

Marigold

Book Two

Textbook in English for Class II



0218



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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Foreword

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

NCERT appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group at the primary level, Professor Anita Rampal and the Chief Advisor for this book, Professor R. Lalitha Eapen (CIEFL, Hyderabad) for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this

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New Delhi
20 November 2006

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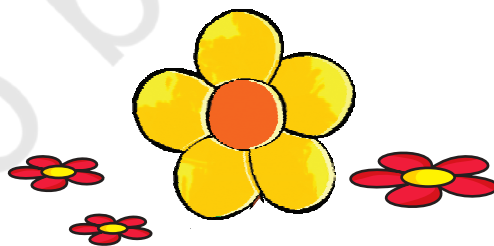
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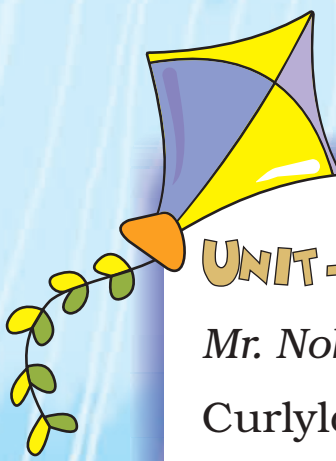
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UNIT-1

Let's recite this poem

FIRST DAY AT SCHOOL



0218CH01

I wonder
if my drawing
will be as good as theirs.



I wonder
if they'll like me
or just be full of stares.



I wonder
if my teacher
will look like Mom or Gran.

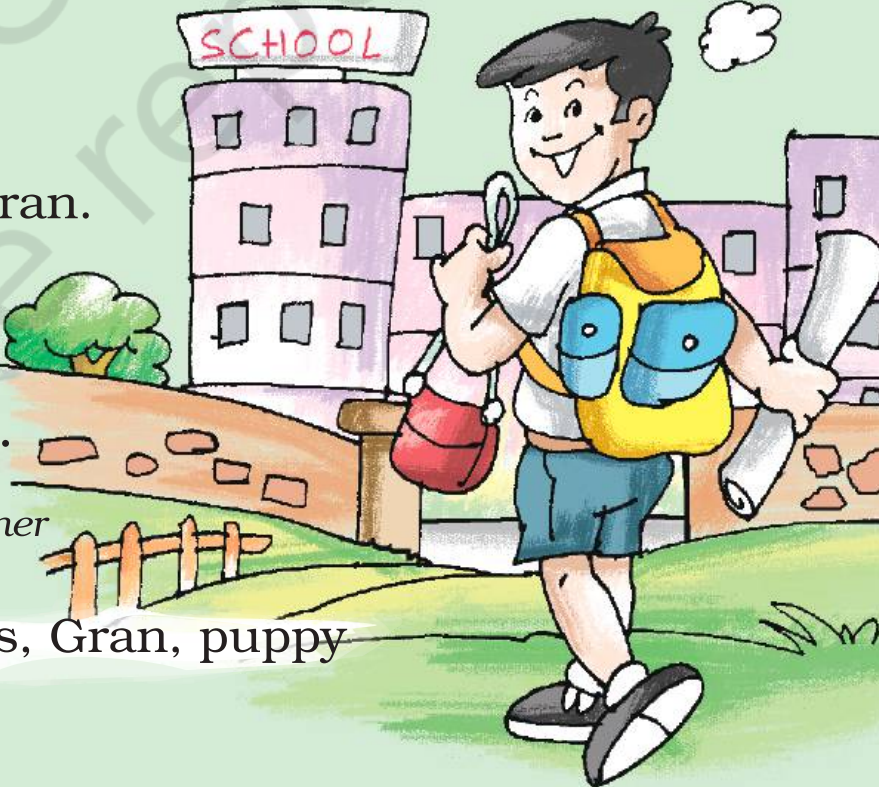
I wonder
if my puppy
will wonder where I am.



– Aileen Fisher

New words

wonder, drawing, stares, Gran, puppy





Let's read

I **wonder** if the sea is blue.



Reading is fun



- ▶ What does the child in the poem think about his drawing?
- ▶ What does the child wonder about his teacher?
- ▶ Do you think the child would like to carry his puppy to school?



Let's talk

- ▶ Do you remember your first day at school?
How did you feel –



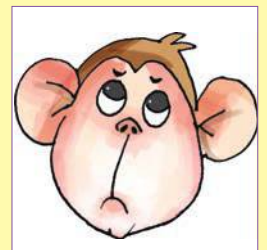
☐ angry



☐ shy



☐ happy



☐ sad

- ▶ When you entered your class what did you like?
- ▶ Who was the first friend you made?

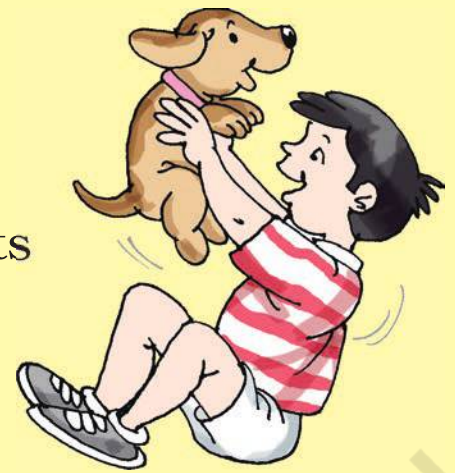


- ▶ What did you enjoy doing the most?
- ▶ Do you have a pet at home who waits for you to come back from school?



Let's act

- ▶ Find a partner. Let your partner pretend to be the teacher who welcomed you to your class.
- ▶ Now act out your first day at school.



- ▶ Look at the picture. What are the children doing?





Let's listen and sing



Brush, brush, brush your teeth,
Brush them every day.

Father, mother, brother, sister
Brush them every day.

Comb, comb, comb your hair,
Comb it every day.

Father, mother, brother, sister
Comb it every day.

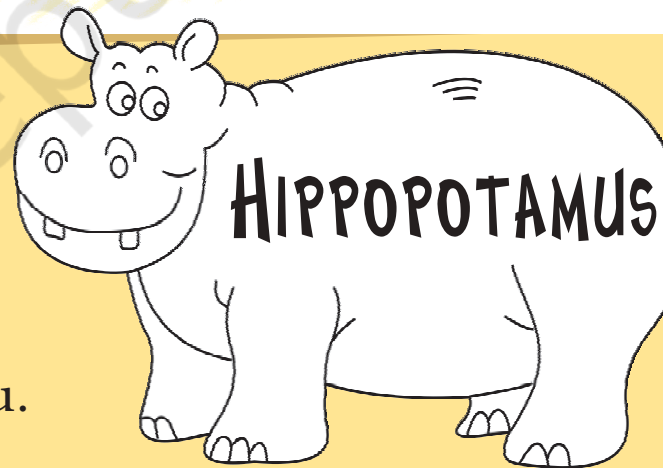
Wash, wash, wash your face,
Wash it every day.

Father, mother, brother, sister
Wash it every day.



Let's write

- How many words can you make using letters from the word in the picture? One has been done for you.



POT



► Circle what you can carry in your school bag. Now write the names of your things in the box below.

ruler



ice-cream cone

books



sharpener

toy



pen



pebbles



eraser



pencil



water bottle

spectacles



tiffin



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____





Let's do

- What are the children doing? Choose the correct word from the ribbon and then fill in the blanks.

eating riding going studying sharing returning laughing



_____ breakfast



_____ a bicycle



_____ to school



_____ with friends



_____ in class



_____ from school



Let's practise

a b c d e f

a b c d e f

a b c d e f

g h i j k l

g h i j k l





HALDI'S ADVENTURE

One morning, as Haldi walked to school, she met a giraffe. The giraffe wore big glasses and held a book in his hand. He smiled and said, "Good morning, Haldi."

Haldi looked up at him. "I'm sorry to stare," she said, "but I have never met a giraffe like you."

"My name is Smiley," said the giraffe. "Whenever you see me, you will smile."

Haldi was surprised and happy too. Then she remembered



that she would be late for school. So she said to the giraffe, "I would love to talk to you but I must rush to school or I will be late."

The giraffe said, "Not if you ride on my back. If you climb on my back, I will run so fast that you will feel you are flying to school. Do you go to school every day?"

"Yes," said Haldi. "I go to school on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. On Saturdays I play games at school."

"What do you do in school?" asked the giraffe.

"I learn about the stars, the trees, the birds and the animals."

"That is good," said the giraffe, "I love books too. They are lots of fun. Now jump on my back. I will take you to school."

Haldi then jumped on the giraffe's back and found that she could see so many things from the top. And before she knew it she had reached the school playground. She climbed down. When she turned back to thank the giraffe, she found that he had gone away.





“Oh!” Haldi thought. “What a wonderful adventure I have had!”

New words

giraffe, surprised, adventure, wonderful, playground





Reading is fun

- ▶ Where was Haldi going?
- ▶ Why did Haldi stare at the giraffe?
- ▶ How did she reach school?



Let's talk

- ▶ How do you go to school?
- ▶ What do you wear to school?
- ▶ Have you ever seen anything strange on your way to school? Talk about it.



Say aloud

paddle saddle cradle

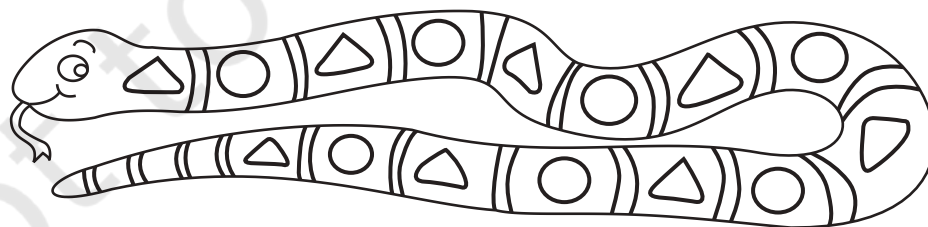
down clown sound round

school pool rule cool tool



Let's colour

- ▶ Find the shapes    and colour them.



THE PADDLING-POOL

Down by the river
On the way to school,
We have to pass
By the paddling-pool.
The grass is green,
And the water cool,
And we stay to play
By the paddling-pool,
Down by the river
On the way to school.

– Ann Berry



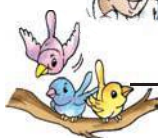


Let's write

- Fill in the blanks with the words given in the brackets – (sail, bark, sing, play, ring)

Boats  _____. Dogs  _____

Children  _____. Bells  _____

Birds  _____.

- Write the names of the days of the week. You can begin with Sunday.

- Haldi wrote her name at school in this way – ‘*haldi*’. She made one mistake. What was it?

 Write her name correctly. _____

 Now write your name correctly. _____

- Haldi wrote — *i met a giraffe*

She made two mistakes. What are they? Write Haldi's sentence correctly.



Let's get ready for school

- What do you do before going to school? Put 'Y' for yes and 'N' for no.



have a bath



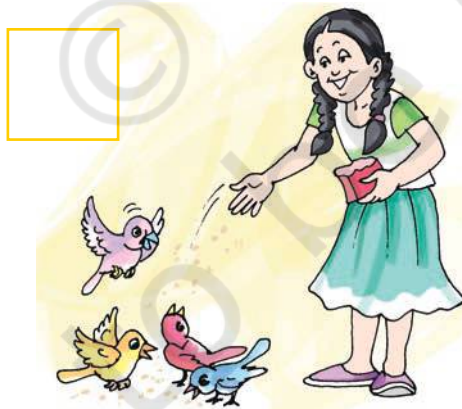
climb a tree



play in the park



comb your hair



feed the birds



help to milk a cow



► Fill in the blanks with 'before' or 'after'.

_____ eating food, I wash my hands.

_____ reaching school, I sit in class.

_____ eating food, I wash my mouth.

_____ reaching home, I do my homework.



Let's sing



BELLS

Ding-dong!

Ding-dong!

All the bells are ringing:

Ding-dong!

Ding-dong!

It's a holiday.

Ding-dong!

Ding-dong!

All the bells are singing:

Ding-dong!

Ding-dong!

Let's go out and play.

– Margaret Russell





Fun time



- ▶ What is the sound of your school bell?
- ▶ Can you make sounds of different bells that you have heard?
- ▶ Different bells make different sounds. Try and make the sound of a –

• phone bell



• door bell



• cow bell



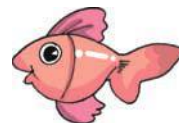
• horse bell



• bus bell



- ▶ Write the first letter of each picture given in the box.



What have you spelt?



TEACHER'S PAGES



Unit-1

As we start this book, let us remember a few ideas that were reflected on in Book One.

- We need to remember that when we teach English at this level, there is a transition from the home language to the school language. It is not only a move from the mother tongue to the second and third language, but also a move to the more disciplined environment of the school, where social behaviour is to be related to a group of peers.
- Learning English therefore need not involve the loss of the home language.
- While the child is being exposed to new ideas and worlds, she is still rooted in present environments; attempts are made in the book to draw on what is familiar to the child.
- The book supports the child's emotional needs and anxieties in order to strengthen the pathways to learning.
- By using games and tasks that draw on the imagination, the child will see that organised play and work have their own rules and discipline. Imaginative thinking is given a boost.
- The book encourages the child to use language in speech and writing, to express feelings and opinions, to reach out to others, see other points of view and thus develop as a social being.
- The child learns through fun and enjoyment, music, games and activity. There should be as much movement as possible, so that the child gets to use language without much conscious effort. All this is provided in the book.
- Praise the child for efforts and performance; Say 'that's good' or 'let's try again' or 'do you want to change what you have done?' rather than using stricter forms of speech.
- Be aware of different abilities amongst the children who are musically inclined/mathematically inclined/physically active/more introvert. Find ways to encourage each one to participate actively in the class.



- Modulate your voice when you communicate with the class; rephrase in different words if they do not understand you the first time.
- Let children work at their own speed.

In Book Two, emphasis has been laid on all the language skills.

Listening and speaking

Read poems and stories aloud, before you ask children to repeat or recite. Exposure to the sounds of language is important. Do not give meanings, but let them make sense of meanings by using whatever knowledge of the world and of language they already have. You are advised to practise the sounds of language yourself, before you start repeating them in class in **Say aloud**.

Speaking on issues relevant to the child's life is to be done in **Talk time**. Which language should the child use here? Encourage the child to talk, and help him/her to increase the use of English. The environment should be motivating, encouraging and free from stress and fear for this to happen.

Reading

By now, the child should be reading on his/her own so avoid the temptation to explain difficult words; instead let her guess meanings by choosing options that are given in the book or which you can give. All meanings need not be understood at once; some meanings can come later, after the child realises that her guessing of meanings may not be according to the context. When reading has to develop, the child should be given a chance to read with comprehension; reading is not merely mouthing words.

Writing continues as in Book One, with added focus on the running hand. This is necessary for eye and hand coordination at this stage. Please see that the child does not lift the pencil from the book while practising running hand till a word has been completed. Also see that the child has the correct grip on the pencil. More practice can be given for this, but do not overload the child with writing at this stage. For writing, activities like paper tearing, cutting, pasting, colouring within boundaries, stringing beads, using spoons for transferring rice from one bowl to another, for instance, are all important means of developing good handwriting at this stage.



Note: If the child is inclined to left-handed writing, do not push the child to be a right-handed writer.

As in Book One, divide the class into groups for activities; call a group by different names— **flowers**, **colours**, **birds**, **animals** etc.

Dramatise emotions like being shy, happy, excited or angry.

Unit 1 focuses on what the child's anxieties and uncertainties might be in going to school from a familiar home environment. The Unit tries to help the child acclimatise to the different world of the school. But as said earlier, it encourages the child to talk of the familiar – pets, family etc. and at the same time tries to ensure that expectations for school exist e.g., personal habits, the things to pack into a school bag etc.





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UNIT-2

Listen and recite this poem

I AM LUCKY

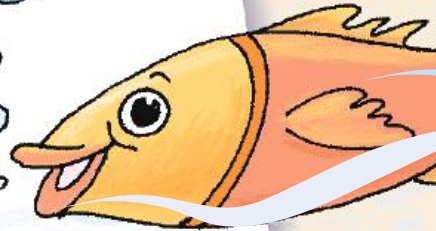
If I were a butterfly
I would be thankful
For my wings.

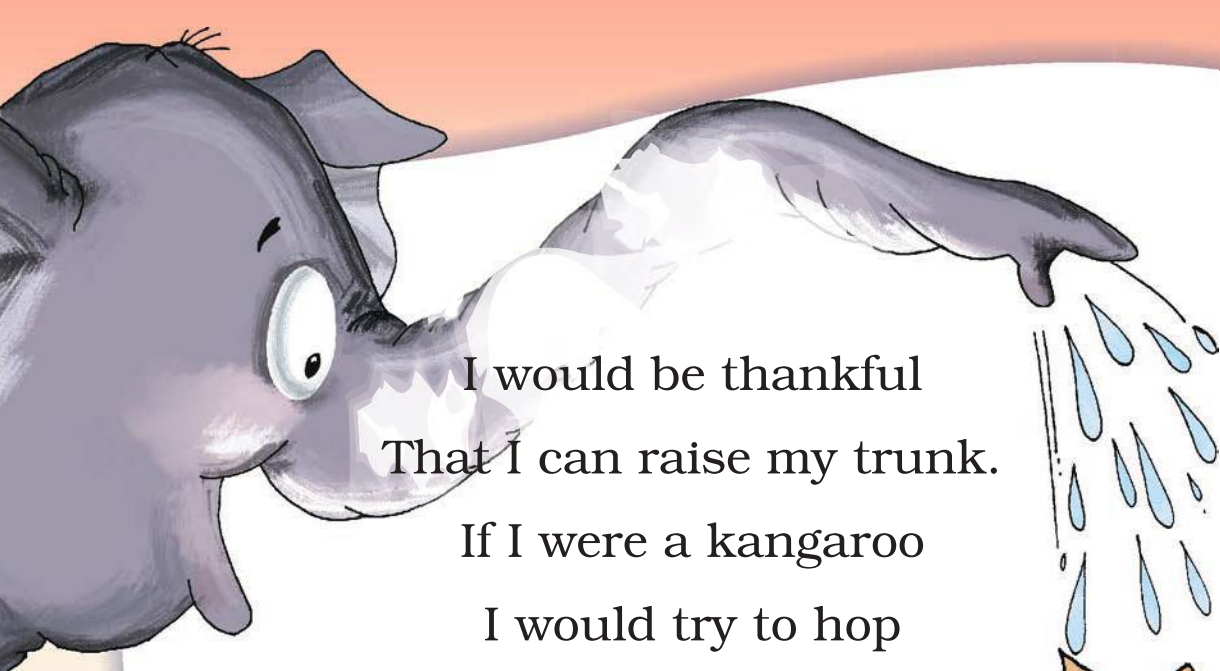
If I were a myna in a tree
I would be thankful
That I could sing.

If I were a fish in the sea
I would be thankful
That I can wriggle and giggle with glee.

So, I just think I am lucky to be “me”.
Not “you” but “me”.

If I were an elephant





I would be thankful
That I can raise my trunk.

If I were a kangaroo
I would try to hop
Right up to the moon.

If I were an octopus
I would be thankful
For my eight arms.

So I just think I am lucky to be “me”.

Not “you”, but “me”.

What do you think you want to be?

Do you want to be like me?

Or just you? Just you...



New words

butterfly, myna, fish, kangaroo, octopus





Reading is fun

► Complete these sentences –

Animals	Actions
A butterfly	can fly.
A myna	_____.
_____	can wriggle.
An elephant	_____.
_____	can hop.
You	_____.



Let's talk

- Why do you think the butterfly likes its wings?
- What can the myna do?
- What can you do— sing/paint/write...?
- Do you think the fish was really happy to be in the water?
- What are the lucky things that have happened to you? Tell your friends in the class.

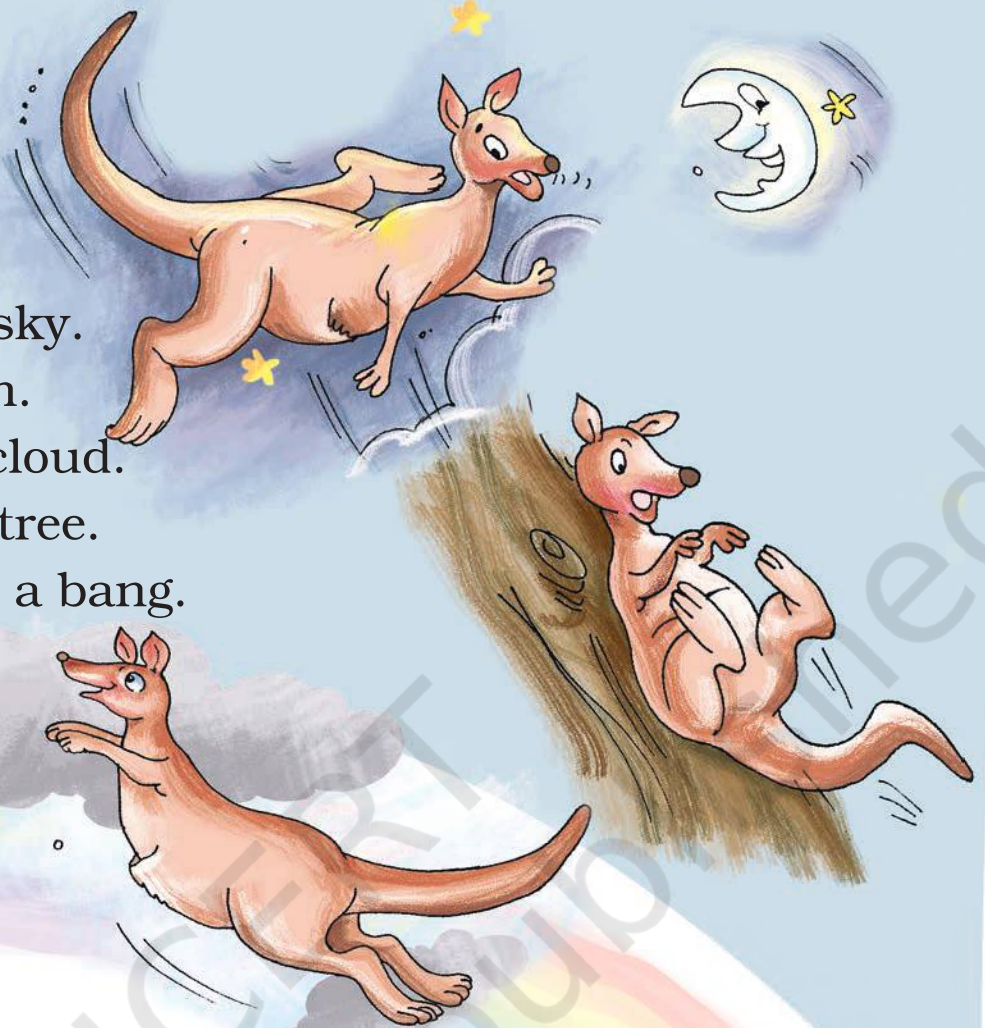




Let's listen

Kang has a dream

Kang flew into the sky.
He flew to the moon.
He flew through a cloud.
He slipped down a tree.
Kang woke up with a bang.



Silence game

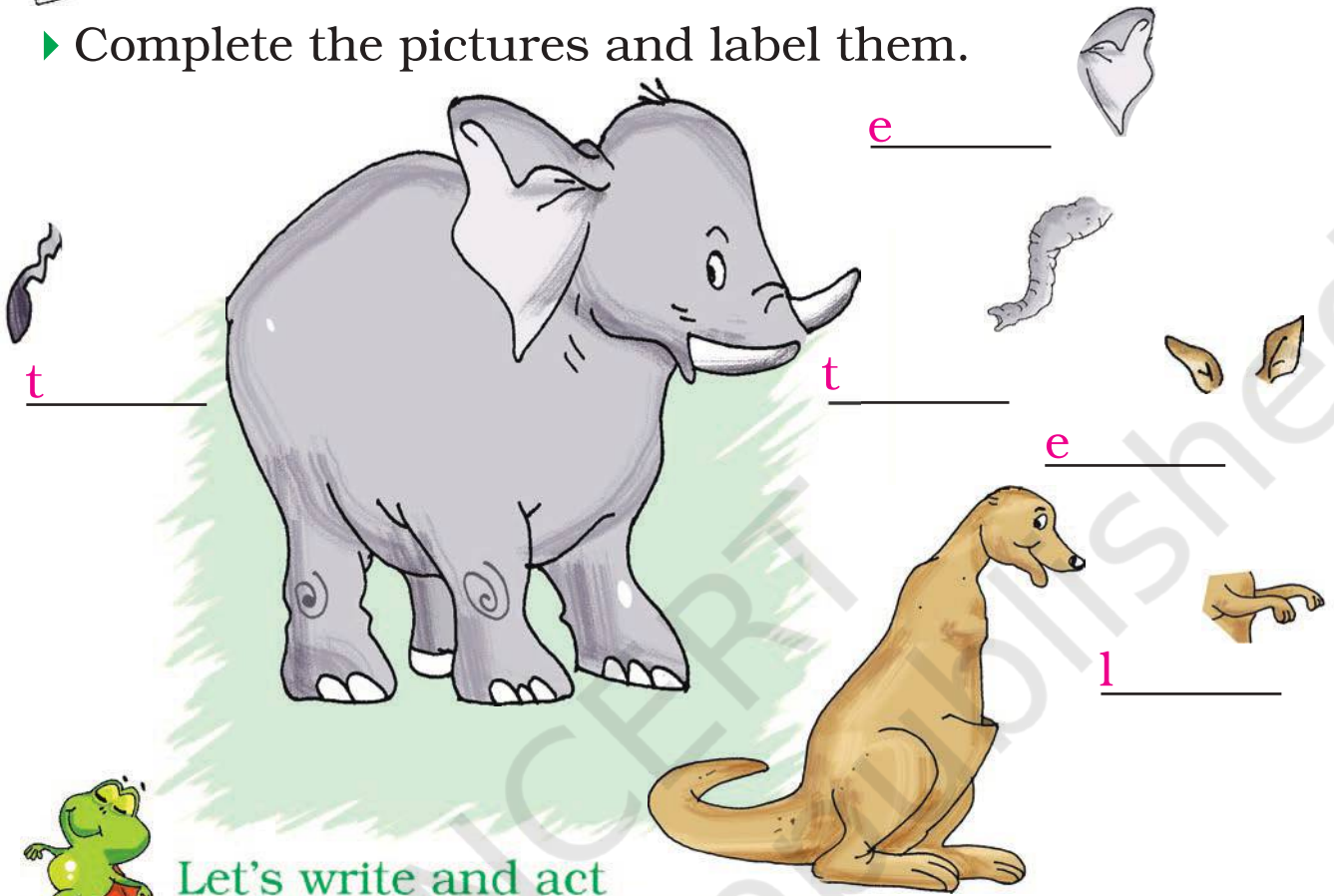
-  Close your eyes and hear your teacher say the following words: butterfly, myna, fish, elephant, kangaroo.
-  With your eyes still shut, imagine that you are seeing these creatures.
-  Open your eyes and move like they do.





Let's draw

► Complete the pictures and label them.



Let's write and act

► Fill in the blanks using the hint words given below.



If I were a kangaroo, I would _____.



If I were a tiger, I would _____.



If I were a fish, I would _____.



If I were a bird, I would _____.

Now hop, roar, swim and fly like them.





Say aloud

oc - to - pus

el - e - phant

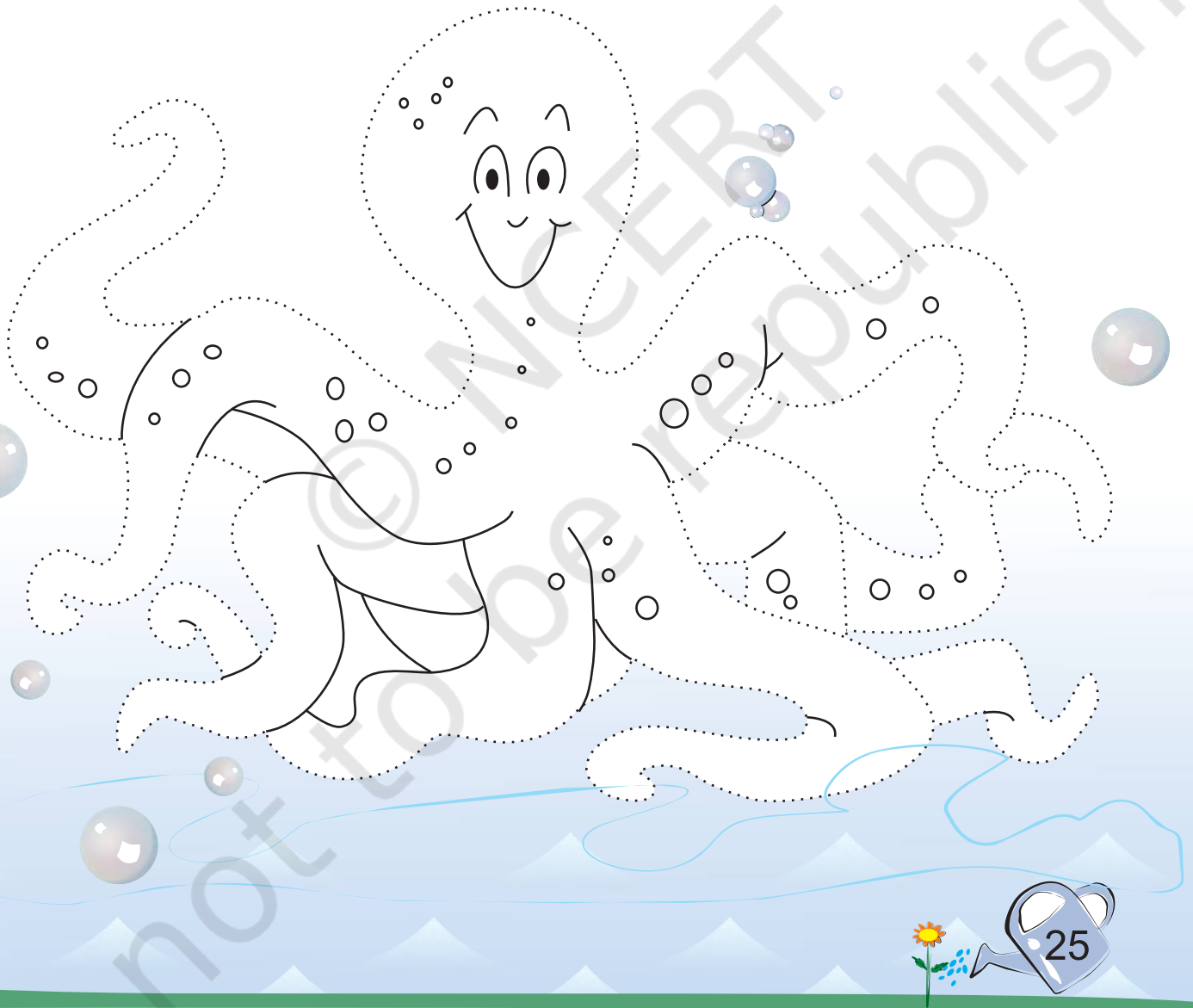
butt - er - fly

kang - ga - roo



Let's draw

- ▶ Complete this picture and draw some plants, shells, stones and fish.





Let's write

- Add **ful** to the words given in brackets and complete the sentences.



You must be _____ to your friends. (**help**)



Make a _____ drawing. (**colour**)



The puppy is so _____. (**play**)



Be _____ while crossing the road. (**care**)



- Join the two words to make one word. Look at the example.

p e a c e + f u l l = p e a c e f u l

p l a y + f u l l =

c o l o u r + f u l l =

c a r e + f u l l =

h o p e + f u l l =



► Write five things you can do. Start with
'I can_____.'

1. I can _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. I cannot _____ but I can _____.

7. I cannot _____ but I can _____.

8. I cannot _____ but I can _____.

► Give yourself a big star ★ for being what you are.

For myself:



Let's practise

m n o p q

m n o p q

r s t u v

r s t u v

w x y z

w x y z

I WANT

“I want to be big,” says Little Monkey. “I want to be strong.”

A wise woman hears him. “Take this magic wand,” she says, “and all your wishes can come true.”

A giraffe comes by. He stretches his long neck. He eats the sweet leaves at the top of the trees.

“I want a long neck,” says Little Monkey. “POP!”

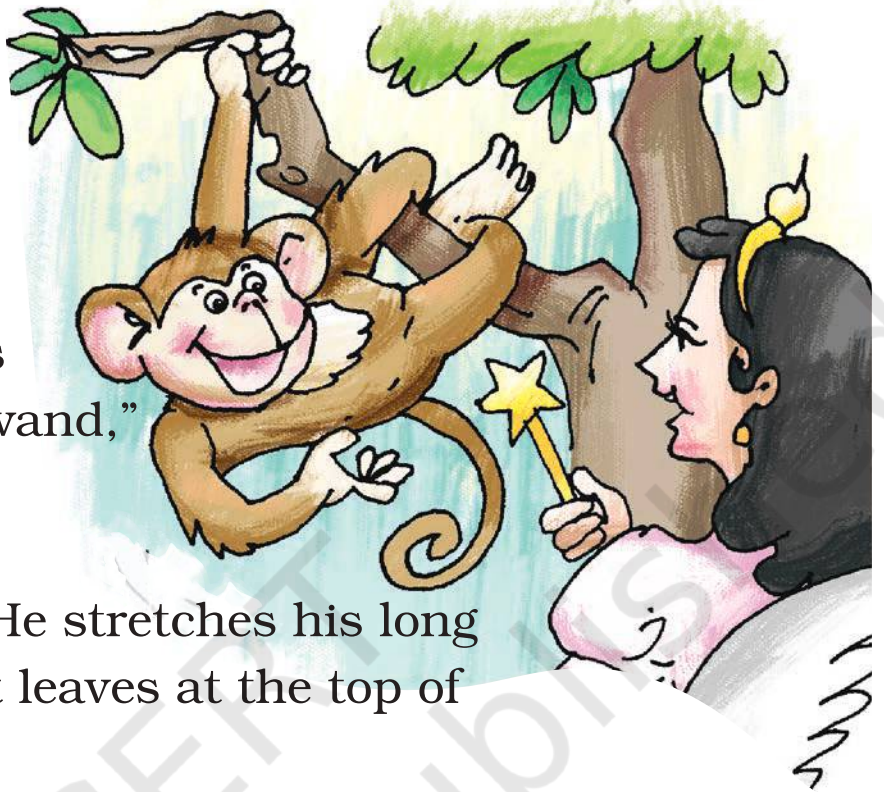
His neck grows long, just like the giraffe’s.

Little Monkey is happy.

An elephant comes down to the river.

He fills his trunk with water.

He blows it all over himself. “I want to do that too!” says Little Monkey. “BANG!”



Just like that, he grows a trunk.

He is very happy.
“This is fun!” he says.

Next, Little Monkey sees a zebra. “I want stripes like those,” he says. “WHIZZ!”

Little Monkey has stripes all over his body, just like the zebra.

He is very, very happy.

He goes to the river to try out his new trunk.

He looks down.

He sees himself in the water.

“Mother!” he cries. “Help! A monster!”

“That’s not a monster,” says his mother. “That’s you.”

“You want a giraffe’s neck, an elephant’s trunk and stripes like a zebra. Don’t you remember?”

Little Monkey cries and cries.

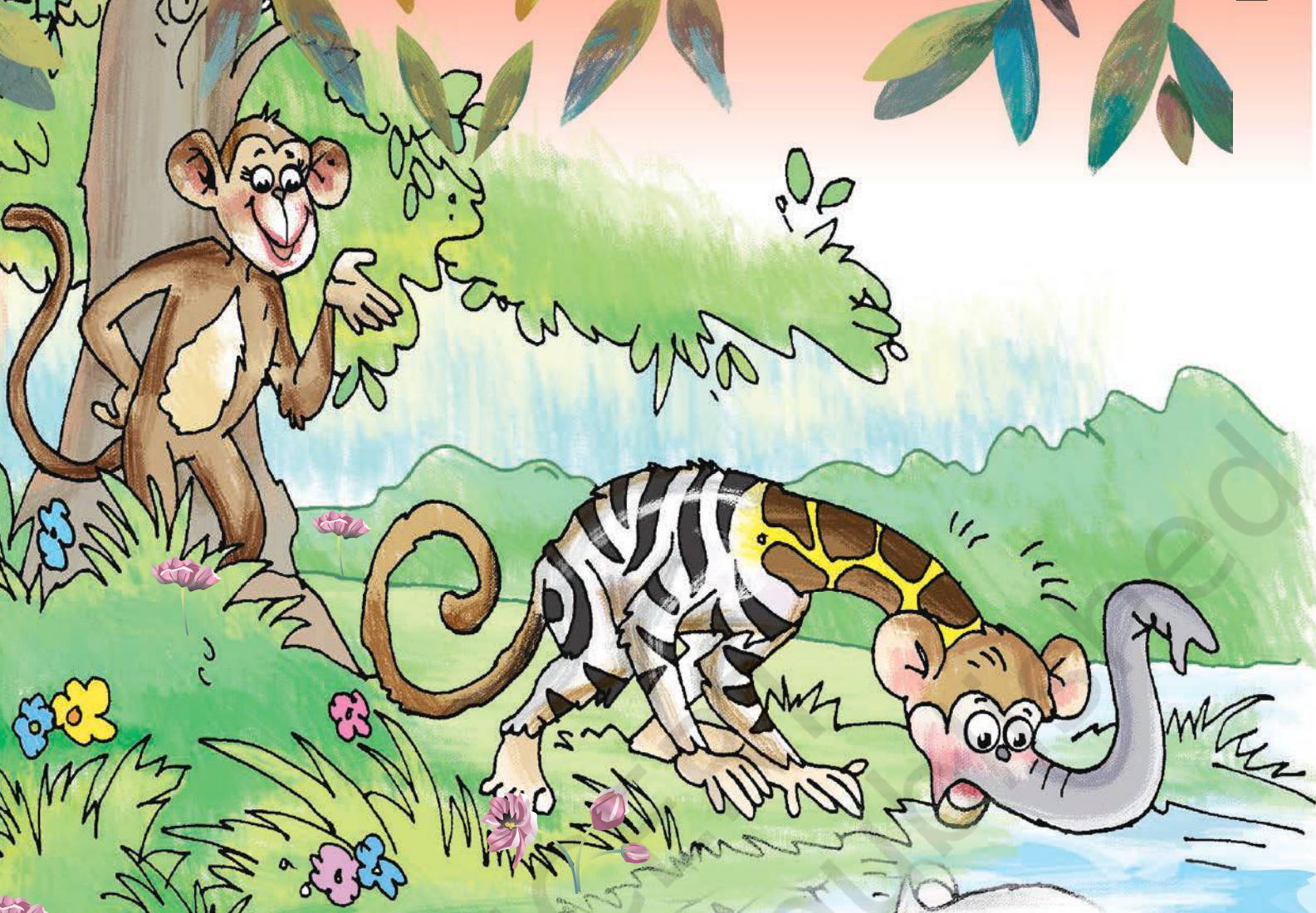
“I look AWFUL!” he says.

“I want to be myself again.”

There is a POP, a BANG and a WHIZZ.

Little Monkey is himself again. He jumps for joy.





He throws the
magic wand into the
river.

He never wants to
be anyone else again.

– Judy Ling

New words

strong, wand, wishes, blows, trunk, monster





Reading is fun

- ▶ Put a (✓) or a (✗) against the following sentences. One has been done for you.

 The Little Monkey wants to be big and strong.

✓

 A wise woman does not hear him.

 She gives him a wand.

 The giraffe stretches his long neck.

 The elephant has no trunk.

 The zebra has stripes.

 The Little Monkey sees a monster in the river.



Let's talk

- ▶ Is there anyone in your class whom you like?
- ▶ Do you want to be like her/him? Why?
- ▶ Do you know about the food that each animal eats?



Let's listen

- ▶ What does Little Monkey want to be?
- ▶ Who hears him?
- ▶ How does an elephant have a bath?



- Does the zebra have spots or stripes?
- Why does Little Monkey want to be himself again?



Let's share

There are many kinds of people. They all look different. One face has been drawn for you. Complete the rest of the faces.



Let's act

- Act out the story. Play the parts of the monkey, the wise woman and the mother, in turns in the classroom.
- What would you do if you had a magic wand?

I would turn it round and round and turn a book into a _____.

I would turn a dog into a _____.

I would turn a pencil into a _____.

I would turn you into a _____.





Say aloud

strong	stretch	string	stripes
school	skin	scold	scruffy
spot	spit	spin	spell
zebra	zoom	zip	zoo
giraffe	jump	joy	jelly
gum	girl	grow	give



Let's find

Monkeys are fun to watch! Can you find the word **monkey** five times in the box?



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

- Now, write about your favourite animal or bird by completing these sentences –



My favourite animal/bird is _____.



I like it because _____.



I don't like it because _____.



I think it looks like _____.





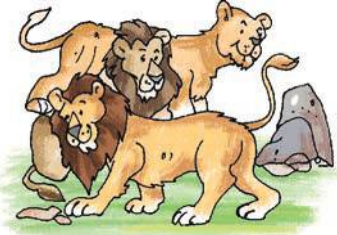
Word building

► Match the animal to its group –



a bee

a pride of lions



a cow

a flock of birds



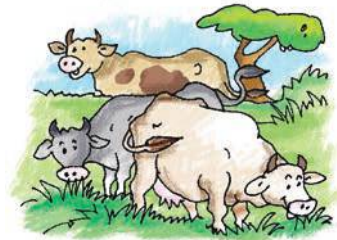
a lion

a swarm of bees



a bird

a herd of cows



Let's write

► The monkey wrote to his mother – *i look awful*
He made two mistakes. What are they?
Write the sentence correctly.

_____.

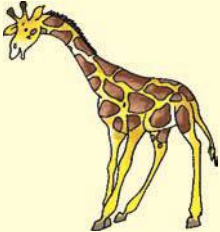
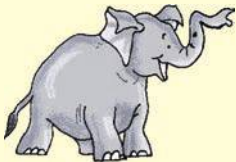
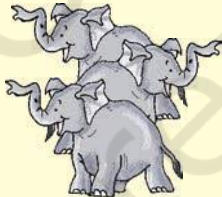


- Put the letters in order to make a word. Two have been done for you.

ot to si is eh _____ gib _____

mih _____ sih _____ reh _____ nac _____

- Look at the pictures, count and write.

	Count and write		Add 's' to the names of the animals	Count and write
	one giraffe		giraffes	two giraffes
	_____		elephant _____	_____ elephants
	_____		zebra _____	_____
	_____		frog _____	_____



TEACHER'S PAGES

Unit-2



Unit 2 is an opportunity to share with children feelings that we can all be happy being what we are. Little children feel joyous when they are told how good they are, so use this Unit to make every child of your class feel special.

Share this verse with the class after the activity –

“So what if they are dark or fair,
So what if they are tall or small,
So what if they are 'this' or 'that',
They are your children,
And you love them for what they are.”

This is the thought that needs to be nurtured.

The movements, actions, activities of different animals/birds can be discussed. Poems in their mother tongues can be recited.

Develop listening skills

In this Unit involve the children in playing a 'silence' game. Let them all be gently guided to **listen** (to the sound of the fan, rustling of leaves), **imagine** (how the wind makes a noise/what the leaves are saying) and then **speak** (what they listened to or imagined).

The focus is to develop in children the habit of listening. During the morning assembly, practise rhymes with actions. If possible, practice of *sargam* (music) / breathing exercises too can be introduced.



Develop vocabulary

Put up sight words like butterfly, myna, fish, elephant, candle, kangaroo, octopus in a rebus form (i.e. words + pictures)

- The children should be introduced to more collective nouns, for example, an army of ants, a bunch of flowers...
- More exercises are to be given on punctuation.
- Give children more practice by introducing new words for making plurals.



Exposure to language

- Let children build words related to what they like about their friends, as when having a game where they can describe other children, e.g., Sunil is so tall/Rahim is really good. Keep adding names of children and then have a class activity for the same.

	Name	What I like about him/her
1.		
2.		
3.		

- However, now it is time to expose children to listen to two or more sounds to make words more systematically, e.g., when we bring 'a' and 't' together, we make a family of 'at' words. After making the concept clear in their minds, we can show them how to make three-letter words with 'at', for e.g., a class game of making new words with 'at' (bat, cat, fat, rat) can now be continued. Keep adding to the list of words (ab, ad, ag, am, an, as, et, ed, eg, en, ot, ob, od, og, op, it, ib, ig, in, ip, ug, ub, ut...) More can be added.

Develop writing skills

Units 1 and 2 are an opportunity to revise the writing skills of Book One. This is also a time for children to listen to words pronounced by the teacher (as in apple) and create pictures (which can then lead them to sentence formation).

Develop the ability to follow directions

TOP

MIDDLE

BOTTOM

Have the children describe what they see in the top, middle and bottom shelf of a school cupboard. If you do not have a cupboard, let the class be involved in drawing or making one with a cardboard box and then paint the top shelf – yellow, the middle – red and the bottom shelf – blue.



UNIT-3

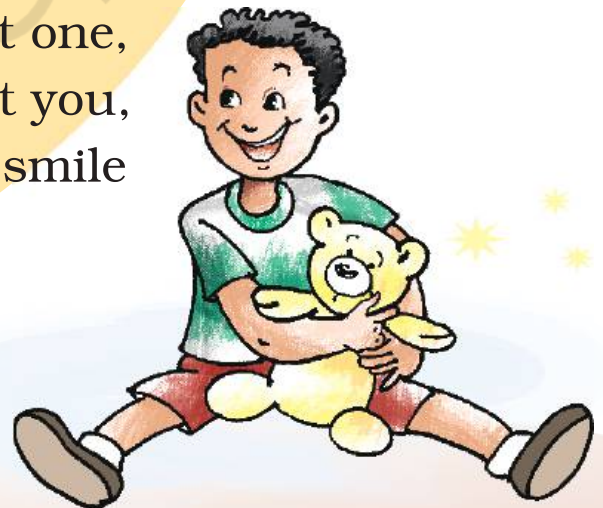


0218CH03

A smile makes everyone happy. Enjoy this poem.

A SMILE

A smile is quite a funny thing,
It wrinkles up your face.
And when it's gone
You'll never find
Its secret hiding place.
But far more wonderful it is
To see what smiles can do.
You smile at one,
He smiles at you,
And so one smile
makes two.



New words

wrinkles, secret, hiding place



Let's read

- ▶ My grandmother has many **wrinkles** on her face.
- ▶ Shall I tell you a **secret**?



Reading is fun

- ▶ Why is a smile a funny thing?
- ▶ What happens when you smile at someone?



Let's listen to a **Joke**

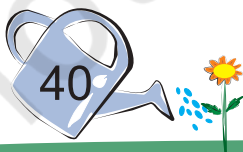


*I asked my mother for twenty rupees,
to see the lion jump the trees.*

*He jumped so high, he touched the moon,
and never came back till the end of June.*



- ▶ Can you tell a joke and make everyone laugh? Say it first in your language and then in English.





Say aloud

1

trunk

sunk

junk

2

sink

think

pink

3

wrinkle

wriggle

write

4

worry

work

wonderful

- ▶ When we read 'w' in column 3 it has no sound.
- ▶ Look at the word 'talk'. Here 'l' is silent. Now say the silent letter in the following words aloud –

walk more wrap joke

- ▶ All the following words have an 'i' sound that rhymes with 'my'. Can you fill in the letter and then say the words aloud?

sm_le, k_te, m_ce, l_ne



Riddle time



Which is the longest word in the world?

Answer: 'SMILES' because there is a mile between the two Ss.



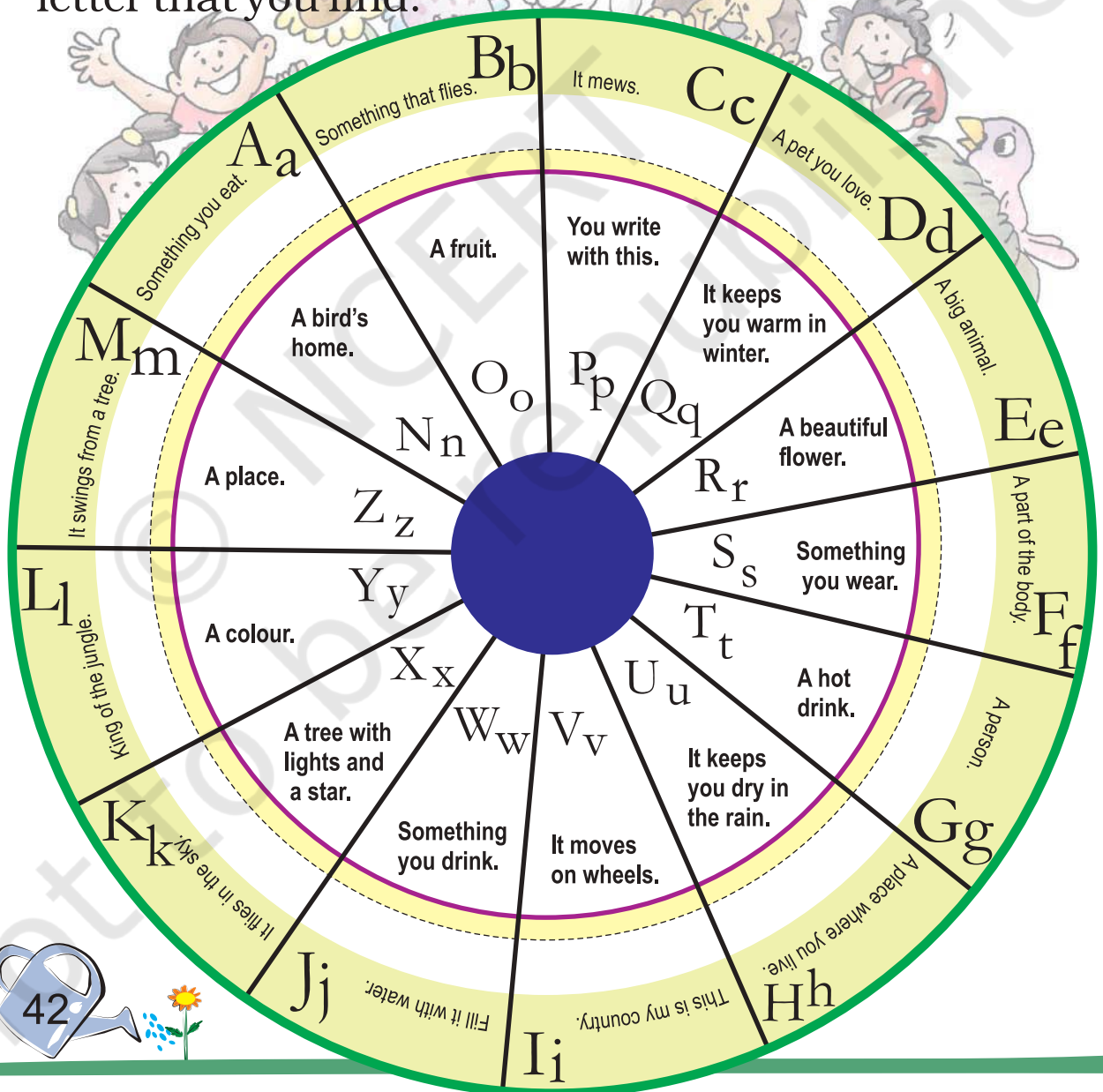


Let's write

- Play this game with your partner. Close your eyes. Move your finger over the page while you sing –

TIC TAC TOE, ROUND I GO, IF I MISS, I'LL TAKE THIS.

When you finish reciting the poem, stop moving your finger. Open your eyes, see which letter you stop at. Use the clues to write the word beginning with the letter that you find.

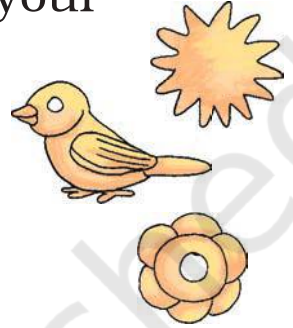




Team Time



- ▶ Form a Clay Club in groups. Give your club a name.
-  Take a wet slab of clay.
-  Use a matchstick to write the name of your club and all the club members on it.
-  Let the slabs dry.
-  Display your slabs in the classroom.
- ▶ Try making different things with clay like bird, sun, flower, etc.



Fun Time



- ▶ Have fun with clay
-  Take a clay ball.
-  Use a rolling pin and roll the clay out flat.
-  Make a clay pancake (round like a roti or idli).
-  With the help of a matchstick, draw a circle or use a bowl to cut a circle out of the rolled clay.
-  Use the extra clay to make eyes, nose, ears and a 'smiley' or a sad face.
-  Also try making hair.



- ▶ What else can you do to make the face colourful?



IF YOU'RE HAPPY AND YOU KNOW IT



Sing with actions. Remember to keep smiling!



If you are happy and you know it,
Clap your hands.

If you are happy and you know it,
Clap your hands.

If you are happy and you know it,
And you really want to show it,
If you are happy and you know it,
Clap your hands.

Repeat the rhyme with the following actions also.

If you are happy and you know it,
Nod your head.

If you are happy and you know it,
Stamp your feet.

If you are happy and you know it,
Say "ha, ha!"

If you are happy and you know it,
Do all four!

Clap-clap, nod-nod, stamp-stamp.



Let's practise

noon sun man

noon sun man

day fan hat

day fan hat

one two far

one two far



THE WIND AND THE SUN

WIND: Sun, can you see that man walking down the road? I can get his coat off more quickly than you can!

SUN (*smiling*): We will see who is stronger. I will let you try first.



WIND (*puffing his cheeks and blowing hard*): Whooooooooooh... whoooooooooooooh! Whoooooooooooooooooooooh...

MAN: How strong the wind is today! It is blowing my coat away! I must hold it tightly round myself.

WIND (*blowing harder*): Whoooooooooooooooooooooooooooooh... whooooooooooooooooooooooooooooo !



MAN (*pulling his coat more tightly*): How cold it is!

WIND: Sun, I give up. I cannot get his coat off !

SUN: Now it is my turn. Let me try. (*He shines hard.*)

MAN: What a funny day! It was so cold and now it is so hot!

SUN (*shining harder*): I will

make him feel hotter and hotter.

MAN (*wiping his face*): I must take off my coat!

SUN: Wind, I have won. I have made him take off his coat!

– Adapted from Aesop's Fables

New words

road, coat, quickly, stronger, cheeks, won





Reading is fun

- ▶ What did the wind do to get the man's coat off?
- ▶ What did the sun do to get the man's coat off?
- ▶ Who won in the end?
- ▶ Who said this to whom –
 - "I can get his coat off more quickly than you can."
 - "I will let you try first."
 - "How cold it is!"
 - "I give up. I cannot get his coat off!"
 - "I have won."



Let's think

- ▶ Rohan tries to snatch Gita's new book from her. What do you think is the best thing to do? Choose an answer –
 - Gita runs away with her book.
 - Gita fights with Rohan.
 - Gita talks to Rohan.
 - Gita cries in a corner.

Now share with the class why you feel so.





Say aloud

- Find a rhyming word from the story for each of these words –

bun

hold

boat

fan

sunny

pot



Let's write

- Here are some 'doing' words in the story

walking

smiling

blowing

pulling

Find three more 'doing' words in the story that end in **ing** and then write them here.

- Choose the right word from the box below and fill in the blanks.

pulled

took

blew

felt

wanted

started

One day the wind and the sun had a competition. They _____ to make a man take off his coat. First, the wind _____ hard. The man _____ his coat tightly round himself. Then the sun _____ shining hard. The man _____ hot and he _____ off his coat.



- ▶ Look at these pairs of words with opposite meanings –

hot cold big small strong weak

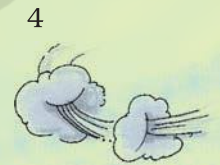
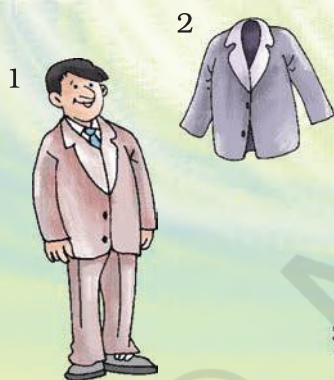
- ▶ Now write the opposites of –

good _____ tall _____

hard _____ black _____

Crossword fun –

- ▶ Look at the pictures and complete the words in the puzzles.



Team Time



Act out the play, “The **Wind** and the **Sun**” in class. Make paper masks for the Sun and the Wind using coloured chart paper. Everybody can take turns to be the Wind, the Sun or the Man. Now write two sentences about one of the masks.





Let's read and answer

A BIG WIND

A big wind is blowing.

Look, the leaves are flying!

The wind can blow trees down.

It can blow houses down.

My house is old.

Will it come down?

► Are these sentences Right (✓) or Wrong (x) ?

1. The wind can blow down a house.

☐

2. The wind can blow down a field.

☐

3. The wind can blow down a child.

☐

4. The wind can blow down a tree.

☐

5. The wind can blow down a river.

☐

TEACHER'S PAGES



Unit-3

This Unit widens social horizons of children and is a good opportunity to introduce the importance of good manners and courtesy, where children speak in turn, do not interrupt or shout. They must also be asked not to be aggressive on the playground. A smile and consideration for others can achieve much more than arrogant or aggressive behaviour, or the use of force and violence. Let the children talk about something they achieved through gentle means, e.g., taking a book back from a younger sister or brother before it is torn without snatching it from their hands. Discuss the meaning of being a bully and whether they ever bully others.

Develop listening skills

Read the poem and the play aloud with expression and actions. The class can be asked to guess the meaning of the difficult words. Avoid explanation as much as possible, especially of poems. Let them arrive at their own meanings, which they can change or modify by listening to class discussions and to other children.

- This will also give you an opportunity to observe if children are listening. If you feel that they are fumbling, you can backtrack and involve them in reading the poem and the prose aloud.
- All meanings need not be explained immediately.

Group Time

Discuss with the class how the sun brings light, warmth and joy to the world. Talk also about a world without sunshine and about what would happen to all the birds, animals, plants, etc.

Develop vocabulary

- Help the children to enact the play with expression and actions. You could use a yellow mask with extending rays for the Sun and a grey mask with chubby cheeks for the Wind, made of chart paper. Coloured glazed paper could be pasted on it for a colourful effect. Bring a coat and a handkerchief for the Man. Make sure that everybody



participates by making blowing sounds like the Wind and actions like the Sun.

- Help the children with word games (like the picture crossword) and word building on the blackboard. Explain 'doing' words (these could be enacted as well), opposites, rhyming words etc. with more examples of your own. Encourage the children to give their own examples. Participation of all children is more important than their giving correct answers, for interest will surely increase the will to learn.
- Use contextual words like 'hot', 'cold', 'strong', 'weak'.

Exposure to language

Let children build words with –

hot	pot	cot
-----	-----	-----

Lead them to weave sentences using these words like –

- Are you feeling hot?
- Do you sleep on a cot?

Develop speaking skills

1. Sounds of words using : W — Whooooo, Watch, Water, Wall, Warm.
V — Van, Violin, Very, Vet

Remember : When we say 'V' we bite our lips.

When we say 'W' the lips go round and do not meet.

Conversation based on 'Role-play'

- Divide your class in four groups and let them enact the parts of the wind, sun, a smile, flowers, etc.

Develop writing skills

Check the students' grip on the pencil (the tripod grip) and help individual children write words from A to Z.

You can write the alphabet and words on cardboard sheets (use old cartons for sheets) and hang them in the class.

Let each child write her/his name under the alphabet with which her/his name begins. If there are letters with which no name begins involve children in a class activity of coining new names to write under those letters.





0218CH04

UNIT-4

Let's recite this poem

RAIN

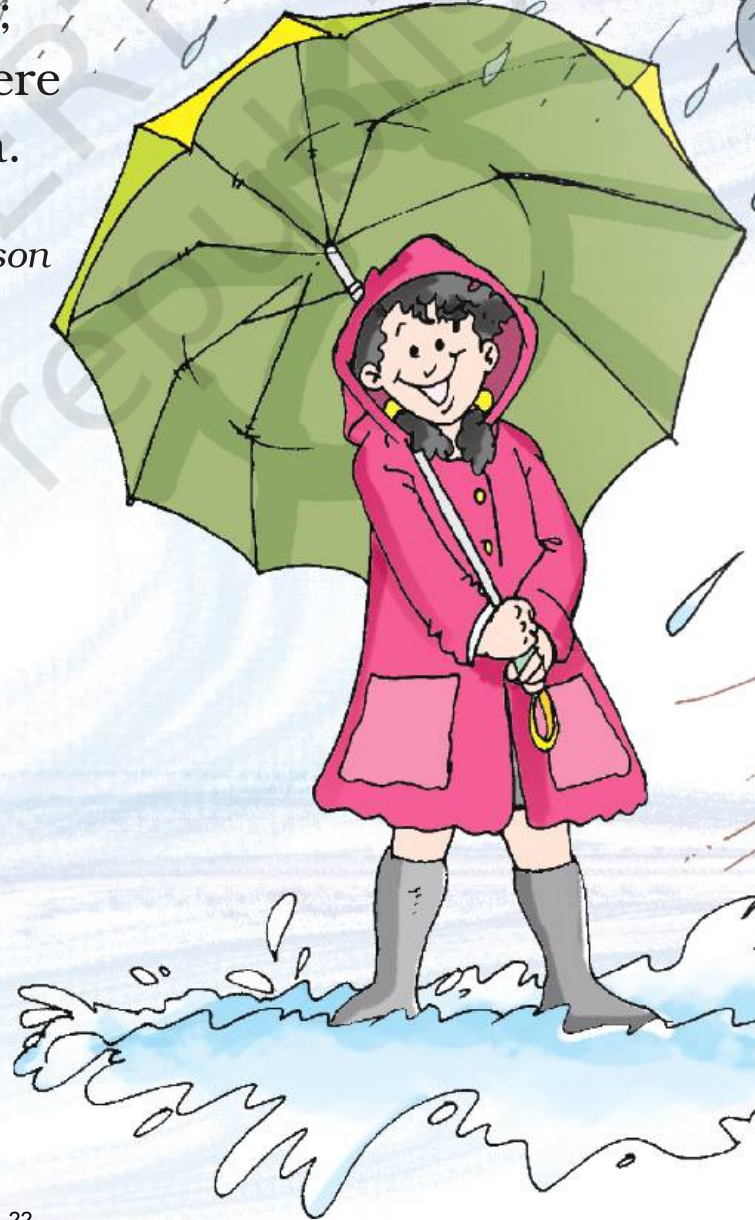
The rain is raining all around,
It falls on field and tree;
It rains on the umbrellas here
And on the ships at sea.

– Robert Louis Stevenson



New words

field, umbrellas, ships





Reading is fun

- ▶ Where does the rain fall?
- ▶ What do people use when it rains?



Let's talk

- ▶ What do you do on a rainy day?
- ▶ How do you keep yourself dry in the rain?
- ▶ Do you like to play in water?
- ▶ Say what things live in water.



Let's listen

- ▶ Have you heard the sound of rainfall?
- ▶ What sound does the rain make on umbrellas?
- ▶ What sound does the rain make on the leaves of the trees?
- ▶ What sound does the rain make on your window? Make all these sounds yourself.





COUNTING CLOUDS

► Complete the story

As One little white cloud floated in the sky one day,
Another little cloud called out, "Come, let us play!"



As Two little clouds danced in the sky so blue,
Another little cloud asked, "Can I join you?"



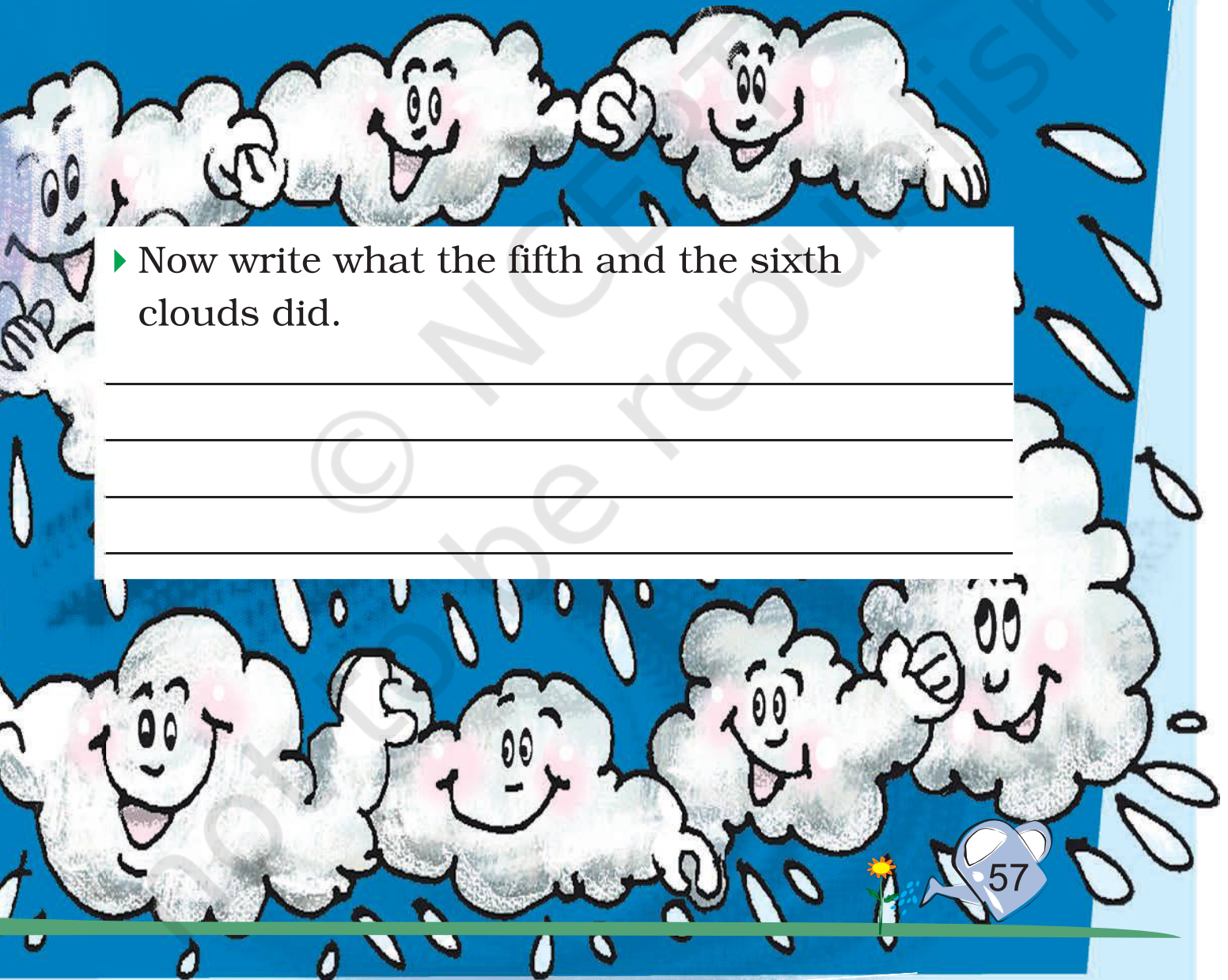
As Three little clouds held hands in the sky,
The wind blew another little cloud very close by.





As Four little clouds decided what to do,
Another little cloud joined them very quietly too!

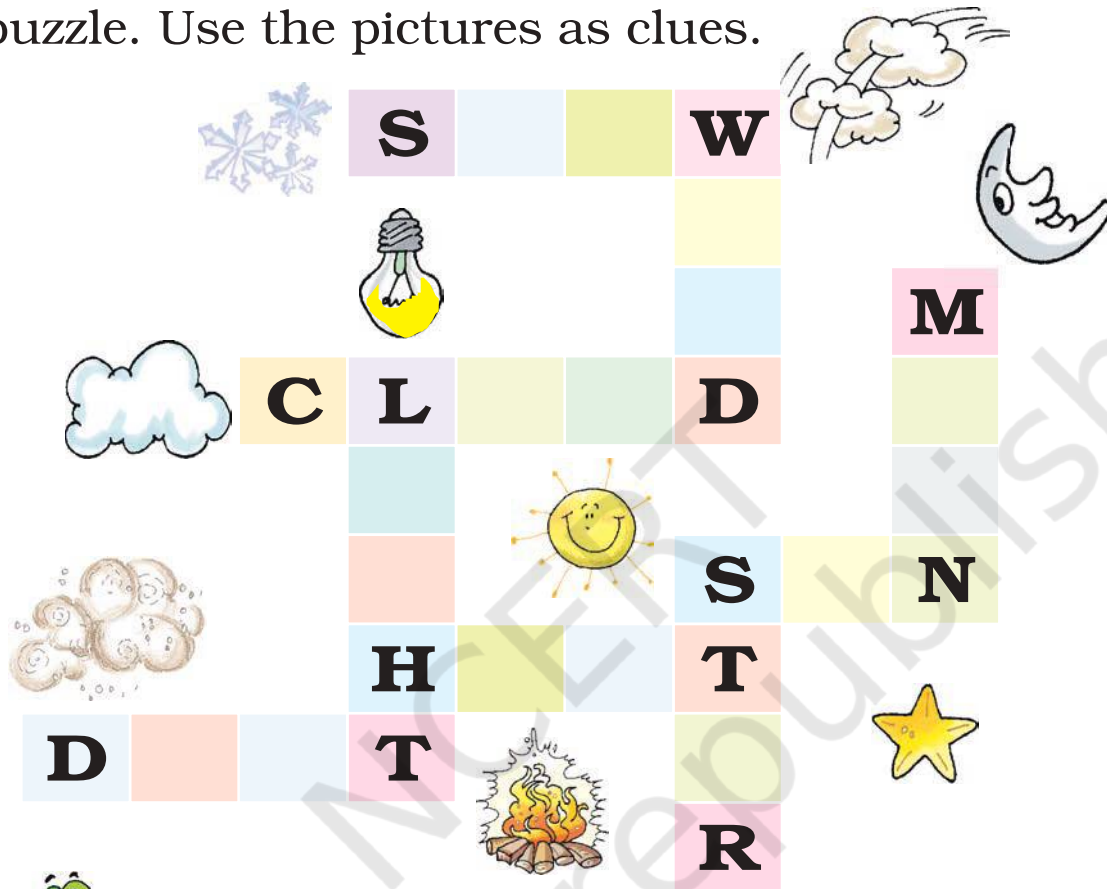
– Santhini Govindan



► Now write what the fifth and the sixth clouds did.

Word fun

- Fill in the letters to complete the crossword puzzle. Use the pictures as clues.



Let's share

- What would you call these pictures in your language? Now label the pictures in English.











Riddle Time

Who am I ?

I go up and down a lot,
Whether it is cold or hot.

Sometimes I am on the ground,
Other times I am in the clouds.

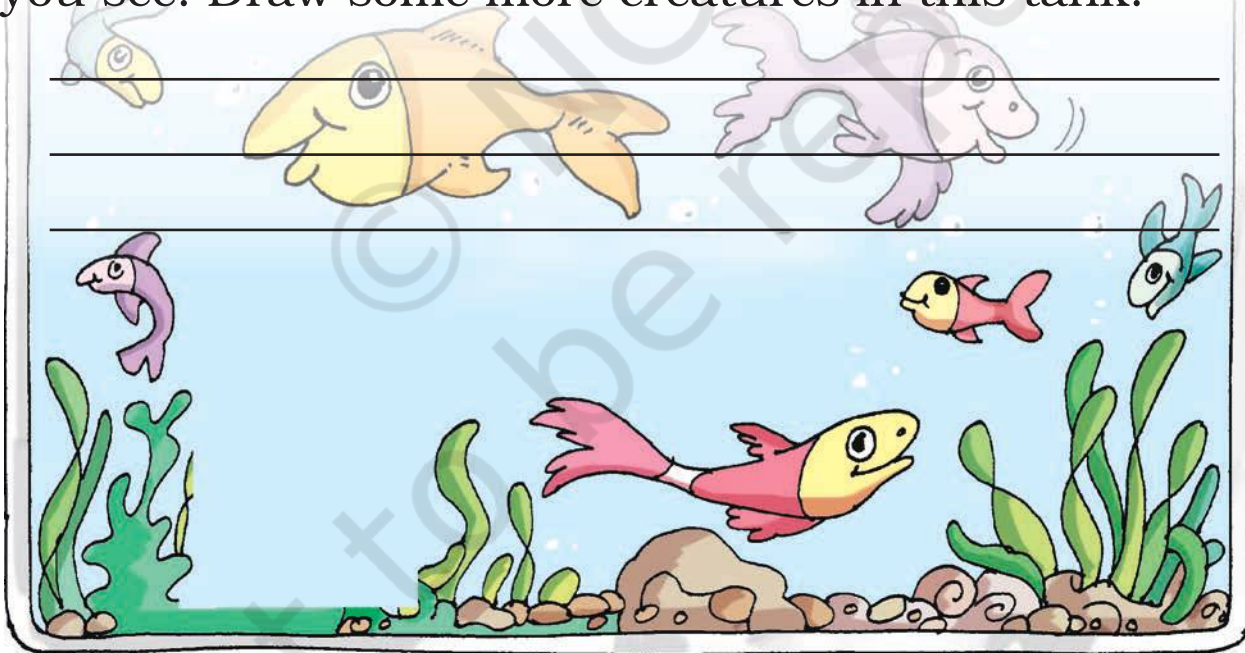
My name rhymes with daughter,
I am your friend named .



Answer: Water

Fish tank

Look at this fish tank. Write three sentences on what you see. Draw some more creatures in this tank.



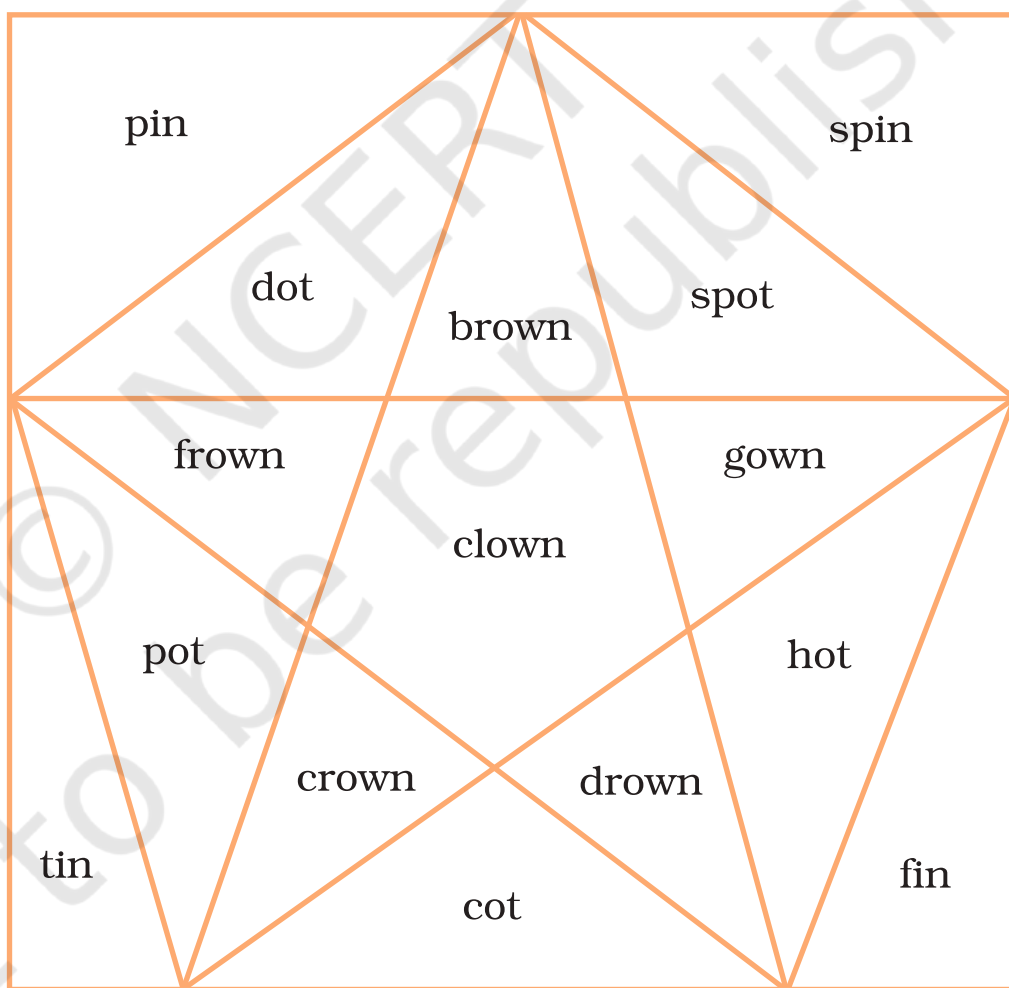
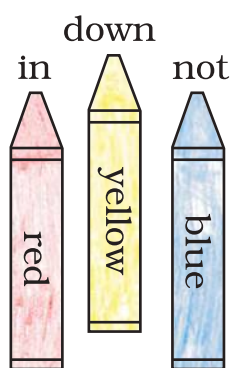


Let's sing

Rain on the green grass,
Rain on the tree,
And rain on the housetop
But not upon me.



- The words **away**, **day**, **play** are rhyming words.
Now colour the words that rhyme with –





Let's write

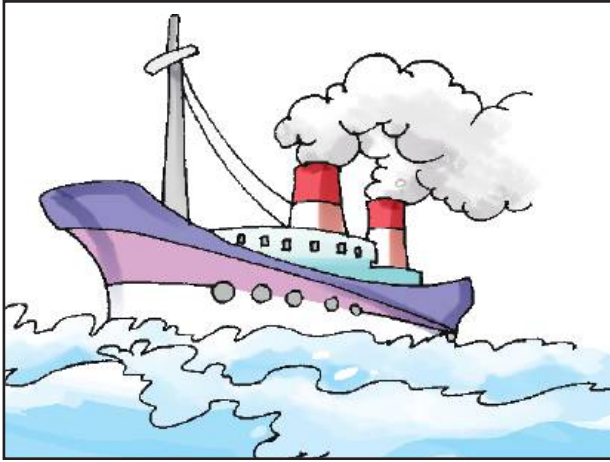
- Look at these pictures and fill in the blanks from the words in the box.

river

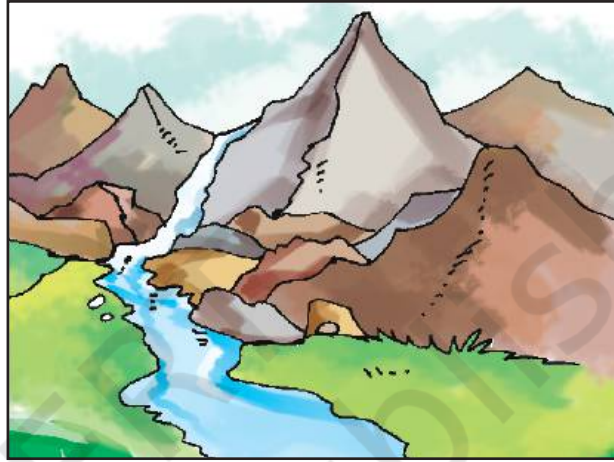
pond

sea

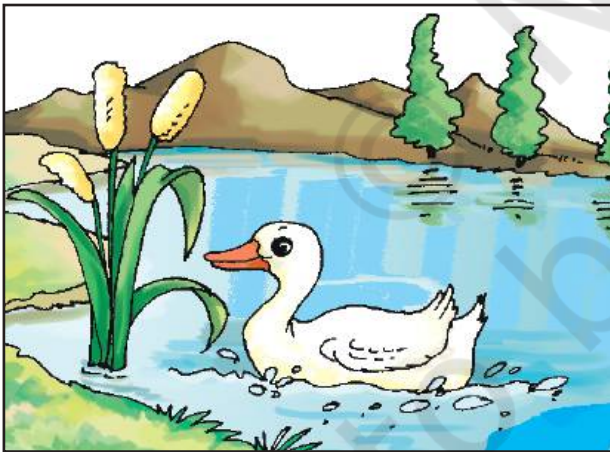
lake



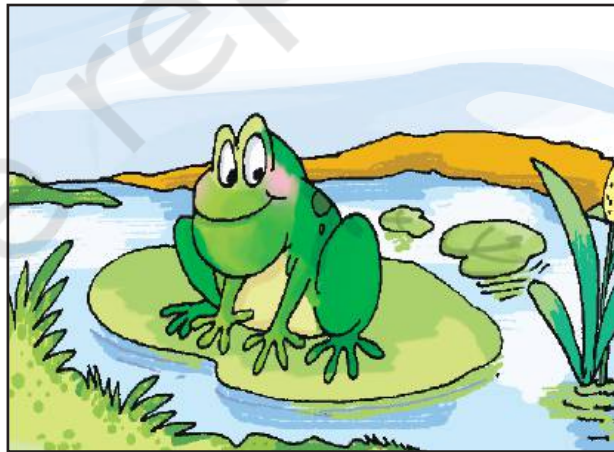
The ship is sailing on the _____.



The _____ flows from the mountain.



The duck is swimming in the _____.



The frog lives in the _____.





STORM IN THE GARDEN

(Sunu-sunu, the snail is playing with his friends, the ants. Suddenly there is a storm. He 'hurries' to his mother and tells her all he saw and heard.)

Sunu-sunu, the snail, was visiting his friends, the ants. They climbed all over him. *Hee! Hee! Hee!* They climbed under him. *Hee! Hee! Hee!*

Suddenly, a great white light crashed through the clouds. Sunu-sunu quickly pulled in his head, pulled in his tail, and sat v-e-r-y still.



Outside, the sky grew dark and the crows flew past. *Kaa! Kaa! Kaa! Kaa!*

Oh, but where were the ants? Sunu-sunu stuck out his feelers and looked for them. They were hiding under a flower pot.

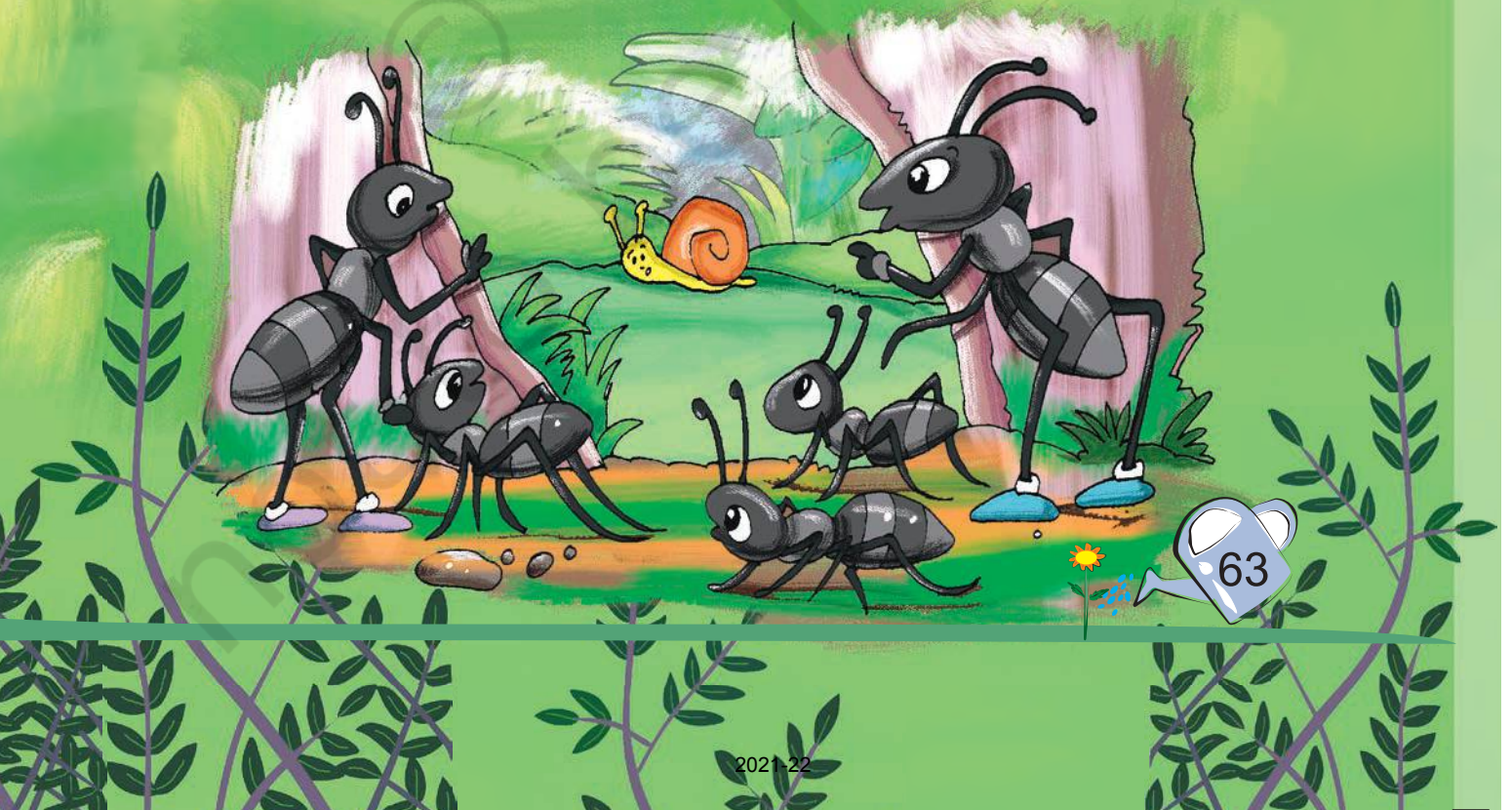
“Go home, Sunu-sunu,” the ants cried out.
“Hurry, hurry, your mother will worry.”

Sunu-sunu went to his mother where she sat under a stone near the well.

“Amma,” said Sunu-sunu, “there’s a storm in the garden. I heard the wind blow blow blow. *Ooo! Ooo! Ooo! Ooo!*

I saw trees sway sway sway. *Shay! Shay! Shay! Shay!*

I saw lightning flash flash flash. *Zzzak! Zzzak! Zzzak! Zzzak!*



I heard thunder
roll roll roll.

Gadaam! Gudoom!
Gadaam! Gudoom!

I heard rain fall
fall fall. *Sittasitta!*
Pittapitta! Sittasitta!
Pittapitta! I heard
water drip drip drip.
Plip! Plip! Plip! Plip!"

It was the
biggest storm
Sunu-sunu had
ever been in.

Ooo! Ooo! Shay! Shay!
Zzzak! Zzzak! Gadaam! Gudoom!

Sittasitta! Pittapitta! Sittasitta! Pittapitta! Plip!
Plip! Plip! Plip!

And do you know what?

Sunu-sunu didn't get wet! Do you know why?

– Sandhya Rao

New words

snail, dark, feelers, storm, lightning, thunder





Reading is fun

Answer the questions



Who was Sunu-sunu?



Who was Sunu-sunu visiting?



Where were the ants hiding?



Did Sunu-sunu get wet?



Let's talk

- ▶ Do you go for morning walks?
- ▶ Have you ever seen ants in the garden?
- ▶ Watch and see where they go and what they carry to their holes.



Team time



- ▶ Do you know why you see snails and earthworms after it rains? Sit in a group and discuss.

Answer: Because their homes in the ground get filled with water.





Let's write

- Look at the picture and complete the sentences.
Pick the right word from the box.

in on under behind over



The cat is jumping
_____ the wall.



The cat is _____
the box.



The cat is _____
the stool.



The cat is _____
the door.



The cat is _____
the suitcase.





Let's sing



Out in the garden each fine day,
With my ball, I like to play;
I bounce my ball, I bounce my ball,
I bounce my ball on each fine day.

Out in the garden each fine day,
With my kite I like to play;
I fly my kite, I fly my kite,
I fly my kite on each fine day.



Let's practise

rain

rain

rain

tree

tree

tree

coat

coat

coat

ship

ship

ship

field

field

field

play

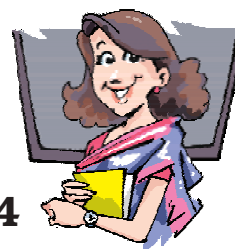
play

play



TEACHER'S PAGES

Unit-4



The idea in **Unit 4**, is to further assist children to build their imagination by listening carefully, reading, speaking and writing sentences.

Developing listening skills

If the breathing exercises have been introduced as suggested in Unit 2, the children would gradually have learnt to stay calm. Now is the time to show them how to sit with their eyes closed as if in a thinking pose. Read the poem slowly and loudly two or three times so that they can take in the beauty of nature and also be a part of it. Then ask them to open their eyes and read the text with proper voice modulation. Now encourage them to recite it with proper actions and gestures.

For listening skills

Play the recorded sounds/use class facility.

- ? Jingling of bells can be brought to class.
- ? Gurgling of river water – pour water and make swishing sounds.
- ? Make sound boxes by using material like salt, pulses and pebbles. Put them in a box or cans which you can shake. Children can also be asked to listen to the
 - honking of a horn
 - banging of a door
 - ticking of a clock

If you cannot record the sounds, then think of common sounds that you can create in the classroom. Ask the students to close their eyes while you make the sounds. Ask them which sound it is. Introduce the English word for that sound like soft, hard, low, loud. Let the children say what they feel the 'sound' sounds like.



Develop correct pronunciation

- Ensure that the text is read aloud with expression. The difficult words are then discussed. If there is a doubt regarding correct pronunciation of the word, refer to the dictionary. Let each child be given a chance to read. The more confident she/he feels in reading, the more motivated she/he will be.
- Don't forget to put up a word-chart of spellings that you want the children to learn.

Give the concept of Big Books through 'Counting Clouds'. Shared reading of Big Books which are large-sized books of high interest with text and illustrations can be encouraged. As the teacher reads, pupils become familiar first with the story in spoken language and the illustration. Gradually an acquaintance develops with the print code.

Ask children if they have seen clouds in the sky and the colours they see in them. Ask them to make sentences.

Develop speaking skills

- Try to build up the vocabulary of the children on the different sources of water.
- Other than earthworms and snails, discuss with them all the creatures that crawl e.g. snakes, lizards, crocodiles etc. What are their eating habits?
- Frogs have webbed feet – their feet are their gumboots. Name a few water birds that have webbed feet.
- Discuss with the children the need for drinking clean water. What are the different methods used to conserve and clean dirty water? Guide them to describe the uses of water.
- Involve children in describing the colours of objects in their class, e.g. red bag, black shoes, etc.



- Introduce children to the following rules –

1. Take turns
2. Listen quietly
3. Speak clearly

Group activity

- Divide the class into groups of four.
- Each group is to be asked to discuss what they like about rain and what they don't, giving reasons for the same.

Develop writing skills

Before writing the exercise on prepositions –

1. Introduce children to sight words 'in', 'on', 'under'.
2. Introduce the preposition using objects available in the classroom, e.g., put a book on the table and then ask the students where the book is.
3. Talk about fish to children and make sentences on different animals.
4. More activity sheets should be prepared using other prepositions. For e.g., above, below, in front, behind, at, etc.

Ready to follow instructions

Introduce children to “talking on the telephone” using polite words.

Cardboard/tin boxes can be used to make mock phones in the class. Let two children take turns to speak on the phone to each other.





0218CH05

UNIT-5

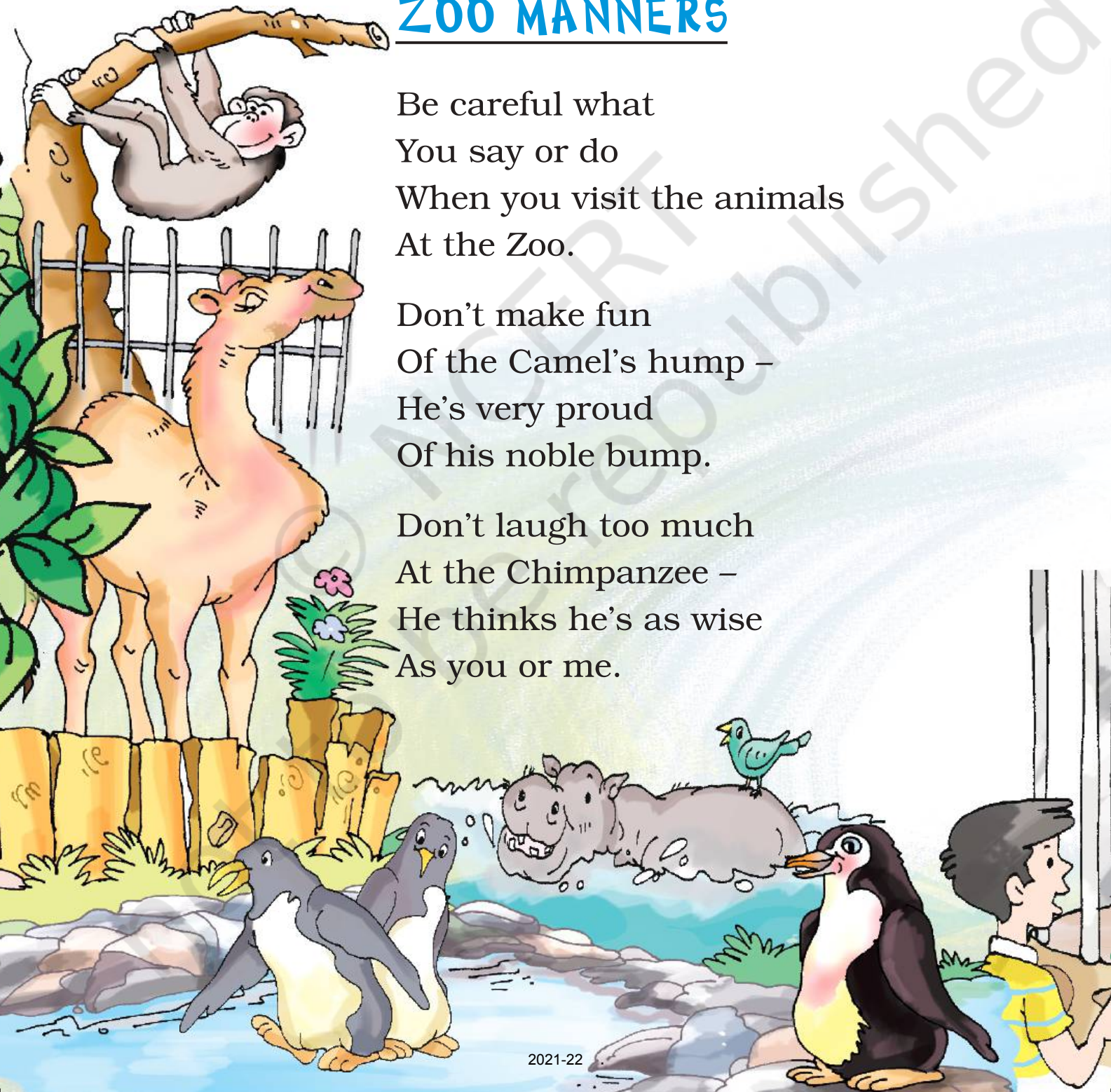
Read and enjoy this poem

ZOO MANNERS

Be careful what
You say or do
When you visit the animals
At the Zoo.

Don't make fun
Of the Camel's hump –
He's very proud
Of his noble bump.

Don't laugh too much
At the Chimpanzee –
He thinks he's as wise
As you or me.



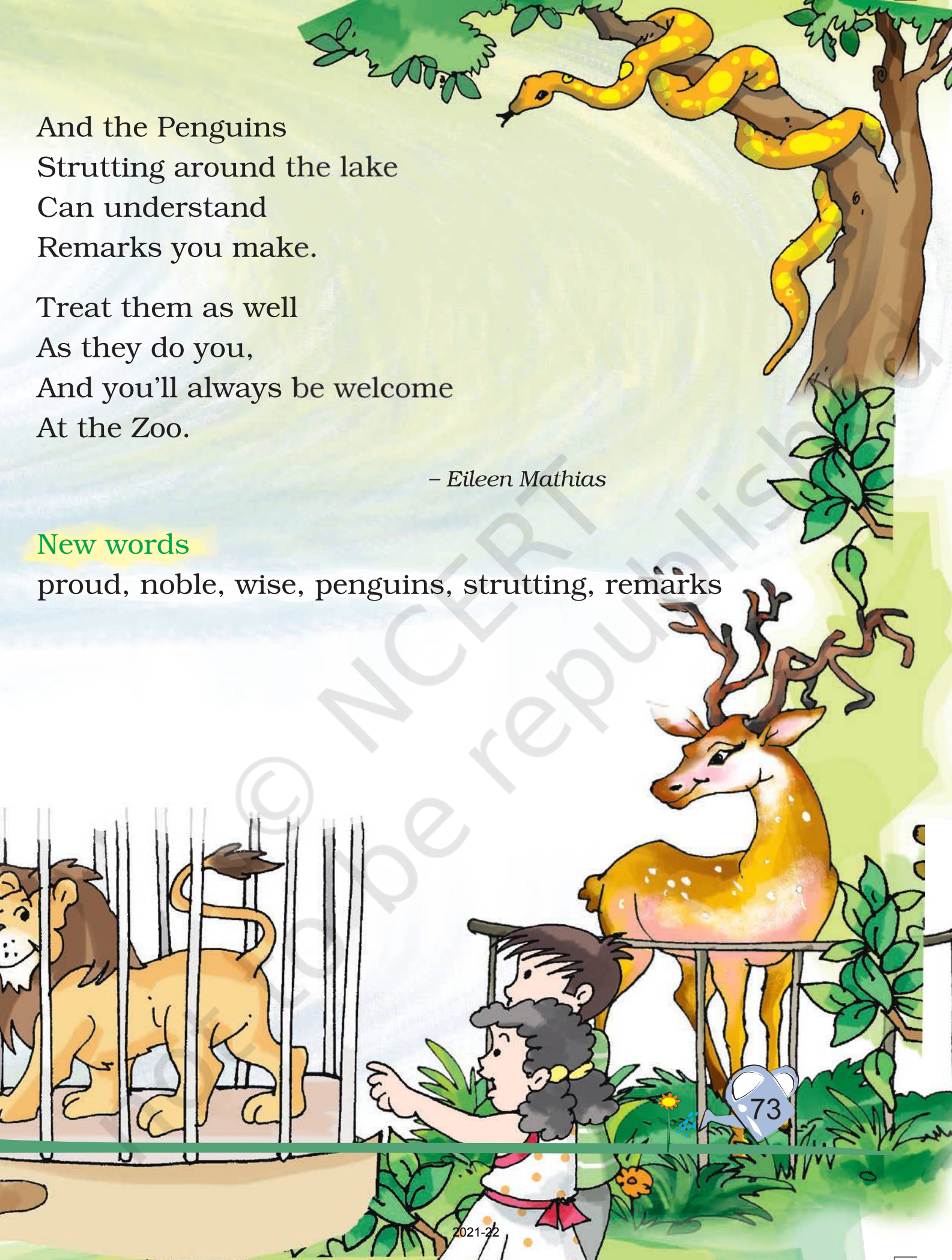
And the Penguins
Strutting around the lake
Can understand
Remarks you make.

Treat them as well
As they do you,
And you'll always be welcome
At the Zoo.

– Eileen Mathias

New words

proud, noble, wise, penguins, strutting, remarks





Reading is fun

- ▶ What do you see at the zoo?
- ▶ What does the camel have on its back?



Let's talk

- ▶ Have you been to a zoo?
- ▶ Name the animals which you have seen in a zoo. Say the names in your own language and then in English.
- ▶ Name the animal you liked the most. Why?
- ▶ Did you feed any animals at the zoo? Should we tease animals?



Let's listen

- ▶ Listen and put a tick (✓) against the words that the teacher says –

it ☐

think ☐

fun ☐

much ☐

well ☐

at ☐

thank ☐

fan ☐

match ☐

wall ☐





Say aloud

bump  hump dump

crowd crow  cloud claw 

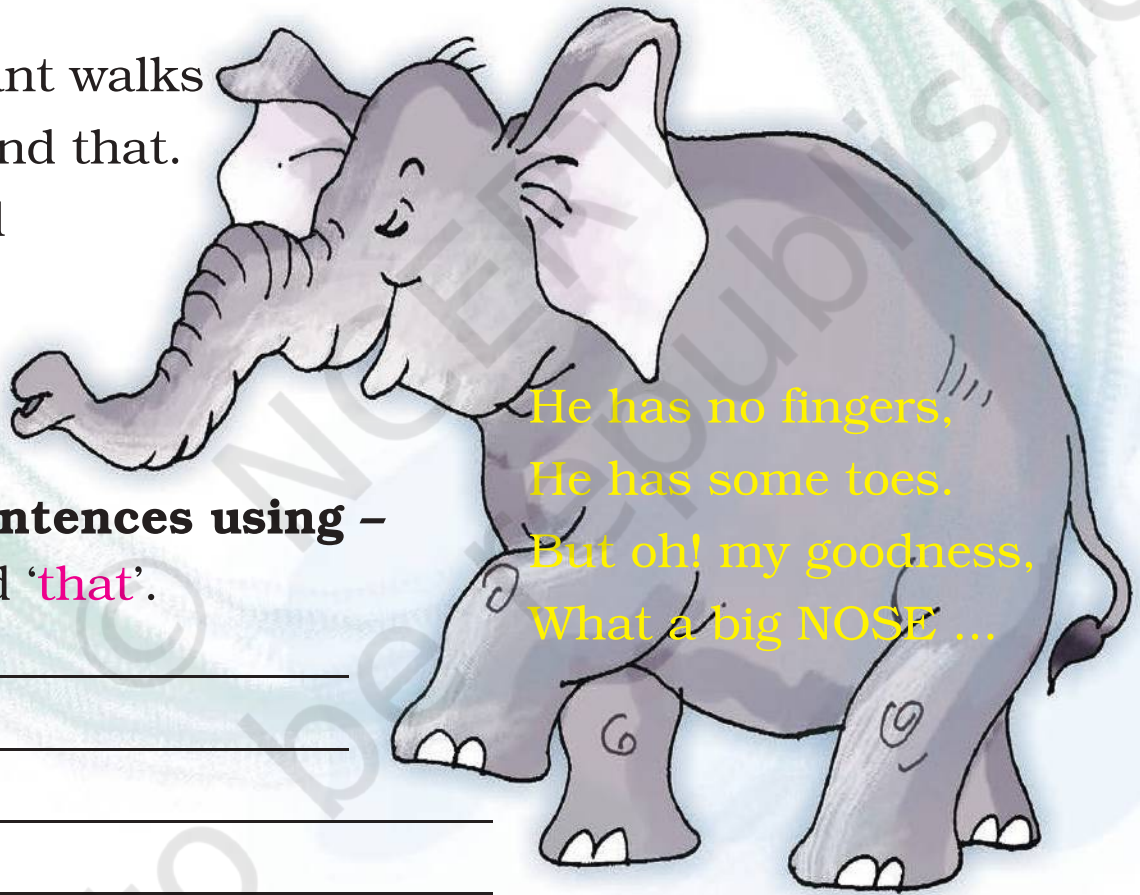
noise  prize size pies flies



Let's sing and act

The elephant walks
Like this and that.
He's so tall
And so fat.

► **Make sentences using –**
'this' and 'that'.





Let's write

A visit to my village

Fill in the blanks with the words from the box.

horses	village	cat	dogs	milk	kittens
hay	pond	grandmother	cow	cock	hen

In June we went to a _____



where my _____ lives. She has a farm.



On her farm there are many animals. There are two

_____, a _____ with



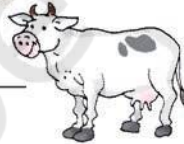
its _____, three _____,



one _____ as well as a _____



and a _____. Every morning she



feeds her animals with _____



or _____. They drink water from a



_____ on the farm.



- Composition corner – Look at the picture and fill in the blanks.

lines	flowers	buzzed
two	bee	buzzed

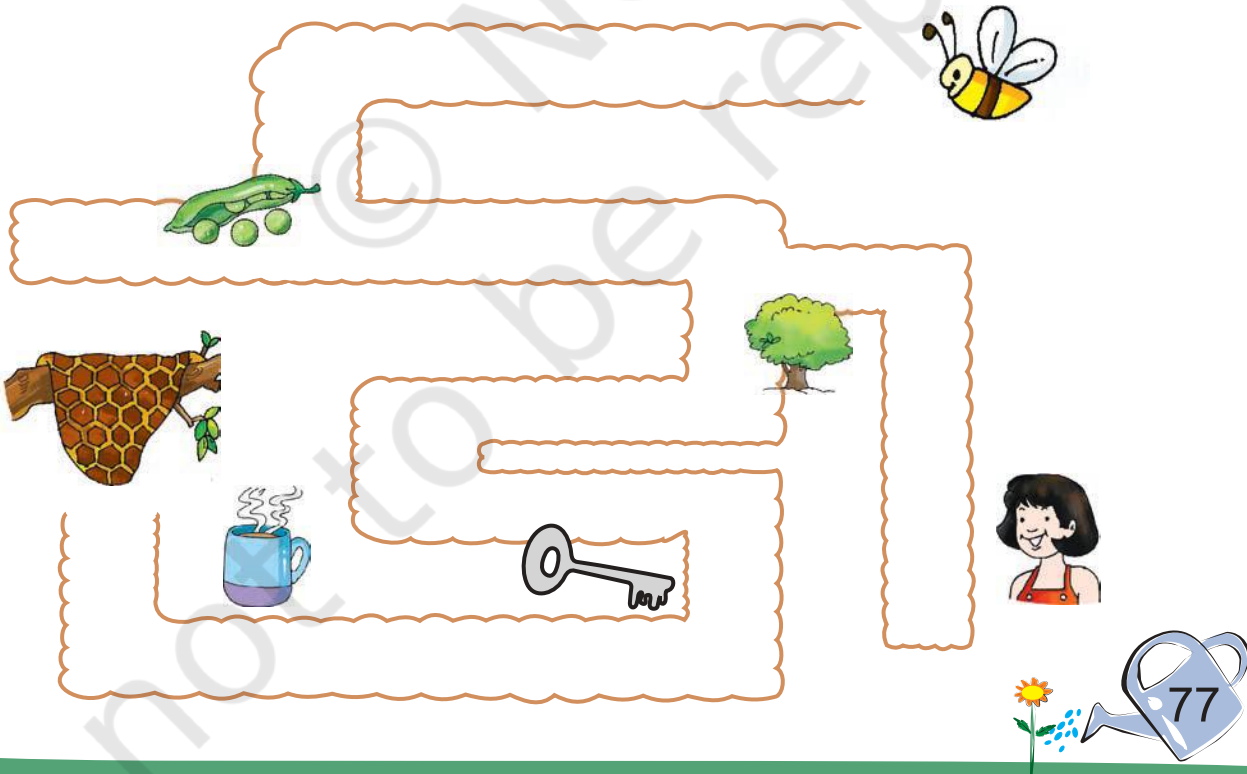


This is a _____. It has _____ on its wings. It has _____ antennas. It buzzes round the _____. It _____ and _____ and came to the zoo.

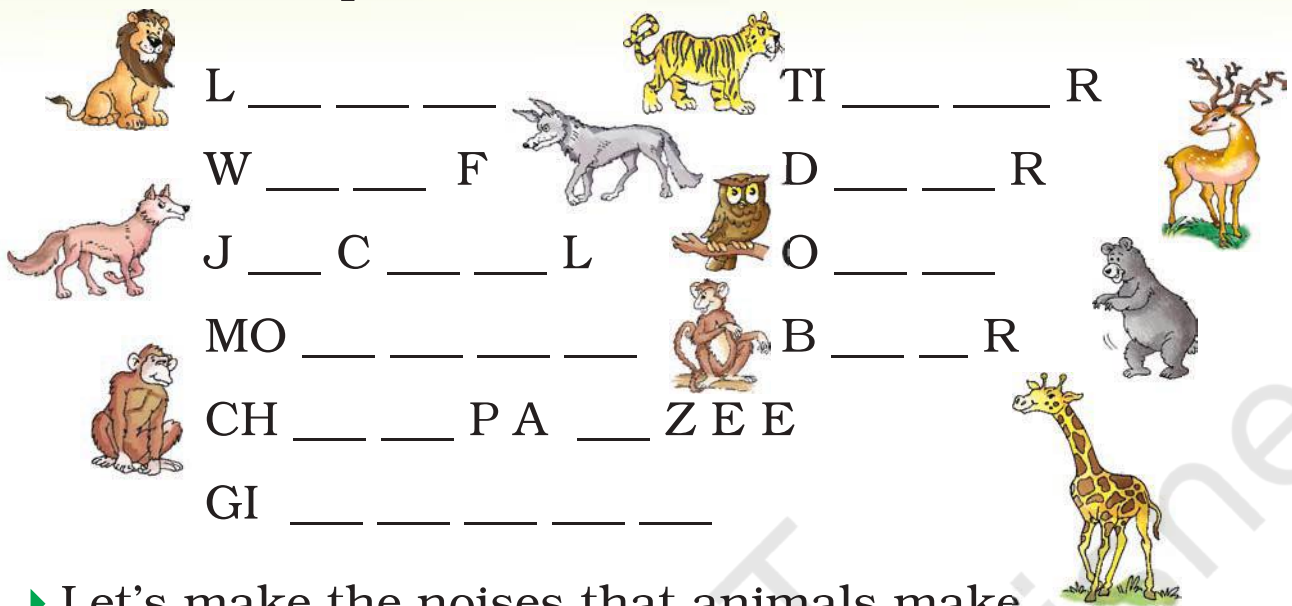


Let's do

- Help the bee to reach its home. What are the things that it met on the way that rhyme with **bee**?



► Look at the pictures and fill in the blanks.

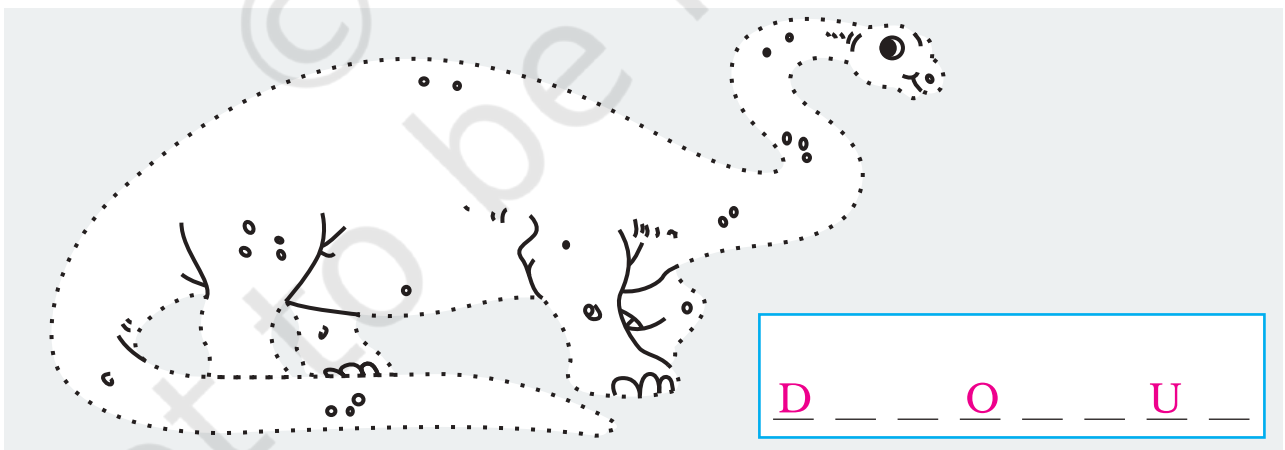


► Let's make the noises that animals make.

Roar like a lion.
 Neigh like a horse.
 Quack like a duck.
 Bleat like a goat.
 Grunt like a pig.

Bark like a dog.
 Moo like a cow.
 Chirp like a sparrow.
 Chatter like a monkey.
 Hiss like a snake.

► Join the dots. Complete the name of the animal.



Let's practise

ournournourn

comecomecome

househousehouse

cloudcloud

lucky lucky lucky

funny funny



FUNNY BUNNY

One day, a nut
fell on Funny
Bunny.

“Ouch! The sky
is going to fall!”
said Funny
Bunny. “I must
tell the King.”

On the way,
he met Henny
Penny. “The sky
is going to fall,”
said Funny Bunny. “I’m going to tell the King.”

“I’ll come too,” said
Henny Penny.

And off they
went to find
the King.

Soon they
met Cocky
Locky.



“The sky is going to fall,”
said Funny
Bunny. “I’m
going to tell
the King.”

“I’ll come
too,” said
Cocky Locky.

And off they
went to find
the King.

On the
way, they met Lucky Ducky.

“The sky is going to fall,” said Funny Bunny.
“I’m going to tell the King.”

“I’ll come too,” said Lucky Ducky.

And off they went to find the King.

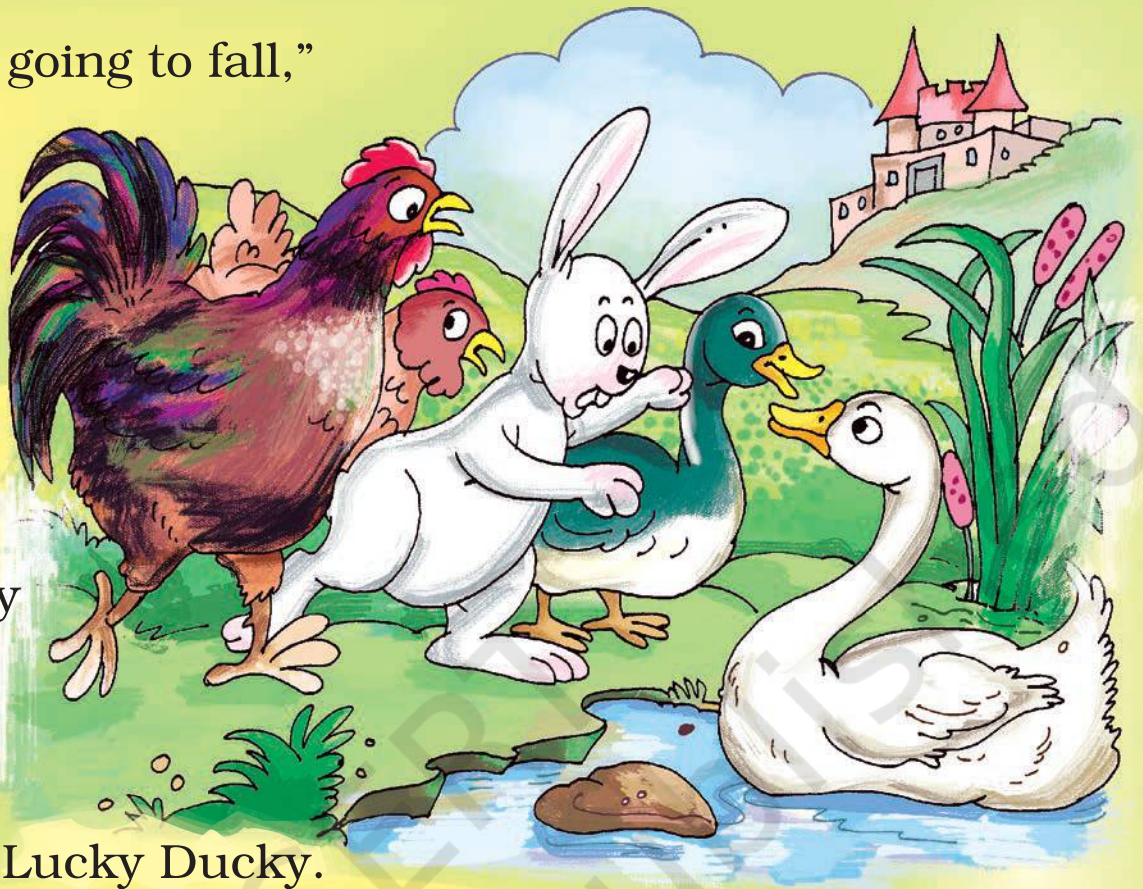
On the way, they met Poosey Goosey.

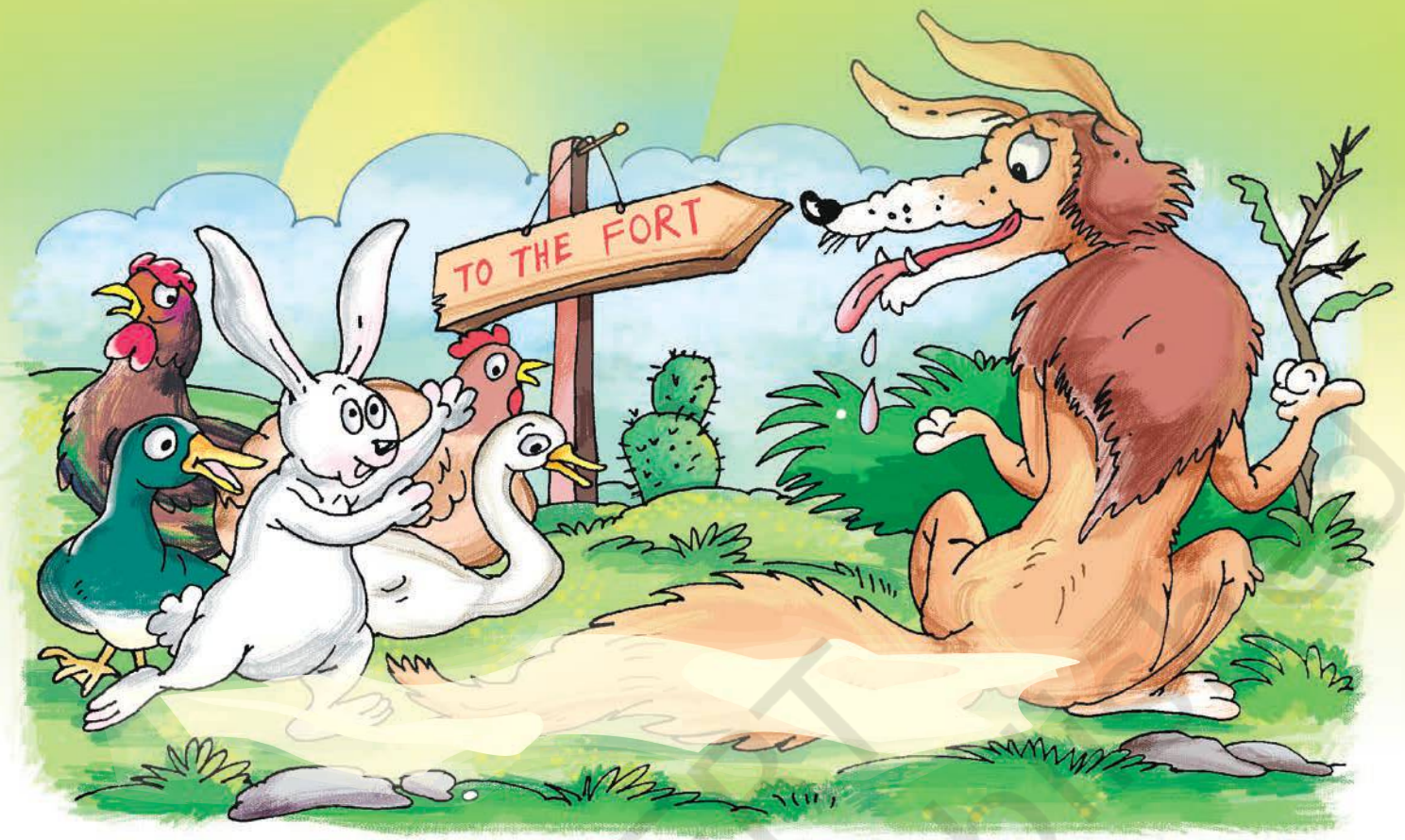
“The sky is going to fall,” said Funny Bunny.
“I’m going to tell the King.”

“I’ll come too,” said Poosey Goosey.

And off they went to find the King.

On the way they met Woxy Foxy.





“The sky is going to fall,” they all said.
“We’re going to tell the King.”

“The King lives here,” said Woxy Foxy.
“Follow me.”

And that was the end of Funny Bunny,
Henny Penny, Cocky Locky, Lucky Ducky and
Poosey Goosey.

New words

nut, ouch, met, I’m, I’ll, off, we’re





Reading is fun

- ▶ One day, _____ (a nut/the sky) fell on Funny Bunny.
- ▶ Funny Bunny wanted to tell _____ (the king/the cock/the sky) what he saw.
- ▶ Who said these words in the story?



“Ouch! The sky is falling down.”



“I must tell the King.”



“The King lives here.”



“Follow me.”

- ▶ What happened to all the animals in the end?



Let's listen

Funny Bunny, Cocky Locky, Henny Penny,
Poosey Goosey, Woxy Foxy.





Say aloud

ouch
pouch
couch

follow
hollow
swallow

down
town
frown

bray
clay
sway



Let's write

- Circle the odd one out.

bun	sun	fun	gun	one
bed	fed	led	said	red
he	me	be	tea	we
way	say	hay	pay	they

- Find the opposites of the given words and make sentences.



fat



fall



start



come



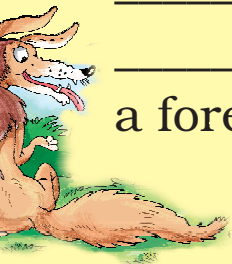
big





- Fill in the blanks with the correct word.

I read a funny story of a funny rabbit. One day, a nut _____ (fell/fall) on his head. He thought that the sky _____ (is/was) falling. So, he _____ (go/went) to tell the King. On the way, he met different animals. All of them _____ (join/joined) him. At last, they _____ (meet/met) a clever fox. It took them to a forest and _____ (eat/ate) them all up.



- Rearrange these words to form sentences –

1. on/Funny Bunny/fell/a/nut/one day.

2. falling/down/the/sky/is/said/Funny Bunny.

3. King/I/must/the/tell.

4. lives/here/the/King.



- Change only one letter of each word and make another rhyming word.

For example : Fell Tell

down _____

king _____

met _____

soon _____

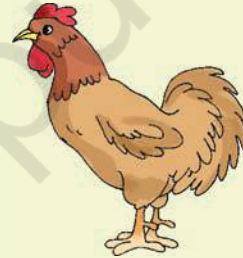
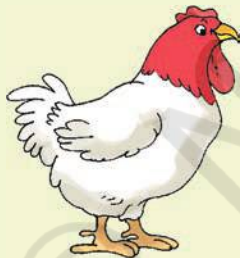
way _____

bat _____

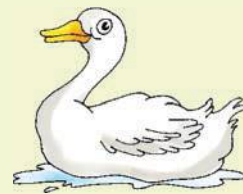


Let's do

- Look at the pictures. Give the animals the right names.



WHO
AM
I?



PICTURE STORY

- Look at the pictures. Narrate the story in your language and then in English.



TEACHER'S PAGES



Unit-5

This Unit is about sensitising children to creatures in nature. Spend time in talking about experiences at a zoo and about the pictures in this Unit. Ask children, how can we be friends to animals? In what ways are zoo animals our friends? Read more stories on animals to them.

Develop listening skills

Read the text.

Let the children close their eyes, hear and identify the following sounds as you or some children make them –

- Roar like a lion
- Bark like a dog
- Neigh like a horse
- Moo like a cow
- Quack like a duck
- Chirp like a sparrow

Then ask them to open their eyes and ask them to roar like a _____.

Let the children say which animal it is. Add other sounds.

Develop pronunciation

Say aloud with children words like –

do	zoo	lake	make
hump	bump	loud	proud
funny	bunny	henny	penny

Exposure to language

Let the sight words be the names of animals/ insects that the children have seen. These can be hung on the trees/ walls in the school campus.

Develop speaking skills

Have a 'group recitation' between the class groups. Appreciate their efforts. Do not force children who are not ready for speaking.



Read *Funny Bunny*. Let children tell what might have happened if the animals had stopped to look around them. Look at the sign of *To the fort*. Help children with making more signs for directions to the house, park etc.

Reading stories aloud, repeated reading, choral reading, story telling and re-writing activities can be encouraged.

Develop writing skills

- To look, imagine and write a few sentences on questions from the text is now expected, but keep a check tag and see whether the children are able to hold the pencil with a firm grip, and ensure they are able to enjoy writing.
- A class chart where everyone comes and writes her/his name under their group (Red, Yellow, Blue, Green) is a wonderful opportunity to see them enjoy writing time.
- Make children construct meaningful sentences of opposites, so as to make the meaning clear.

Getting ready to follow instructions

- Teach words of greeting like *namaskar/adab* and other words that mean 'hello'.
- Have the children take turns pretending they are saying 'hello' to something in the classroom. Let the other children guess what the child is saying hello to.

Say the poem together 'Hello and Goodbye'—

All: *Hello and Goodbye*

Group Red

When we are on a swing swinging low and then high.

Goodbye to the ground, Hello to the sky.

Group Blue

Hello rain, Goodbye to the Sun.

All: *Hello and Goodbye.*

- Encourage the children to make a story in their own words by looking at the picture story.
- Take the children to visit a zoo. Talk about not hurting or teasing the animals. Make a class collage.





0218CH06

UNIT-6

Read and enjoy this poem

MR. NOBODY

I know a funny little man,
As quiet as a mouse,
Who does the mischief
that is done
In everybody's house!
There's no one ever
sees his face,
And yet we all agree
That every plate we break was
cracked
By Mr. Nobody.

New words

quiet, mischief, everybody, agree, nobody





Reading is fun

- ▶ Who is Mr. Nobody?
- ▶ Has anyone ever seen him?
- ▶ Is there a Mr. Nobody in your house?



Let's talk

- ▶ Have you ever done something naughty?
- ▶ What did you do?
- ▶ What did you say?



Let's share

Sometimes you want to look and find things for yourself. Tick (✓) those that you did. Tell your friends.

☐

I tried to see why the clock ticked.

☐

I went out of the house at night to see the stars.

☐

I climbed a tree to look into a nest.

☐

I climbed on a stool to find biscuits.





Say aloud

► Say aloud and circle the rhyming words –

1. A mouse ran into the house.
2. I can see the little bee.
3. That was a fat cat.
4. Give me a handkerchief.
Don't do any mischief.



Let's draw

- Make groups of five children each. Each group takes a big chart paper –
- Each group draws a Mr. Nobody.
 - The first child draws Mr. Nobody's head.
 - The second child draws his clothes.
 - The third child draws the arms.
 - The fourth child draws his legs.
 - The fifth child draws Mr. Nobody's hair.
 - Look at Mr. Nobody. Isn't he a funny man? Colour him.





Let's write

1. Fill in the blanks with **a, e, i, o, u**.

he _ d, _ rms, l _ gs, dr _ ss, h _ _ r

2. Add 'no', 'some' and 'every' to the word **body** to make new words.

_____ body, _____ body, _____ body.

3. Seema wrote her father's name like this –

Mr. Dinesh Dixit

Ram wrote his mother's name like this –

Mrs. Sneha Ramdas

- Write your father's name as Seema did.

- Write your mother's name as Ram did.

- Use 'Mr.' and 'Mrs.' to write more names you know.





The Zigzag Boy

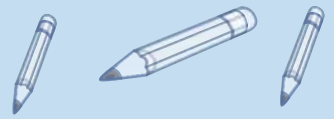
I know a little zigzag boy,
Who goes this way and that.
He never knows just where he puts,
His coat or shoes or hat.

If you are not a zigzag child,
You'll have no cause to say
That you forgot, for you will know
Where things are put away.



**Can you make zigzag lines? See how
the zigzag boy runs.**





Let's practise

quiet quiet quiet

agree agree agree

mouse mouse mouse

break break break

plate plate plate

jiggy jiggy jiggy



95

CURLYLOCKS AND THE THREE BEARS

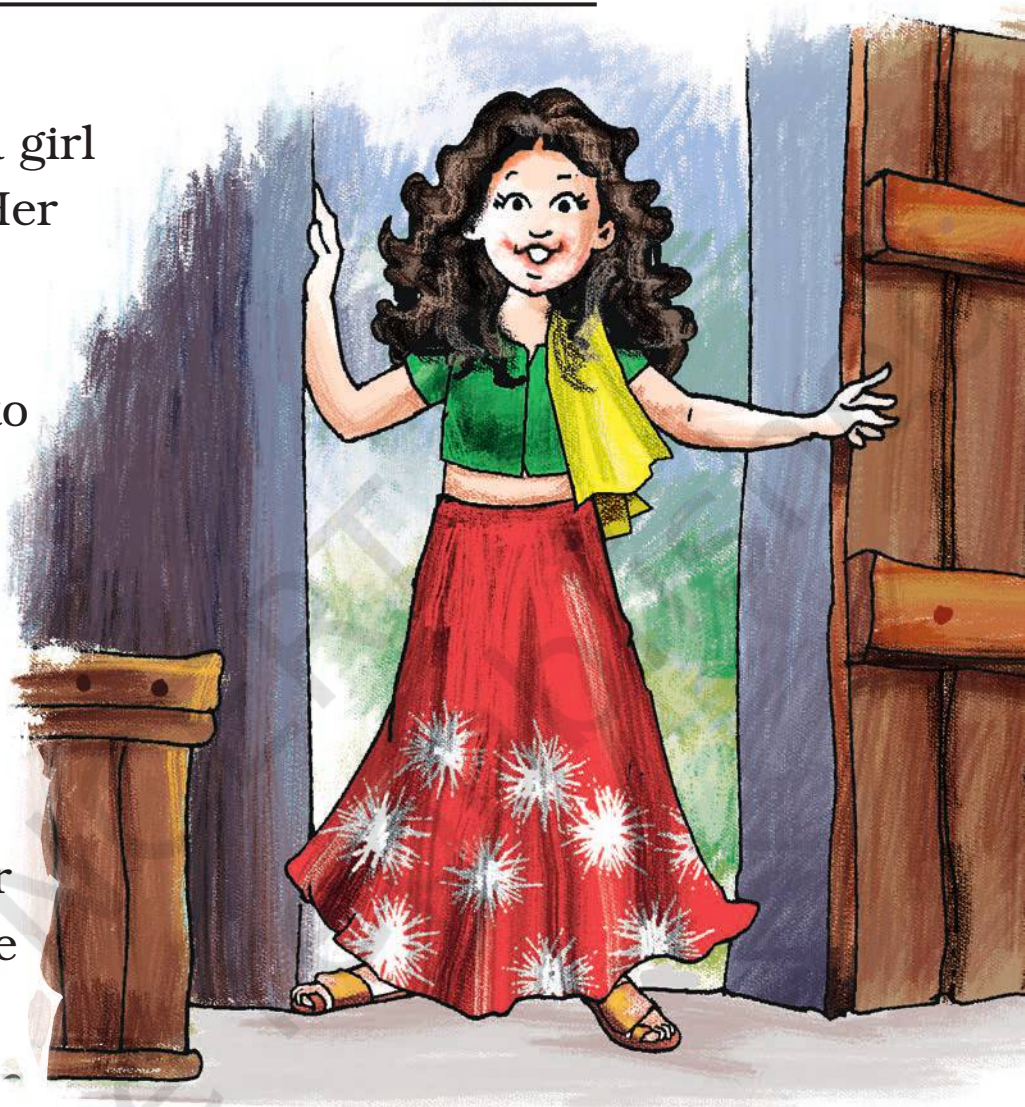
Once there was a girl with curly hair. Her name was Curlylocks. One day, she went into the forest near her house. She saw a cottage.

“Is anybody in?” she asked.

There was nobody. The Bear family lived in the cottage. They had gone for a walk.

Curlylocks went in. She wanted to see who lived there.

She saw three bowls of porridge on the table. There was a big bowl for Papa Bear, a



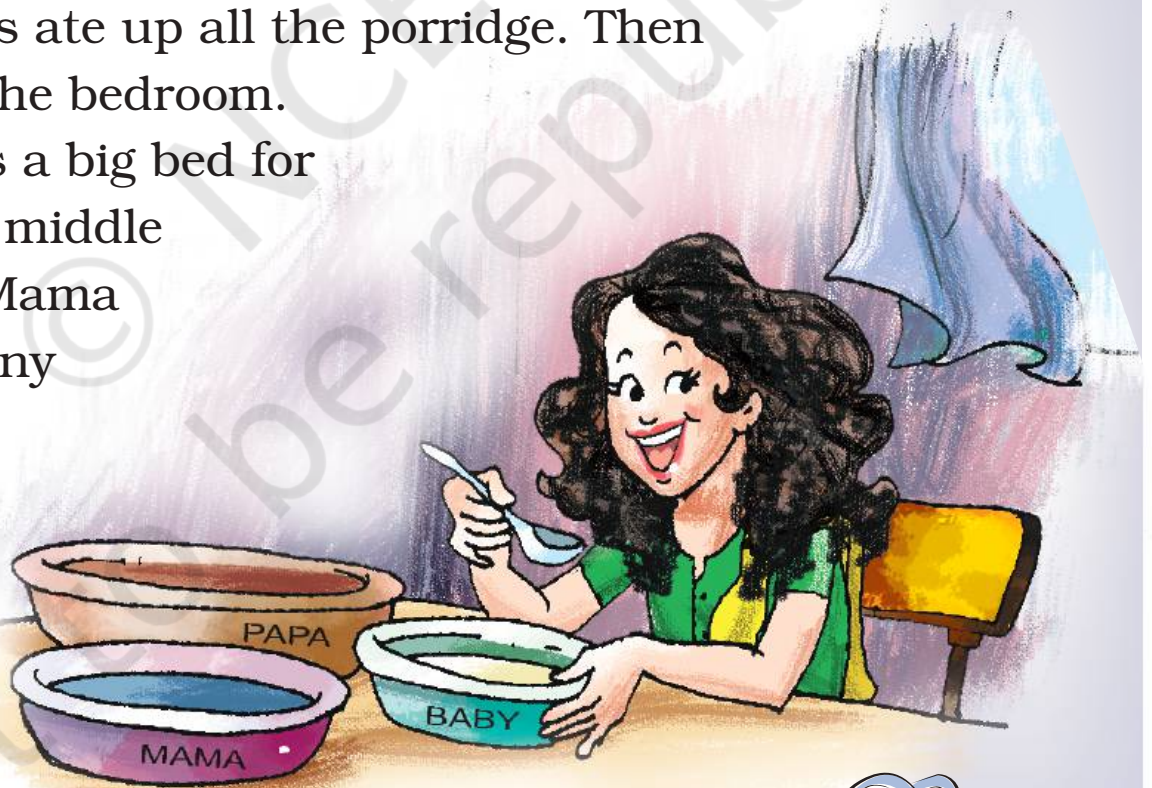
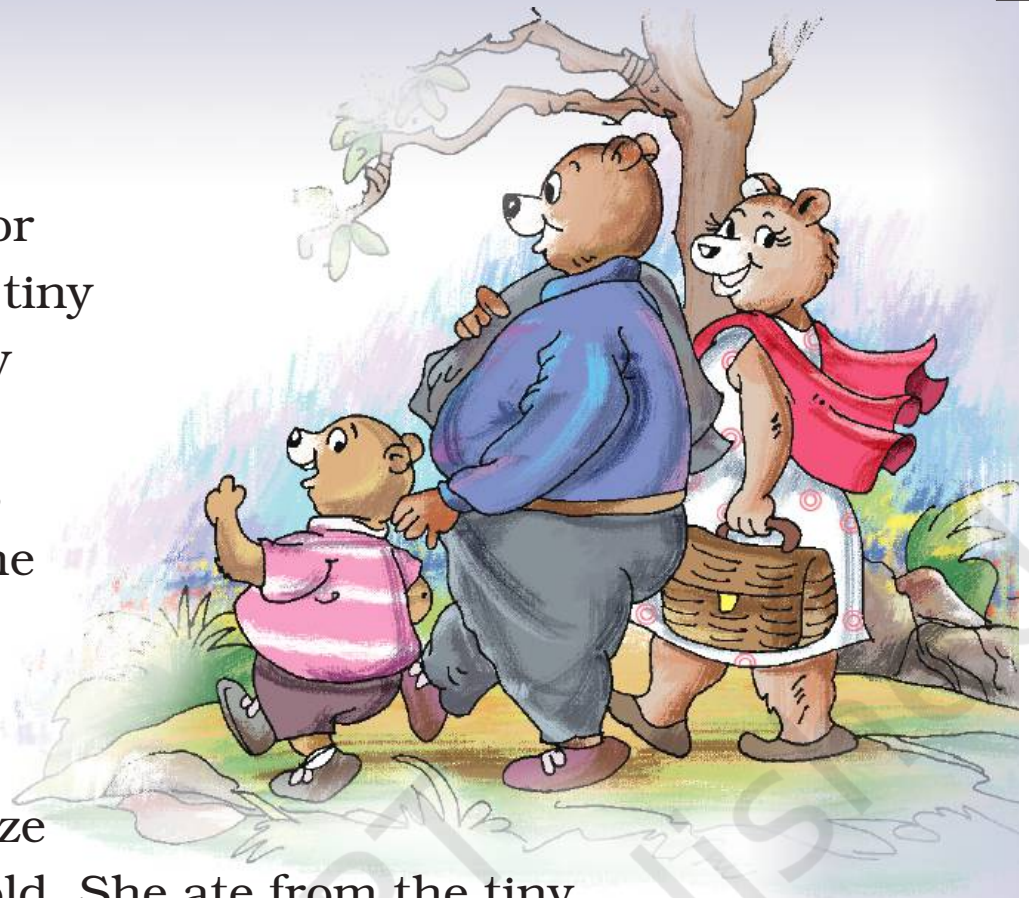
middle size bowl for
Mama Bear and a tiny
little bowl for Baby
Bear.

Curlylocks was
hungry. She ate the
porridge from the
big bowl. It was
very hot. She ate
from the middle size
bowl. It was too cold. She ate from the tiny
little bowl. It was just right.

Curlylocks ate up all the porridge. Then
she went to the bedroom.

There was a big bed for
Papa Bear, a middle
size bed for Mama
Bear and a tiny
little bed for
Baby Bear.

The big
bed was very



hard. The middle size bed was too soft. But the tiny little bed was just right.

Curlylocks fell asleep in the tiny little bed.

The Bear family came back.

“Somebody ate my porridge!” shouted Papa Bear in his big, gruff voice.

“Somebody ate my porridge too!” said Mama Bear.

“Somebody finished all my porridge,” said Baby Bear in his tiny little voice.

The Bear family went to the bedroom.

“Somebody slept in my bed,” shouted Papa Bear in his big, gruff voice.

“Somebody slept in my bed too,” said Mama Bear.

“Somebody is sleeping in my bed,” said Baby Bear in his tiny little voice.

Curlylocks woke up. She saw the three Bears. She jumped down and ran out of the cottage as fast as she could.

– Adapted from Goldilocks and the Three Bears

New words

curly, cottage, bowl, porridge, hungry







Let's read

- ▶ My sister's hair is soft and curly.
- ▶ When I am hungry, I eat a lot.



Reading is fun

- ▶ Who lived in the cottage in the forest?
- ▶ What did Curlylocks see on the table?
- ▶ Why did she eat up all the porridge from Baby Bear's bowl?
- ▶ Whose bed did Curlylocks sleep in and why?



Let's talk

- ▶ Have you ever seen a forest? What did you see there?
- ▶ There is a plate of sweets lying on the table. You want to eat some sweets. What will you do?
- ▶ Name a few things that you eat from a bowl. What do you call a bowl in your language?





Let's act

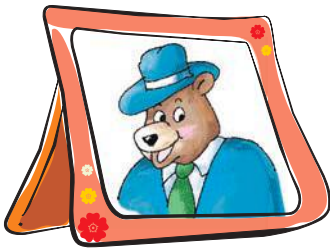
- ▶ Pretend that you are Curlylocks. Tell your friends what happened to you when you went into the Bears' cottage. You can say the story first in your own language and then in English. Begin like this –

I am Curlylocks. I have curly hair. One day I ...



Let's write

- ▶ The Bear Family



Papa Bear



Mama Bear



Baby Bear

- ▶ Bring pictures of your family members.
 - Take some chart-paper.
 - Write on it – **My family**
 - Stick pictures of your family members and write their names. Use **Mr.** and **Mrs.** for elder people.
 - Write – **This is me.**
 - Stick your picture under it and write your name.



- The words **curly** and **hungry** tell us about Curlylocks.
Can you find some more words which describe **The Bears**? Now form them into sentences of your own.

- Write five lines on **My Family**.

Let's listen and enjoy

A sailor went to *sea, sea, sea*.
To see what he could *see, see, see*.
But all that he could *see, see, see*.
Was the bottom of the deep blue *sea, sea, sea*.

- Make sentences with **sea** and **see**, **tail** and **tale**.

1. _____
2. _____
3. _____
4. _____



- The Bear family went for a walk before dinner. Somebody came in. Look at what they did!



- Write about all the things kept in the wrong places.

A ball _____ Papa Bear's plate.

A flower _____ Mama Bear's plate.

A plant _____ Baby Bear's chair.

- What else do you see in the picture?



TEACHER'S PAGE



Unit-6

Unit 6 is about further building the children's imagination to 'think', make a picture in their mind and then share this image with the class. Discover how every child sees every story he hears or reads in a different way and feels a sense of adventure in knowing other people. He learns that each of his friends has a different picture of *Curlylocks*.

Develop pronunciation

New words like – mischief, quiet, hungry, curly etc., can now be repeated; hearing and speaking these sounds are more important than writing them. Use sight words in the classroom by putting them on cards. Let the children read these words and make sentences.

Reinforce understanding of the way words like *big*, *middle* and *tiny* and phrases help the reader follow and visualise the action of a story.

Develop speaking skills

The mother tongue can be given its due place by being used for discussion and understanding, along with an engagement with English.

All groups can speak about the pranks/tricks they played on someone.

Circle two words in each group that rhyme

cut but fun

tree pail bee

pat egg leg

time rope soap

man mat fan

Develop writing skills

- Teach children the correct way to write Mr. and Mrs.
- Begin Mr. and Mrs. with a capital and put a period or full stop after Mr. and Mrs.
- Give more similar sounding but different spelling words to children to frame into sentences (deer-dear, tail-tale, their-there...)
- Make children write meaningful and constructive sentences. (My family, My best friend...)



UNIT-7

Recite this poem

ON MY BLACKBOARD I CAN DRAW



0218CH07

On my blackboard I can draw,
One little house with one green door,
Two brown gates that open wide,
Three red steps that lead inside,
Four little chimneys painted white,
Five little windows shining bright,
Six yellow marigolds straight and tall,
Growing up against the wall.

New words

gates, wide,
lead, chimney,
marigolds,
straight





Reading is fun

- ▶ How many windows does the house have in this poem?
- ▶ Where do the marigolds grow?



Say aloud

draw	drain	drip
brown	brain	brick
three	throw	thread
grow	grapes	grey



Let's listen

- ▶ Every room becomes dirty if not cleaned. Let's clean our classroom while singing this poem.

*I'm going to sweep the dirt away,
I'm going to sweep the dirt away,
I'm going to sweep the dirt away.
Woosh, woosh, woosh.*

– Rose Fyleman

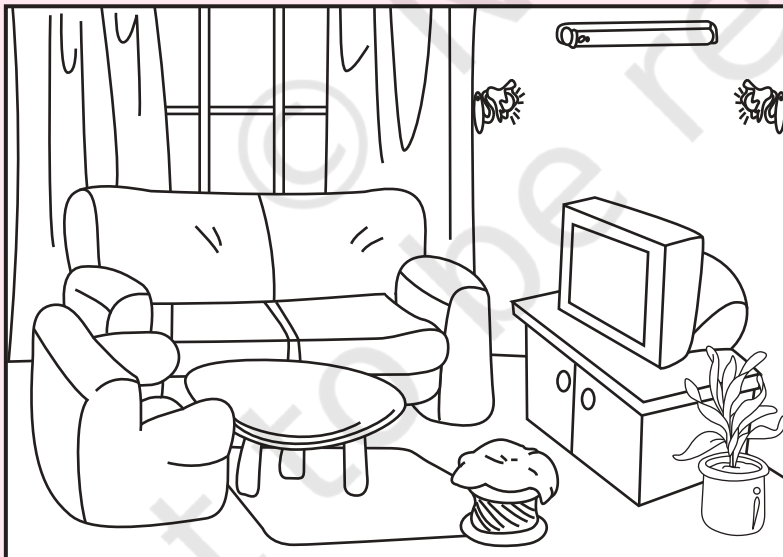
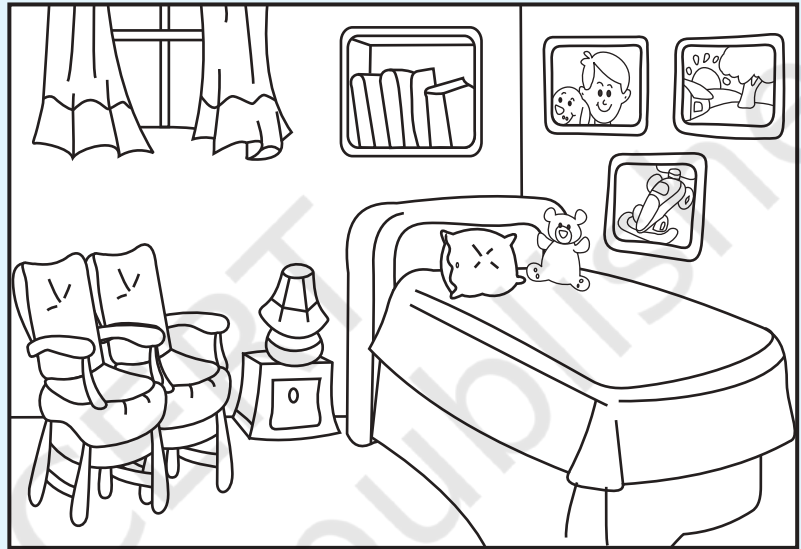




Let's write

These are the two rooms of the house. Colour them. Based on this activity, complete the paragraphs –

This is my _____.
It has ____ window.
The colour of my
bed is _____.
There are _____
pictures on the
wall.



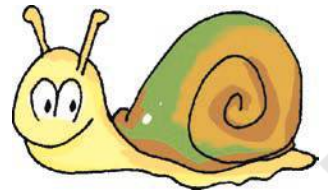
This is a _____.
It has _____
in it. We watch
_____ here.
It has _____
curtains. It has
_____ table.



► Using the pictures as clues fill in the blanks –



He is
as busy as a
_____.



Raj is
as slow as a
_____.



This pen is
as light as a
_____.



My hair is
as black as
_____.

► Ask your friend to –



keep his mouth
wide open



keep his mouth
half shut



keep his mouth
fully shut

Ask someone to close the door using the words –
wide open, **half shut** and **fully shut**.



► Find the right sentence –

Read the pairs of sentences below. Fill in the blanks in the second sentence with the opposite of the word in red.



The boy is running very **fast**.

The boy is walking very _____.



The clown is very **happy**.

The clown is very _____.



The girl is walking on a **loose** rope.

The girl is walking on a _____ rope.

- Change from singular to plural by adding **es, ies** and **ves**.

For example:

buffalo buffaloes baby babies knife knives

hero _____ fly _____ wolf _____

potato _____ lady _____ loaf _____

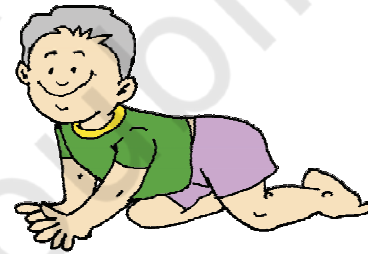


Fun time



Can you crawl like a baby?

Crawl... crawl... crawl...



Can you hop like a grasshopper?

Hop... hop... hop...

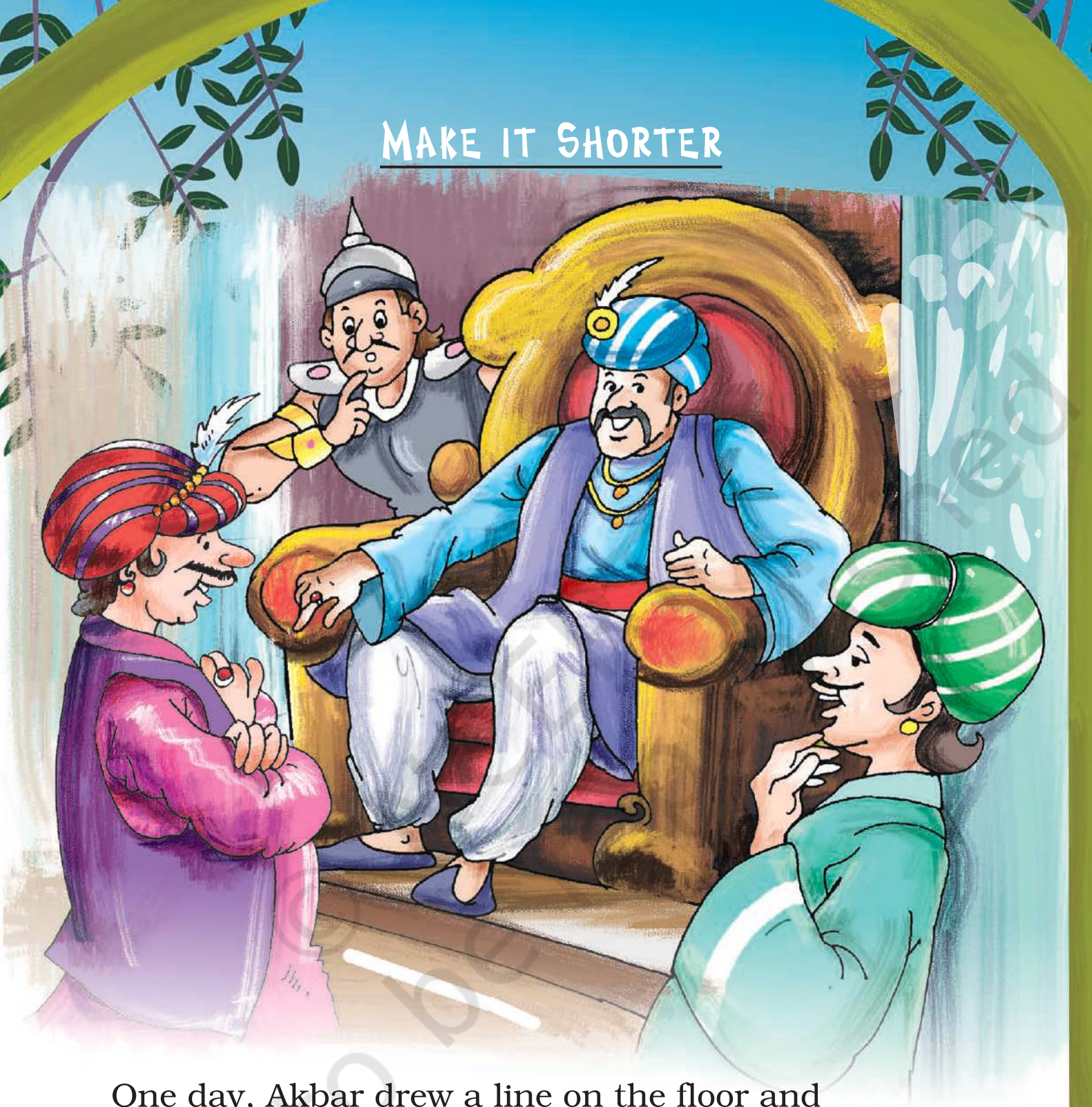


Can you zoom like an aeroplane?

Zoom... zoom... zoom...



MAKE IT SHORTER



One day, Akbar drew a line on the floor and ordered, "Make this line shorter, but don't rub out any part of it."



No one knew what to do. Each minister looked at the line and was puzzled.

No one could think of any way to make it longer. No one could think of how it could be made shorter without erasing it.

Birbal started smiling. When it was his turn, he went near the line.

Discuss with your partner what Birbal would do.

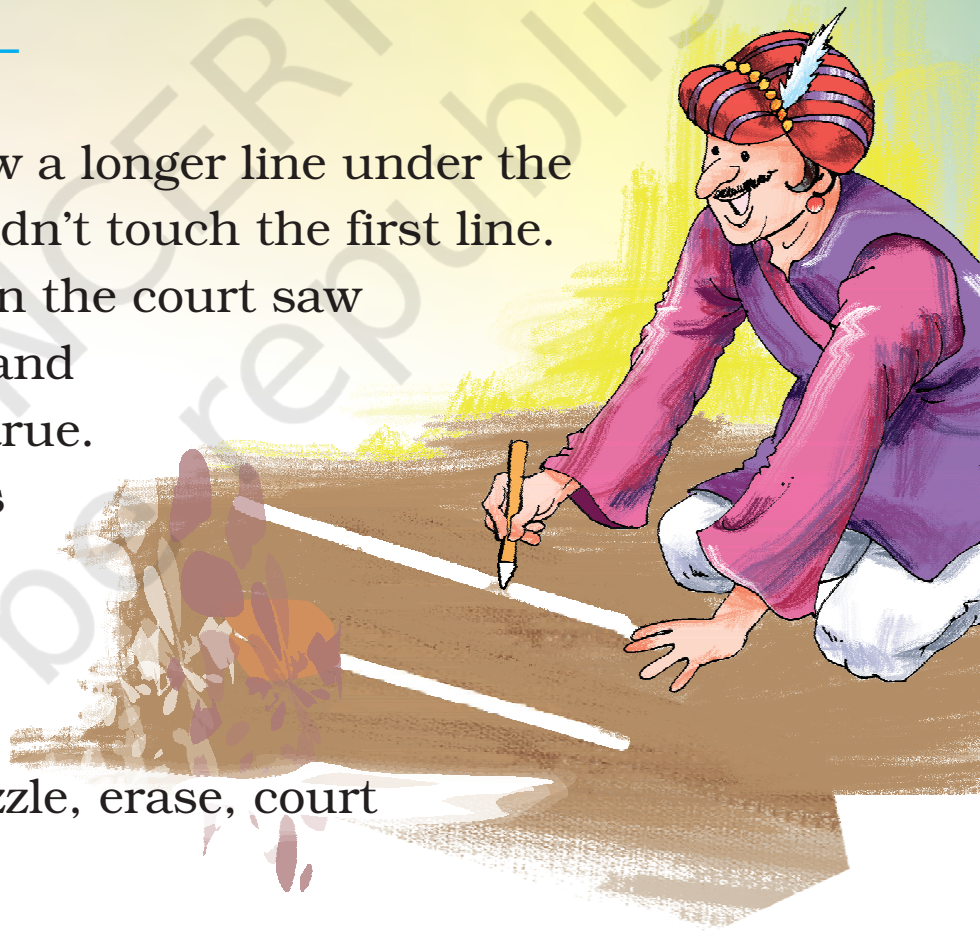
Now read further –

Birbal drew a longer line under the first one. He didn't touch the first line.

Everyone in the court saw what he drew and said – “That's true. The first line is shorter now!”

New words

order, rub, puzzle, erase, court





Reading is fun

- ▶ What did Akbar order one day?
- ▶ What did each minister do?
- ▶ How did Birbal make the line shorter?



Say aloud

- ▶ Which letters cannot be heard when we say these words?

short

shorter

bright

brighter

dark

darker

light

lighter

big

bigger

fast

faster





Team time



- Discuss with your partner and draw pictures to show the following –

1. The ball on the left side is bigger than the one on the right.

Left

Right

2. Rita is shorter than Radha.

Rita

Radha

3. Raghu's basket is heavier than Ratan's.

Raghu

Ratan

4. Rajat is taller than Raj.

Rajat

Raj



Picture story

THE MOUSE AND THE PENCIL

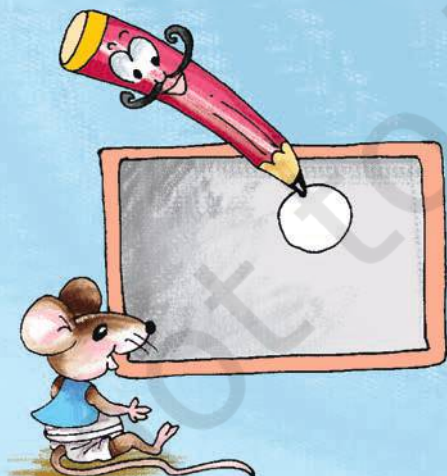


One day a little mouse was looking for something to eat. He found a pencil.

“I’m going to bite you,” said the mouse. And he bit it hard.

“You are hurting me,” said the pencil. “Let me draw you one last picture and then you can do what you like!”

“Very well,” said the mouse.

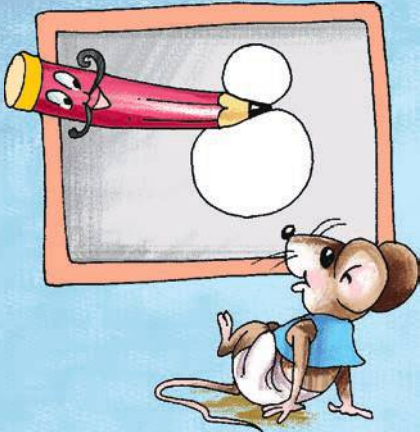


The pencil drew a big circle.

“Is that a cheese?” asked the mouse.

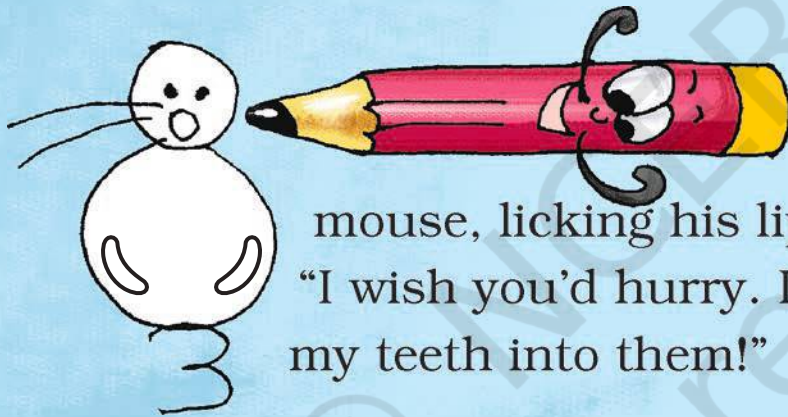


“We’ll call it a cheese,” said the pencil and it drew three little circles inside the big one.



“That’s an apple,” squeaked the mouse.

“Let’s call it an apple,” said the pencil and it began drawing some funny curved things near the second circle.



“Why, those are cucumbers,” said the

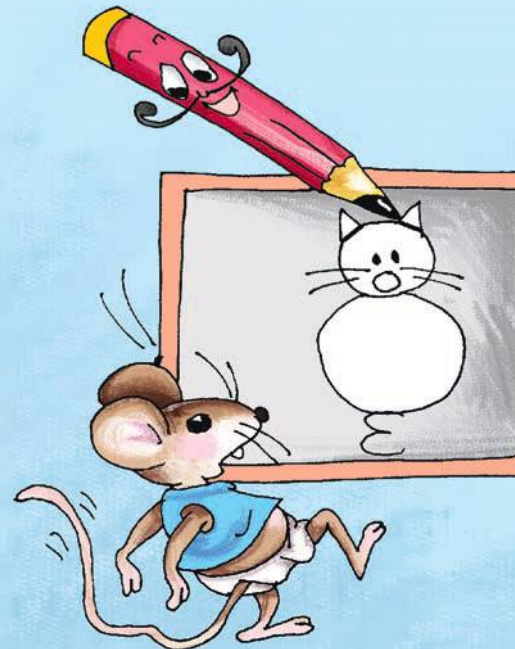
mouse, licking his lips.

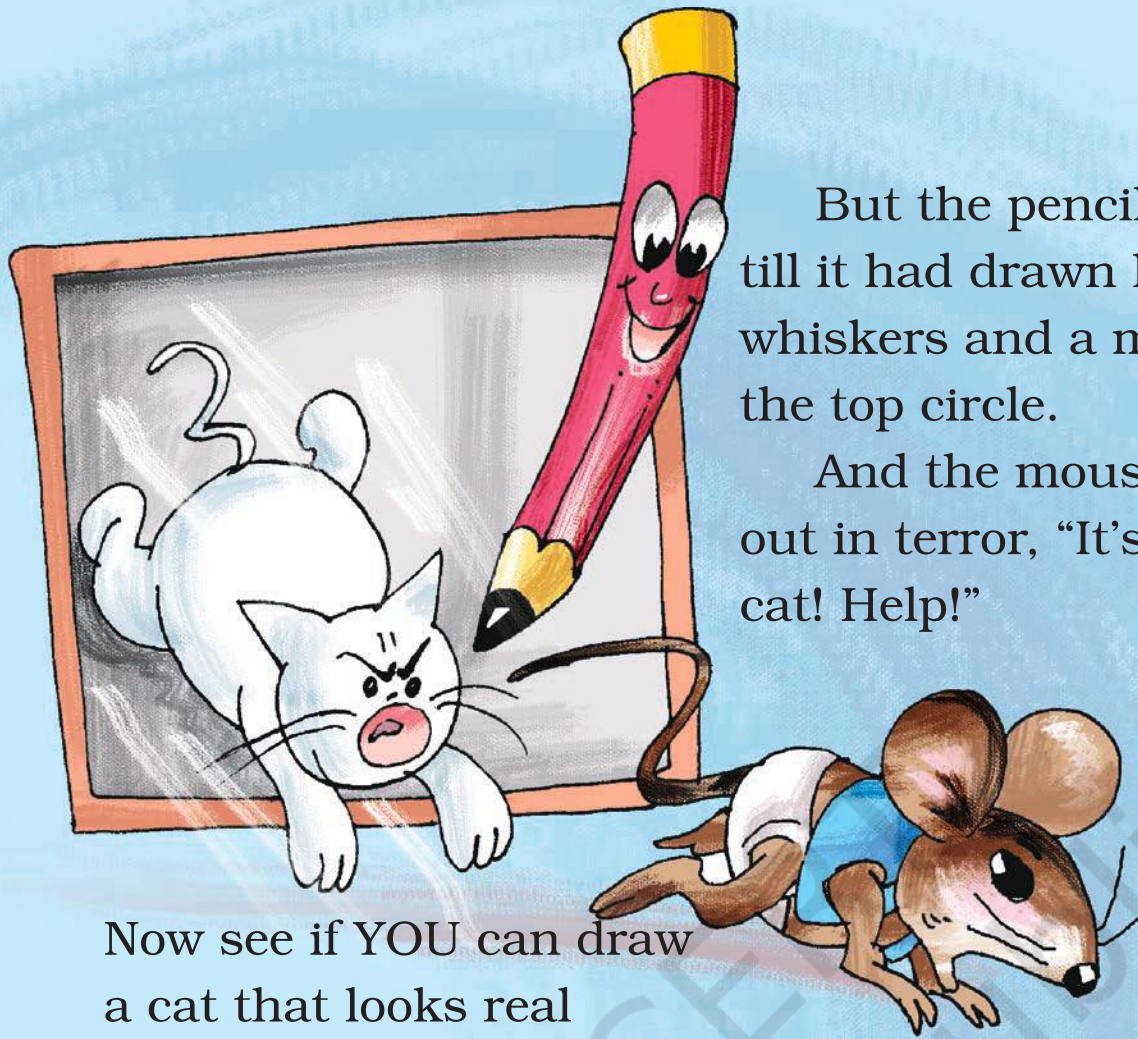
“I wish you’d hurry. I simply can’t wait to get my teeth into them!”

The pencil drew two little triangles on the top circle.

“Oh, oh!” squeaked the mouse.

“Now you’ve made it like a cat! Don’t go on!”





But the pencil went on,
till it had drawn long
whiskers and a mouth on
the top circle.

And the mouse cried
out in terror, “It’s a real
cat! Help!”

Now see if YOU can draw
a cat that looks real
enough to frighten away
the mice!

– V. Suteyev

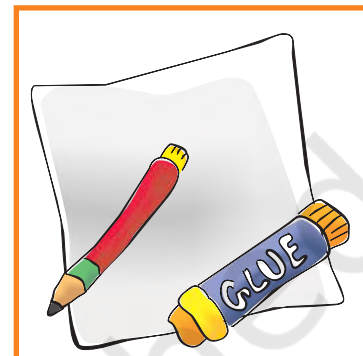
► Describe the cat in your own words.

Let's make

A PENCIL CAP

Material required –

A 2" by 2" square piece of chart paper, red and black sketch pens and glue.



Method –

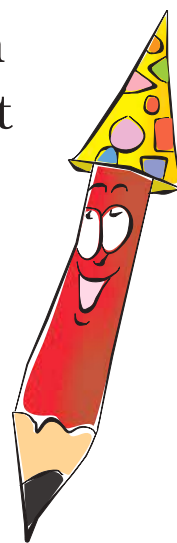
Colour the square chart paper with the colour of your choice.



Hold any one corner of the square between your thumb and pointer finger and roll the chart paper with your other hand in such a way that it takes the shape of a cone.

Apply glue to the outer edge and stick it.

Your pencil cap is ready. Put it on the end of your pencil and see how nice it looks.



Let's practise

A cat on the mat.

A cat on the mat.

A cat on the mat.

A cat on the mat.

A cat on the mat.



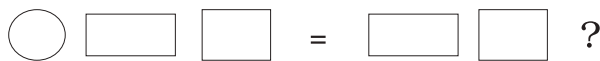
TEACHER'S PAGES



Unit-7

This **Unit** helps children to gain confidence by drawing not just anywhere but getting an opportunity to draw on the class blackboard. When done by a sensitive teacher, this will sow seeds of self-esteem and the 'I can' feeling. Before beginning the lesson, please observe the child's inclination for simple puzzles as in –

(a) What will come next?



Give the children more creative experiences that enrich their personalities.

This Unit shows the children that language is more than talking, reading and listening. Language creates pictures just as crayons, paints and clay can create pictures. Help children feel that words can be used to make things appear vividly.

Help children identify the new words centred on pictures and colours.

Develop listening skills

Read the lesson and let the children share with you what they feel Birbal was thinking about. Then give them some inputs/and let them change the ending of the story as they would have liked. Encourage the children to read more stories on using wit and humour.

Develop vocabulary

In this section the teacher can use various objects to show children some comparisons.

For example: A big book, a bigger book and the biggest book.

A tall boy, a taller boy and the tallest boy etc.

- Explain to the children about different ways of making singular-plurals (es, ves, ies).



- Give more activities of adjectives (black, sad, happy, long...)
- Talk to children about the different rooms in their house.

Develop reading skills

During the picture story you can walk around in the class. This activity is an individual activity to encourage children into the habit of understanding and interpreting the text through the medium of drawing. After the class has finished drawing, give some time to the children to close their eyes and think. (**clue:** relation between cat and mouse. Ans: The mouse would run away seeing the cat). Now ask the children to write a sentence and then read it aloud.

Let the class

- Imagine their favourite food.
- Draw a picture of the dress their brother/sister wore.
- Describe what they saw on their way to school. So that they get into the habit of observing minutely and colourfully.

Getting ready to follow instructions

Circle the words that name things –

- The ant was small.
- The mouse was happy.
- The house had a green door.
- The chimneys were painted white.





0218CH08

UNIT-8

Read and enjoy this poem

I AM THE MUSIC MAN



I am the music man,
I come from far away,
And I can play.

What can you play?

I play the piano.

Pia, pia, piano, piano, piano,

Pia, pia, piano, pia, piano.

I am the music man,
I come from far away,
And I can play.

What can you play?

I play the big drum.

Boomdi, boomdi, boomdi boom,

Boomdi boom, boomdi boom.



Boomdi, boomdi, boom.
Pia, pia, piano, piano, piano,
Pia, pia, piano, pia, piano.



New words

music man, far away, play, piano, drum, boom



Let's read

Sonia is learning to play the **piano**.





Reading is fun

- ▶ What are the two instruments that the music man can play?
- ▶ Where does the music man come from ?



Let's talk

- ▶ If the music man comes to you, what would you ask him to play for you?
- ▶ What would you like to learn – music, dance or karate?



Say aloud

piano

pin

pail

van

valley

vote

wind

wet

wild



Sing this song aloud together. Make up a tune.

Heigh-ho

*Heigh-ho! Heigh-ho!
 From home to school we go!
 Just keep on singing
 All day long*

Heigh-ho! Heigh-ho! Heigh-ho!



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Let's write

Make sentences using words from the table –

For example: A farmer works in the field.

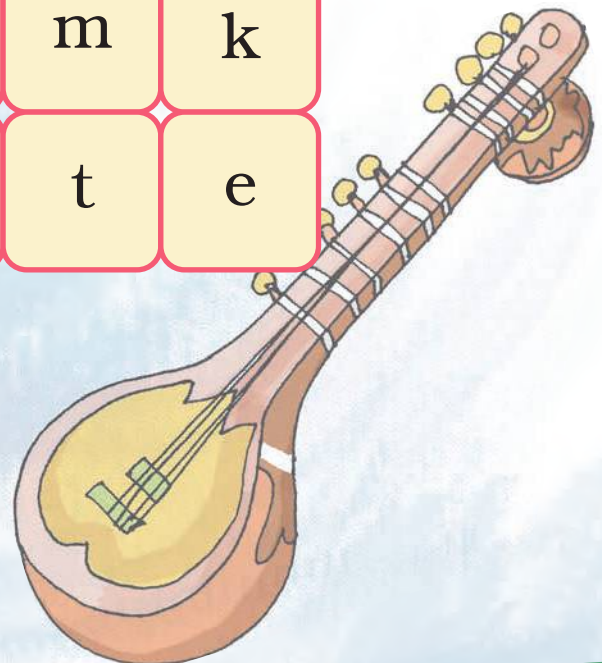
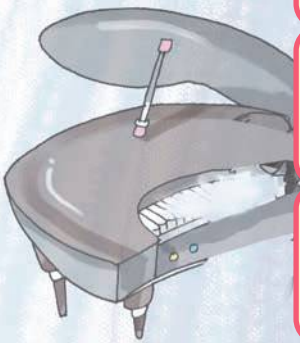
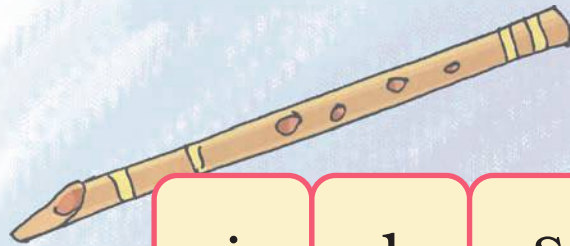
A farmer	acts	songs
A soldier	flies	in the field
A singer	plays	a uniform
An electrician	wears	lights
A pilot	sings	music
An actor	repairs	a plane
A musician	works	in films

Now write the sentences here –

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.



- How many musical instruments can you find in this maze? Try to circle at least four.



i	l	s	t	u	p
k	p	i	a	n	o
t	o	t	r	s	t
a	p	a	a	d	l
r	d	r	u	m	k
a	f	l	u	t	e

► Change these words from singular to plural.

bench _____

brush _____

glass _____

box _____

bus _____

tomato _____

deer _____

sheep _____

tooth _____

goose _____

woman _____

mouse _____

ox _____

child _____

man _____

class _____



THE MUMBAI MUSICIANS

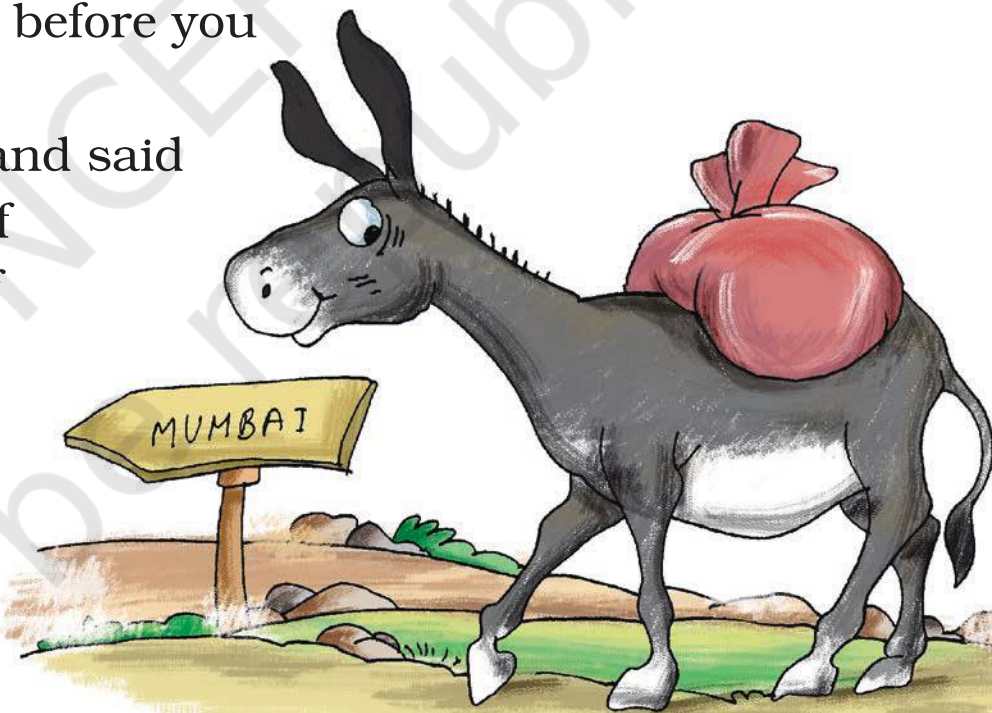
Once upon a time, there lived a donkey named Goopu. He had worked for many years in the house of a farmer. He had carried many heavy sacks of corn and sugarcane, from the farm to the factory. He was now very tired and old.

The farmer said to Goopu, “You are a good donkey. Take this sack of corn and go and see the world, before you become too old.”

Goopu smiled and said goodbye. He set off towards the city of Mumbai.

“I am good at music. I will go to Mumbai and be a musician there.”

On the way he met a dog.



“Where are you going?” asked Doopu.

“I am going to Mumbai to be a musician. Would you like to come too?” asked Goopu.

“Yes, I would,” replied Doopu.

Off went the two friends on the dusty road to Mumbai.

They saw a ball of fur in the middle of the road.

“Who are you?” they asked.

“I am Furry, the cat,” said the cat.

“Would you like to come with us to become a musician?” asked Goopu and Doopu together.



“Oh! I would love to come along,” replied Furry.

So off went the three together to become

Mumbai musicians.

Soon they met

Cuckoo, the cock.

“I love music and wish to join your band.”

They all reached

a house

with a

light.

They

were tired

and hungry. They peeped in through the window and saw a table with delicious food. They decided to sing to let the people inside know that they were musicians.





They sang. The people inside thought that ghosts had come to scare them. They ran away as fast as they could!

Goopu, Doopu and Furry went into the house and ate the food, till they could eat no more.

– Adapted from *The Bremen Town Musicians*
by Grimm

New words

tired, musician, peeped, delicious, ghosts, scare





Reading is fun

- ▶ Why did the farmer tell Goopu to see the world?
- ▶ Why did Goopu, Doopu and Furry want to go to Mumbai?
- ▶ Why did the people in the house run away?



Let's talk

- ▶ If you were to join the animal band, which animal would you want to be? Create the sound of that animal. Get together with your friends. As a group create the sound of the animal each one of you wants to be.
- ▶ The donkey saw a ball of fur and it was a cat. If you were to see a big ball of fur what could that be?



► Let's sort out these words –

Pick the words from the bags and put them on the right shelf. One has been done for you. Say the words aloud.





Let's write

- ▶ Do you play any musical instrument?

Yes, I _____.

- ▶ If no, which instrument do you want to learn?

I would _____.

- ▶ Add the word of the opposite gender in the given sentences.

Anju's **mother** and _____ came to the school.

My **uncle** and _____ came to visit us on Monday.

The **lion** and _____ looked lovingly at their cub.

The **King** and _____ sat on beautiful thrones.

The **man** is running and the _____ is walking.

My **grandfather** and _____ went to the market.





Fun time



Let's play Bingo –

- ▶ Write any nine words from the given list in the boxes. Put only one word in one box.
- ▶ The teacher will call out any six words. If the word she calls out is in the box put a cross on it. The one who crosses out all the words first shouts “Bingo” and is the winner.

young
smooth light
few
outside beautiful
slow up
fat
good happy
slow



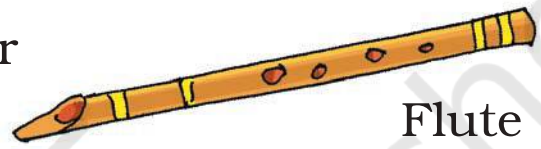
- In what way are these musical instruments different from each other? Put them into three groups based on how they are played.



Tabla



Sitar



Flute



Guitar



Dhaflī



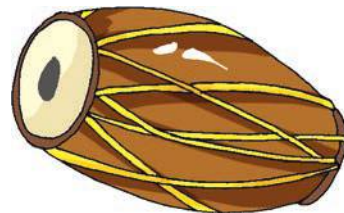
Iktara



Shehnai



Violin



Dholak

Instruments that you play with fingers

String Instruments

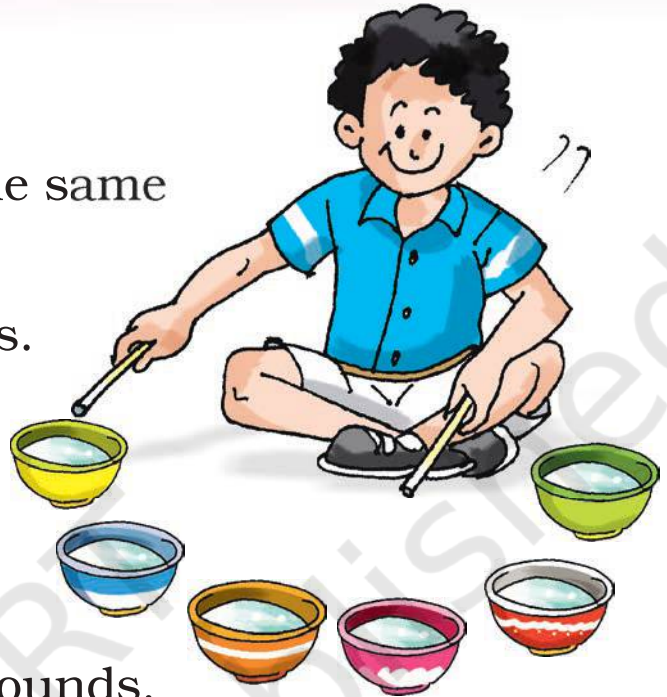
Instruments that you blow into



- This is the picture of a musical instrument called a *Jaltarang*.

Make your own *Jaltarang*

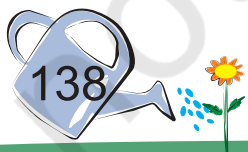
- Get six to ten bowls of the same size and shape.
- Pour water into the bowls. Keep the water at different levels.
- Use two pencils and strike the rim of the bowls to make musical sounds.

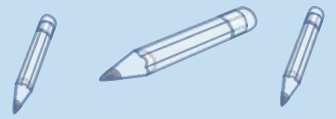


- The word *Jaltarang* is made up of two words *Jal* - water, *tarang* - music. Now make new words by joining two words. One has been done for you.

news + paper	newspaper	
school + bag	_____	
tooth + paste	_____	
neck + lace	_____	
some + one	_____	

bath + room	_____
time + table	_____
foot + ball	_____
car + pet	_____





Let's practise

Get up early in the morning.

Get up early in the morning.

Get up early in the morning.

Get up early in the morning.

Get up early in the morning.



TEACHER'S PAGE



Unit-8

Unit 8 encourages the children to learn/hear music or musical instruments. Children can be asked to sing the poem aloud with the class orchestra – where children clap, tap and drum their tiffin boxes, benches, etc. to make the sounds of musical instruments. If possible, the teacher should show the children musical instruments before beginning the lesson.

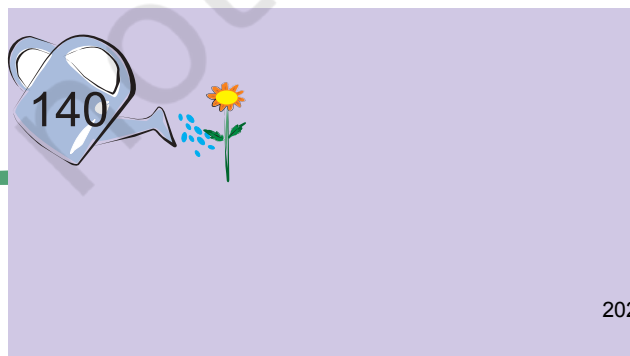
- The teacher can inculcate in children a love for the old and the weak. Children love stories and as the Unit is read, an emphasis can be laid on the generosity of the farmer (who not only asked the donkey who was growing old to see the world but also gave him some corn) by using voice modulation. This can often be done during fun time.
- In the **Let's talk** section, the teacher should try to encourage the children by reminding them of the names of various animals that can be kept at home.
- In the **Fun time** section, the teacher should call out the opposites of the twelve words given, in random order.
- In the **Let's write** section of the poem, the teacher should emphasise the usage of 'a' by asking the children to pick up objects and name them with an 'a'. e.g., a pencil box.
- In the **Let's say** section, see that children distinguish between 'b' and 'v' and 'v' and 'w' sounds.

Develop listening skills

This Unit calls for a new listening skill. As you read the poem, the children listen to the sound of words. They grow in their appreciation and understanding of the beauty and feeling which some words convey. Let the children read the poem with you until most of them learn to say it. Ask them how the poem makes them feel.

Raising awareness

An exposure to the English language is important. Prepare the child to receive language. This is more important than asking her/him to learn texts by heart.



UNIT-9



0218CH09

Do you have a grandparent who does things for you?

Let's read about the Granny in this poem.

GRANNY GRANNY PLEASE COMB MY HAIR

Granny Granny
Please comb my hair.
You always take your time,
You always take such care.

You put me to sit on a cushion
Between your knees;
You rub a little coconut oil,
Parting gentle as a breeze.

... Granny
You have all the time in the world,
And when you're finished
You always turn my head and say,
“Now, who's a nice girl?”



– Grace Nichols

New words

care, cushion, knees, gentle, breeze, world, nice



Reading is fun

- ▶ What does the little girl want her Granny to do?
- ▶ What does Granny rub on her hair?
- ▶ Does the little girl love her 'Granny'?



Let's talk

- ▶ Do your grandparents live with you?
- ▶ Do you spend some time with them?
- ▶ How do you help them?



Let's share

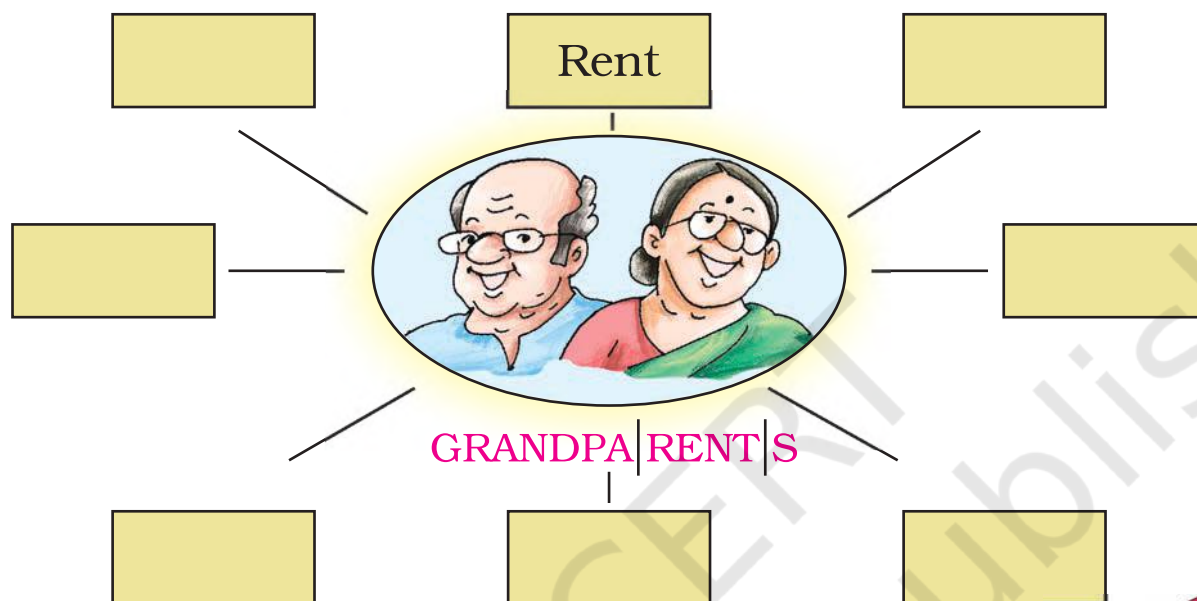
- ▶ What do you call 'Grandmother' in your language?
- ▶ What do you call 'Grandfather' in your language?
- ▶ Do you know any old people? Can you name them?
- ▶ How can you make them happy? Discuss with your class.
- ▶ Have you ever gone out with your grandparents?





Word building

- Make new words using letters from the word **GRANDPARENTS**. You may use the letters in any order. One has been done for you.



- Sometimes we replace the names of people with another word, instead of repeating the name. Replace the names in the sentences using a word from the box.



It, I, He, She, My, You

1. Meena is playing with a doll. _____ is a girl.
2. Ram is climbing a tree. _____ is a boy.
3. Do not eat that mango. _____ is not ripe.





Let's write

Suppose you go to stay with your grandparents for a week. Make a list of things that you would like to take with you for them. Do not forget to put **a**, **an** or **the** before each thing.



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Fun Time

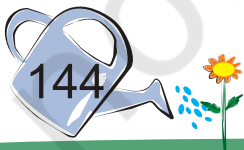


Make a **Thank you** card for your grandparents.



You need –

Chart paper of any colour of 9 inches x 12 inches, sketch pens, sticker, design block.



Make it this way –

1. Fold the paper into two.
2. Draw or stick pictures on it.
3. Write a message inside.

Begin with **Dear**
Grandfather/Grandmother.



Activity time



This is an outline of Meena's grandfather. Add his hat, tie, moustache, glasses, stick, etc. Write each word in the given box. Colour the picture and write his name.



A Picnic

This is a family picnic scene. Give names to all the people. Look at the picture and make sentences using phrases given in the box.



eating food together, picking up wrappers or waste papers, serving food, playing football, talking to elderly people, fishing with grandfather



NCERT
not to be republished



THE MAGIC PORRIDGE POT

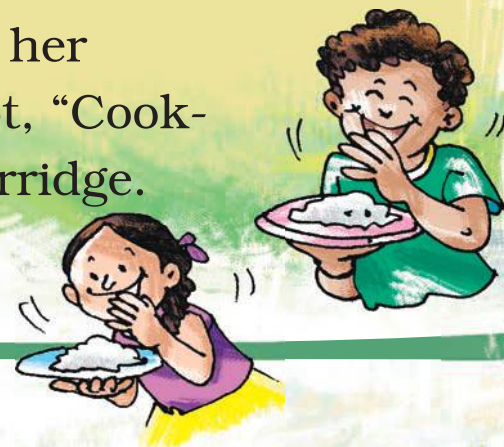
Once, there was a little girl named Tara. She lived with her mother. They were very poor.

One day she went to a forest. There she met an old woman. The old woman gave her a pot. She said, "This is a magic pot. It will cook porridge for you when you say, 'Cook-Pot-Cook'. It will stop making porridge when you say, 'Stop-Pot-Stop'."

Tara was very happy. She ran to her mother and said, "Mother, we will no longer be hungry as I have got a magic pot."

Tara said to the pot, "Cook-Pot-Cook" and the pot cooked porridge. Her mother was very happy and they both ate porridge.

One day, when Tara had gone out, her mother felt hungry. She said to the pot, "Cook-Pot-Cook." The pot started cooking porridge.



After eating it her mother said, “Do not cook Pot.” But the pot went on cooking.



Soon the porridge started spilling on the floor. Mother called out again, “Wait – do not cook anymore.” But the pot did not stop.

Mother ran out of the house and the porridge followed her. Soon there was porridge everywhere. The whole village saw it. They ran to eat the porridge.

When Tara came back, she saw that the road was full of porridge. She ran home as fast as she could. She heard her mother shout, “Tara the pot is cooking and it will not stop.”

Tara called out, “Stop-Pot-Stop” and it stopped cooking porridge.

– A folk tale

New words

magic, cook, porridge, spilling,
whole, village





Reading is fun

- ▶ Where did Tara go one day?
- ▶ What did the old woman give Tara?
- ▶ What did the magic pot cook?
- ▶ Who said, "Do not cook Pot"?
- ▶ Why was there so much porridge on the road?



Let's talk

- ▶ What do you eat for your breakfast?
- ▶ Would you like to eat wheat porridge?
- ▶ Have you seen any magic? Tell us about it.
- ▶ What do you call magic in your own language?



Say aloud

pot

dot

cot

hot



caught

bought

taught

fought

cook

hook

book

took



boon

soon

moon

spoon





Let's write

► Fill in the blanks with **a**, **an** or **the**

Once there was _____ beautiful garden.



_____ garden had _____ apple tree, _____



orange tree _____ and _____ guava tree.



In _____ garden lived _____ big giant.



_____ giant

did not like children to play in _____ garden.



_____ giant used to eat _____ fruit every day from _____

garden. But he did not share these with _____

children. So his garden dried up.





Word building

- ▶ Look at the letters given below and make words starting with them.

k

p

j

t

m



Let's eat

- ▶ Your mother makes delicious porridge. Would you also like to learn how to make it?
- ▶ Ask your mother or an older person to help you.

You need – Milk, porridge, sugar

1. Take hot milk.



2. Add cooked porridge.

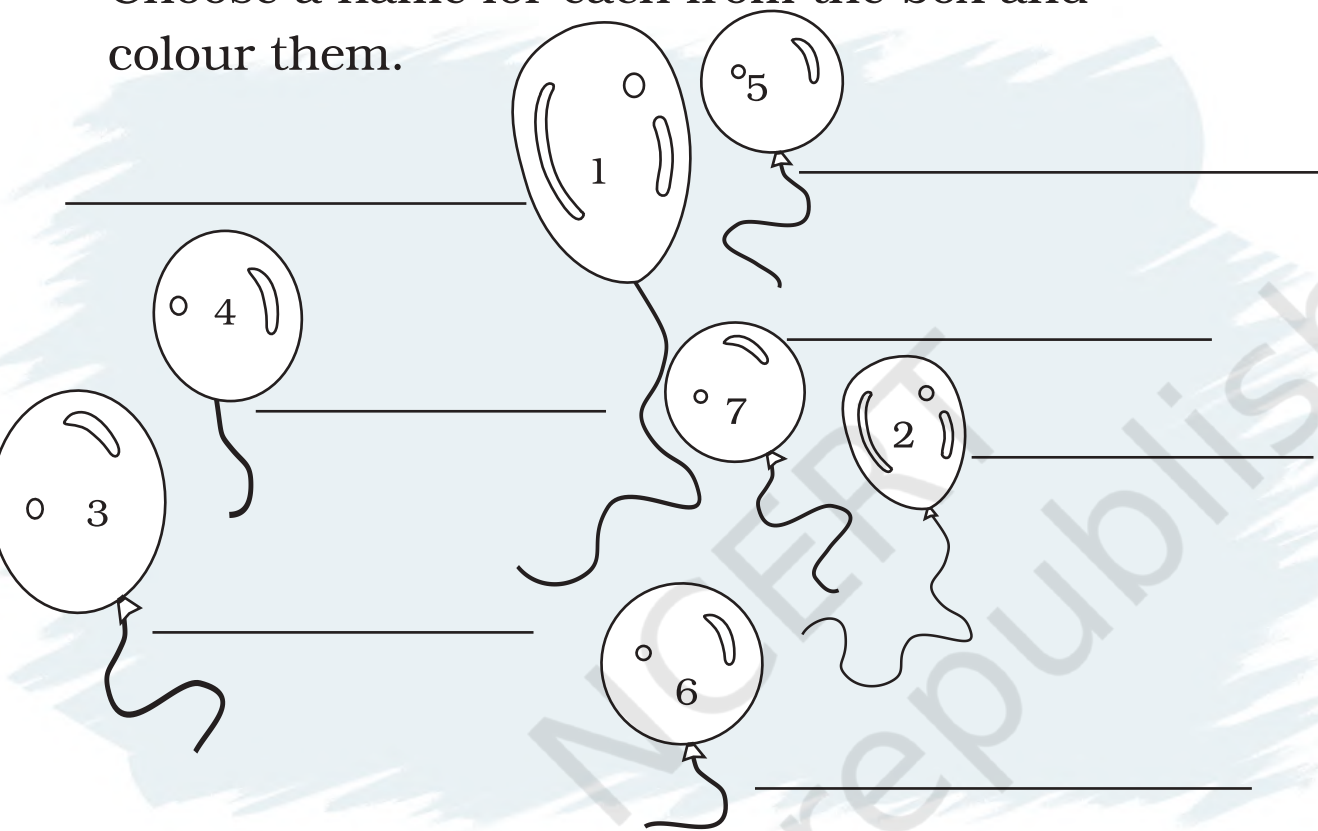


3. Add sugar and eat it.

Repeat this recipe in your language to the class.



- It is your friend's birthday. You are presenting a bunch of balloons to her to decorate in her party. These balloons are your friendship balloons. Choose a name for each from the box and colour them.



caring	sharing	kind	friendly
helpful	forgiving	truthful	

- Would you like to tell the class a story about any one of these balloons?



Loving Grandfather

1



"Ever since grandpa fell down and sprained his arm, he has changed!"

2



"He has become very quiet. He does not even speak to us!"

"He keeps sleeping the whole day. He is very sad!"

3



"He does not even go out!"

4

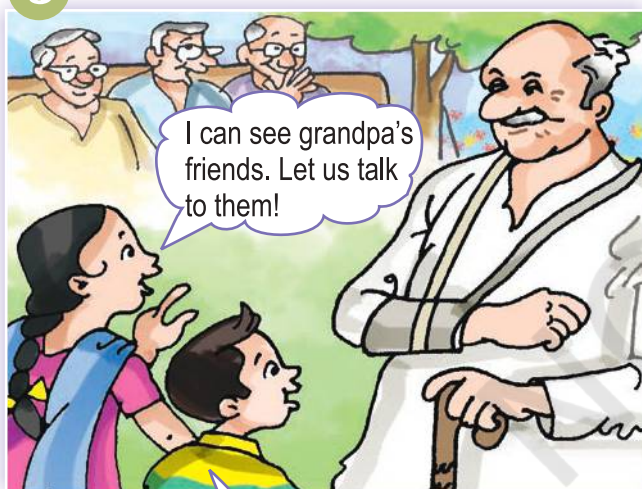


Grandpa loved to go for walks. He loved to do his exercises!

We must try to make him go for a walk with us and do some exercise in the park!

Thank you, my children, for taking me out in the fresh air. It's been a long time I have been with my friends or for a walk.

5



I can see grandpa's friends. Let us talk to them!

Grandpa, your friends are here. Talk to them while we play. They have missed you!

6



155



Let's read

- Read the picture story aloud (3 students).



Reading is fun

- Tick (✓) the right answer.

1. Grandfather sprained his

(a) leg ☐ (b) back ☐ (c) arm ☐

2. Grandfather loved

(a) eating ☐ (b) walking ☐ (c) sleeping ☐

3. Grandfather missed his

(a) food ☐ (b) books ☐ (c) exercise ☐

Before Grandfather fell

Grandfather used to go for walks.

Grandfather used to talk.

Grandfather met many friends.

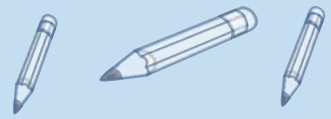
After he fell

Now he _____.

Now he is _____.

Now he does not _____.





Let's practise

A pen and a hen.

A pen and a hen.

A pen and a hen.

A pen and a hen.

A pen and a hen.



TEACHER'S PAGES



Unit-9

The main emphasis of **Unit 9** is to further sensitise children to their home environment. Unit -1 began with 'myself' and 'my own feelings for the world.' A gradual shift in the child's engagement with experiences, thoughts, feelings and relationships with her/his immediate family and friends has been subtly built in from Unit to Unit.

- Love for elders and sharing and caring for the old is a feeling which when generated at this young age will go a long way to give children a feeling of interdependence with their world. It is when this true feeling is expressed that language will flow (so the emphasis is on language building and not translation).
- Motivate the children to read short stories and speak/narrate in their own words.
- Encourage them to look at pictures and talk about them.
- Read the story/poem aloud with proper stress, punctuation, rhythm and intonation, as the children repeat after you.
- Most teachers will recognise that one child's speech is different from that of other children. Perhaps a child hesitates, stutters, or blocks when attempting to communicate. The rhymes and stories in this book will give the child many successful speech experiences through choric speaking.
- In **Say aloud** put stress on the underlined syllables.
- By this Unit children should be able to do independent reading and comprehend the story.
- Use of repetitive sounds or words like 'cook-pot-cook' is a source of joy for the child, who may overcome timidity and speech difficulties easily and gradually.
- Put a word-chart of spellings from the lesson on the wall/board.
- Ask children to think of a time when they were sick and who looked after them.



- The chart paper used for the Thank you card in **Fun time** should be 9 x 12 inches in size.

A few classroom suggestions

- Ask the children to share their feelings about any incident/story they know where an animal has helped old and sick people.
- Cards should be made and given to grandparents or older people whom they like.
- Vocabulary games must be encouraged and played, e.g., teachers could write four capital letters on the board. Each student chooses one and copies it down. Now write 3-4 lower case letters on the board. Again, let each child choose one. Continue writing 3-4 letters at a time. Let students complete the words. Each time they complete one word, they may start a new word (using a capital letter).
- The teacher can act out the picture story along with the students in a group. Then students can enact it independently. This can be done following the red, blue, green, yellow group method. Dramatisation can bring a story or poem to life.

Raising awareness

Invite grandparents to the school. Ask them to talk about their school days with the children.





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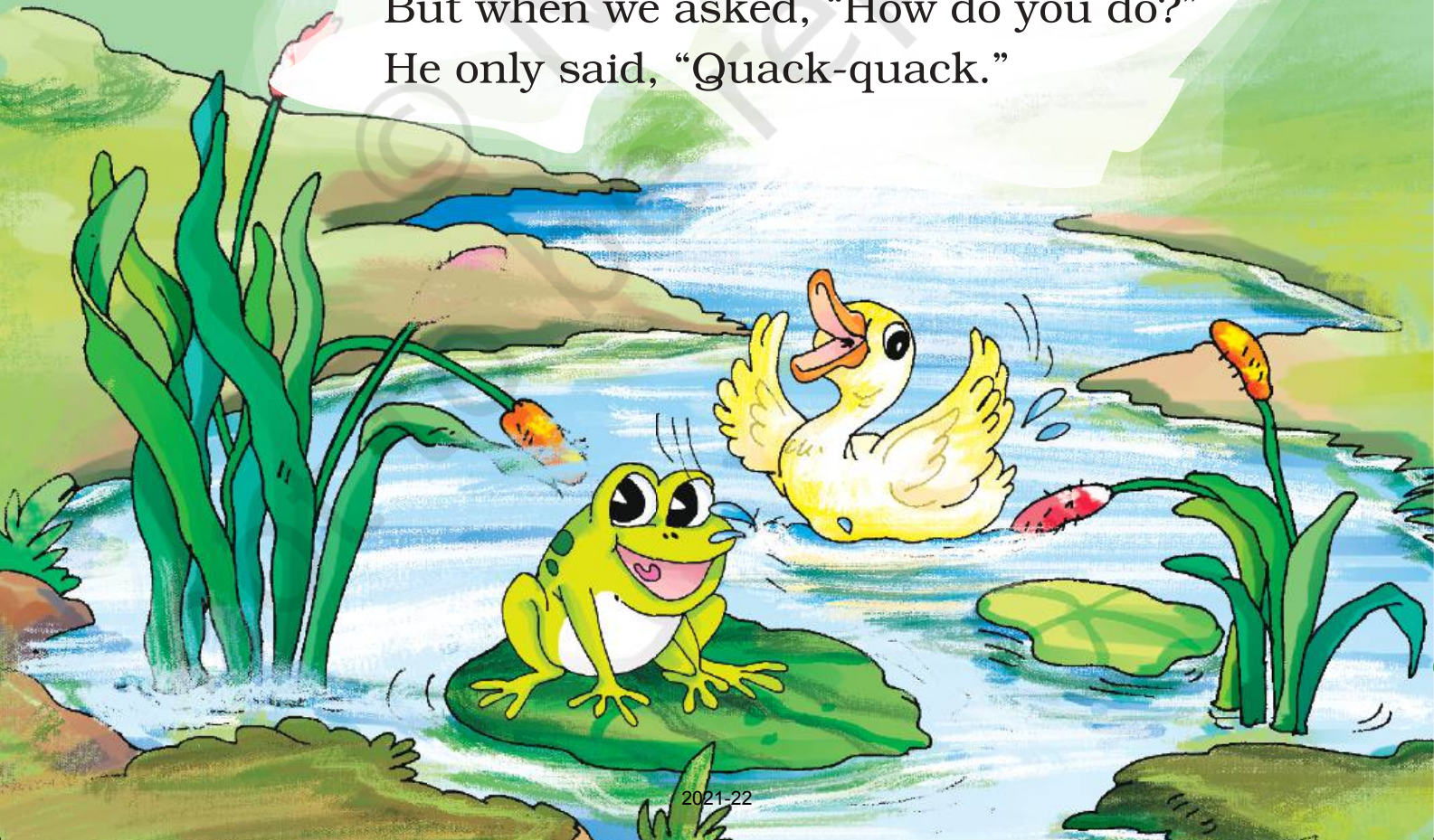
UNIT-10

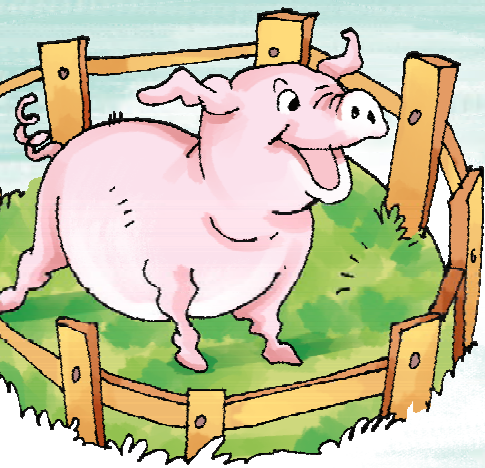
Enjoy this poem about our animal friends

STRANGE TALK

A little green frog lived under a log,
And every time he spoke,
Instead of saying, "Good morning,"
He only said, "Croak-croak."

A duck lived by the waterside,
And little did he lack,
But when we asked, "How do you do?"
He only said, "Quack-quack."





A little pig lived in a sty,
As fat as he could be,
And when he asked for dinner
He cried aloud, "Wee-wee."

Three pups lived in a kennel,
And loved to make a row,
And when they meant, "May we go out?"
They said, "Bow-wow! Bow-wow!"



If all these animals talked as much
As little girls and boys,
And all of them tried to speak at once,
Wouldn't it make a noise?

– L.E. Yates

New words

instead, lack, sty, kennel, row, meant

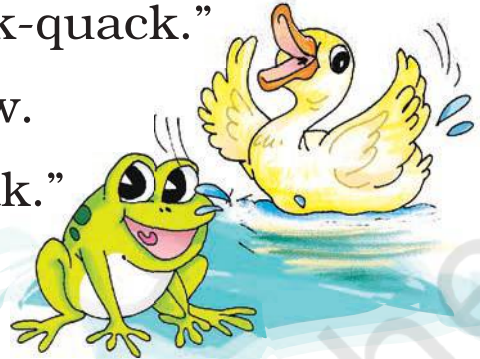




Reading is fun

► Are these sentences true or false?

- A little green frog said, “Quack-quack.”
- A little pig loved to make a row.
- A duck only said, “Croak-croak.”
- A pig cried aloud, “Wee-wee.”



Let's talk

► Seema talks a lot and her brother calls her talkative. Do you think Seema should talk

- when the teacher is teaching in class?
- on the playground?
- while she is eating?
- when Mother asks her about what happened in school?



Answer **yes** or **no**





Let's write

- Complete the questions with the words in the box –

Will Can What How Where When

1. _____ is your name?
2. _____ old are you?
3. _____ do you play?
4. _____ do you live?

- Tick (✓) the correct word.

- We did not (shoot/shout) in the class.
- Do you like to drink (water/voter)?
- He (tired/tried) to climb the tree.
- Will you (pleace/please) help me?
- I can (see/sea) with my eyes.

- Make sentences using the following words.

1. **Is** _____
2. **Are** _____



3. Have _____

4. Has _____

5. Had _____

► Write five lines on **My Pet**.



► Now let's enjoy this poem.

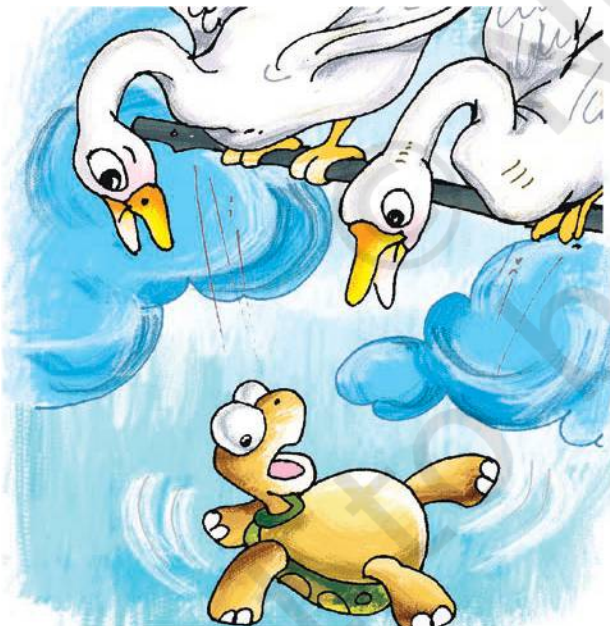
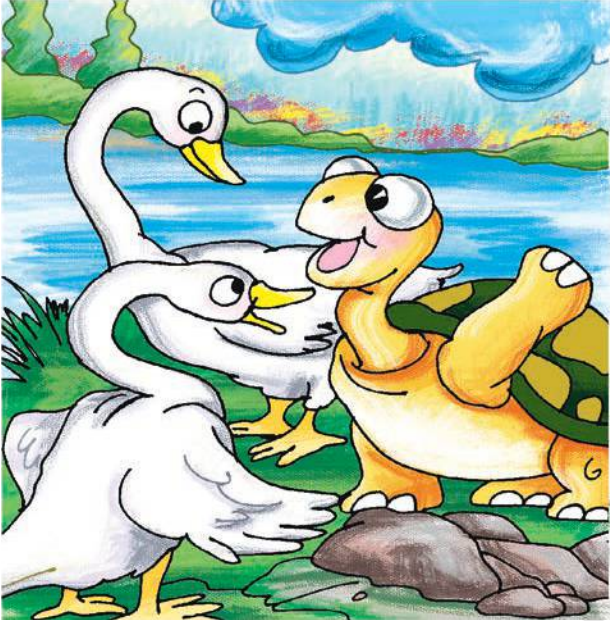
THE WISE OLD OWL

A wise old owl lived in an oak;
The more he saw, the less he spoke;
The less he spoke, the more he heard.
Why can't we all be like that wise old bird?



Picture story

- Look at these pictures and tell a story about
The Talkative Tortoise.



A tale from the Panchtantra



Let's copy and write

- Copy each question and then choose the right answer from the red box. One has been done for you.



1. Is the man tall or short?

He is tall.

2.

It is green.

It is small.

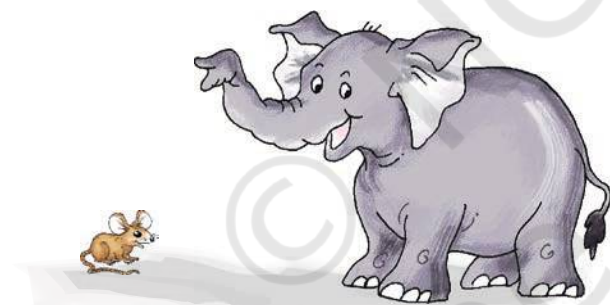
He is tall.

It is big.

It is red.

She is short.

1. Is the man tall or short?
2. Is the woman tall or short?
3. Is the elephant big or small?
4. Is the mouse big or small?
5. Is the tree green or red?
6. Is the house green or red?



3.

4.



5.

6.



THE GRASSHOPPER AND THE ANT



Once there lived a lazy grasshopper. He didn't like to work. All day long he sang songs and played in the warm sunshine.

"Hee, Hee! Look at me! I'm as happy as can be!" The grasshopper laughed at the hardworking ants as they worked day and night.

"We are storing grain for the long winter ahead," they replied. The lazy grasshopper only laughed louder.

Summer ended and the cold winter arrived. The wind blew strong and it started snowing. The

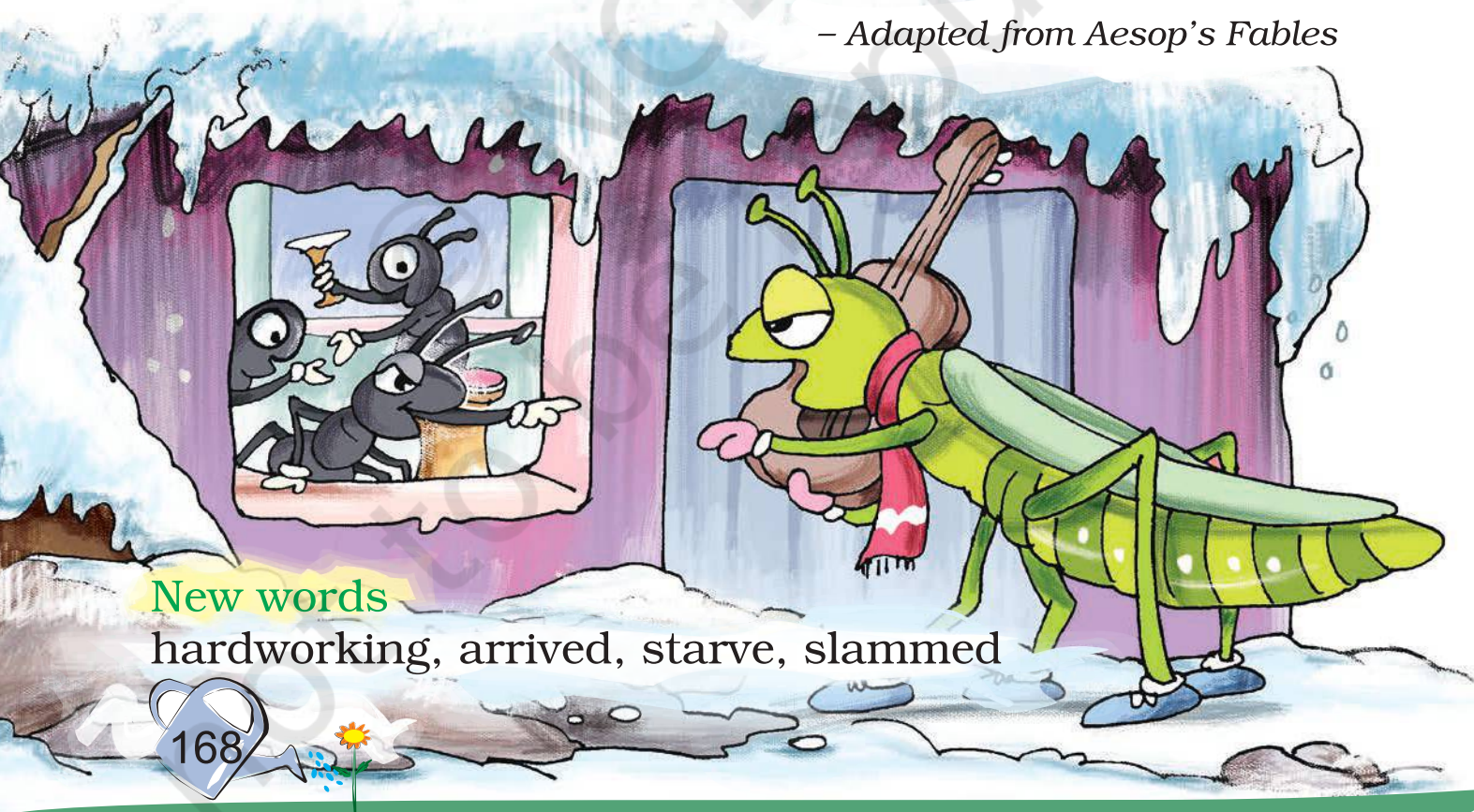


grasshopper now began to worry. “There is no food to eat, no grass, no flowers or leaves. I can’t see even the tiniest fly or worm. What will I do? I will surely starve!” he cried. “Let me meet my kind neighbour, the ant!”

The grasshopper remembered how the hardworking ant had stored away grain for the winter. He knocked at her door. “Dear ant, I am hungry and cold. I have nothing to eat. Please can you give me some food?”

The ant shook in anger. “Lazy one! What were you doing all summer? You were only singing and dancing. You should have thought of the cold winter months ahead. Go away!” She slammed her door shut. The lazy grasshopper was left as hungry as before.

– Adapted from Aesop’s Fables



New words

hardworking, arrived, starve, slammed



Reading is fun

- ▶ How did the grasshopper spend his days?
- ▶ Did the grasshopper find food in winter?
- ▶ What did the ant tell the grasshopper when he asked for food?



Let's talk

- ▶ If you were asked to store things for the winter what would you store? Name any three things.
- ▶ Which season do you like the best?
- ▶ Tell the class the story of the grasshopper and the ant in your own language.



Word building

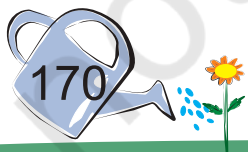
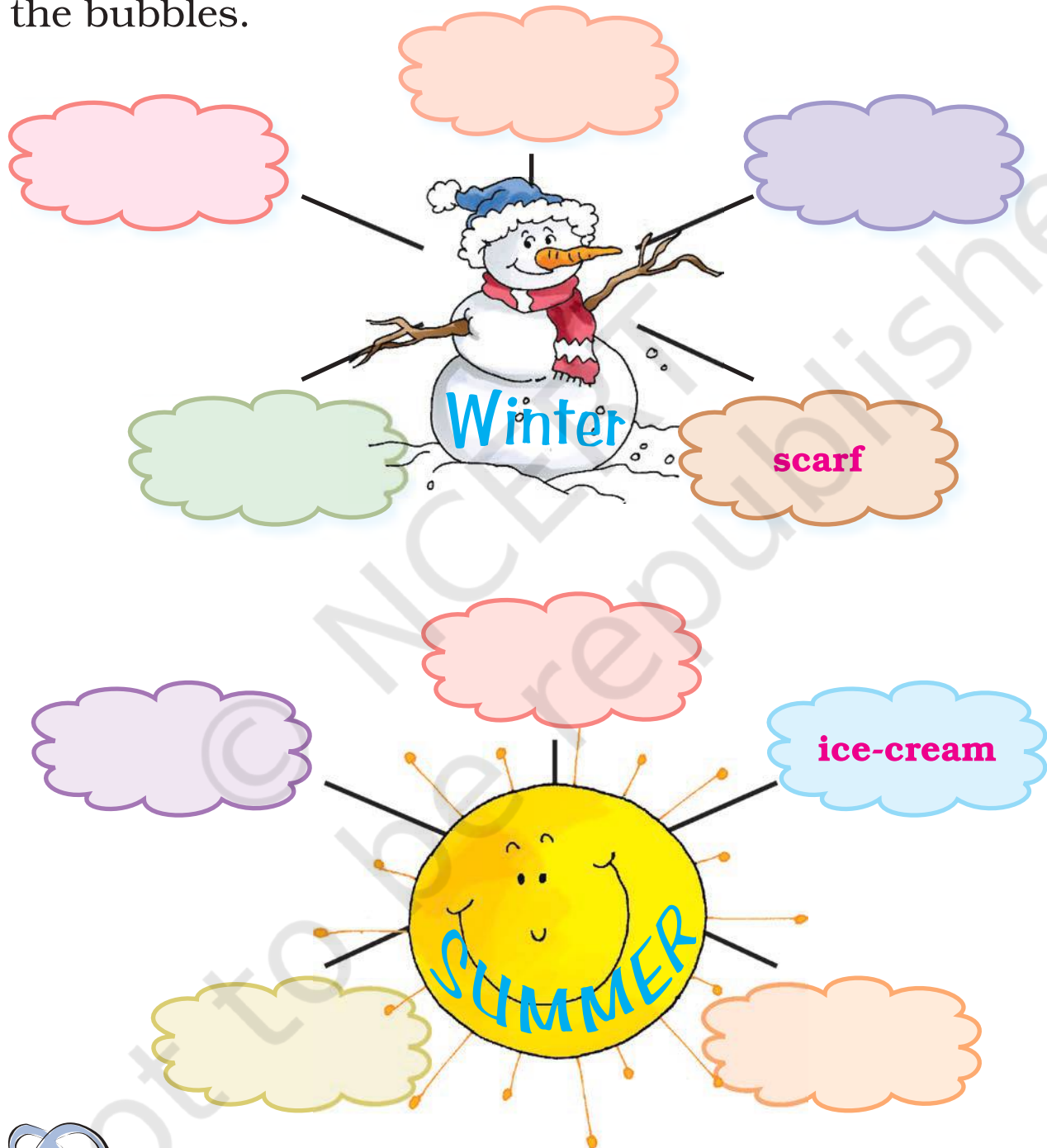
- ▶ Circle the words that mean the same.

speak	talk	shout
complete	finish	start
small	thin	little
sick	ill	stout
big	large	fat



The web world

When you hear **winter** and **summer**, what are the words that come to your mind? Write these words in the bubbles.





Let's write

- Letters with numbers are given in the box. Pick up the letter under each number and replace the numbers by writing it in the blanks.

1. The _____
24 15 3 23 23 21 10 17 17 16 15

eats _____.
4 10 15 7 23

2. The _____ eat _____.
3 22 12 23 24 15 3 9 22 23

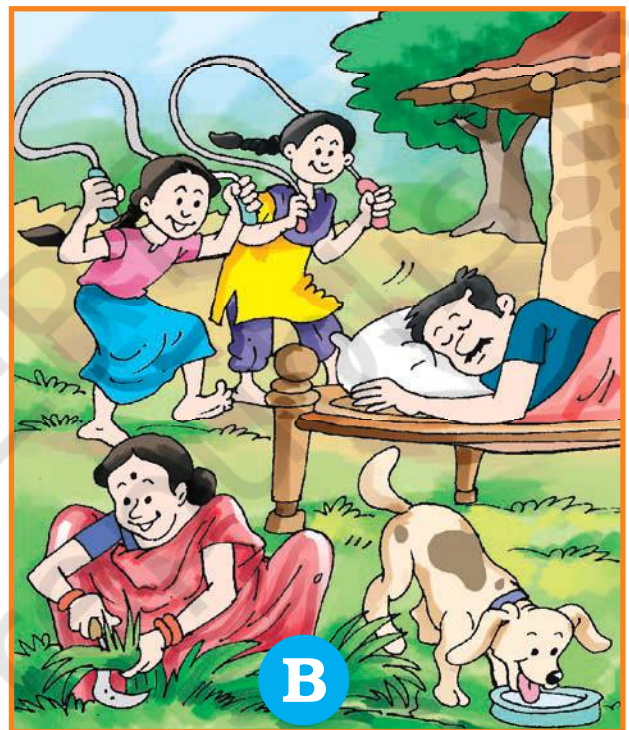
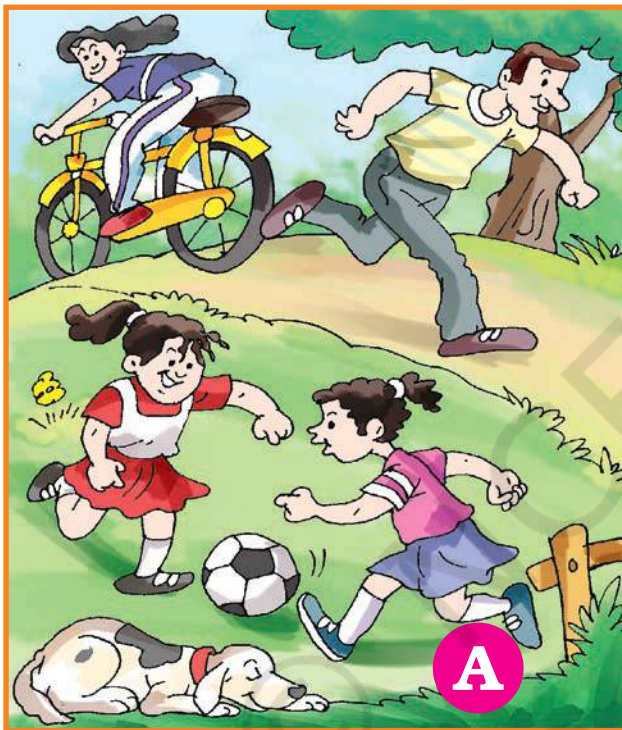
3. _____ is very _____.
4 9 22 12 16 15 8 10 20 11

4. _____ is very _____.
23 26 7 7 16 15 4 3 15 7

3	14	8	11	16	2	24	21	9	13	5	20	7
A	B	C	D	E	F	G	H	I	J	K	L	M
22	10	17	1	15	23	12	26	19	4	25	18	6
N	O	P	Q	R	S	T	U	V	W	X	Y	Z



- ▶ Under picture **A** sentences describe what each person/animal is doing. Under picture **B** write down what each is doing.
- ▶ Use the words 'he', 'she', 'it', 'they' instead of a lady, a man, two girls and a dog.

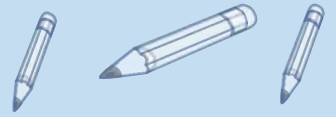


A lady is cycling.

A man is running.

Two girls are playing.

A dog is sleeping.



Let's practise

The sun shines in the sky.

The sun shines in the sky.

The sun shines in the sky.

The sun shines in the sky.

The sun shines in the sky.





Unit 10 is the culmination of an attempt to understand that one of the major skills of learning language is communication. Speech is one of the most important means of communication.

- The greater the child's mastery over words, the richer the ability to communicate in the new language.
- More sounds of animals through stories and poems can be discussed.
- Children should be encouraged to listen carefully. We should be good listeners as well as good speakers.
- The value that comes out of the story *The Grasshopper and the Ant* has to be subtly put to the children in such a way that they realise the worth of hard work, the pleasures of hard work and the comfort it offers. Laziness, which is a negative trait here, should be discouraged, thus emphasising on the positive note which is hard work.
- You can attempt a small dramatisation too with just a few dialogues.
- The teacher is to familiarise the children with words like *he, she, it, they*. The children can use these words with any nouns.
- In the *Web world* section the answers may vary from clothing and food, to the change they notice in nature. The teacher can give the above words as clues.
- Explain to children about words used for framing questions –
Example: *how, can, will, did, would, should*.
- Enhance the concept of correct spellings. More exercises can be given to improve their vocabulary.

The method used in language development may vary from state to state, school to school and teacher to teacher.

Sound of letters – the child is introduced to the common sounds of the letters, thus enabling her/him to learn to read by synthesising the consecutive sounds in a word i.e. reading is to be done by the teacher in a correct letter-sound relationship. Do remember that the age-old methods of rote learning are not very effective. Create a holistic development of children, let them learn and experience the poems and the stories, and let them derive their own meanings and endings. Give the children opportunities to move beyond the text and engage in creative exercises.



Picture Dictionary



A is an Ape
that swings from a tree;

B is a Ball
for Beena and me.



C is for Classroom;

D is for Dog;



E is for an Egg;

F is for Frog.



G is the Garden
where the marigold blooms;



H is for House
with big and small rooms.



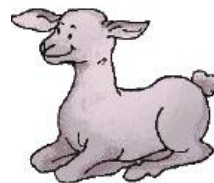
I is for an Inkpot;

J is for Jam;



K is for Kite;

L is for Lamb;



a

b

c

d

e

f

g

h

i

j

k

l



M is for Man
who lives in a hut;



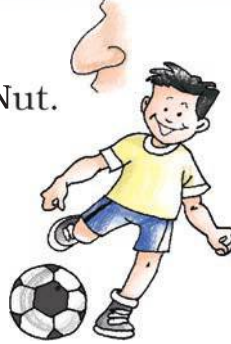
N is for Nose,
Nine, Nest and Nut.

O is for an Owl;



P is for Play;

Q is for Questions
we ask every day.



R is for River,

S is for Street;

T for Tomatoes
that we like to eat.



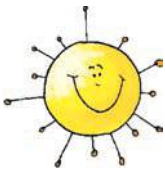
U is for an Umbrella,
Use it when it rains;

V is for Villages
On hills and plains.



W is for Walnut,
Water and Wall;

X is for X-mas tree,
That stands so tall.



Y is for Yellow
Like the sun in May.



Z is the Zebra
That gallops away.



m

n

o

p

q

r

s

t

u

v

w

x

y

z