school	
		(principal, principle)	









Reading is fun

- 1. Who came to Akbar's court?
- 2. What did he claim to know?
- 3. How did he challenge everybody?



Let's talk

- 1. What is your mother tongue?
- 2. Tell the class a joke in your mother tongue.
- 3. Do you know any other language? Do you know a joke in English? Tell your friends.



Let's listen

1. Listen to your favourite advertisement on the radio or T.V. Repeat it with stress on the words. Act, draw and write the advertisement.







ask	bask	mask	task
scholar	school	scan	skim

We say – I learnt my lesson. (action word)

But A learn-ed pundit came to the court. (describing word)

We pronounce it as learn-id to rhyme with

created waited

1.	Tick (\checkmark) the words which end with the sound id . Say	each
	word aloud	

accepted	answered	☐ irritated	☐ failed	
completed	challenged	cried	surprised	
find	licked	☐ celebrated	fried	



1. Make a class dictionary with words from the story. Try to find suitable words for them in your mother tongue. Say these words aloud.

Then make sentences with those words in your class dictionary.

A.							
S.		Words			Sentenc	es	
48		Conve	erse				
м		Tickle	<u> </u>				<u> </u>
W							
W							
W							
-1							<u> </u>
-1							 (
-1							
- 1							
J	2	Whi	to all the	a words that show	wou oro ho	nnv	
	۷			e words that show		рру.	
			exampa 1 more	e : Hurray, Ha! Ha	1		
	3	. Ticl	$k (\checkmark)$ the	right answer.			
		(i)	'I visited	d the court of Akba	ar' means		
			(a) You	always live there.			
				came there for a s	short time.		
			(c) You	were born there.			
		(ii)	To imita	ate someone mean	ıs to		
			(a) copy	someone			
				e someone			
			(c) mak	te someone angry			
				1	22		

4. Look and fill in the columns. One has been done for you.

quiet quietly sad ______
fluent _____ fierce _____
angry _____ gentle _____

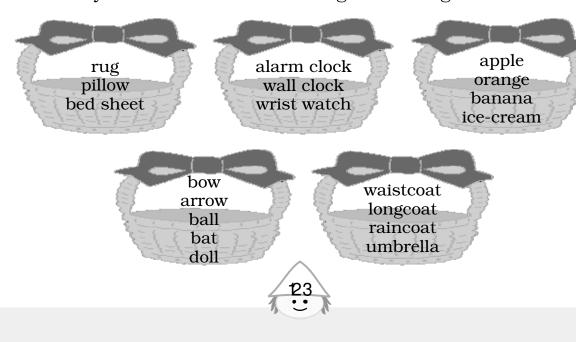
5. Match the words in Column 'A' with words in Column 'B'.

A	В
king teacher doctor bus driver lawyer mother	children patients courtiers clients passengers students

6. Play this game with a friend. Pick up what you want from any basket.

Add a or an before it.

Now say the sentences below, using these things -





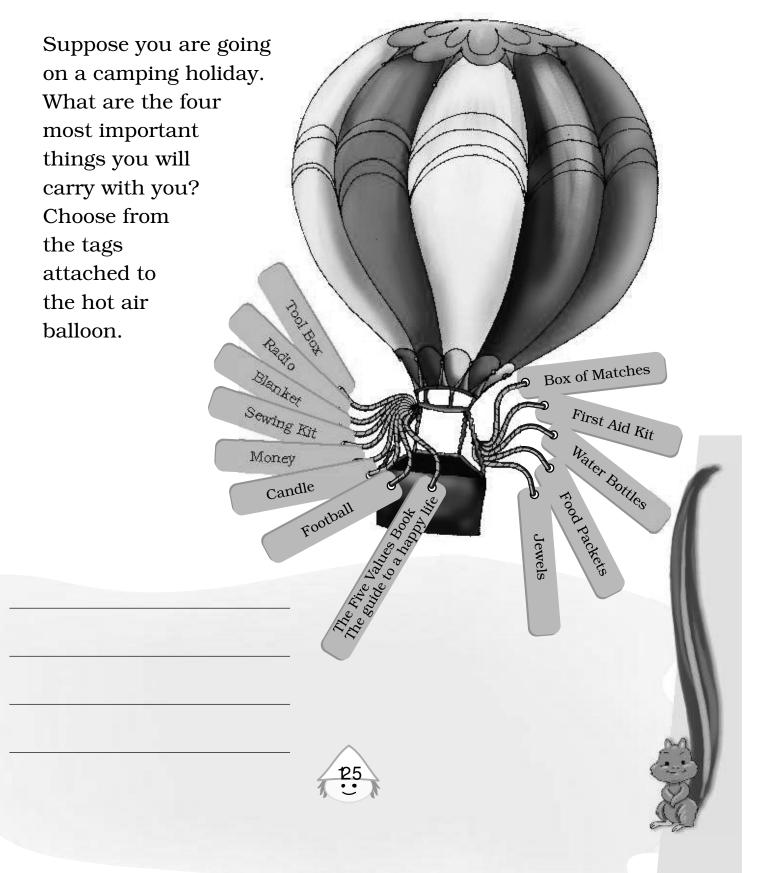
Neena	a	:	Can I have	,	please?	
Rahu	1	:	Yes, here you ar	e.		
Jeevil	ка	:	Can I have	,	too.	
Nikhi	1	:	No, sorry. You c	an't have	that.	
Make	mo	re	sentences using	words fro	om the baskets.	



Let's share

- 1. How did Birbal find out about the Pundit's mother tongue?
- 2. Act this out with your friends and make it into a class play.

The Truth Balloon





Fun time

Crossword fun

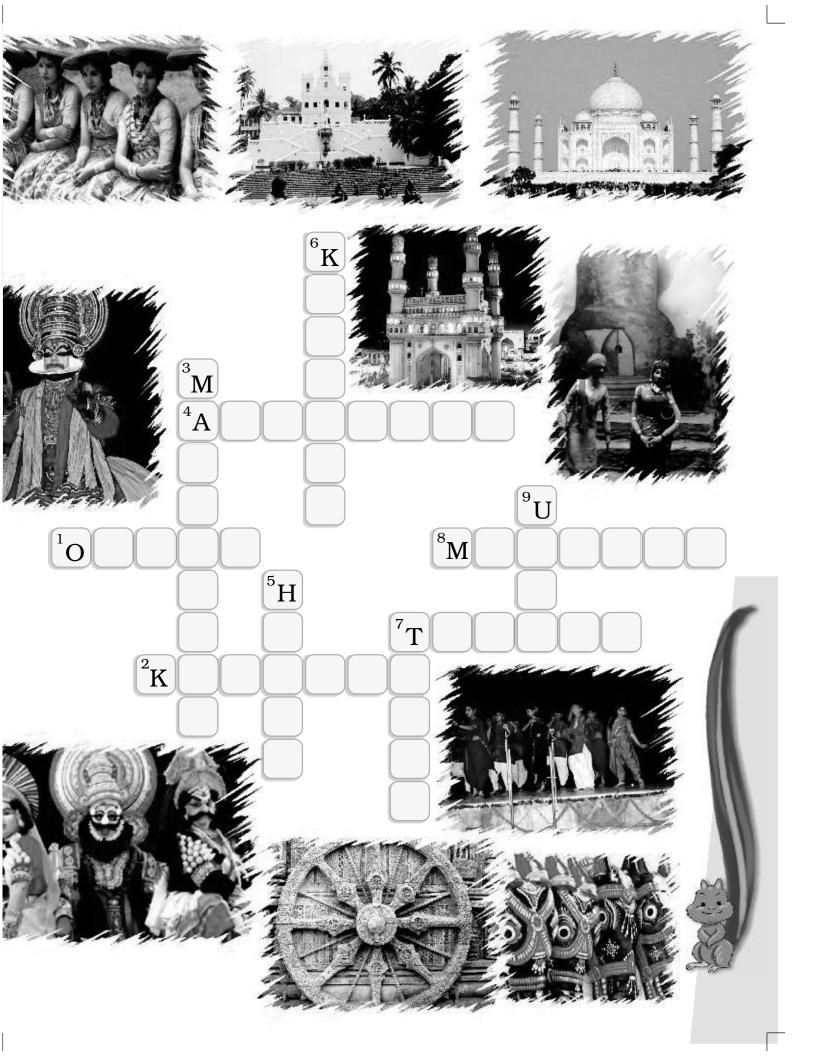
India is a country of many languages. Let's see if you know what the people of the states in this crossword puzzle speak. The clues are given below. The first letter of each answer has been filled in for you.

Across

- 1. This language is spoken in Orissa
- 2. It is spoken in Karnataka
- 4. The people of Assam speak this language
- 7. This language is used in Andhra Pradesh
- 8. You can hear this spoken in Maharashtra

Down

- 3. The people of Kerala speak this language
- 5. This is our national language
- 6. The language of the Goan people
- 7. This is spoken in Tamil Nadu
- 9. It is widely spoken in Uttar Pradesh and elsewhere



THEMES

Communication, mother tongue and multilingualism



Unit 7

Poem: Hiawatha

Story: The Scholar's Mother Tongue

The teacher's effort in this Unit is to realise that as children develop the skill in using language, they acquire the ability to think objectively. Many factors in the home environment affect the way a child learns language.

- Help students use language to transmit and receive meaning.
- Develop in children, the ability to listen effectively to communicate with others.

Give a variety of inputs in English and use the mother tongue as a resource.

Materials can be designed to promote multilingual activities and teachers need to work out how more than one language can be used naturally. Teachers can introduce parallel texts in more than one language – these may be the same story in different Indian languages to involve similar language activities such as rhymes, sound games, etc.

Warm up

Create a class drama where some children can take up roles as mummy, papa, dada, dadi, nana, nani and the rest of the class can go and ask them for their favourite food/clothes/stories (this exchange in a warm up exercise will bring out the vibrancy of language).

Reading time

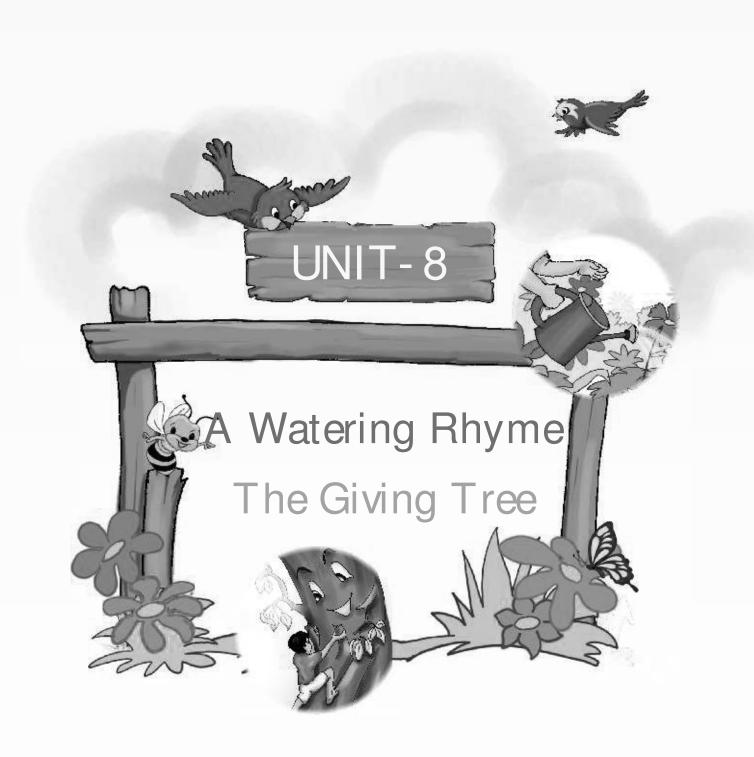
Reading is a transferable skill – improvement in reading in one language, results in reading improvement in general. Try to foster correct pronunciation and develop fluency in speech.

Sharing time: Share the story of Mowgli the boy who was brought up in the Indian jungles with the help of Baloo the **bear**, Bagheera the **panther** and how they have to fight the **tiger** Sherkhan and the animals in the jungle. If possible let them hear the song tay tay ckr py hgSrkpykg\$MahigudjQwf[kykg\$(The Japanese animation of *Jungle Book*'s original story by *Rudyard Kipling* was dubbed in Hindi for *Doordarshan* in the early 1990's).

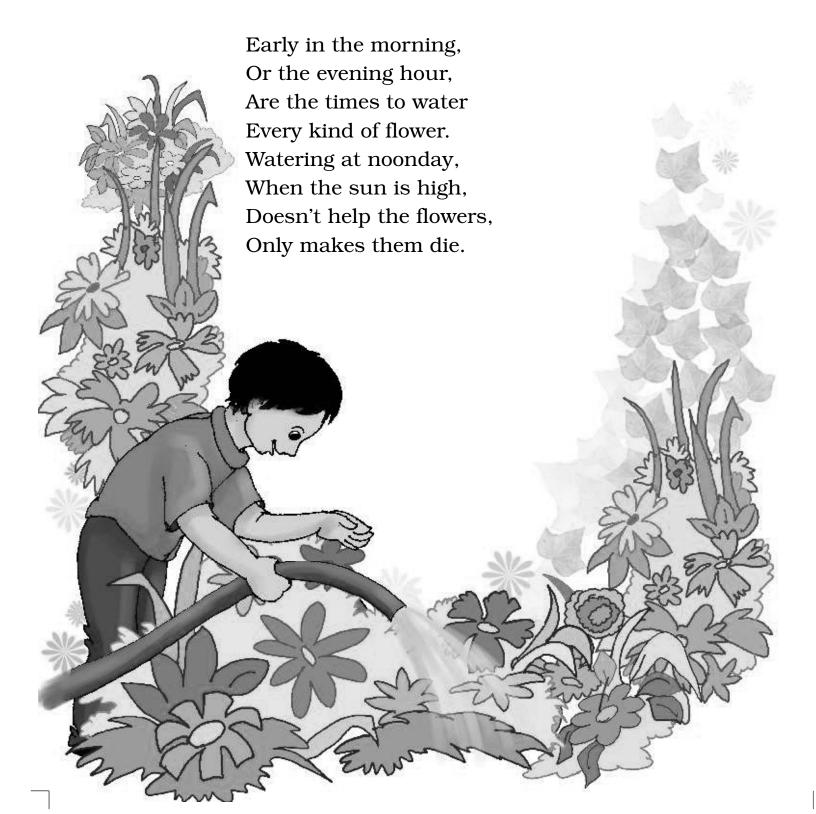
Creative time: Ask children to talk to imaginary friends like the wind, water, trees, grass and ask them to write/draw what they felt.

Language corner: Class dictionary from Unit 1 to 6 should be checked and Unit 7 to be included.

Environment: An outdoor trip where the children are involved with creating a learning environment.



A Watering Rhyme







Reading is fun

- 1. What is the best time to water the plants?
- 2. When should we not water the plants?
- 3. Which part of the plant should be watered?



Word building

Place letters in their right order to form the names of flowers.

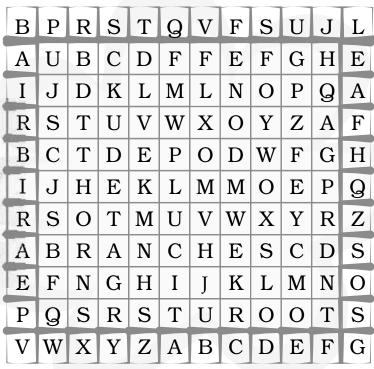
PAETWEES	S A
MRAIDOLG	M D
JMINEAS	J E
TLOUS	L S
ARGOM	M A
DHAAIL	D A
XOLHP	P X
ANSPY	P Y
BISIHCUS	H S





You have visited your school garden and seen different kinds of plants, shrubs and trees. This grid has the names of different parts of a tree. Look for these words - BUD, POD, LEAF, STEM, ROOTS, THORNS, BRANCHES and FLOWERS as fast as you can - vertically, horizontally and

diagonally.



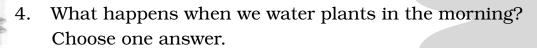






- Do you have a garden at home? 1.
- Name some flowers which grow in your garden 2. or near your house.
- Give another word for 'thirsty feet'. 3.





- (a) They will grow well.
- (b) They will dry up.
- 5. From where do flowers get water?
 - (a) From the bottom (roots).
 - (b) From the top (leaves).



Say aloud

early	our	flower	their	could
curly	hour	flour	there	hood
surely	are	shower	care	should

where	seat	shake	bread	high
wear	sheet	sake	spread	sigh

Pick out the silent letters from these words

hour	knit	wrong	doubt
often	know	night	could
write	knife	high	walk



Let's write

- 1. Write rhyming words for the words given below. One has been done for you.
 - (a) morning evening

(b) car	
---------	--



	(c) ł	high	(d) boots	
	(e) l	heat	(f) where	
2.	six for		g, watering end in ing. Write g can be added at the end to(c)	
	(d) ₋	(e)	(f)	
3.	give	ren below.	which sound like the words e (c) flour	
			(f) threw	
4.	sto		capital letters, commas, full re missing. Put these in the	
	(a)	on monday i will go to sch	nool	
	(b)	rahim ravi and raju are go	going to see the circus	
	(c)	sita where are you looking	ng	
	(d)	the tailor went to the mar	rket mr singh	

- (e) every sunday i go for a walk have breakfast read story books listen to music and watch television
- (f) laxmi why are you crying
- (g) what is the colour of the sky
- (h) oranges mangoes bananas and papayas are fruits



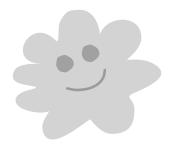
Team time

Write a Story

Write a story about a plant that is in danger. Write about how you might help to save it. Be sure the story has a beginning, a middle, and an end.

Prepare a Speech

Prepare a speech giving some reasons why it is important to protect flowers and plants. Include ways that you could help protect endangered plants in your school.





The Giving Tree

How do you feel when you help someone?

How do you feel when you share your things with others?

Read this play to know how a tree feels when it helps a boy.

Narrator: Once there was a tree and it loved a little boy. Every day the boy would visit the tree and enjoy its company.

Tree: Come here, my boy. Come and climb up my trunk and swing from my branches.

Boy: (swinging from branches)

Ah, what fun!

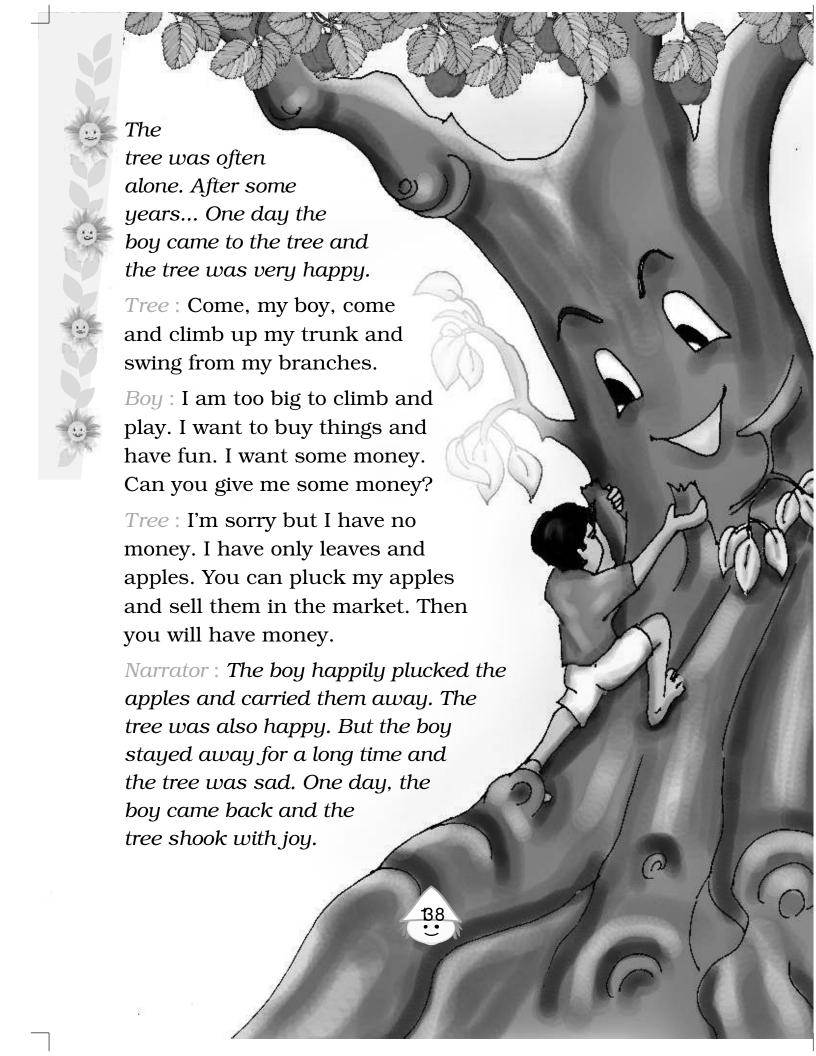
Tree: Are you hungry? Eat my apples.

Boy : (eating apples) How

delicious!

Narrator: When the boy was tired, he slept under the tree. The tree was happy to give its shade. But time went by.
And the boy grew older and went away.





Tree: Come, Boy come and climb up my trunk. Swing from my branches, eat my apples, play in my shade and be happy.

Boy: I am too busy to climb trees. I am getting married and I need a house for my wife and children. Can you give me a house?

Tree: I have no house but you may cut off my branches and build a house.

Narrator: So the boy cut off the tree's branches and carried them away to build a house.

The tree was very happy.

But the boy stayed away for a long time and the tree was sad again.

And when he came back after some years, the tree was so happy that it could hardly speak. Now, the boy was a young man.

Tree: Come, Boy, come. What can I do for you?

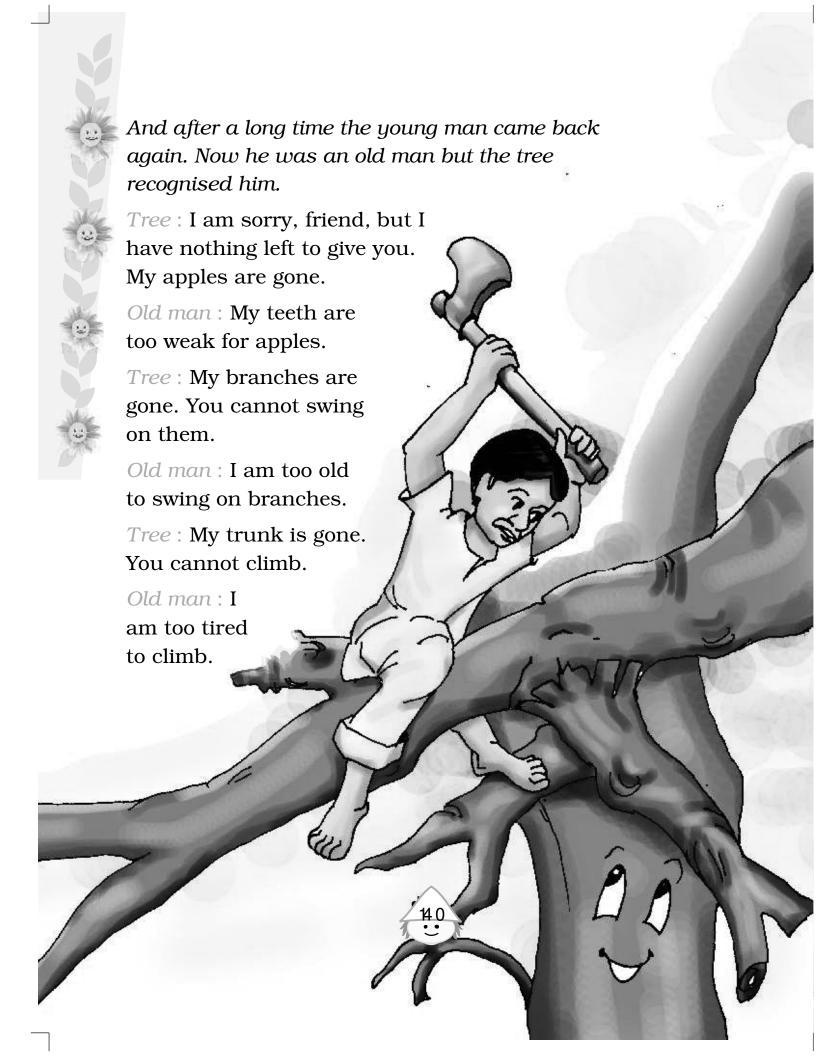
Young man: I am going on a business trip. I want a boat to take me away. Can you give me a boat?

Tree: All I have left is a trunk. Cut down my trunk and make a boat. Then you can sail away.

Narrator: The young man cut the trunk of the tree and sailed away in a boat. The tree was left only with a stump.







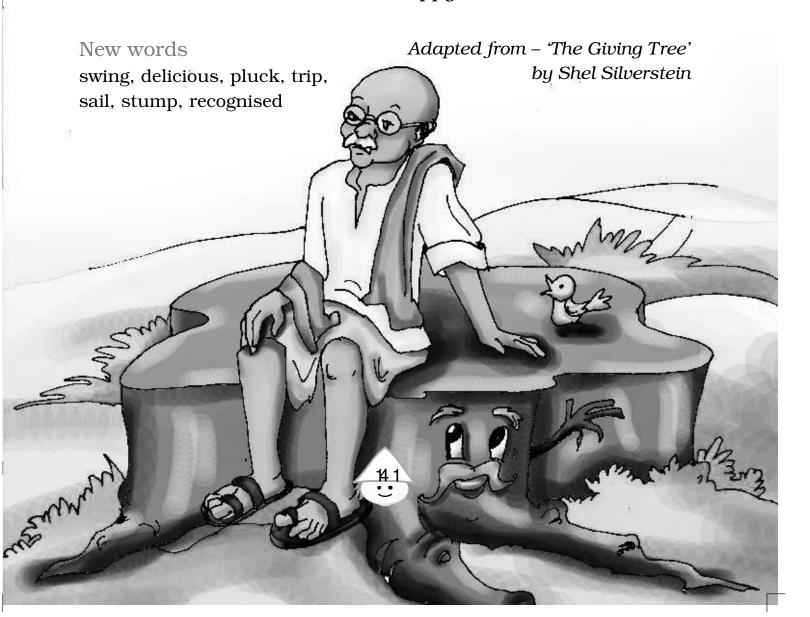
Tree: (*sighing*) I am sorry. I wish that I could give you something... but I have nothing left. I am just an old stump. I am sorry...

Old man: Dear tree, you have always given. But now I don't need much—just a quiet place to sit and rest.

Tree: (happily) Well, an old stump is good for sitting and resting on. Come, friend, sit down and rest.

Narrator: The old man did.

And the tree was still happy.





- 1. How did the boy enjoy the company of the tree?
- 2. How did the tree help the boy earn money?
- 3. What did the boy make with the branches of the tree?
- 4. What did the boy make with the trunk of the tree?
- 5. How was the stump of the tree useful?
- 6. Why is the play called 'The Giving Tree'?



Word building

1.	Make new words and complete the sentences.
	(a) The children love to sing(loud)
	(b) Read your lesson (silent)
	(c) Throw the ball (slow)
	(d) The tree gave its fruit to the boy (happy)
	(e) Do your work (neat)
2.	Fill in the blanks with the correct word.
	My mother went to the market and bought a kilogram of
	(apple/apples), a dozen
	(banana/bananas) and a dozen
	(orange/oranges).
	I love oranges. So I ate an (orange/oranges).
	My brother wanted a (banana/bananas)
	and my sister asked for an (apple/apples).
	A tree has one (trunk/trunks) but many

(branch/bra	anches). A
(branch/branches) has a nu	umber of
(leaf/leaves) and	(flower/flowers).





- 1. Why should we not cut trees?
- 2. At the end of the play, only the stump of the tree is left. Find out if it will grow into a tree again.
- 3. Say the given sentences with different expressions.
 - (a) Come and play with me.
 - (b) I want to buy things and have fun.
 - (c) Come and climb up my trunk and swing from my branches.
 - (d) Cut down my trunk.
 - (e) I am too old to swing on branches.
 - (f) I am too tired to climb.

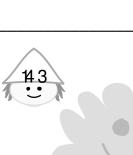


Let's write

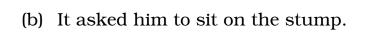
1. Write these sentences in the correct order. Also, choose the right word from the box and add it before each sentence. Remember to put a comma after it, for example, Finally, ...

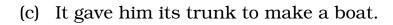
First Then After that Finally

(a) It gave him its branches to make a house.

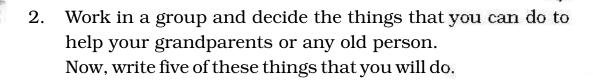








(d) The tree gave its apples to the boy.



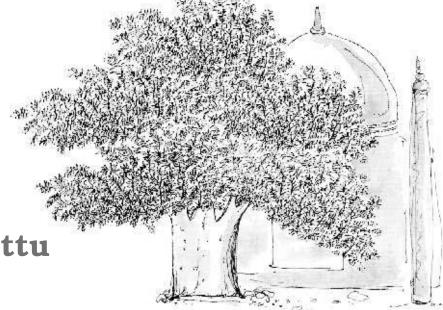
Let's act

- You are reading and talking about trees.
 You are thinking about trees too.
 Can you make the shape of a tree with your body?
 - (a) Let's see your branches.
 - (b) Let's see a full tree with fruits and leaves.
 - (c) Enact a cut tree with only a trunk.
 - (d) Enact a tree with only a stump left.
 - (e) Communicate the idea in this play.
- 2. Use your body to –

stretch bend jump twist hop climb







Chintha Chettu

Chintha Chettu is a tamarind tree.

This famous tamarind tree is in Gwalior.

It grows over Tansen's tomb.

Tansen was a great singer.

People in Gwalior say:

"Eat the leaves of this tamarind tree

And you'll also sing like Tansen!"

Choose the right words.

1.	Chintha Chettu is a tamarind		(tree/leaf).
2.	This famous tree is in	_ (Guntur	/Gwalior).

- 3. Tansen was a famous _____ (singer/dancer).
- 4. The tamarind tree grows over Tansen's ______ (house/tomb).
- 5. "Eat the leaves of the tamarind tree, and you'll also sing like _____ (Tansen/Akbar)."



THEMES

Caring for plants and trees



Unit 8

Poem: A Watering Rhyme Drama: The Giving Tree

This Unit further sensitises children to use the language that energises from their natural surroundings.

Warm up

Divide the class into groups of four students each to read and discuss. While groups are working encourage and help students with vocabulary or any expressions only after you have given them a chance to make their own choices.

Reading time

Repeat the instructions as given before. Encourage children to read aloud with voice modulation. This can now be a time of class evaluation/ assessment. Let the class be divided into four groups and each group can be assessed for reading by the other on scales like – $\frac{1}{2}$

1. Excellent! 2. Good

3. Try harder

Sharing time

Encourage creative writing with emphasis on self-expression, sharing ideas, feelings, responses to experiences in their own ways.

With emphasis on observation, perception, imagination, let children be aware of the natural world around.

Language corner

Writing pattern poems

You may help students write their own poems following the given pattern-

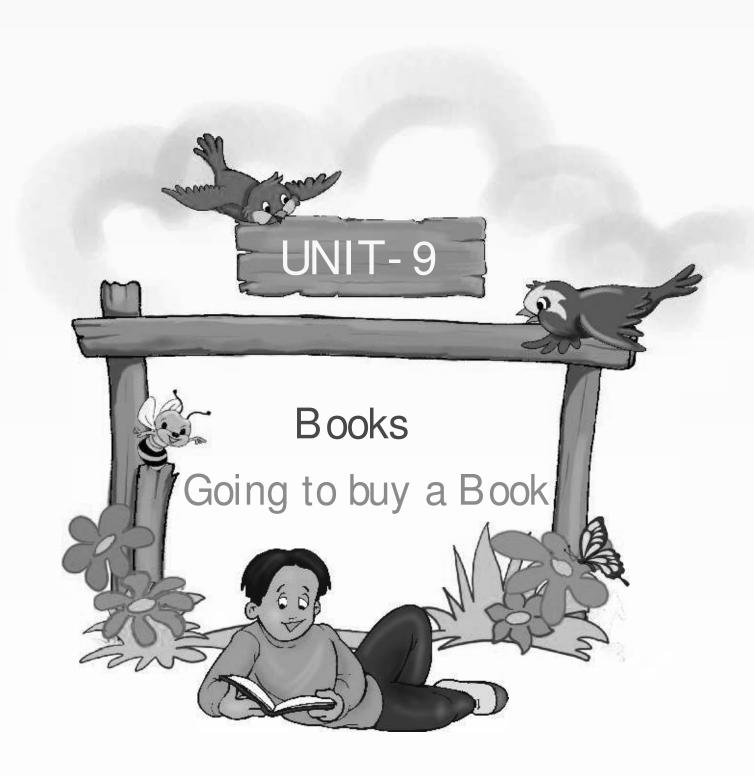
Line 1: Noun	Children
Line 2: Same noun, verb, adverb 1	Children play happily
Line 3: Same noun, verb, adverb 1, adverb 2	Children play happily, merrily
Line 4: Verb, adverb 1, adverb 2, adverb 3	Play, happily, merrily, joyfully
Line 5: Adverb 1, adverb 2, adverb 3, adverb 4	Happily, merrily, joyfully, cheerfully
Line 6: Phrase or clause showing time or place	In the garden

Children will be able to write a short composition based on pictures.

Take part in group activity, role play and dramatisation.

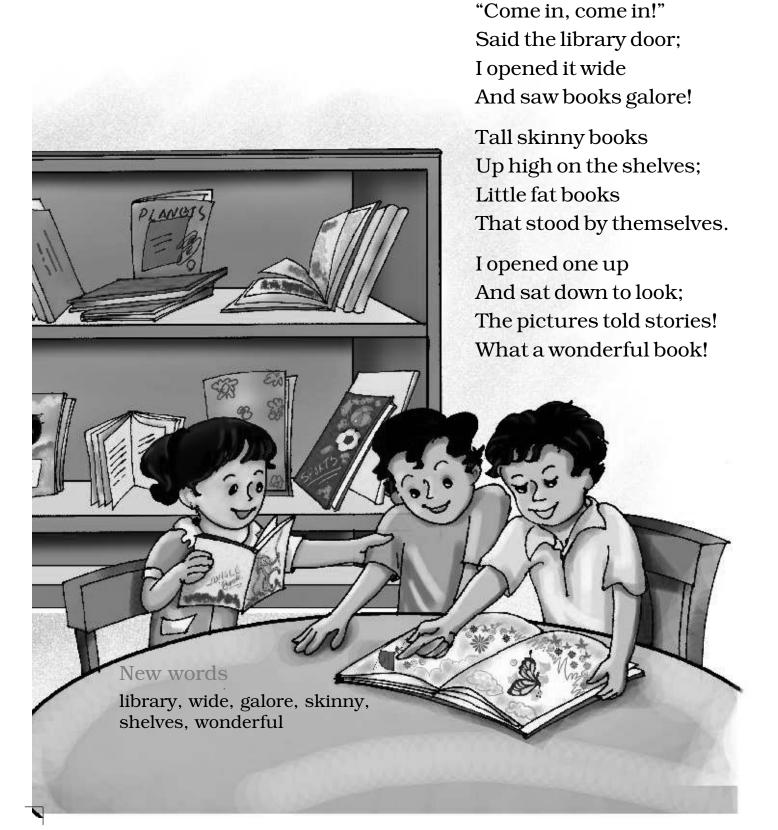
Environment

Tabulate all that the children have done in all the Units and see to it that it is being followed both with love and commitment. Remember only when children participate in caring for their environment will there be a world where language (English or any other) would be used.



Read and learn this poem

Books





Reading is fun

- 1. What did the library door say?
- 2. What did the books in the library look like?
- 3. Why did the child in the poem like looking at the pictures?



Let's listen

1. Listen to the words

Come in, come in Go out, go out

What word signs have you seen or hea	rd –
--------------------------------------	------

at home
at the vegetable shop
at the library
at the doctor's place
at the bus stop
at the toy shop





Let's talk

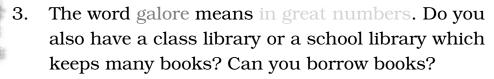
- 1. Do you like reading story books?
- 2. What kinds of stories do you like?











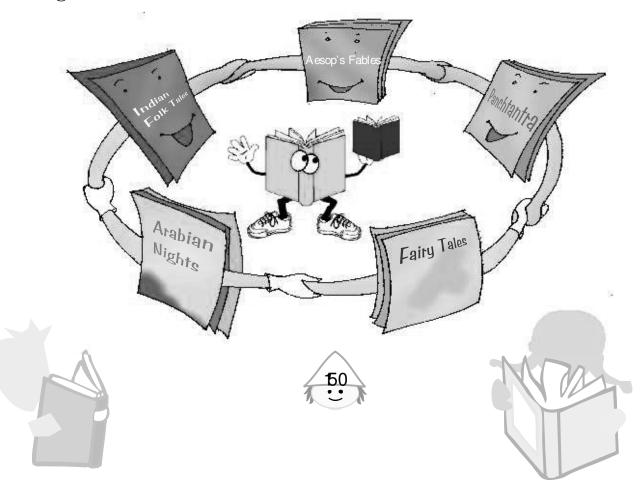


4. Tell the class about your favourite story book. Talk about the character you liked most in the book.



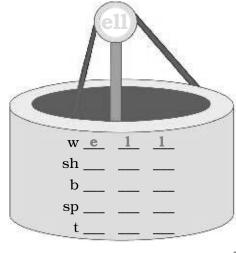
Let's play Book Chain

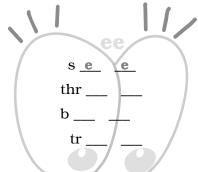
Form groups of five or six children in the class. Sit in circles. The first child will begin the book chain by saying the name of a story book. The next child extends the chain by saying the name of another book. In this way a book chain is formed. The more the rounds the children can go on for, the longer the book chain will be. See which group makes the longest book chain.

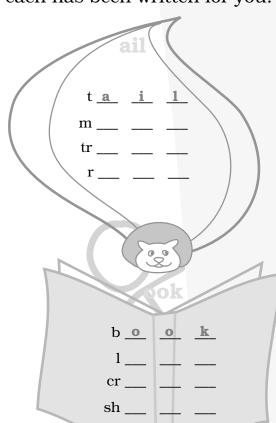




Make word families. The first word in each has been written for you.







br

Look at this sentence -

A library is a place where books are kept.

Now fill in the blanks after reading these sentences.

- 1. An _____ is a place where aeroplanes take off and land.
- 2. A ______ is a place where food is cooked.
- 3. A _____ is a place where sick people are taken care of.
- 4. A _____ is a place where you can buy things.
- 5. A ______ is a place where children study.



Going to buy a Book

One day, grandfather gave my brother and me some money.

"Go and buy books," he said.

We were both very happy.

We both love to read.

Should we go now?
Should we go later?
Should we go today?
Should we go tomorrow?
We decided to go right now.





Should we go to the big market?
Should we go to the small shop?
Should we go with somebody?
Should we go alone?
We decided to go to the small shop,
just the two of us.

We like the small bookshop.

It is small but it has many books.

The man in the shop likes us.

He always helps us.

Should I buy a book with a lot of pictures?
Should I buy a book with a lot of stories?
Should I buy a thin book?
I could not decide.







We did not know which book to buy.
The man in the shop smiled at us.
"Relax, come with me," he said.
"These books are about animals.
Those are about machines.
Those over there are about wars.
Take what you want."

I picked some books.

My brother picked some books.

I sat on the floor.

He sat on the chair.

And we read and we read and we read.





It was very quiet.
There was no sound.
One hour passed.
Two hours passed.
Finally, we knew which books to buy.

The man in the bookshop smiled at us.

I got a fat book with many stories.

My brother got a big book with many pictures.

We ran home to our grandfather.

We climbed on his bed.

He put his arms around us and then

We read, and read, and read.

– Rukmini Banerji

New words

alone, bookshop, machines, finally, climbed







Reading is fun

- 1. Why did grandfather give the children money?
- 2. Where did they go to buy books?
- 3. Did the girl buy a picture book?



Let's listen and search

In small groups one child will give directions orally only once; the others will listen and hunt for the following:

- 1. a circle
- 2. a square
- 3. a triangle
- 4. a piece of paper with three signatures
- 5. a piece of paper with red colour
- 6. a piece of paper with a number
- 7. a piece of paper with the label of tea
- 8. a twig in the shape of an alphabetic letter,
- 9. a slab of mud with a drawing
- 10. a flower in the shape of a number





46



Let's talk

- 1. Is there a bookshop near your home? If there is, do you like to visit it?
- 2. What are the different kinds of books in this bookshop or in any other bookshop you have seen? Tell the class.



2.

- 1. Look at these sentences in the story
 - (a) Should we go to the big market?
 - (b) Should we go to the small shop?
 - (c) Should I buy a thin book?

The coloured words above are describing words.
Now fill in more describing words into the passage
below -
It was a night. A girl sat
up in bed listening to her mother tell a
story. Her eyes opened wide and she gave a
smile. "Now go to sleep, Paro," her
mother closed the book. " dreams."
Imagine that you will go to the bookshop tomorrow. What will you do there? Write five sentences beginning with –
(a) I shall
(b) I shall
(c) I shall
(d) I shall
(e) I shall





3. Tina goes to her school library to borrow a book. Complete her dialogue with the librarian by using and or or in the blanks.

Tina: Ma'am, I want to borrow a book.

Librarian: Do you want a story book _____ a book

of poems?

Tina: I want a story book.

Librarian: Do you like stories about animals

____ adventure stories?

Tina: I like both.

Librarian: Go to the second cupboard. On the first shelf, you will find animal stories _____ on the second, adventure stories.

Tina (after selecting two books): Ma'am, I want Black Beauty _____ Panchantantra Stories.

Librarian: You can have either *Black Beauty* ______

Panchantantra Stories.

4. What is your favourite book? Write down the name of the book. Then write down the story.













Make your own bookmark

Remember to treat your books well. Never fold the corners of pages. This makes books look shabby and old.

A bookmark helps you to find the page you were on when you last read your book.

Here is a way to make your own beautiful Dove Bookmark.



- An old greetings card/wedding card/scissors
- A black *bindi* for the eyes

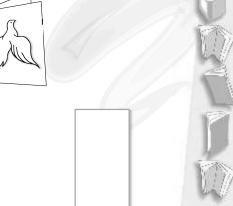
Method -

- Take the old card. You will need to use the inside of the card.
- Fold it into two as shown in the picture.
- Trace the outline of a dove on the card.
- Cut it along the lines.
- Make an outline with a black pen.
- Stick a *bindi* for the eye.
- Paste it on a strip of 2 inches x 4 inches.
- Your Dove Bookmark is now ready to be used.











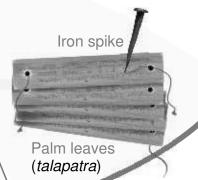
Let's cover our book

- 1. Spread your notebook on a brown paper which is four inches bigger than your notebook, as shown in the picture.
- 2. Fold the paper into two halves with the book inside it in the middle.
- 3. Fold the two open flaps of paper inside the first and the last page of the book and press to crease.
- 4. Fold the closed end of the two top and bottom flaps of the paper, forming a triangle. Crease the paper and cut it.
- 5. Fold the two front flaps inside the first page and crease it.
- 6. Fold the two back flaps under the last page and crease it.
- 7. Now your book is neatly covered.
- 8. Write your name and class on the cover. Then write the subject you will use this notebook for.



Do you know?

The earliest books were written by hand. Two thousand years ago in India, birch bark (bhojapatra) and palm leaves (talapatra) were used for pages. A pen and black ink were used to write on birch bark. A sharp, iron spike was used for writing on palm leaves. Holes were drilled through the leaves and the book was held together by a string!



Palm leaf

Birch bark (bhojapatra)

Enjoy and read the poem



Say in Chorus

Books are great! Books are fun! Books let you do what you've never done!

Read a good mystery, solve a crime! Read about history, go back in time!

Read about a lost dog, where can it be? Read about a giant frog under the sea!

Read a very funny book, tears go away! Read a bright, sunny book on a rainy day!

Chorus –

Books are great! Books are fun! Let's read books, everyone!



Mash Goldfish (adapted)



THEMES

Books and the joy of reading



Unit 9

Poem: Books

Story: Going to Buy a Book

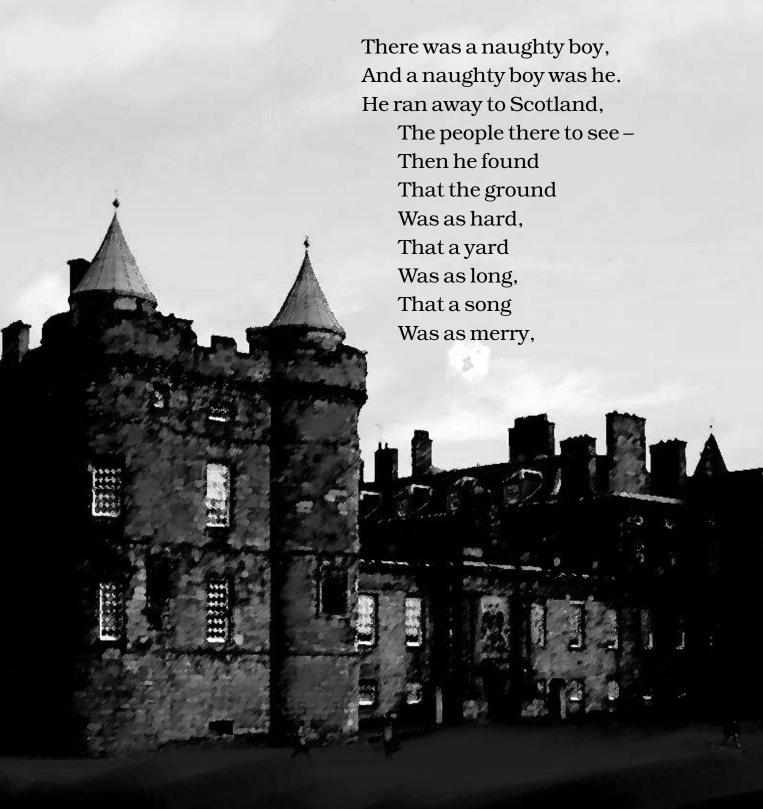
By this Unit the children can be encouraged to prepare their own class dictionary. Reading aloud and looking at colourful illustrations together will help children love books. Show your children that reading books is a pleasant and a meaningful activity. Encourage reading as an individual activity in addition to the pleasure of reading.

Library time

- 1. Let the class visit the school or local library where the librarian can show where different kinds of books are kept.
- 2. Let each child choose one book to read and talk about it later. Keep a large chart that shows how many books the class has read through the year.
- 3. Find out what kinds of books children like to read most (e.g. adventure stories, mysteries, information books, humour or even comics etc.). Encourage children to describe favourite books that they have read.
- 4. Emphasise how books must be loved and kept well. Show them how to cover their books. Encourage them to use bookmarks.
- 5. Divide the class into three groups. Let the entire class recite the chorus together. Each group can recite two lines in turn.
- 6. Practise the usage of future tense by giving the class different situations.
- 7. Talk about the characters, setting, action and descriptions, help the child to link the story to events and real life situations.
- 8. Read words aloud. Talk about the letters, sounds and meanings.
- 9. Take care to see that the language is at the child's level, the material varied and stories joyful.
- 10. Carry out brief conversation involving seeking and giving information.
- 11. Take dictation of simple sentences and practise copy writing from the blackboard and textbook and use common punctuation marks.

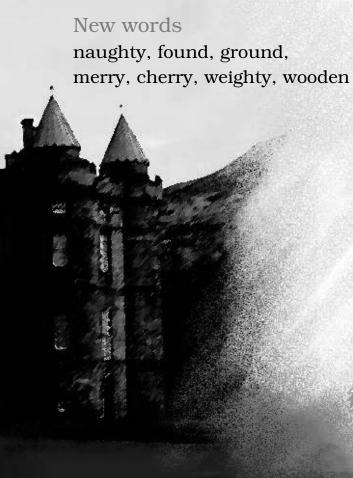


The Naughty Boy



That a cherry Was as red, That lead Was as weighty, That fourscore Was as eighty, That a door was as wooden As in England— So he stood in his shoes And he wondered. He wondered, He stood in his shoes, And he wondered.

– John Keats







Reading is fun

- 1. From where did the naughty boy come?
- 2. Where did the naughty boy go?
- 3. Why did he go there?
- 4. What did the boy wonder about?



Let's listen

- 1. Listen to these instructions and follow them
 - (a) naughty walk forward
 - (c) fall down
 - (e) walk on tiptoes
 - (g) spin around
 - (i) walk with your shoes

- (b) naughty walk backwards
- (d) do a funny trick
- (f) drag your feet
- (h) jump like a horse
- (j) shuffle your feet



Let's talk

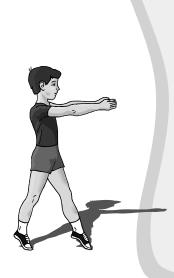
- 1. What do you think the naughty boy would see in India?
- 2. Have you recently been to another place? What is it like? How is it different from your own place?
- 3. All cultures have their own folk songs in which each line is repeated. This line is sung in a chorus. Sing a folk song in your own language.



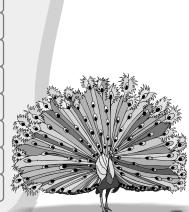




1. Naughty is a describing word. Can you find more describing words can you find in this maze?



								_	_			
$\left[A\right]$	$\begin{bmatrix} C \end{bmatrix}$	J	V	W	X	В	[X]	T	I	L	Р	0
F	[W]	В	E	A	U	T	I	F	U	L	Y	K
Q	$\left[T \right]$	$\begin{bmatrix} C \end{bmatrix}$	N	$\left[O \right]$	N	$\left[O \right]$	J	$\begin{bmatrix} S \end{bmatrix}$	G	$\begin{bmatrix} R \end{bmatrix}$	$\begin{bmatrix} E \end{bmatrix}$	0
[W]	P	G	0	$\begin{bmatrix} C \end{bmatrix}$	$\left[A\right]$		M	E	$\lfloor L \rfloor$	Q	V	A
$\left[A\right]$	E	В	N	K	U	D	$ \begin{bmatrix} C \end{bmatrix} $	Ι	Y	D	0	L
N		E	L	Ι	G	0	[o]	D	$\left[A \right]$	Ι	R	P
В	M	[S]	I	E	H	E	$oxed{A}$	L	T	H	Y	O
E	L	T	A	A	T	A	Y	R	U	D	E	A
В	N	R	P	D	Y	W	0	S	[W]		F	T
Y	L	0	R	0	K	E	A	L	P	A	I	P
Q	I	N	0	A	U	A	A	R	A	I	A	N
X	V	G	W	N	R	K	E	F	R	D	A	T



- 2. Now write these words here -
 - (a) The peacock is a _____ bird.
 - (b) Pinocchio is a _____ puppet.
 - (c) I saw an _____ quarrel.
 - (d) Morning exercises make you _____.
 - (e) A glass of milk makes your teeth _____.
 - (f) Rita's _____ behaviour annoyed me.
 - (g) Rahul does not eat green vegetables, therefore his eyesight is _____.

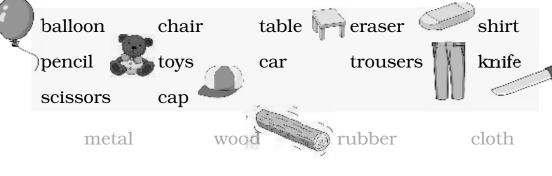




Let's write

1.	Can you write	e six things tha	t are made of wood?
			

2. Look at the words given below and put them under the things that they are made of –



3. Who do you think is the naughtiest child in your class? Describe her/him in five lines.











hard	yard	long	song	red
weighty	eighty	found	ground	



Let's make a mosaic hat for your clown

You need

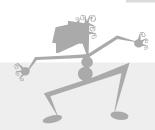
- Mirrors/beads of different size and shapes
- Fevicol/glue/gum A piece of cardboard
- Sketch pens

Method

- Take a piece of old cardboard
- Draw a colourful pattern on it
- Take glue/gum and apply it on the surface and stick beads/mirrors/ pulses on it
- Fold it into a cone
- Your lovely Mosaic Hat is now ready. Put it on your clown.

Which country does your clown belong to? Now complete the table below –

Nation	Nationality
India	Indian
Scotland	
Australia	
France	
Japan	



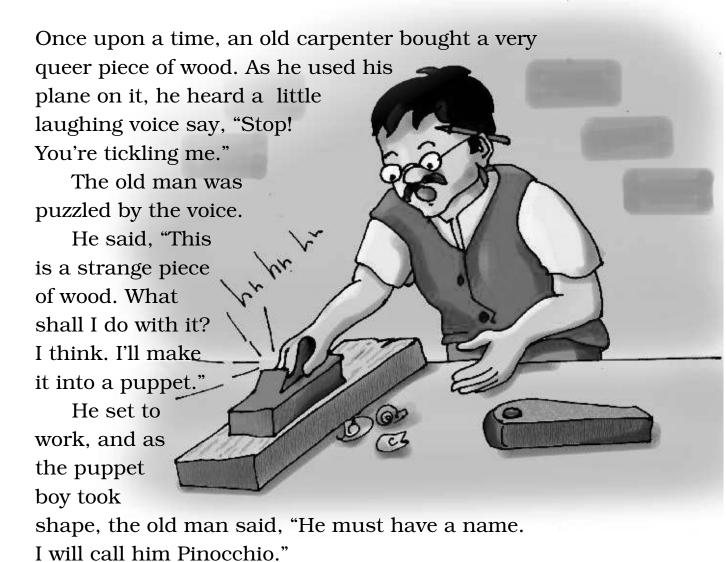




lead



Pinocchio



As soon as he finished making the eyes, the carpenter was amazed to see them move.

Before the mouth was made, it began to laugh. "Stop laughing!" the old man said.



It did stop, but as soon as his back was turned, it put out its tongue. And its nose grew long.

No sooner were its hands ready than it snatched off

the carpenter's wig and put it on its own head. And then Pinocchio's nose grew longer.

When its legs and feet were made, they were too stiff to use, so the carpenter showed Pinocchio how to use them.

Now, the carpenter decided to send Pinocchio to school. But there, Pinocchio did nothing but look for fun. He often ran away from

"Why don't you

school.





go to school?" asked the carpenter. Pinocchio told him a lie... and his nose started growing longer and longer.

Each time he was rude to someone or told a lie, his nose grew longer. Finally Pinocchio said, "I'm glad to be a real boy. I'll never lie again."

– Adapted from the story of Pinocchio

New words

carpenter, queer, plane, puzzled, puppet, took shape, amazed, finished, stiff, decided





- What did the carpenter buy?
- 2. What did he make out of it?
- 3. What did he call his puppet?
- What did Pinocchio say in the end?



- Have you ever seen a puppet?
- 2. Tell the story of Pinocchio with actions.



How many words can you make from PINOCCHIO? Fill them in the empty boxes.











2.

3.

1. Make opposites with the words –

dis in	
respect	own
able	capable
efficient	secure
Make naming words by add of the words given below. O	
public publicity	stupid stupidity
forgive	blind
kind	cruel
polite	swift
moral	solid
Which of the following would use at work? bench, poker, plane, chisel, lawn-mower, telescope, pinchammer, map, nails, lathe,	fork, spade, blotting paper, cers, jaw, scissors,



			M
Give another word fr	om the story that m	eans	80
completed			6
surprised			
strange			
make up your mind			
Add '-er' or '-r' to the new words.	e doing words below	to make	
stiff	strange		
fight	dance		
juggle	ride		
speak	use		
write	joke		
			2

Comprehension passage

Once a cunning jackal jumped into a big tub of blue dye. "I am your king," he said. All the animals, big and small believed him and bowed before him. The clever jackal smiled. Now he was the most powerful animal in the forest. He was proud to be a king.

Once, the jackal woke up in the middle of the night. The jackals in the forest were howling at the full moon in the sky. The blue jackal forgot he was a king. He, too, began to howl.

"Hu...aah! Hu...aah!" he cried.

The animals ran out to see. "He is not a king. He is just a jackal!" they shouted. They rushed to attack him.

"Stop, stop! I am sorry I tricked you. Please do not kill me!" said the blue jackal.

The animals forgave him, but only after giving the jackal a good beating.

– A Panchtantra tale



Reading is fun

- 1. Why did the animals think that the jackal was a king?
- 2. How did the jackal become blue?
- 3. What did the animals do when they saw the blue jackal?
- 4. Why did the dogs feel scared when they saw the jackal?
- 5. How did the animals know that the king was just a jackal?



laugh	fish	fan	few
cough	dish	van	view
rough	wish	ran	dew







Let's make a Puppet

You need

A brown envelope, newspaper, stick, glue, paper, colours, sketch pen





Method

- Make the face of a monkey on white paper and colour it.
- Cut out the face and stick it on a brown envelope. 2.
- Crush the newspaper and fill it in the brown 3. envelope.
- Put the stick inside the envelope. 4.
- 5. Close the mouth of the envelope firmly with a tape or ribbon.
- Your puppet is ready. 6.









THEMES

The importance of art, craft and creativity



Unit 10

Poem: The Naughty Boy Story: Pinocchio

By this Unit the children would have enriched their vocabulary through telling, retelling and reading aloud of poems, stories, folk tales in English. They would also use appropriate spoken and written language in meaningful contents/situations. Give children opportunities to listen to sound/sound techniques and appreciate the rhythm and music of rhymes – sounds.

Teachers in the entire country welcome puppets into the classroom, they preserve traditions and make them a vital part of everyday learning. Puppets can be used to explain, describe, direct, tell stories, ask questions and create dramatic situations where children respond.

Puppets can provide children with many opportunities to expand language skills and challenge their imaginations. Students can develop confidence talking through the characters of puppets.

Transference of language one to language two will now be felt only if your observation about each child in your group is relevant. We are giving you a mere guideline to follow. This assessment should be more on the patterns of –

- 1. your observation of the child as an individual and as a team member in a group.
- 2. determining the cause of the child's school-related difficulties.
- 3. understanding her/his individual learning style.
- 4. consultation with parents/other teachers to review assessment findings and determining an appropriate intervention plan.

Areas to assess children for		Your Observation for*
1.	Warm up time Getting prepared for class	attention span
2.	Listening time Listening to the teacher	participation
3.	Reading time	word recognition
4.	Sharing time Speaking their thoughts	memory/language
5.	Creative time Creating their own space	organisation
6.	Language corner Writing their own script	writing /imagination
7.	Environment Caring for their environment	early habits

• Do check the children's readiness for each stage before you assess them.

Amazing world of Puppets



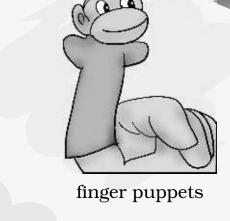
shadow puppets



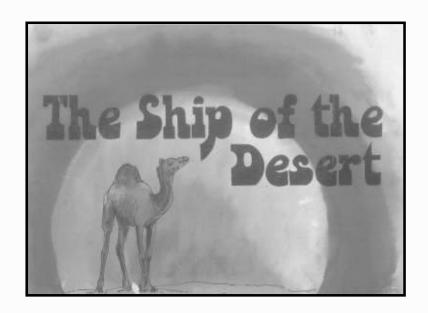
string puppets



glove puppets



sculpture puppets



The Ship of the Desert

S.K. Ram

Under the project Reading to Learn series launched by NCERT aimed at grooming the student to become adept at reading to make him love books and to make him aware of the world of wonder and beauty around him and within him, the book describes how the ship of the desert – the camel – is quite adaptive to the harsh environment it lives in.

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