Marigold

0424

Book Four

Textbook in English for Class IV



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NCERT

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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.

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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

possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to the systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

Director
National Council of Educational
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New Delhi
20 November 2006

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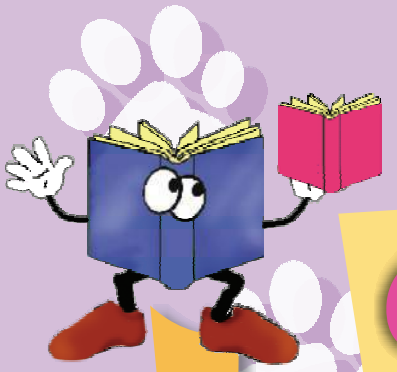
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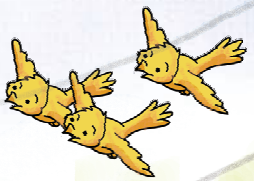
Wake up!

Neha's Alarm Clock

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Let's read and recite

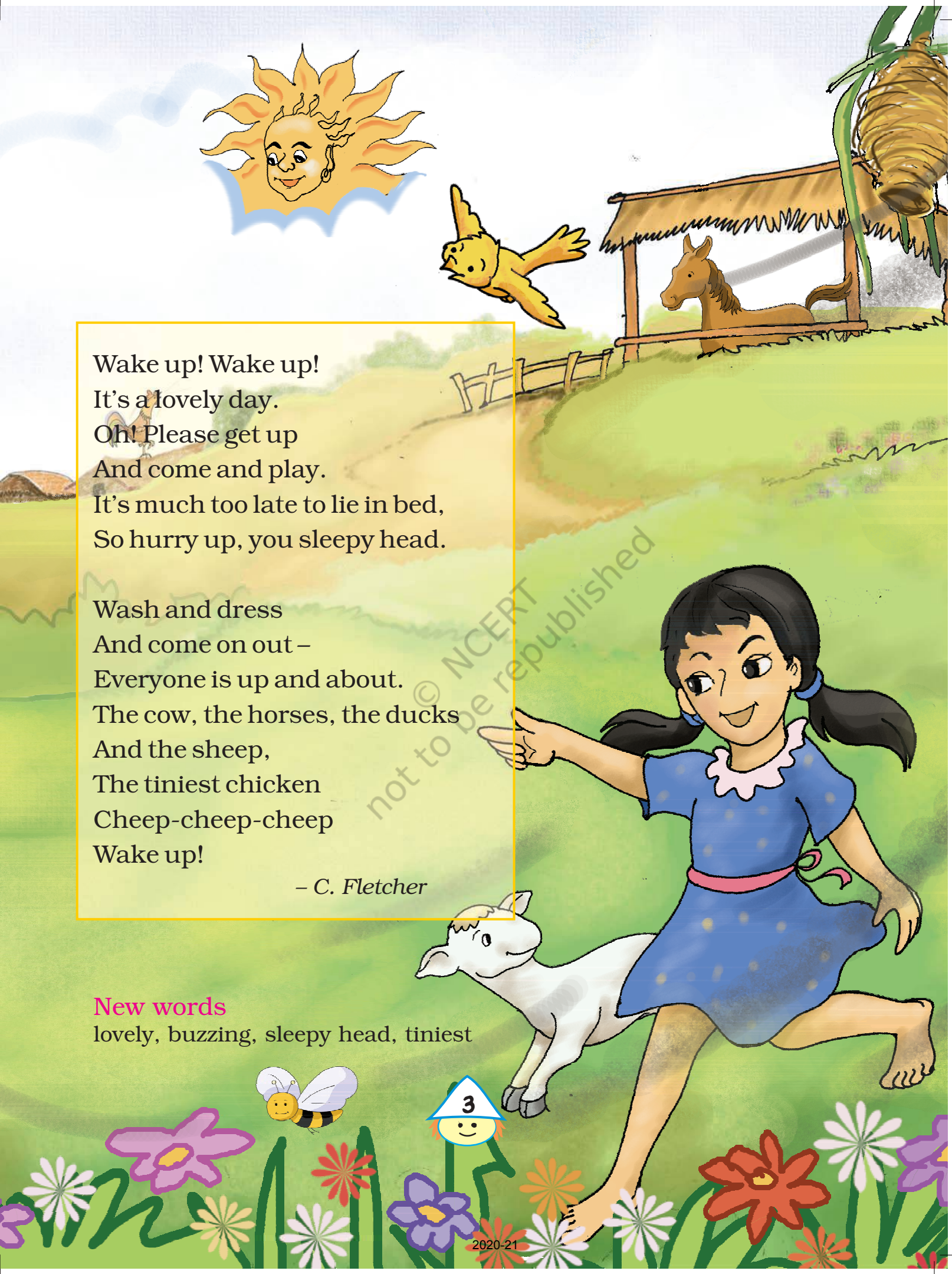
Wake up!



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Wake up! Wake up!
It's a lovely day.
Oh! Please get up
And come and play.
The birds are singing in the trees,
And you can hear the buzzing bees.

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Wake up! Wake up!
It's a lovely day.
Oh! Please get up
And come and play.
It's much too late to lie in bed,
So hurry up, you sleepy head.

Wash and dress
And come on out –
Everyone is up and about.
The cow, the horses, the ducks
And the sheep,
The tiniest chicken
Cheep-cheep-cheep
Wake up!

– C. Fletcher

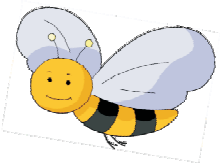
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New words

lovely, buzzing, sleepy head, tiniest



Reading is fun



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







Let's listen

1. Listen to the songs of birds. Say the words boy and bee. Listen to the b sound in –

   big, bubbles, bin, bag, blue, blow and black.

2. Listen to the baby chicks – *cheep cheep cheep*.



Let's listen and talk

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



Say aloud

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





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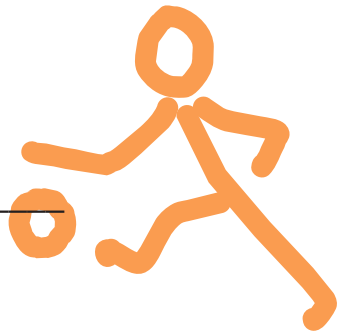
Let's write

1. Connect the pairs of sentences below using and or but.

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

_____

(a) Sheila got some chocolates for her birthday.
(b) She got some new clothes too.



_____

(a) Everyone has gone to sleep.
(b) I want to read my book.

_____

(a) Raju plays cricket.
(b) He also plays hockey.

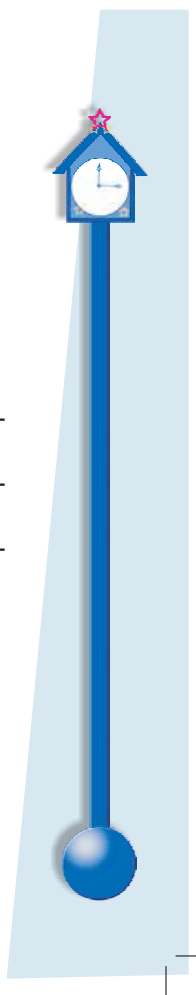
_____

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

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



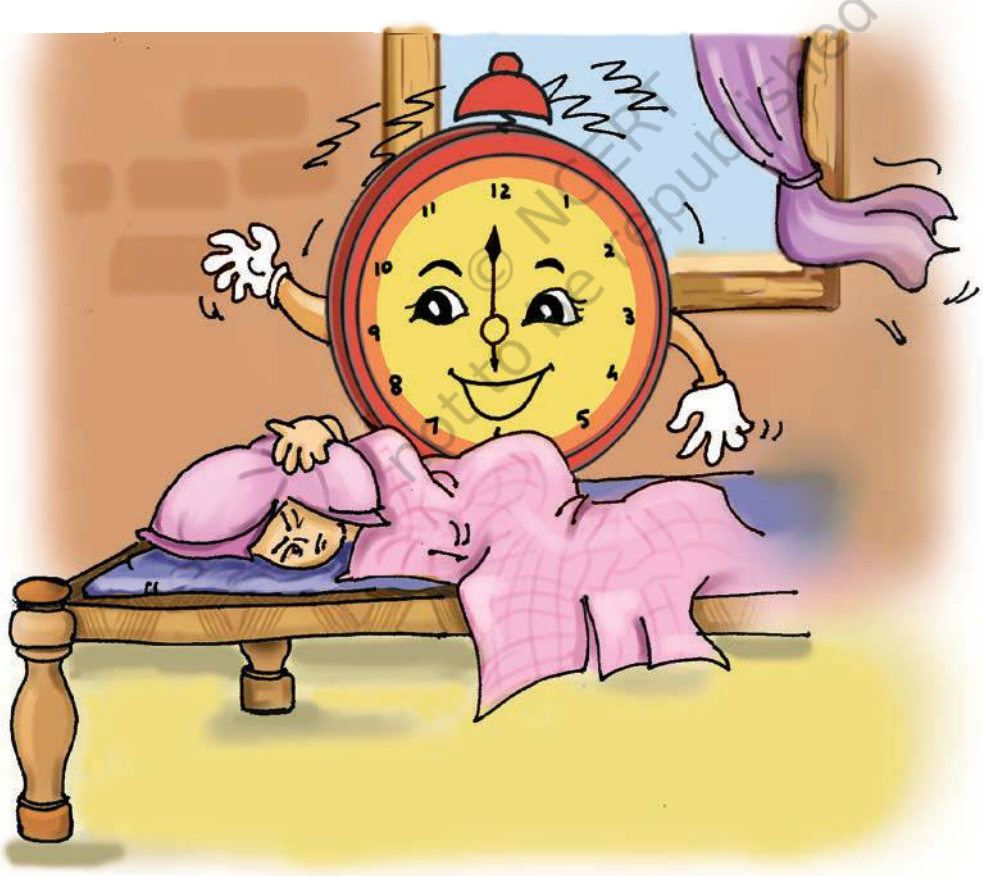


Neha's Alarm Clock

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

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

Narrator : *Something falls. Neha smiles.*



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

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

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

Birds : Wake up dear! Wake up fast!

Narrator : *Neha gets up with a start.*

Neha : Oh, no! If it's not the alarm clock, it's these birds... why don't they leave me alone?

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

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

Narrator : *Even this wish of Neha's comes true. Next morning the Sun is behind the clouds. So, Neha snores till she hears her mother's voice...*

Mother : Wake up, sleepy head. You will miss the bus.

Neha : Oh no! Why does mother have to wake me up?

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

Neha : Ma, who woke me up today?



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Narrator : *Mother smiles.*

Mother : Who else? You, of course!

Neha : But, I was sleeping, how could I ...?

Mother : Now, tell me, why do you eat your lunch every day at one in the afternoon?

Neha : I feel hungry.

Mother : Why do you sleep at nine every night?

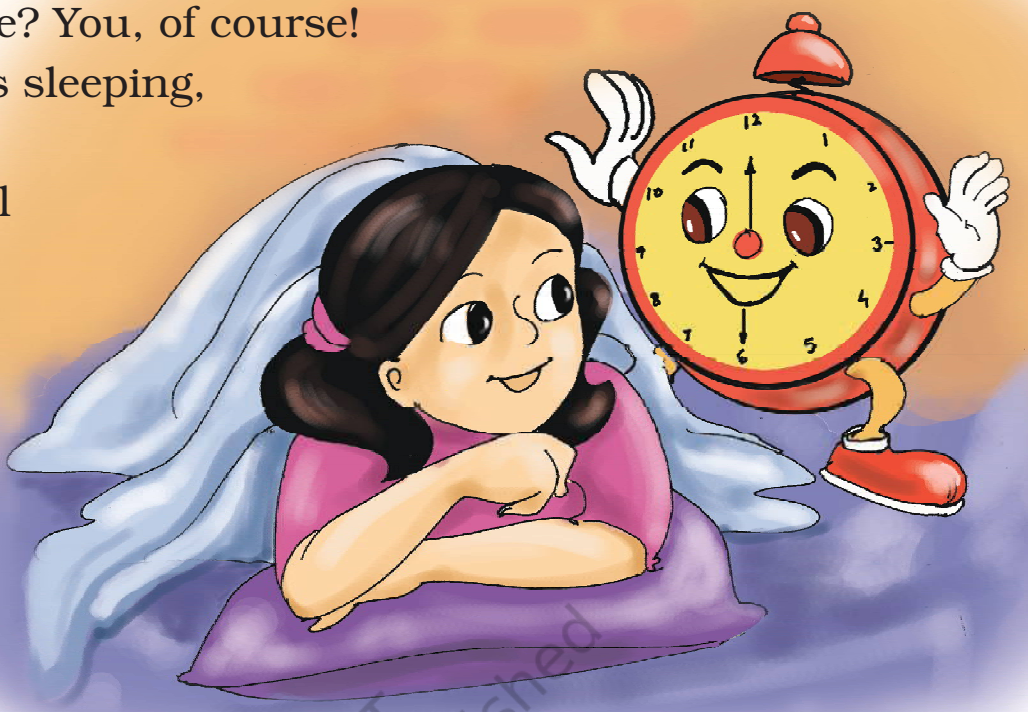
Neha : Because I feel sleepy.

Mother : There is a clock inside you which tells you when to eat, when to sleep and when to wake up.

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

Mother : RELAX! Today is Sunday!

Neha : Oh! Oh! Oh!



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

New words

snuggles, mutters, window sill, relax



Reading is fun

Tick (✓) the correct answer –

1. What time did Neha's clock ring every morning?

   (a) 4 o'clock ☐

   (b) 9 o'clock ☐

   (c) 6 o'clock ☐

2. What did the birds say?

   (a) Sleep on ☐

   (b) Wake up ☐

   (c) Go and play ☐

3. What is inside you that makes you get up at the same time everyday?

   (a) Our body clock ☐

   (b) Our eyes ☐

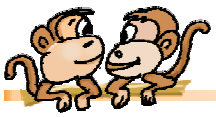
   (c) Our feet ☐

4. Put the letters in the right order. One has been done for you.

ilesm	smile	norming	_____
mrala	_____	edorns	_____
ocklc	_____	wodwin	_____

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Let's listen and talk

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

Sounds you heard	Sounds your friend heard
 _____	_____
 _____	_____
 _____	_____
 _____	_____
 _____	_____

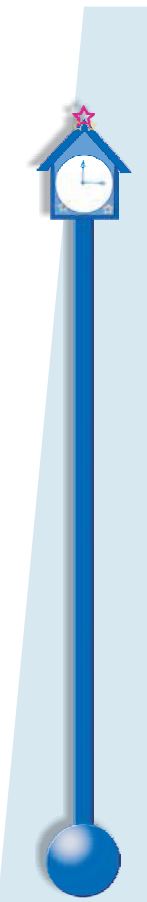
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2. If there is no clock in the house to wake you in the morning, how will you wake up?

   Will you continue to sleep or …

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





Word building

Find the hidden words

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

h	c	d	a	q	r	b	i	r	d	s	e
u	b	f	l	m	a	h	o	s	b	m	n
n	i	e	o	b	t	f	c	a	c	f	o
g	t	m	p	a	b	c	l	i	e	d	p
r	s	u	v	z	a	m	o	t	h	e	r
y	a	w	y	x	k	s	c	b	n	o	k
p	l	o	h	m	t	u	k	c	e	v	r
r	k	p	o	e	i	a	b	o	f	u	s
s	u	a	l	a	r	m	d	o	m	k	f
t	u	o	i	m	k	i	m	n	w	i	g
s	u	n	d	a	y	t	x	z	a	s	c
k	p	i	a	o	l	h	a	p	p	y	o
m	o	n	y	t	m	o	r	n	i	n	g

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Say aloud

ought	matter	tick – tock	tick – tack
bought	chatter	tell – told	tip – tin
caught	shatter	train – time	take – tall

Let's write

1. Who said these words and to whom?

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

2. Use the help box to fill in the blanks –

HELP BOX

was

were

(a) Ram _____ a good football player.

(b) The cows _____ grazing in the field.

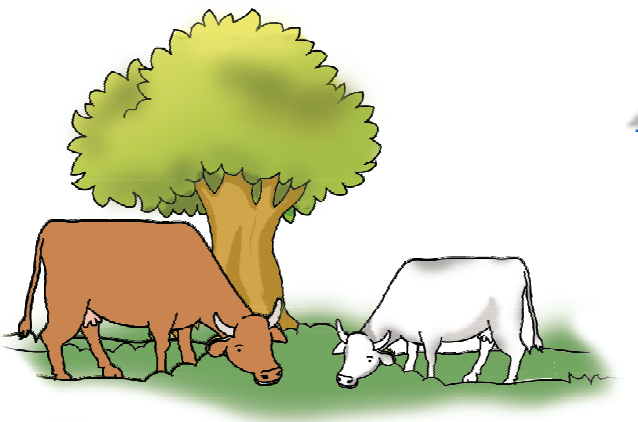
(c) My toys _____broken.

(d) Her frock _____too long.

(e) The market _____ closed.

(f) The children _____ happy.

(g) The flowers _____ kept in a vase.



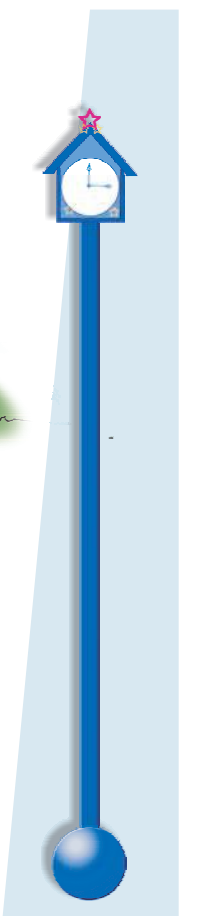












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3. Look at the pictures below and complete the following paragraph. You will need these words –

pulled out	inside	called out	behind	under

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

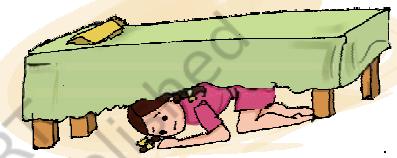
I looked _____ a door.





I looked _____ a cupboard.

I looked _____ a bed.



I could not find it anywhere. Then, I _____,



Sheroo. Sheroo, my dog came running to me. I asked him to look for my book. He _____

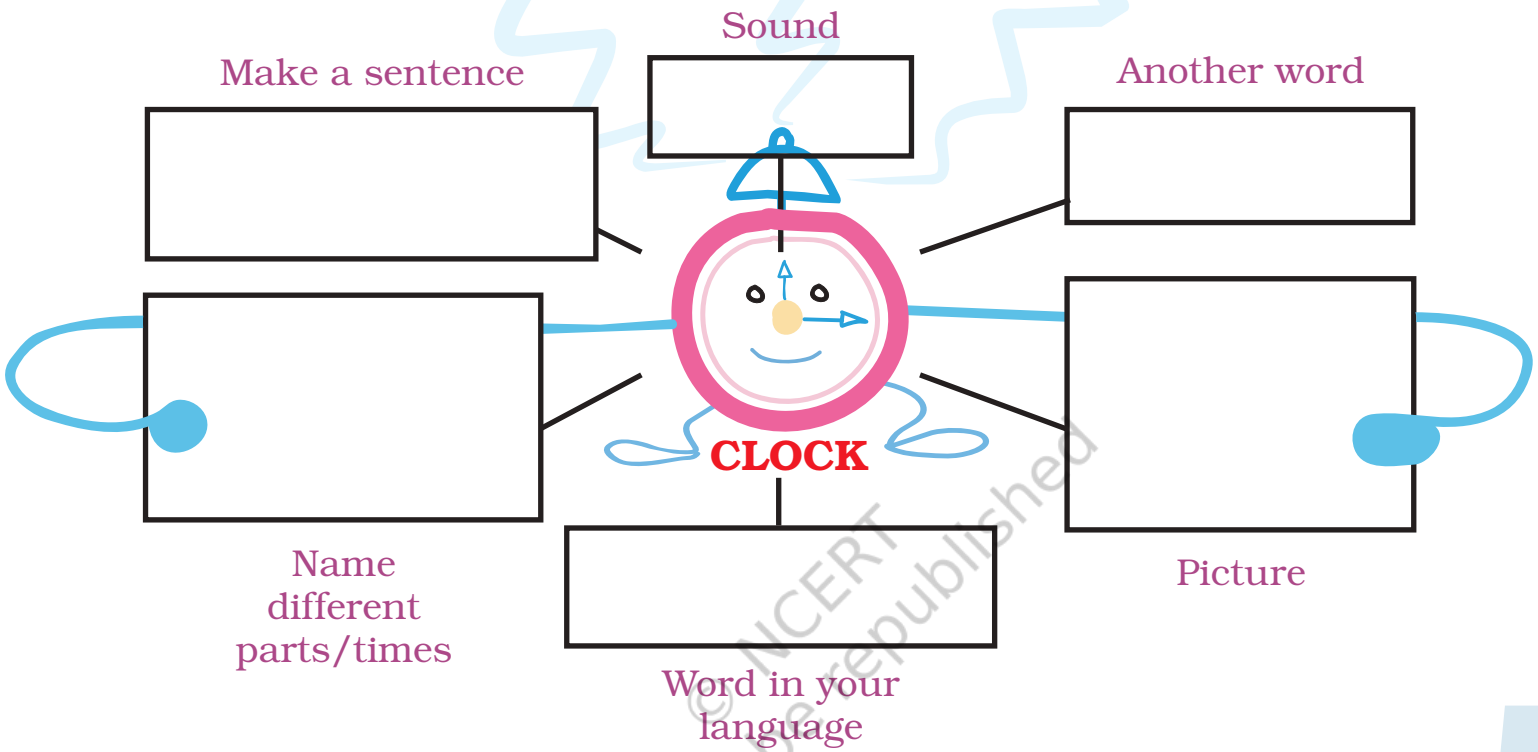
another book from my bag.



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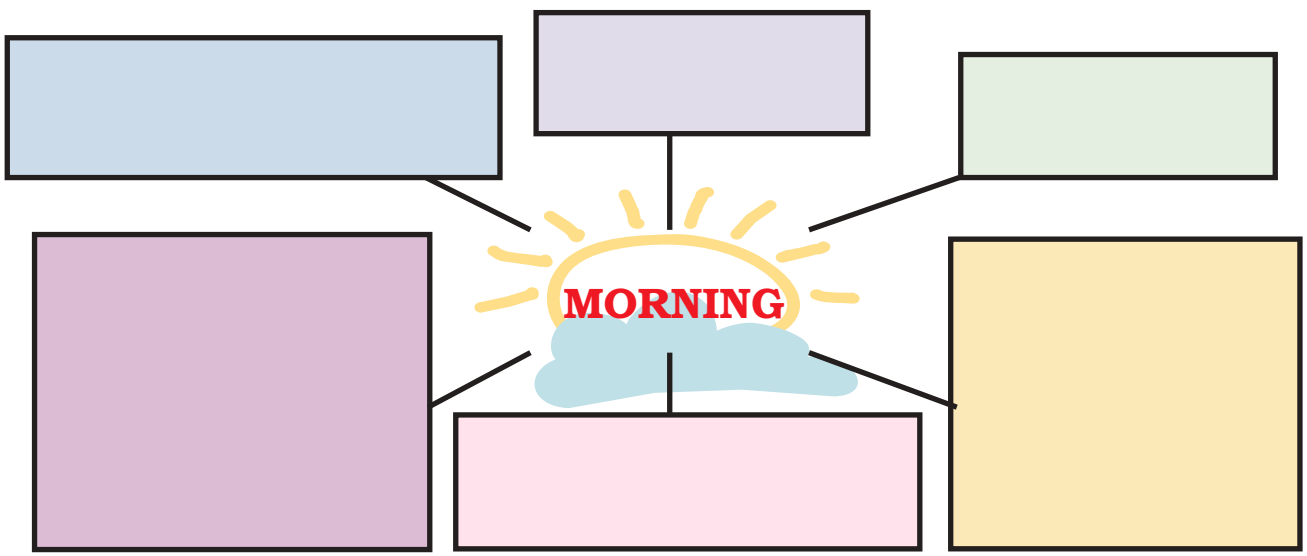
Fun time

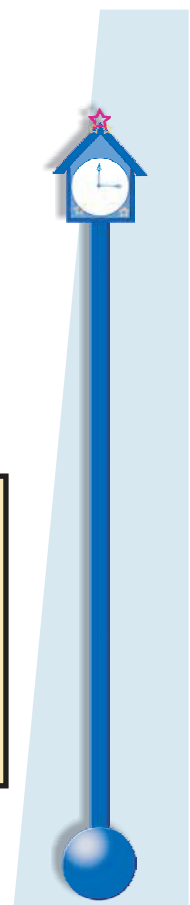
Here is a word, clock. Write down words relating to clock.



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





THEMES

The importance of time
Appreciating nature



Teacher's page

Unit 1

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

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

Warm up

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

Reading time

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

Give the children a chance to read individually.

Sharing time

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

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

Team time

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

Environment

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

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Noses

The Little Fir Tree

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Let's read and sing

Noses

0424CH02



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

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

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

– *Aileen Fisher*

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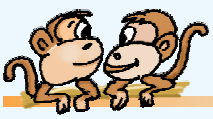
New words

mirror, funniest, breathing, sticking, giggle



Reading is fun

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



Let's talk

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

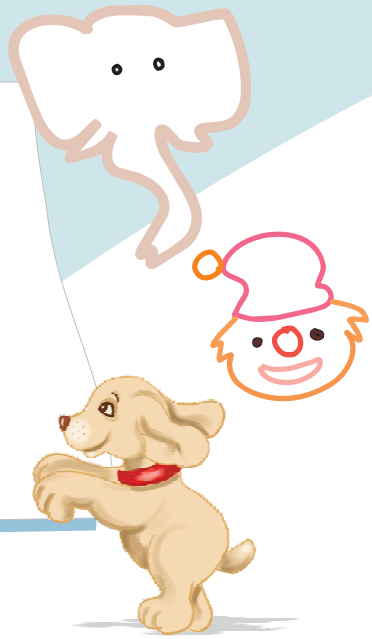


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Let's sing

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

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





Fun time

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

_____

_____

_____

3. What is your favourite fruit? Describe it in five sentences.

_____

_____

_____

_____

_____

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(a) How does it smell?

_____

(b) How does it look?

_____

(c) How does it feel?

_____

(d) When you bite it what sound does it make?

_____

(e) How does it taste?

_____



Let's exercise

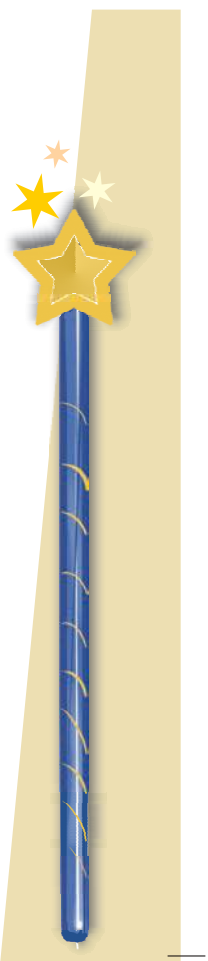
A breathing exercise







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



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Let's write

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

   _____

   _____

2. Punctuate the following passage.

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

   _____

   _____

   _____

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

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



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(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

Let's sing

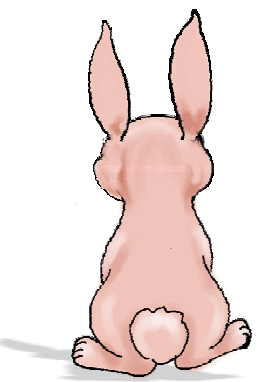
What is it?

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

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

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

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



– Marie Louise Allen

Write three pairs of words that rhyme with each other.

_____ _____ _____

_____ _____ _____

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The Little Fir Tree

Shetty the magician was returning home, when all of a sudden it began to rain. It rained heavily. Shetty looked around for shelter and saw a pretty little fir tree. He ran towards it as fast as he could.

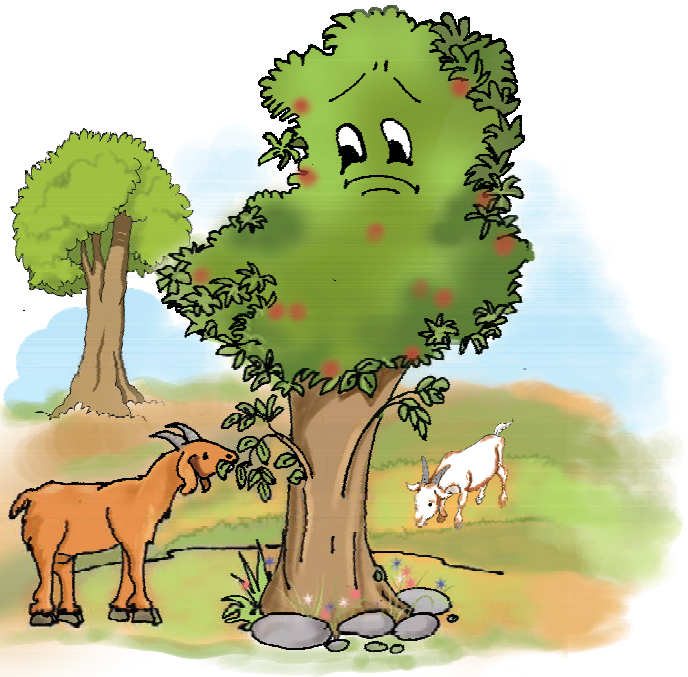
Soon the rain stopped. Shetty was happy that he did not get wet.

"Thank you, you have been kind to me. I would like to reward you. Ask for four wishes and I will grant them," said the magician.



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

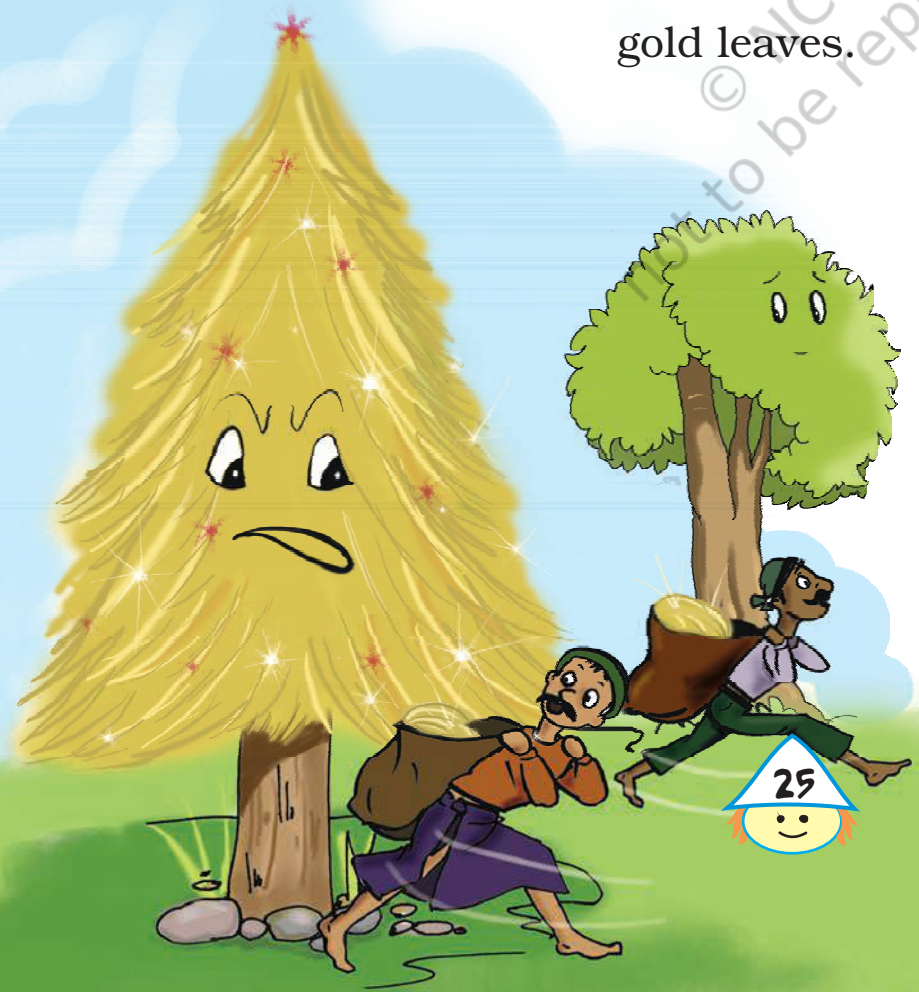


Next morning, its wish was granted. Soon a goat came along and ate all the green leaves. “Oh! dear,” said the fir tree. “I wish I had gold leaves as goats do not eat gold leaves.”

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

“How happy I am!” it said.

A man came along and stole the gold leaves.



“I wish I had glass leaves instead. Men do not steal glass leaves.”

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

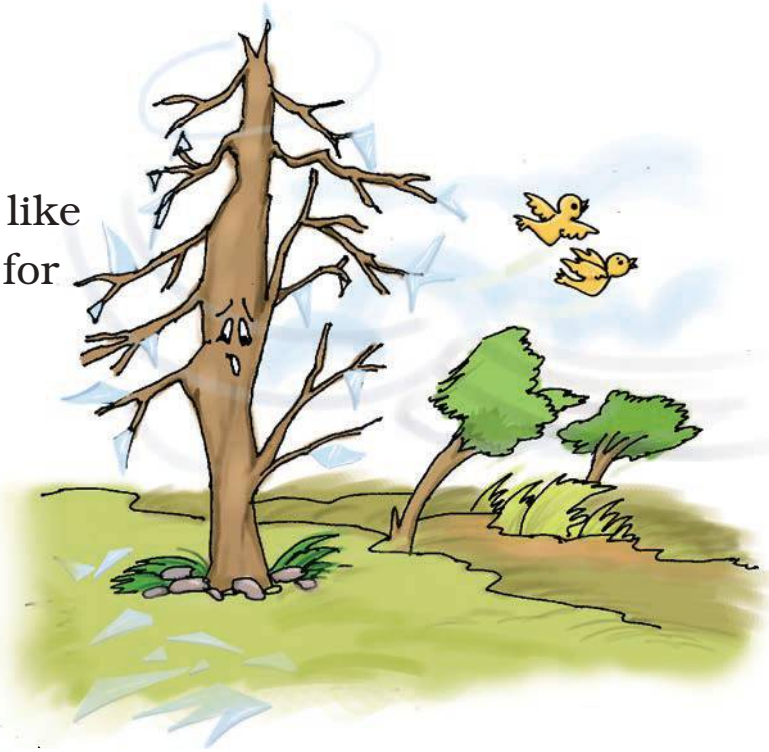
At night the wind blew whoo...oo...oo. All the glass leaves broke.

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"Oh dear!" said the fir tree. I like my old needle-like leaves best, for goats do not eat them.

No man can steal them.

The wind will do them no harm."





The tree went to sleep. When it woke up the next morning, it had all its needles back again.

"Oh! I never was so happy," said the little fir tree.

New words

pretty, needles, leaves, gold, stole

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Reading is fun

1. Tick (✓) the correct answer –

(a) The pretty little fir tree was happy with gold leaves but...

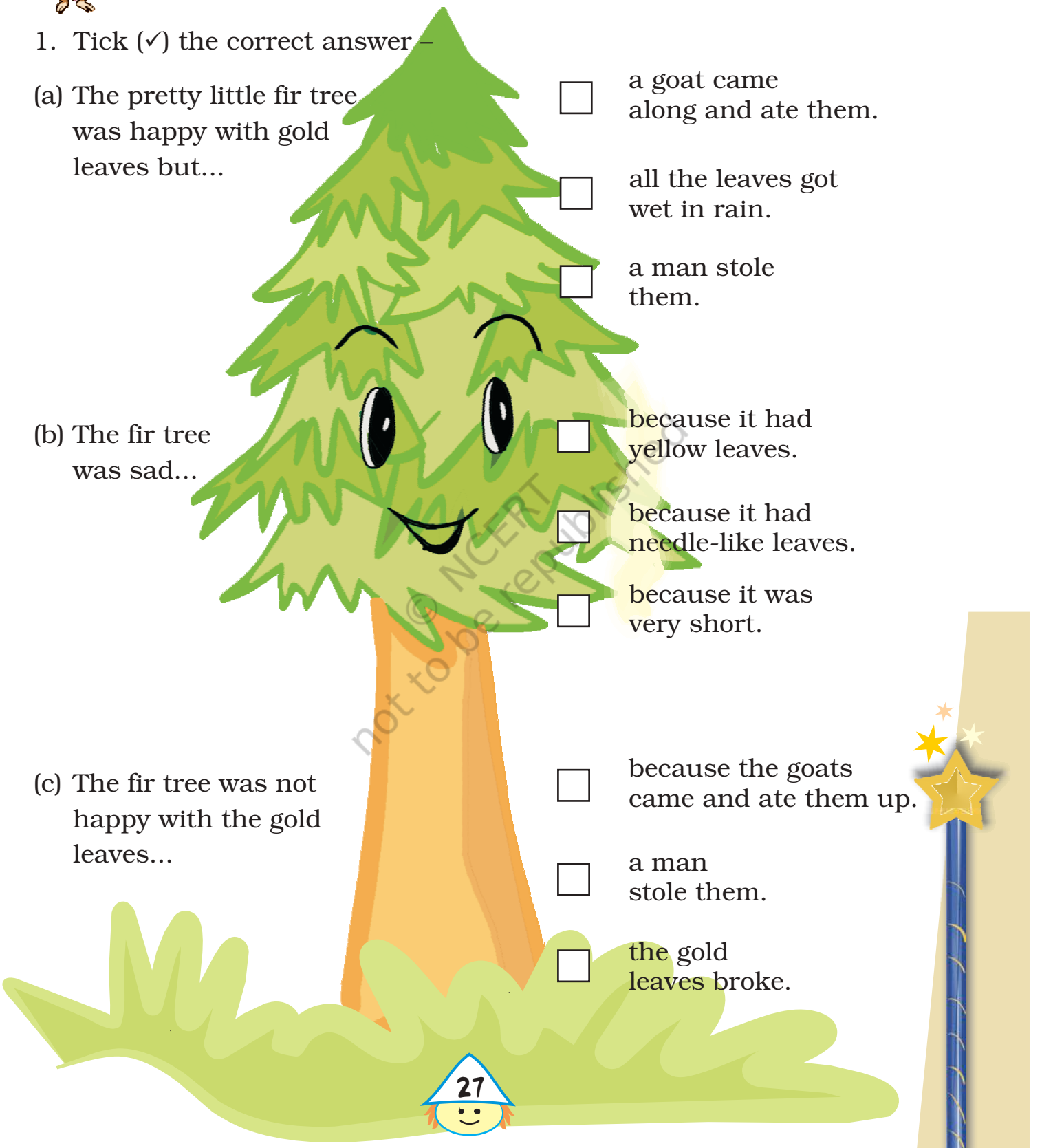
- ☐ a goat came along and ate them.
- ☐ all the leaves got wet in rain.
- ☐ a man stole them.

(b) The fir tree was sad...

- ☐ because it had yellow leaves.
- ☐ because it had needle-like leaves.
- ☐ because it was very short.

(c) The fir tree was not happy with the gold leaves...

- ☐ because the goats came and ate them up.
- ☐ a man stole them.
- ☐ the gold leaves broke.



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Word building

1. By changing the circled word to its opposite, rewrite these sentences. One has been done for you.



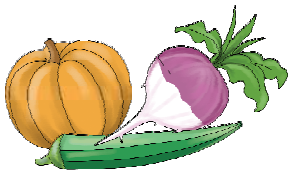
(a) I carry a (light) bag to school every day.

I carry a heavy bag to school every day.

(b) Rina (won) the race.

_____

(c) I (love) eating vegetables.



_____

(d) This glass of milk is (full).



_____

(e) The old man is (wise).

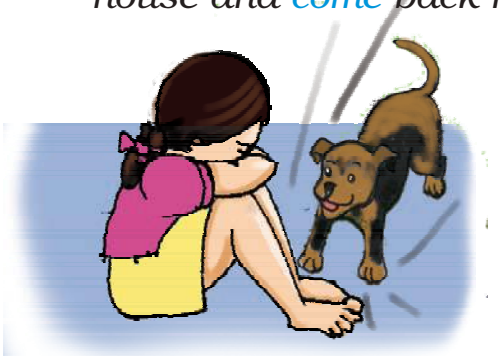
_____

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

happy	_____	important	_____
polite	_____	perfect	_____
seen	_____	healthy	_____
proper	_____	safe	_____
lucky	_____	patient	_____
possible	_____	pure	_____

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



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

Give the opposites of the words in blue.

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____



Let's write

1. Rewrite the passage below using capital letters where necessary –

(i) one saturday afternoon amarjit and his little sister rani went for a picnic to india gate. there they saw ducks, water and their friend raj

_____

_____

_____

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

_____

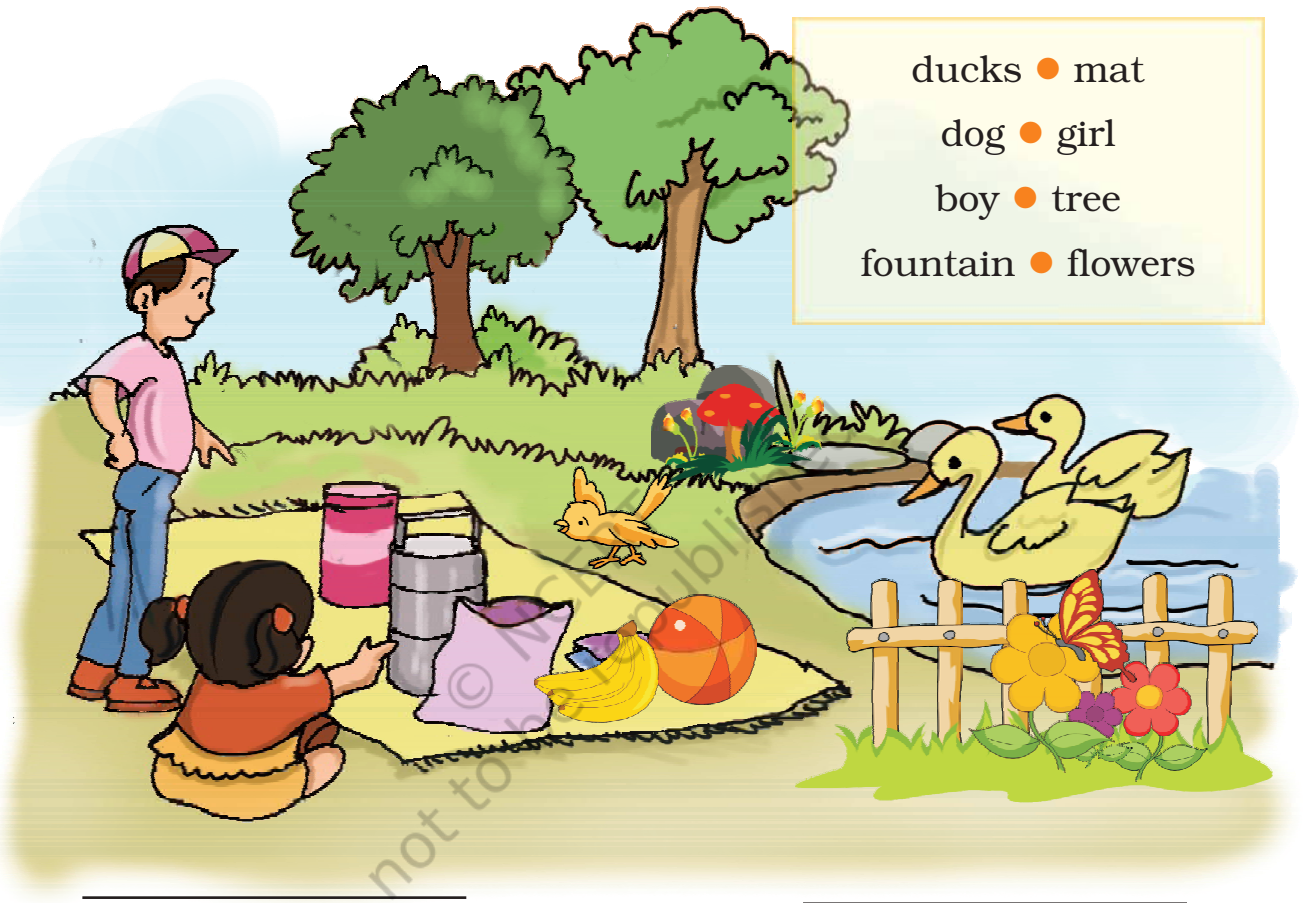
_____

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Let's talk

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

ducks • mat
dog • girl
boy • tree
fountain • flowers



_____ _____

_____ _____

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

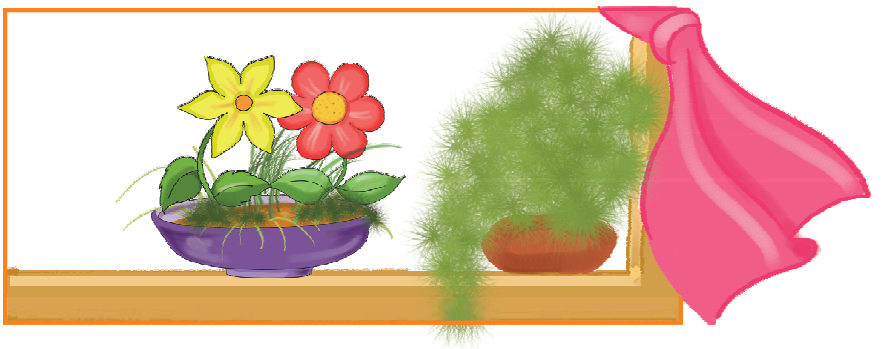
_____

_____

_____

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Fun time



1. Ajit loved flowers. He always wanted to have a garden for himself. Mohan, his friend gave him an idea. He said, "Why, we can have a garden in a dish!"
"Ha! Ha!" Ajit laughed. "A garden in a dish?"
"Yes, dish gardens are tiny gardens planted in a shallow dish. We must first put sand, manure and pebbles in a dish. Plant very tiny plants in it and place the dish on the window sill."

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

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spoon

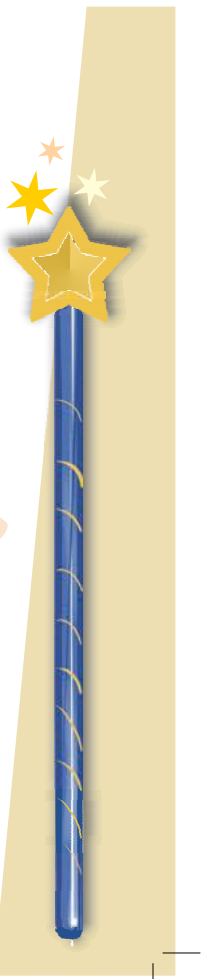

flower pot


plastic water bottle


books


table


cup



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

respecting elders • not saying thank you • being polite

playing with friends • visiting a sick friend • not sharing

watching television all day • telling lies • being greedy

caring for pets • getting angry easily • being honest

Actions that make people happy	Actions that make people unhappy

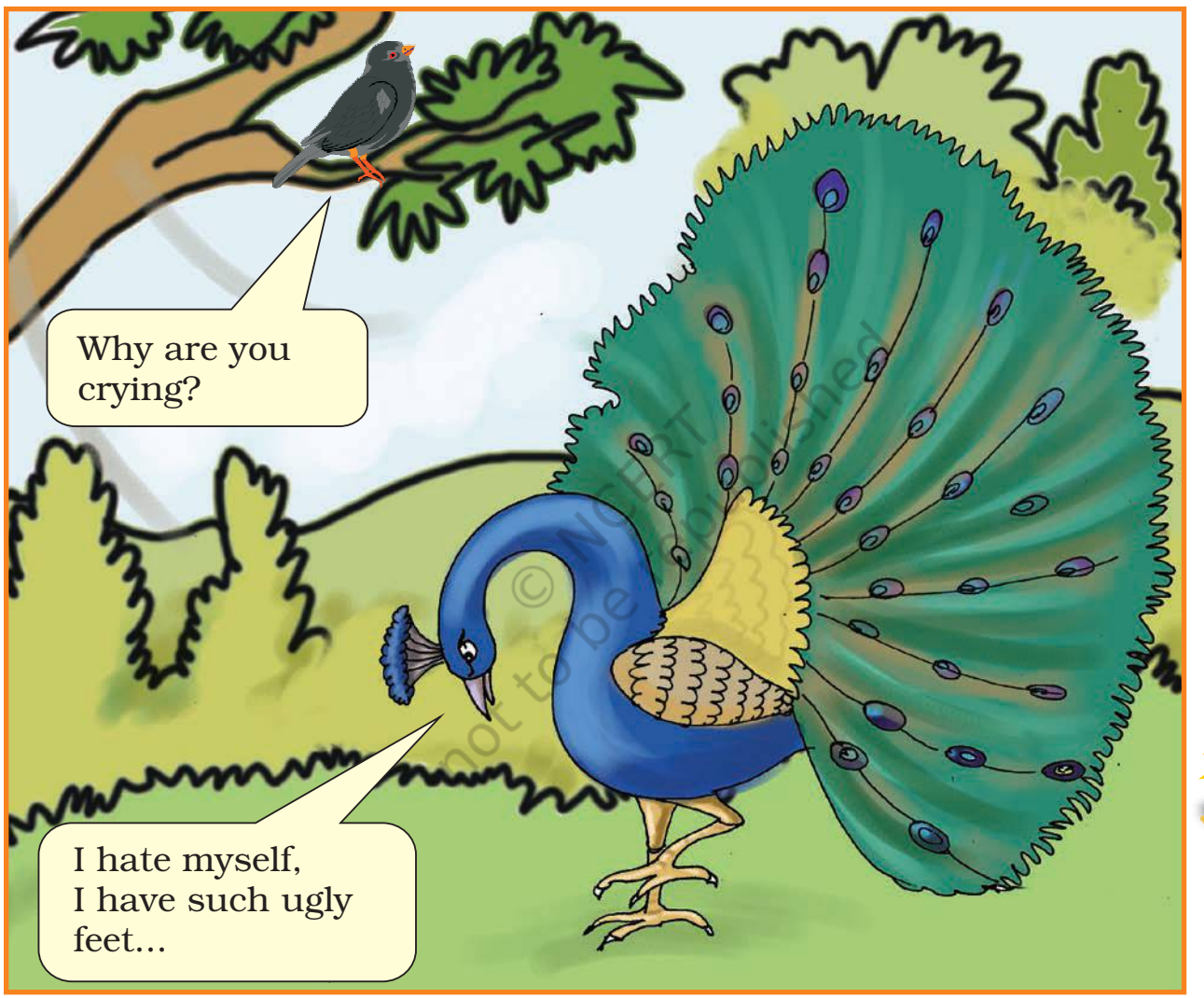
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Let's listen, read and write

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

Koyal was singing happily.

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



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

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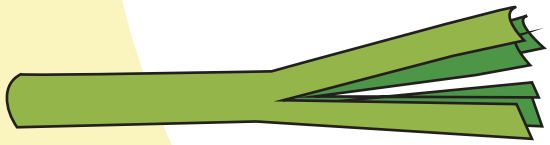
Let's make a word tree

This is how you will do it.

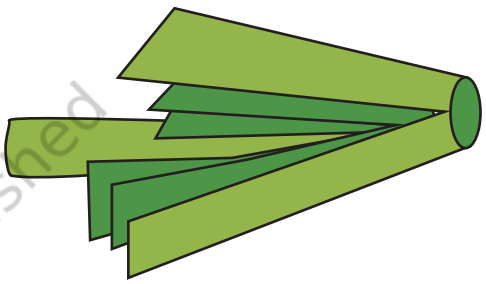
- Take a long green sheet of paper or newspaper. Roll it like this.



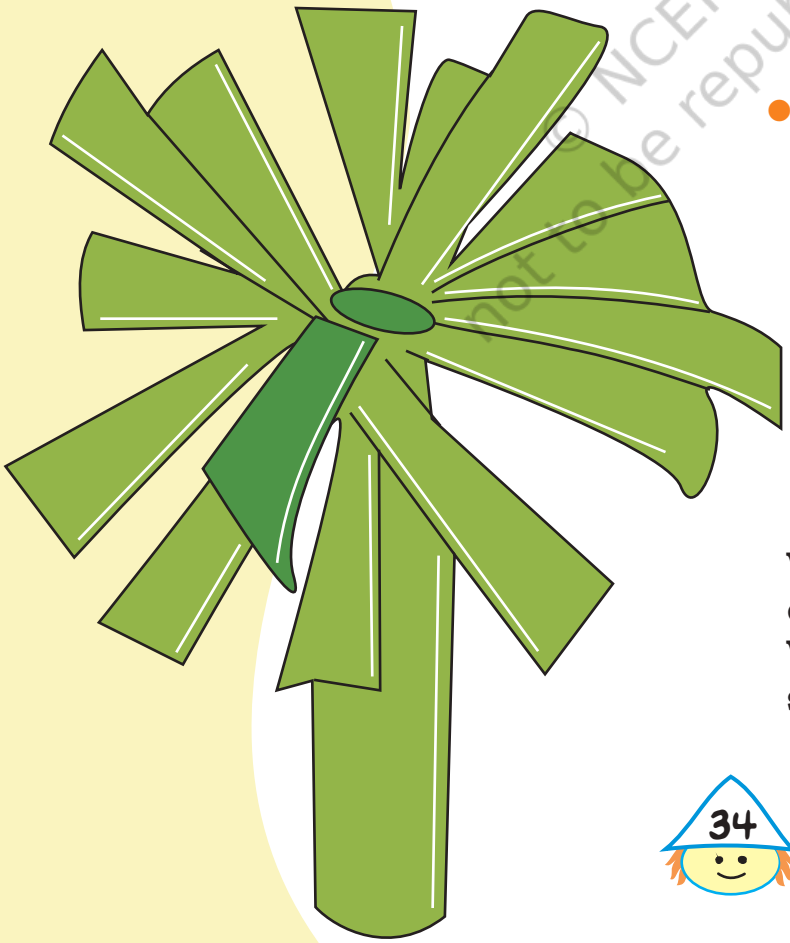
- Hold the roll of paper firmly in one hand and cut four slits from the top to halfway down the roll.



- Still holding the roll of paper firmly, bend back the four sections of the cut paper.



- Pull out the branches. Do this by pulling up the cut sections slowly and carefully from the centre of the roll.



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

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THEMES
Self-esteem and satisfaction
Respecting individuality



Teacher's page

Unit 2
Poem : Noses
Story: The Little Fir Tree

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

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

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

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

Warm up

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

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

Reading time

Step 1 : Read the text aloud with voice modulation.

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

Sharing time

In this Unit involve children with 'a creative time' activity, for example, let them share with you their interest in speaking, writing, drawing (any other art form or paper activity). They can be encouraged to use this medium to express "Who am I? What do I want to be?" The activity helps the children to

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express their thoughts logically. They also learn to interact with each other. Divide the class into conversation groups. Help each child to think and talk about what he saw that morning – his father, baby sister, pet, etc. and ask them how they feel. They can illustrate this through pictures which can be displayed in the class.

Writing time

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

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

(a) make the writing even

(b) begin sentences with capital letters

(c) end the sentences with periods or question marks

(d) write the letters carefully on the line.

Creative time

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

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

Environment

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

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UNIT-3

Run!

Nasruddin's Aim



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Read and enjoy this poem

Run!

0424CH03

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

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

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

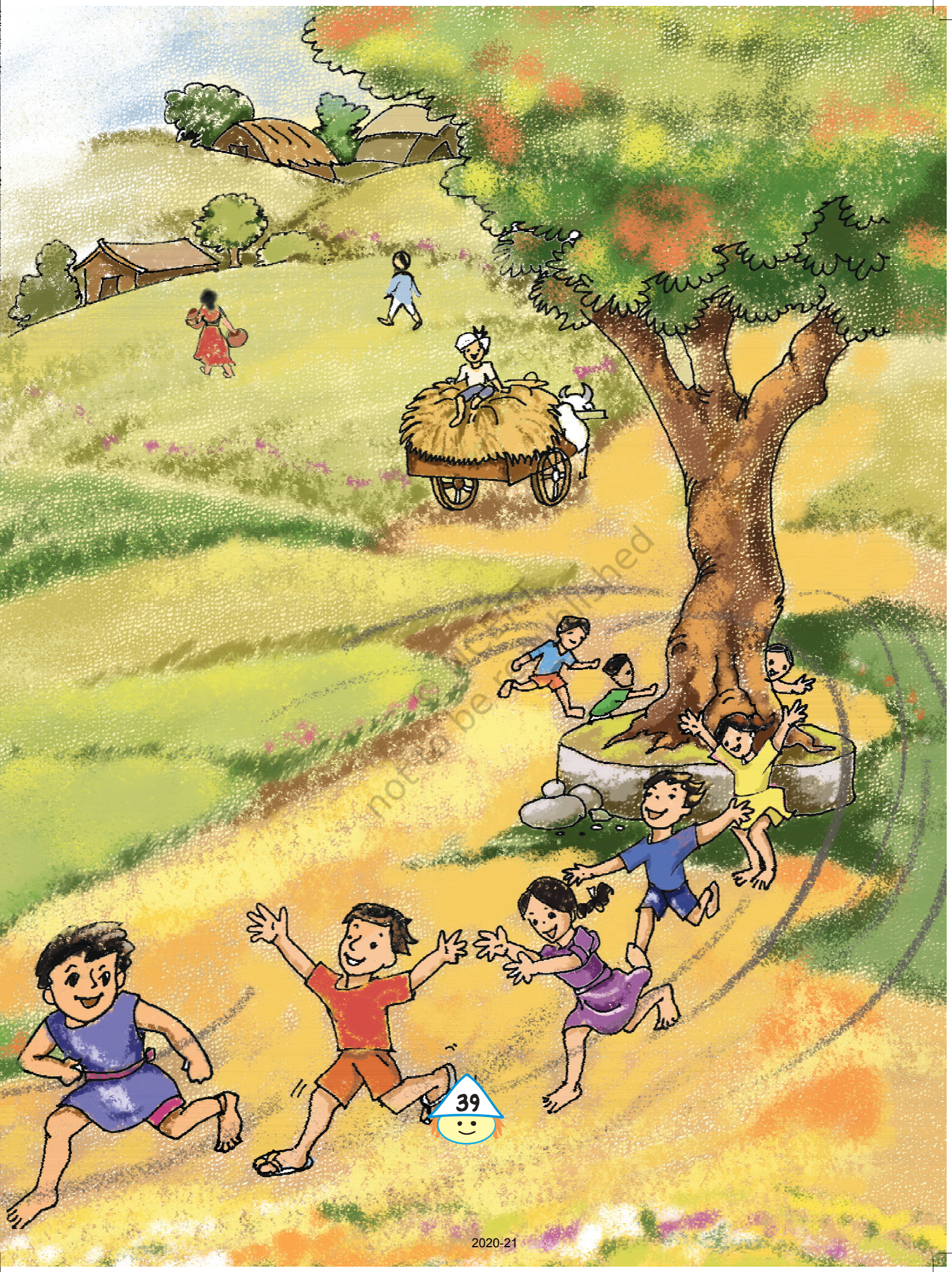
Run and be merry
All through the day!
Run to the country,
Away! Away!

– Mary Daunt

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New words

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

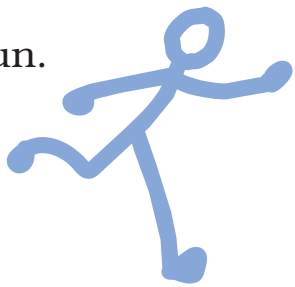


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Reading is fun

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





Let's talk

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



Say aloud

beneath breeze meet
fear each meadow

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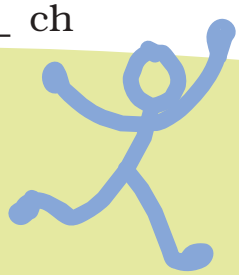


Let's spell

Some letters are missing in each word.
Write ee or ea in each word.

tr __ __ s	sl __ __ p
pl __ __ se	b __ __ p
t __ __ se	f __ __ t
t __ __ ch	m __ __ t

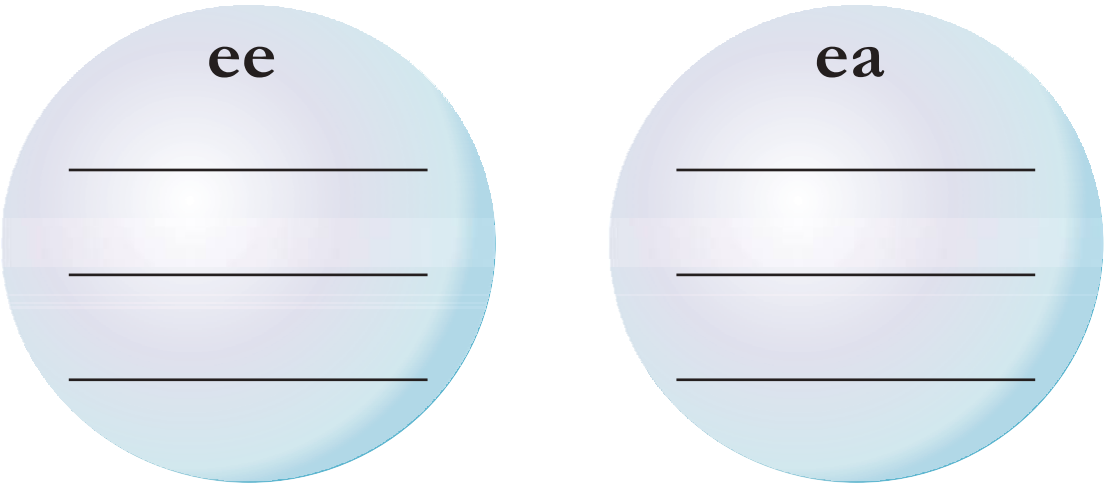








Now add more words with ee and ea and put them inside the bubbles.





Let's listen

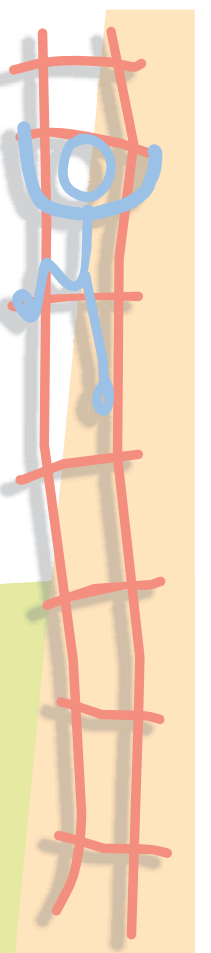
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1. Say the words aloud one by one. Follow the instructions and move your body accordingly.

Shoulders	Move them up and down.
Feet	Walk forward and backward.
Run	Fast and slow.
Hands	Move them left and right.

2. Now jump, hop, march and tiptoe.







Let's write

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

Example : *What is happening in picture 5?*

The girl is diving into the water.

(i) What is Mohan practising in picture 4?

He is _____

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

_____ are pulling _____

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

_____ are _____

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

_____ are _____

(v) What are the girls doing in picture 6?

They are _____

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

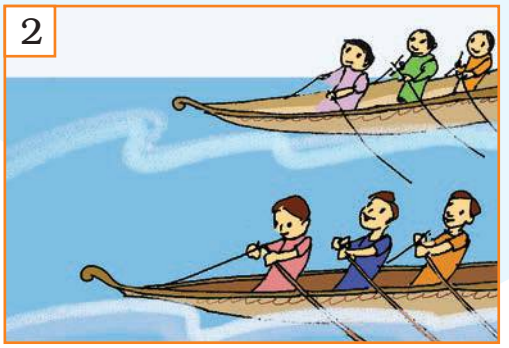
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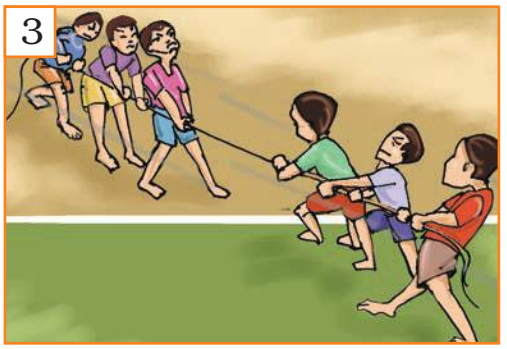
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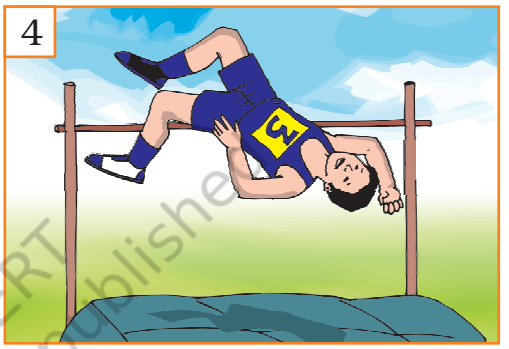
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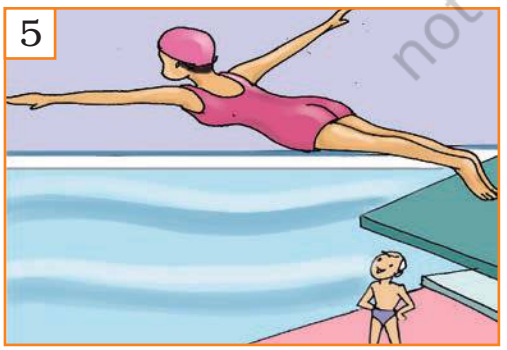
3



4



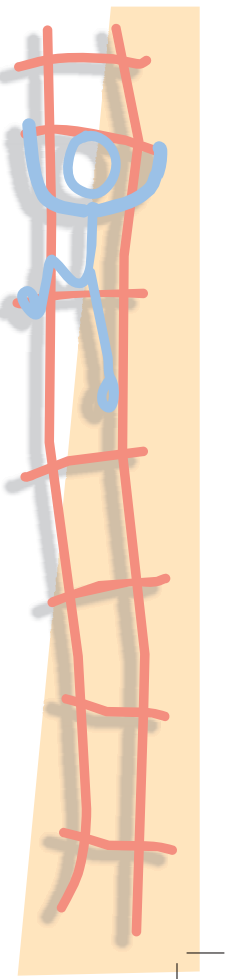
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6



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Nasruddin's Aim

One day, Nasruddin was chatting with his friends.
He began to boast, "No one can match my skill in archery.
I string the bow, take aim, and shoot the arrow...
Wh...o...o...sh.
The arrow is sure to hit right on target."

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

Giving them to Nasruddin, he said, "Here, Nasruddin! Take this bow and arrows."
Then pointing towards a target, he said, "Aim at that target and shoot an arrow."



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

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

The arrow didn't hit the target!

Instead it fell down somewhere in the middle.

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

His friends started laughing.

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

"Oh, no!

Not at all," said Nasruddin, defending himself. "This wasn't my aim. It was Azad's aim. I just showed you how Azad shoots an arrow."



Saying this, Nasruddin picked up another arrow.

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

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

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But it certainly didn't hit the target!

They asked Nasruddin, "And this must be how you shoot an arrow!"

"Of course not," argued Nasruddin. "Even this aim was not mine. It was the chief guard's aim."

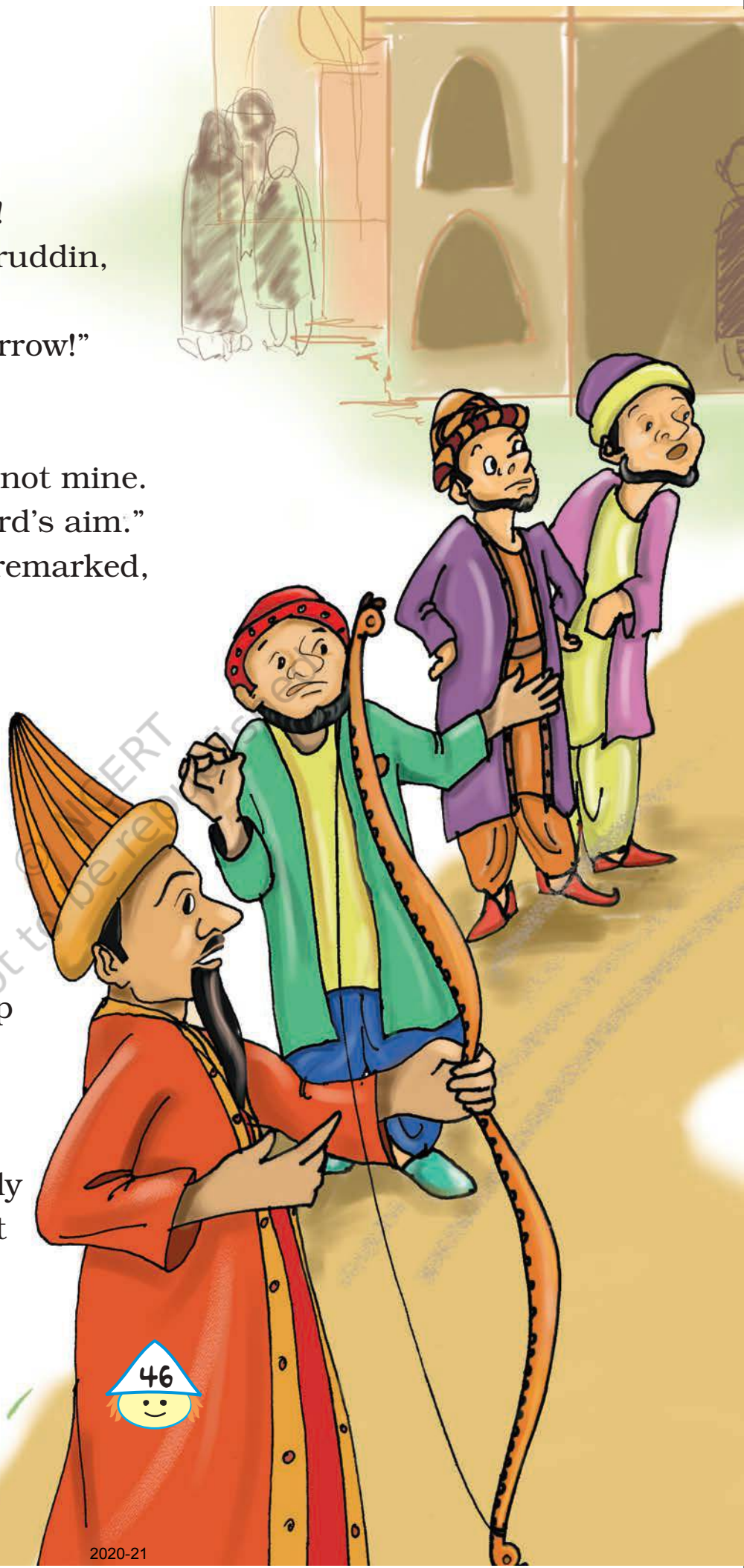
Now somebody remarked, "Well... Now who's next on the list?"

Hearing this, all the friends burst out laughing.

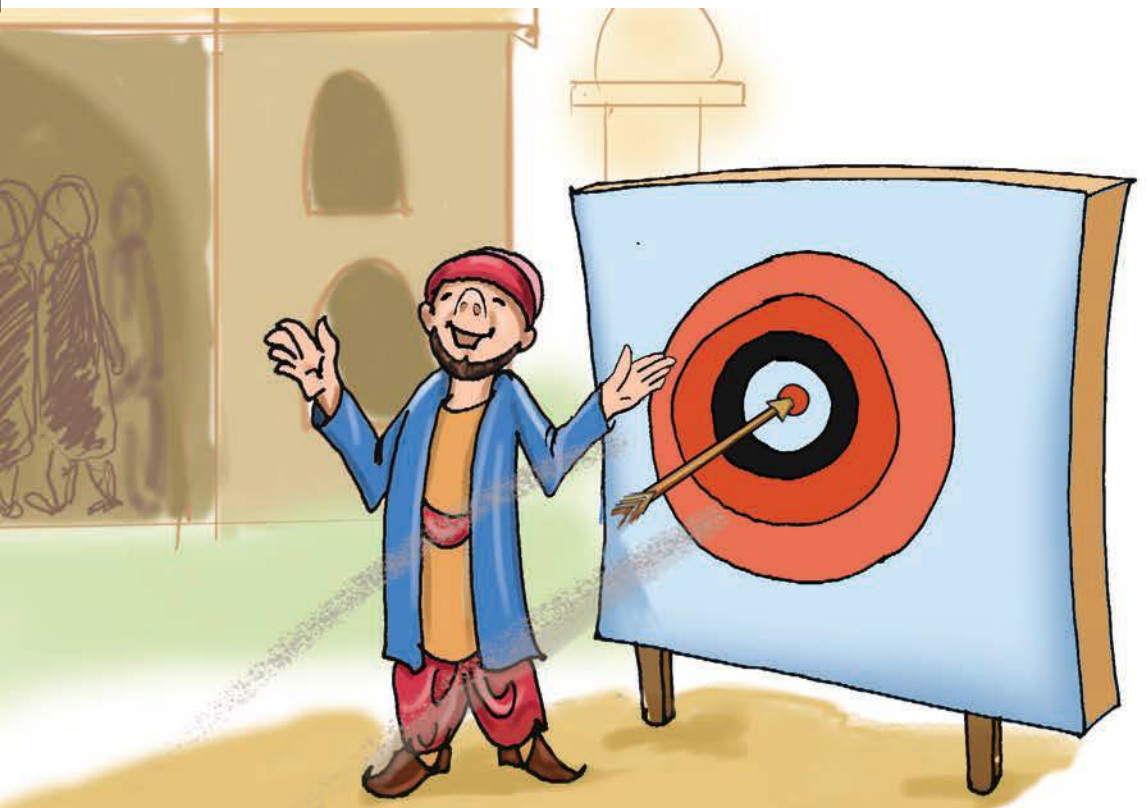
Nasruddin didn't say a word. He quietly picked up one more arrow.

And again...

And this time Nasruddin was really lucky! The arrow hit right on the target!



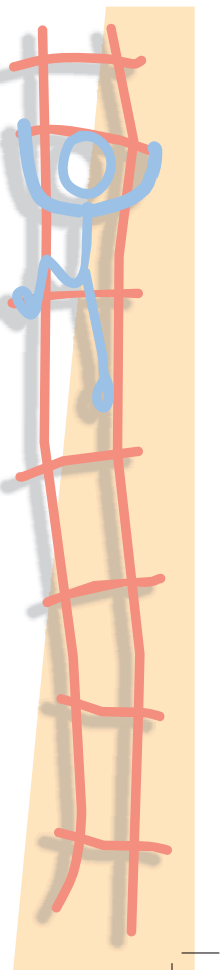
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Everybody stared at Nasruddin, their mouths agape in amazement.

Before anyone could say anything, Nasruddin said triumphantly, “Did you see that? It was my aim!”

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New words

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

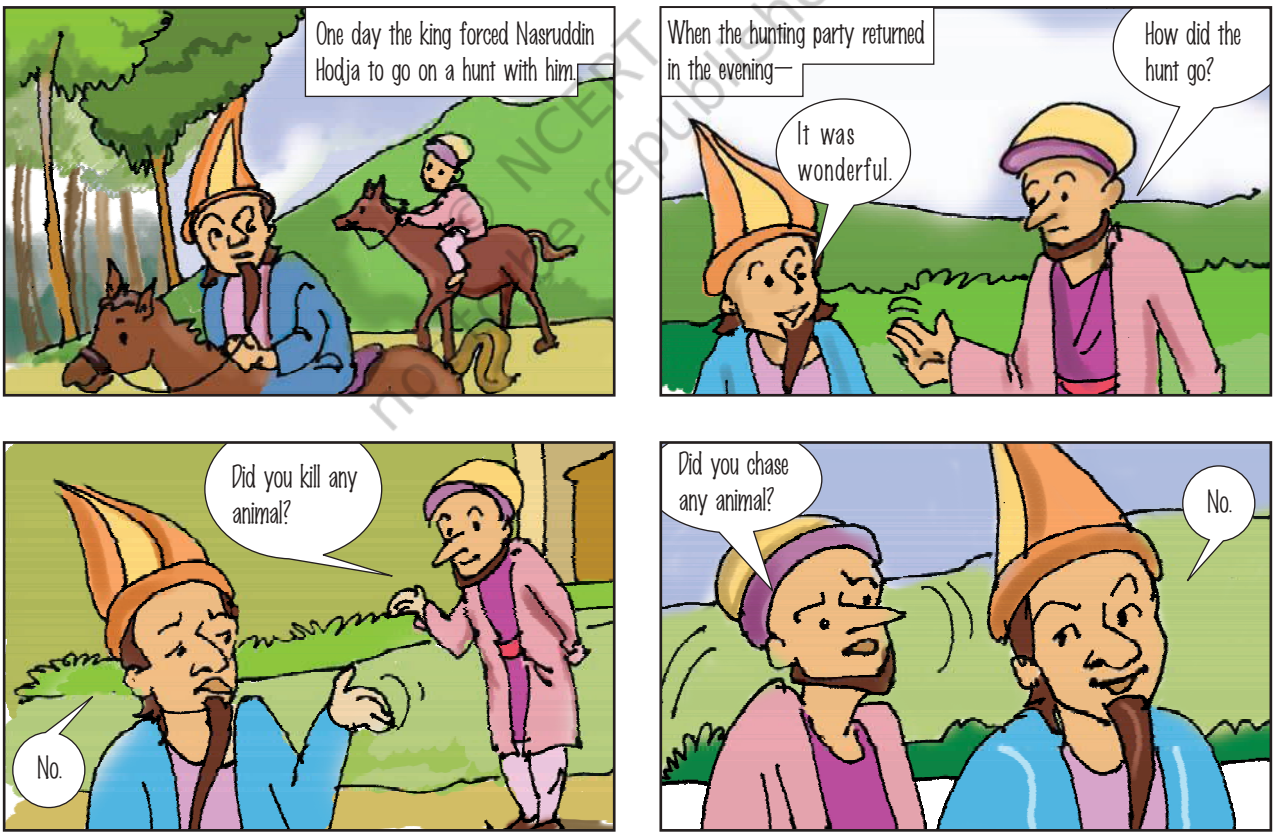


Reading is fun

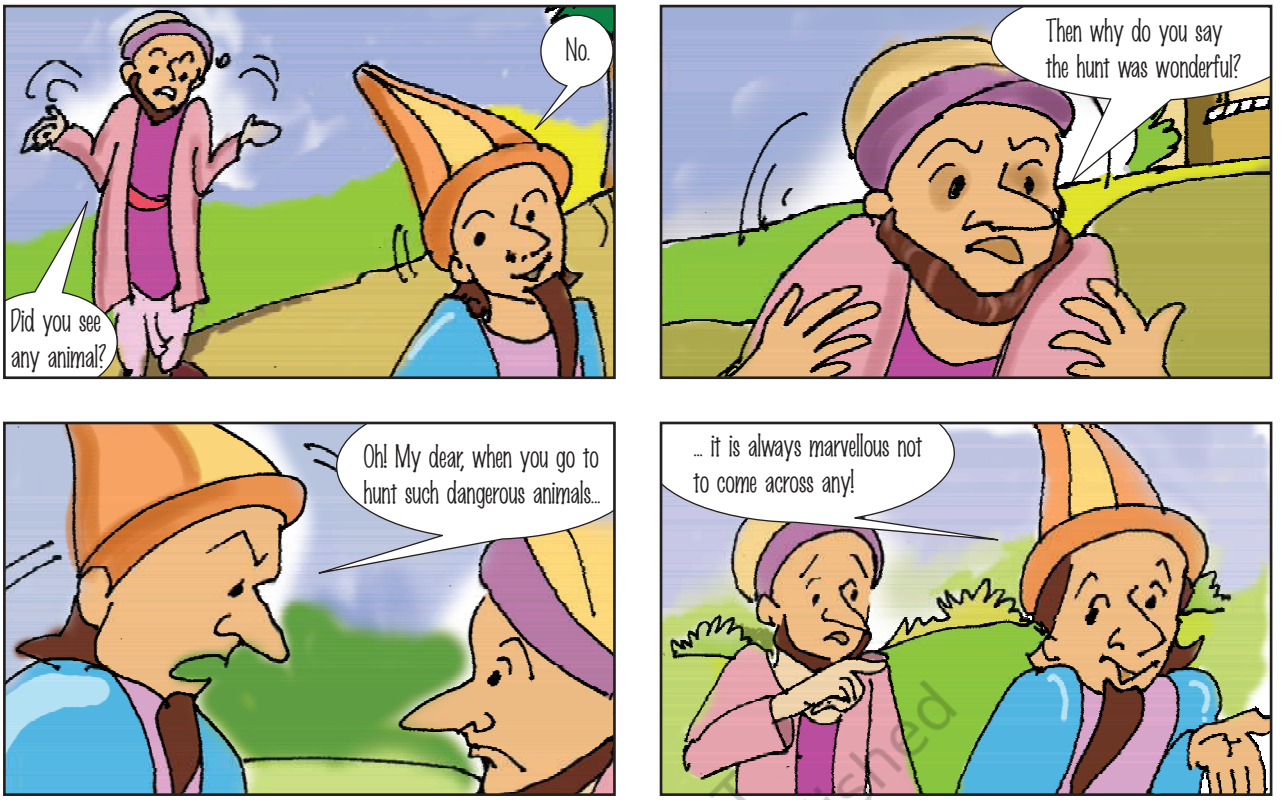
1. What did Nasruddin boast about?
2. Why did Nasruddin take someone else's name each time he missed the target?
3. Why did Nasruddin say, "It was my aim," the third time?
4. Do you think Nasruddin was good at archery?

Read and enjoy

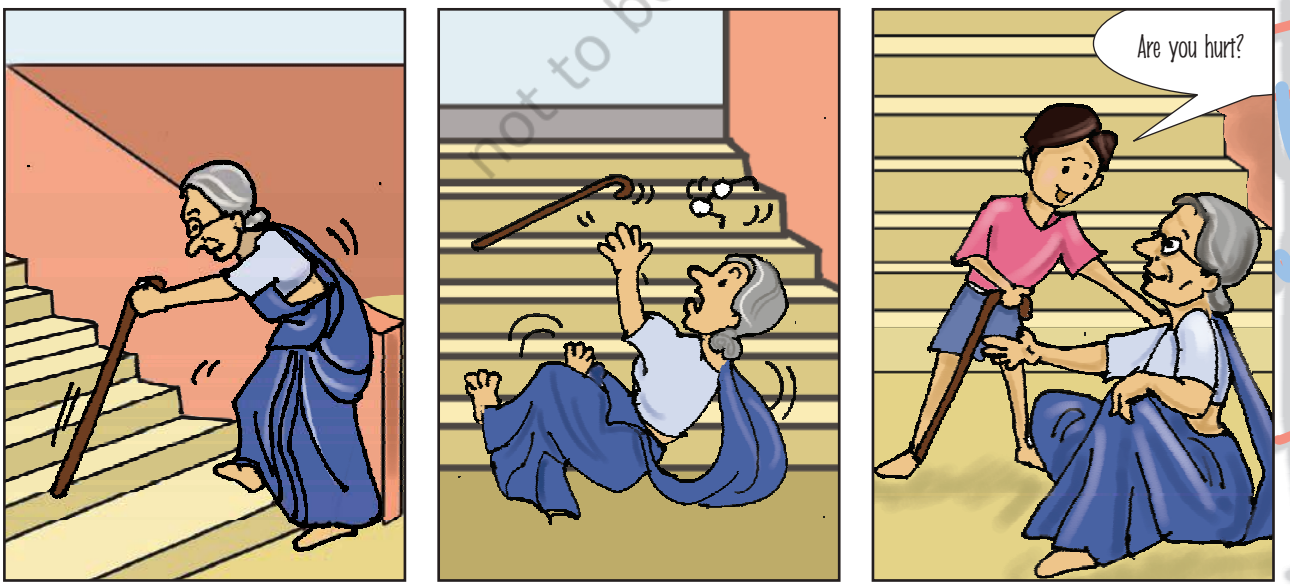
Nasruddin Hodja



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Be a Nasruddin Hodja Yourself



What would you have done if your grandmother slipped?

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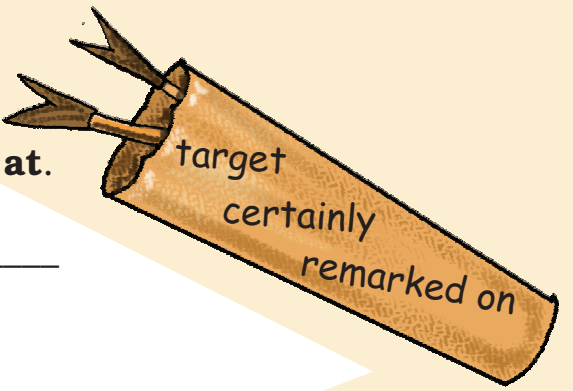
Word building

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

Chatting	shooting with a bow and arrow
Amazement	talking informally
Archery	protecting from attack
Defending	great surprise
Target	happily and proudly
Triumphantly	the goal intended to be hit

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



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

_____

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

_____

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

_____



Let's write

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



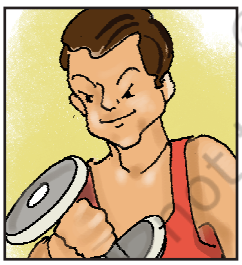
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Clues

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

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



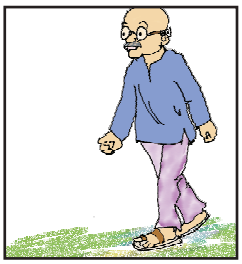
Father



Mother



Sita



Grandpa



Grandma



Rajiv

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

Example : Grandpa and Grandma get up early in the morning.

Grandpa is walking but Rajiv is jogging.

_____

_____

_____

_____

_____

_____

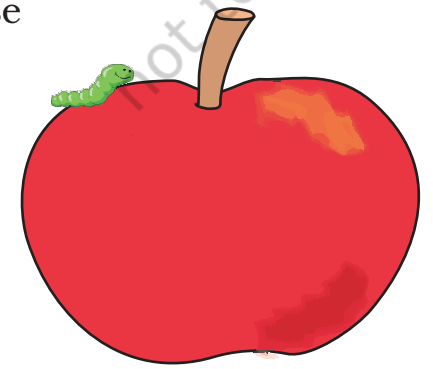


Fun time

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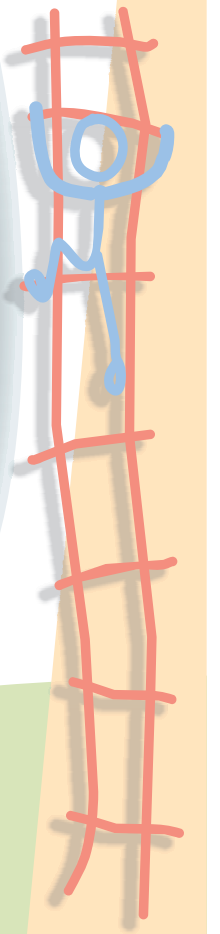
Watch the arrow pierce the apple!

Would you like to see the arrow piercing the red apple? Bring the page close to your face, touch the star with your nose, and then look at the picture!













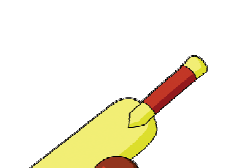


Let's play

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



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



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

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2. Using the information in the grid, write a sentence about each game. One has been done for you.

(a) Cricket is an outdoor game.

We play it with a bat and a ball.

There are eleven players in this game.

(b) _____

_____

_____



(c) _____

_____

_____

(d) _____

_____

_____

3. The following words are used in various sports. List them under the sport that they are used in.

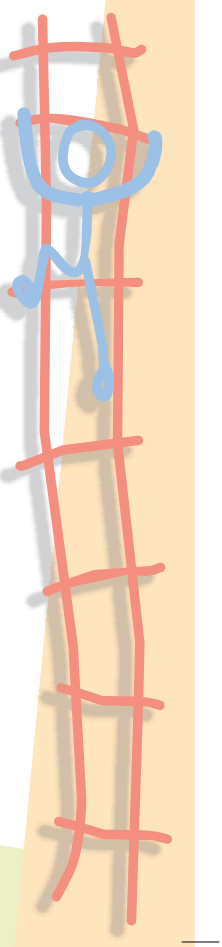
(a) googly (b) goal (c) LBW

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

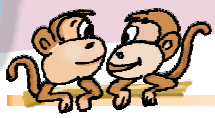
Some words may be used in more than one game.

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

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Team time

A Puppet head

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

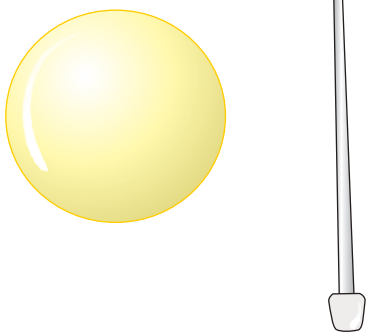
Look at the picture carefully and you will see how she works – your fingers are her arms!

You need –

a tennis ball, needle, wool, coloured cloth.

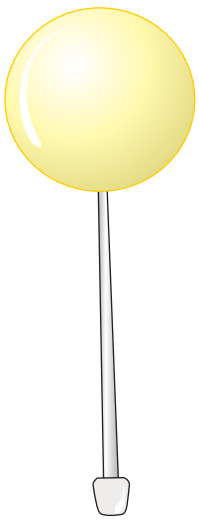
Method –

1. Start with the head. Make a small hole in the ball and push a long, thick knitting-needle (about size 3), into it.



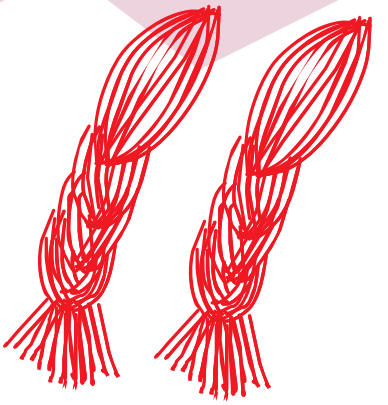
2. The needle goes in on one side and right across inside the ball to touch the opposite side.

3. The hole needs to be very small, so that it is difficult to push the needle in. In this way it will fit tightly and remain firm when you play with your puppet.

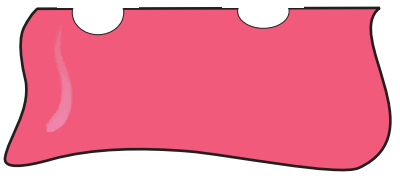


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4. Now cut the thick top off an old nylon sock and stretch it tightly round the ball, sewing it together down the back.

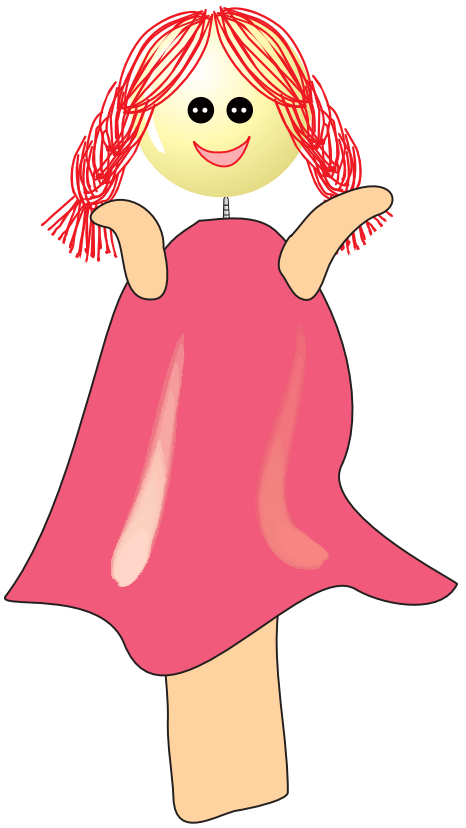


5. Take some coloured wool and stick on the ball. Make plaits. Paint the eyes and lips on the ball.



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

7. Hold the needle in your hand to hold your puppet.

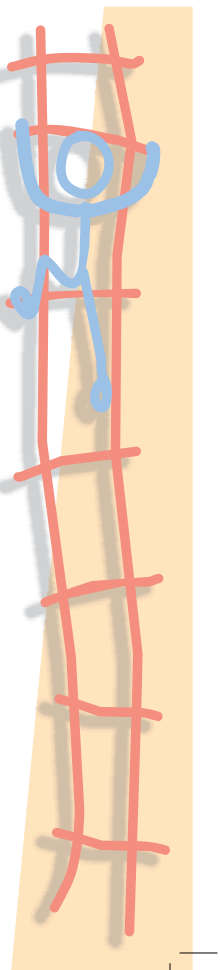


Write two sentences on your puppet.

_____

_____

_____



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THEMES

Importance of games and sports
Building concentration



Teacher's page

Unit 3
Poem : Run!
Story : Nasruddin's Aim

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

Warm up

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

Stand straight

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

Stretch their arms sideways

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

Reading time

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

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

Sharing time

? Discuss the feelings after running.

? To keep pace with the activity of running, the teacher can ask the children to read the poem fast, imagining that they are running and reading (speed and fast-track ☺).

? Having experienced the running activity, children should be encouraged to answer the talk time correctly.

Creative time

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

Language corner

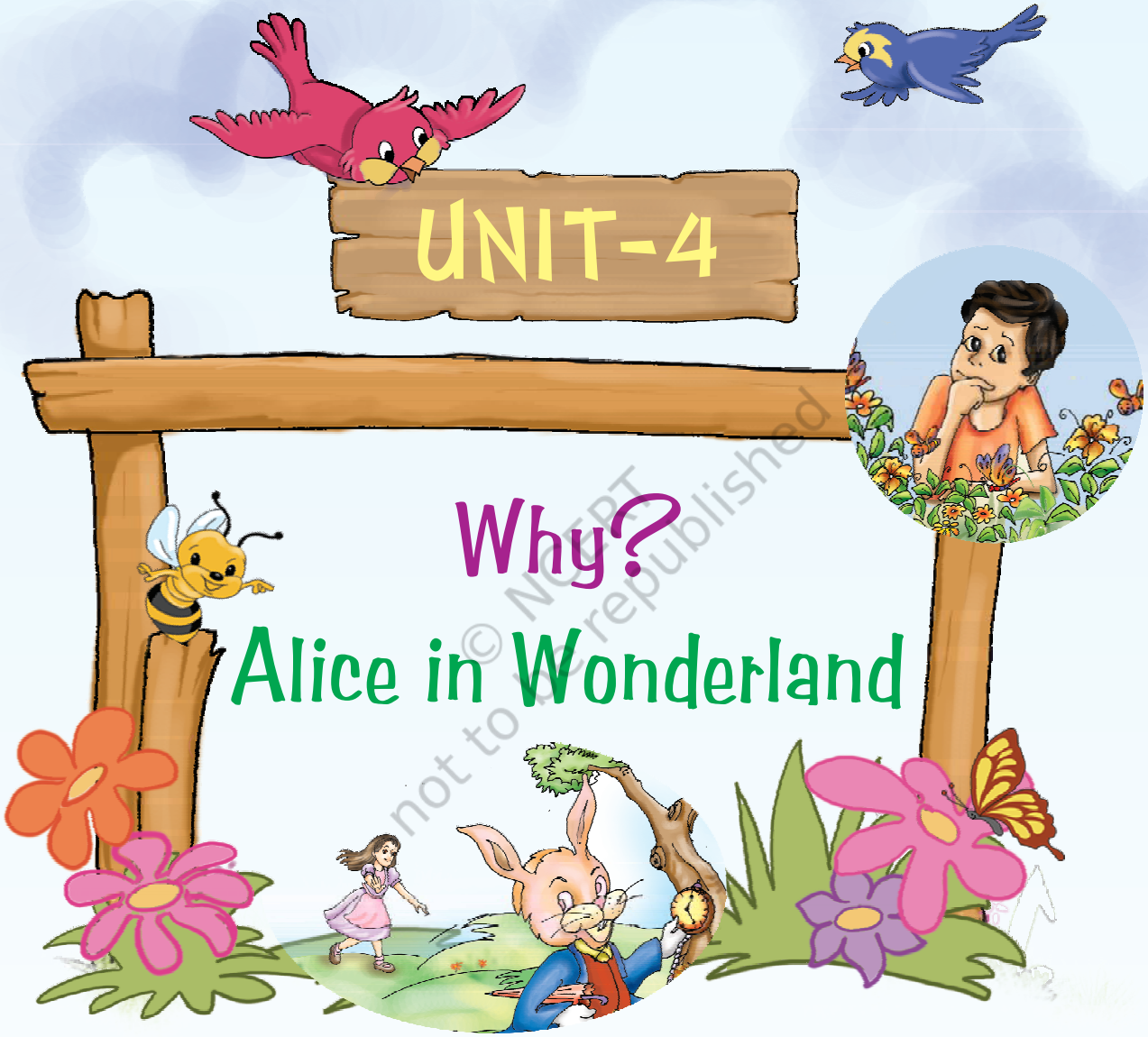
The lesson deals with a lot of words ending with 'ing'. The teacher should encourage the class to use 'ing' words in sentences, orally as well as in the written format.

For example: What are you doing?
I am speaking.

Environment

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

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Why?

Alice in Wonderland

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Read and enjoy the poem

Why?

0424CH04

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

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

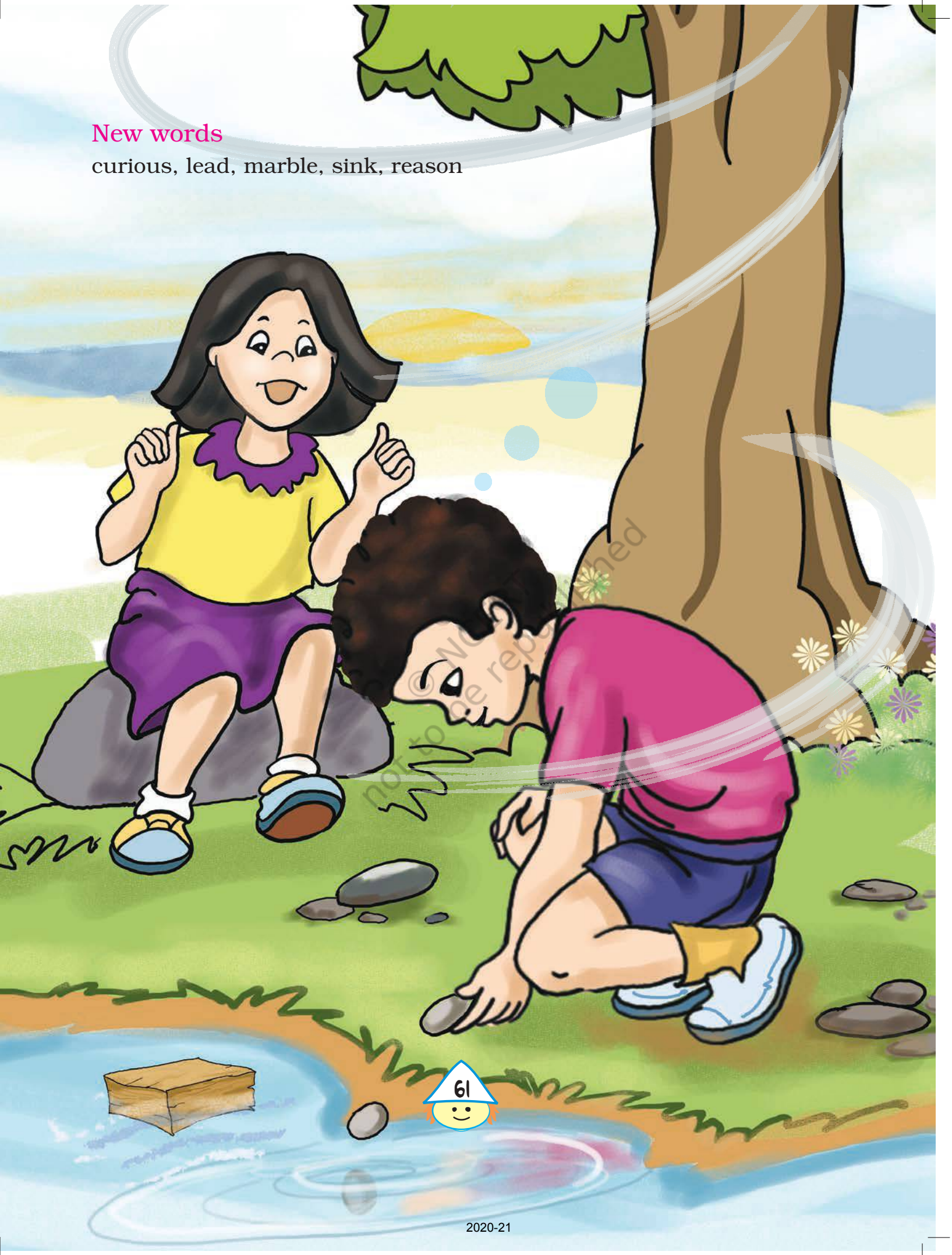
He wants to know what makes the clouds
And why they cross the sky,
Why sinks the sun behind the hills
And why the flowers die.

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

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New words

curious, lead, marble, sink, reason



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Reading is fun

1. Name a few things that sink.
2. List three questions that the little boy asks.

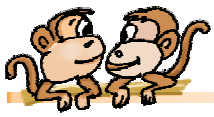
   (a) _____

   (b) _____

   (c) _____

3. What sort of a boy is described in the poem?

   (a) sad (b) curious (c) brave



Let's talk

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

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

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



Word building

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

   Why is the _____ so high?

   Do you know the colour of _____?

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Have you found who made the _____?

Put the glass in the sink after you finish your _____.

2. The spellings of these words are jumbled. Put them right and make sentences of your own –

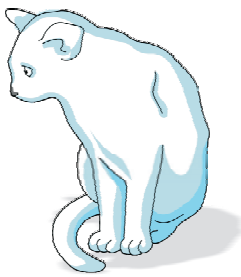
wokn	know	_____
wism	_____	_____
dael	_____	_____
blarme	_____	_____
llihs	_____	_____



Let's write

1. Discuss and write –

(a) Why do cats and dogs fight?



_____

_____

(b) Why do we walk across the road, not run?

_____

_____

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(c) Why do people like ice-cream?

_____

_____

2. Write down at least two questions using 'why'?

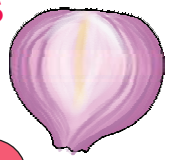
(a) _____

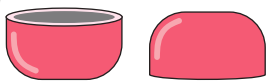
(b) _____



Fun time

Painting with ONION HALVES and BOTTLE TOPS





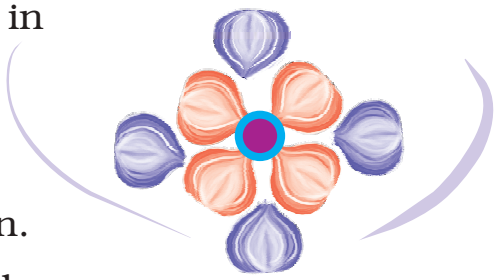


You need –

two onion halves, two bottle tops, water colour, plate for mixing.

Method –

Take an onion. Cut it into half. Mix some paint of any colour with a little water in a plate. Dip the cut side of the onion into the colour. Now press it on a paper to make designs. Press the bottle top into the centre of the design.



You can use another colour for the other onion half and the other bottle top.



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The Man in an Onion Bed

I met a man in an onion bed.
He was crying so hard his eyes were red.
And the tears rolled off the end of his nose
As he ate his way down the onion rows.
He ate and he cried, but for all his tears
He sang, "Sweet onions, oh my dears!
I love you, I do and you love me,
But you make me as sad as a man can be."

– John Ciard



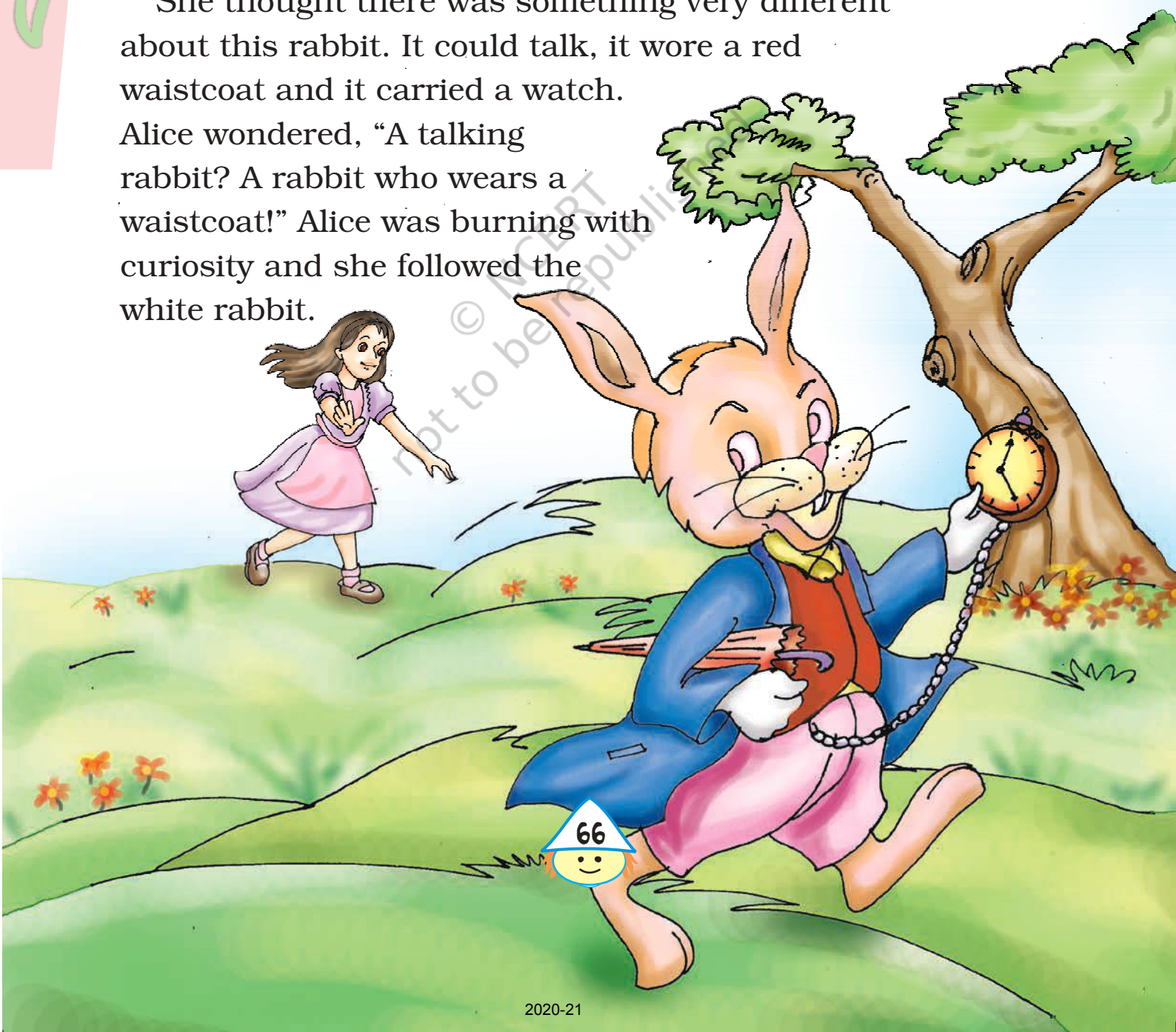
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Alice in Wonderland

One day, Alice was lying under a tree listening to her sister reading a story.

Suddenly, she saw a white rabbit scamper by. He had pink eyes and was wearing a blue coat. He took out a big watch from his waistcoat pocket and as he hurried away, he said, "Oh dear, I will be too late!"

She thought there was something very different about this rabbit. It could talk, it wore a red waistcoat and it carried a watch. Alice wondered, "A talking rabbit? A rabbit who wears a waistcoat!" Alice was burning with curiosity and she followed the white rabbit.



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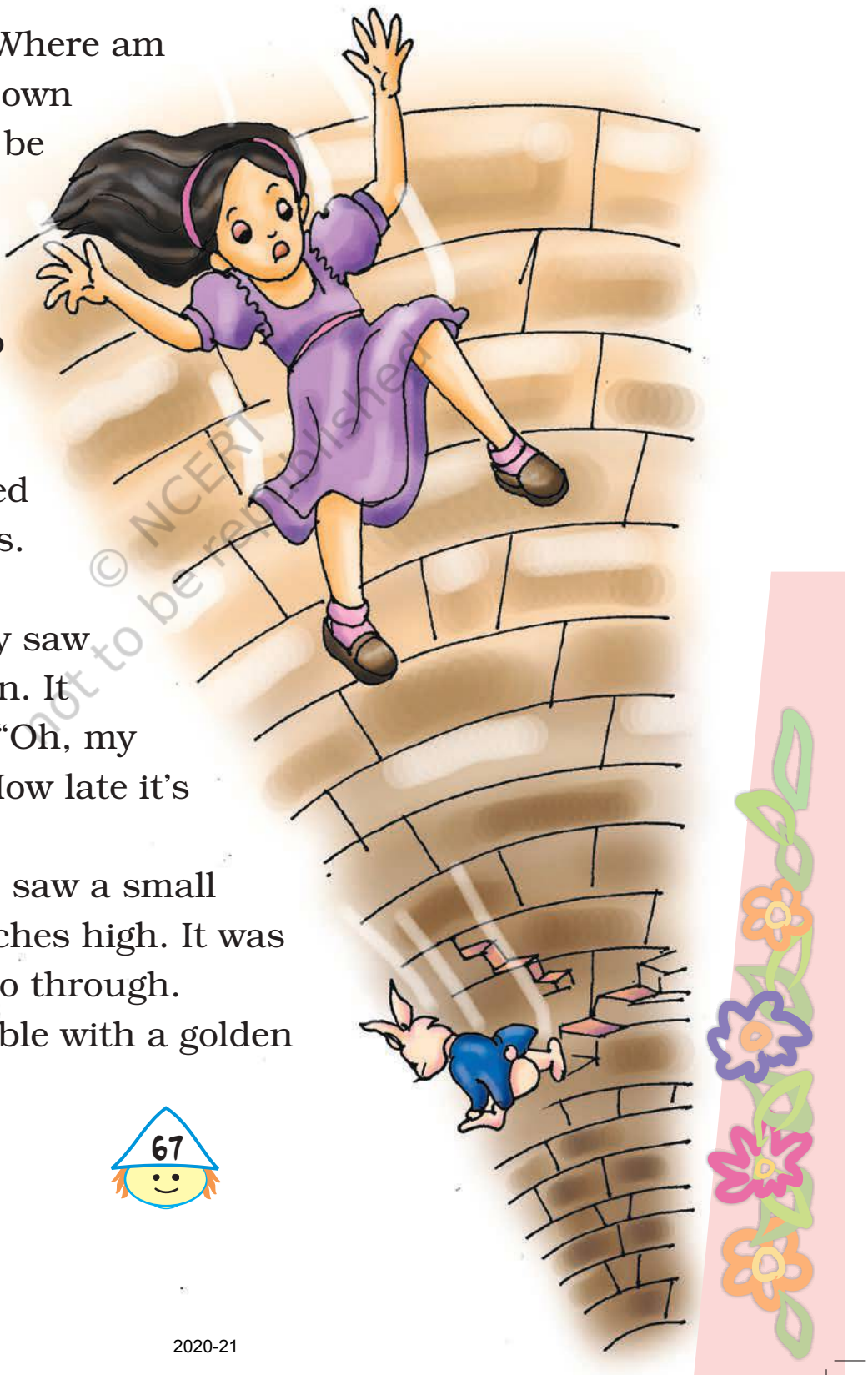
The rabbit started running and Alice followed the rabbit. The rabbit suddenly popped down a large rabbit hole. Alice jumped into the rabbit hole too! The rabbit went down and down and down and down into the rabbit hole.

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

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

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

She saw a glass table with a golden



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key on it. She tried the little golden key in the lock and to her delight it fitted! Alice opened the door and looked into the loveliest garden she had ever seen! How she longed to be among those beds of bright flowers and those cool fountains! But she could not even get her head through the doorway.

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

– Adapted from Alice in Wonderland
by Lewis Carroll

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New words

scamper, hurried, popped, disappeared, whiskers



Reading is fun

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

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



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8. Tick (✓) the correct answer.

- The rabbit had

☐ white eyes ☐ big eyes ☐ pink eyes



- Who was burning with curiosity?

☐ Alice ☐ the rabbit ☐ children

- Who fell down and down and down?

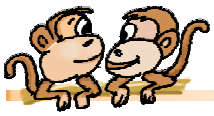
☐ Alice ☐ a mouse ☐ the rabbit

- Who said – "Oh, my ears and whiskers? How late it's getting!"

☐ the rabbit ☐ Alice ☐ Alice's sister

- The garden Alice saw was

☐ big ☐ lovely ☐ small



Let's talk

1. Describe some of the sounds you hear at night.
2. Imagine you are Alice and your partner is a rabbit. What would you do?
3. What do you think Alice saw in the garden?
4. How could Alice have got into the garden?



Let's write

1. Find one word from the story that means

(a) to walk fast h _____ .

(b) to think w _____ .

(c) happy d _____ .

(d) to be seen nowhere d _____ .

(e) at once q _____ .

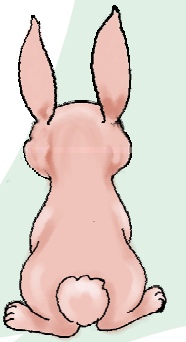
(f) move fast s _____ .

(g) to be inquisitive c _____ .

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

	Opposite	**Sentence**
lovely	_____	_____
talking	_____	_____
listening	_____	_____
see	_____	_____
centre	_____	_____



3. Imagine you are going on a journey to the centre of the earth. What do you think you will see? What would you feel?

_____

_____

_____

4. Alice follows the strange rabbit because she wants to know a number of things. Re-arrange the words to make the questions that Alice has in her mind, and put a question mark (?).

(a) talk rabbit a how can

_____

(b) going he is where

_____

(c) read he can time the

_____

(d) hurry is in a why he

_____

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THEMES
Curiosity and wonder
Developing creativity



Teacher's page

Unit 4
Poem: Why?
Story: Alice in Wonderland

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

Warm up

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

Reading time

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

Sharing time

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

Answer the various questions that they would like to ask.

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

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Creative time

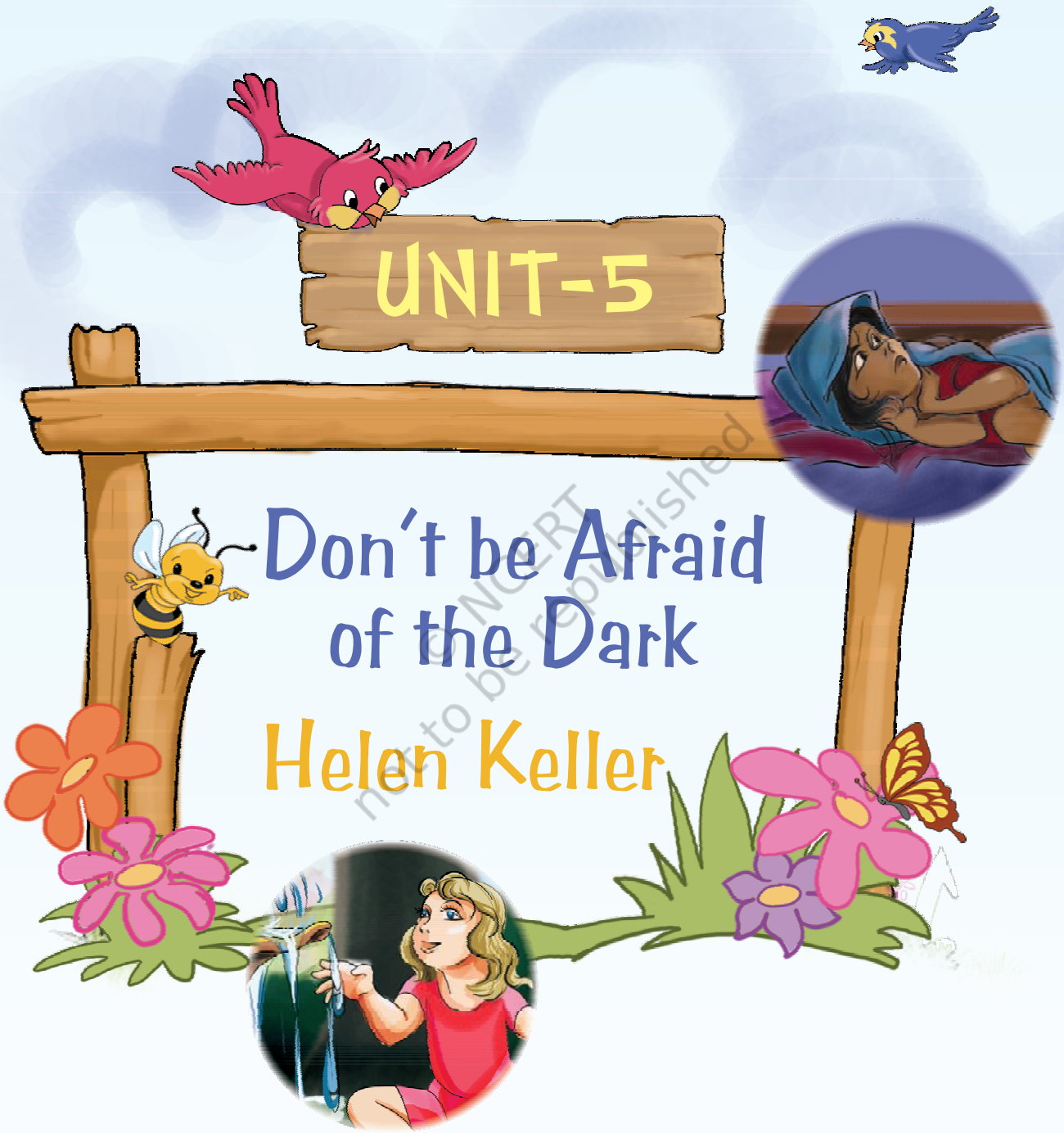
An environment that is laced with the child's freedom to express how he thinks the world is can be encouraged by any medium that she/he chooses, e.g., through **role play**, (e.g: What do you want to be? Why?) **Aesthetics** (e.g., creating rhymes, music, art, craft...).

Language corner

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

Environment

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



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Read and enjoy the poem

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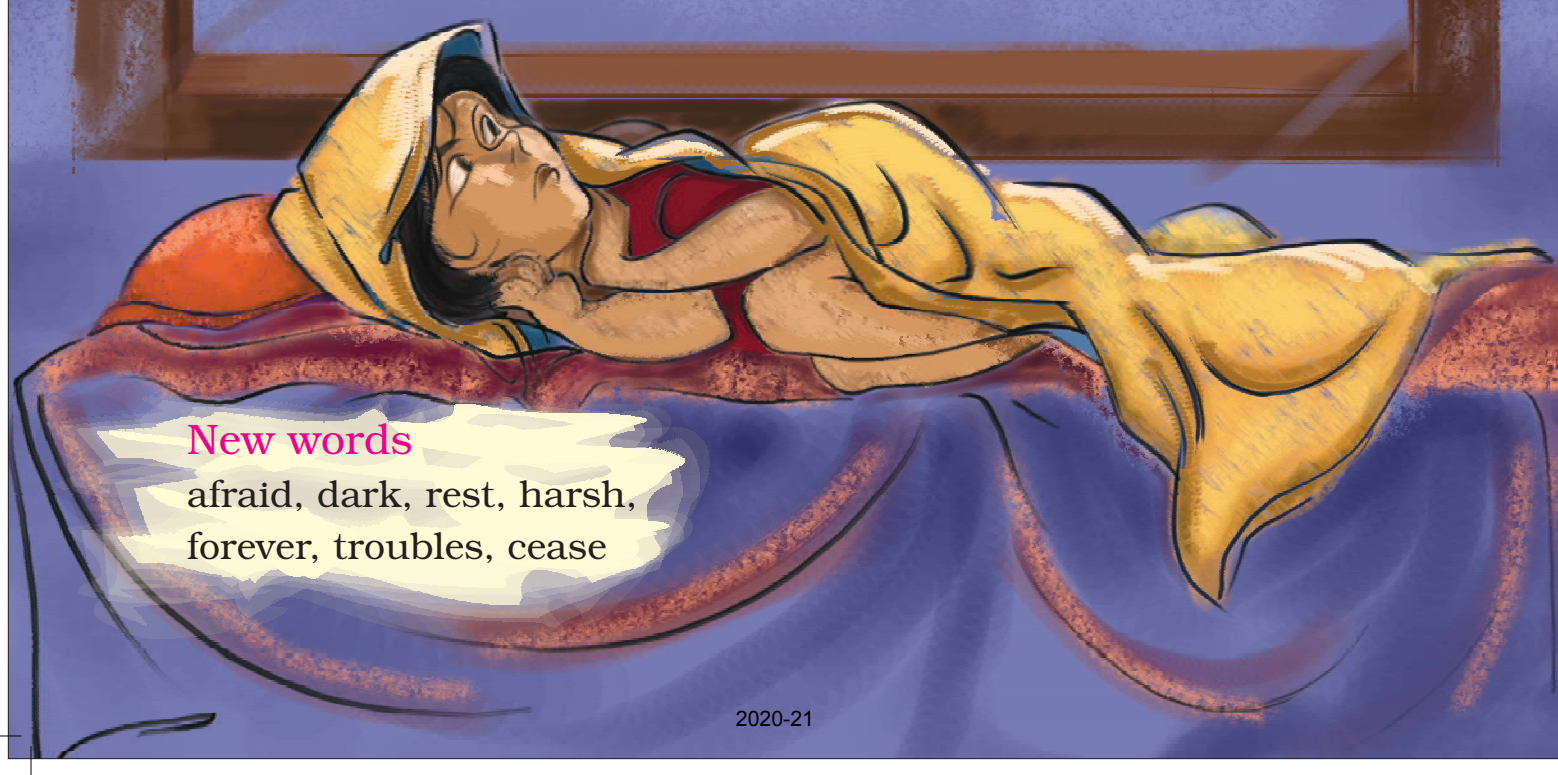
Don't be Afraid of the Dark

Don't be afraid of the dark, little one,
The earth must rest when the day is done.
The sun must be harsh, but moonlight – never!
And those stars will be shining forever and ever,

Be friends with the Night, there is nothing to fear,
Just let your thoughts travel to friends far and near.
By day, it does seem that our troubles won't cease,
But at night, late at night, the world is at peace.

– Ruskin Bond

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New words

afraid, dark, rest, harsh, forever, troubles, cease



Reading is fun

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



Word building



moon + light _____ break + fast _____

good + night _____ day + break _____

water + fall _____ rain + bow _____

1. Find a word in the poem which is the opposite of—
   war_____ enemies_____ gentle_____
   light_____ night_____ start_____

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2. Look at these words in the poem

don't, won't

Here are their full forms

don't — do not won't — will not

Now, write the full forms of the following words

didn't _____

shouldn't _____

wouldn't _____

couldn't _____

mustn't _____



Let's talk

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



Say aloud

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

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Say **t**, **t**, **t**



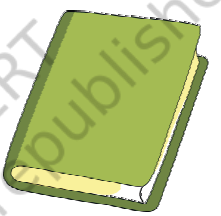
3. Where did the tip of the tongue touch?
4. Listen and repeat **Ca -t**
5. Did you hear what your tongue did?
6. Say these words and feel what your tongue does when you say –

   toe, top, tie, ten

Work in pairs

Make the 'cough' sound.

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



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

Repeat

book look neck duck chick sack clock

All these words start with the same sound

kangaroo curtain king
key kind kitten







Team time

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

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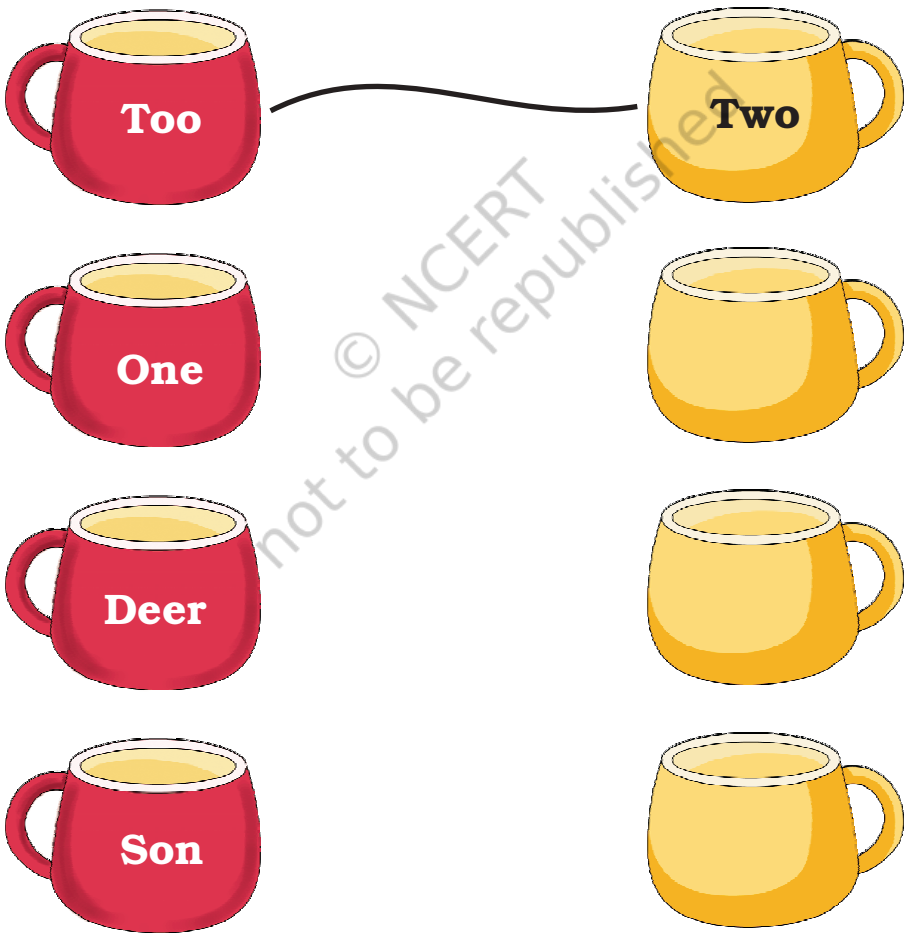
3. What are the things that may happen if there is no sunlight?

4. Discuss with the group and write your ideas in your notebook.



Let's write

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



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2. Now complete the following sentences, choosing the right word.

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

(b) There was only_____boy who_____the prize. (one, won)

(c) The golden _____ was very _____ to him. (dear, deer)

(d) Ramu's _____ loved to play in the _____. (sun, son)



Let's listen

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



clapping hands • a worm moving • stamping feet,
a bud blooming • a butterfly flying
a feather dropping • an ant walking • a car moving
the wind blowing • ssshhhh
whisper • tiptoe • a leaf falling





Loud sounds	Softer sounds

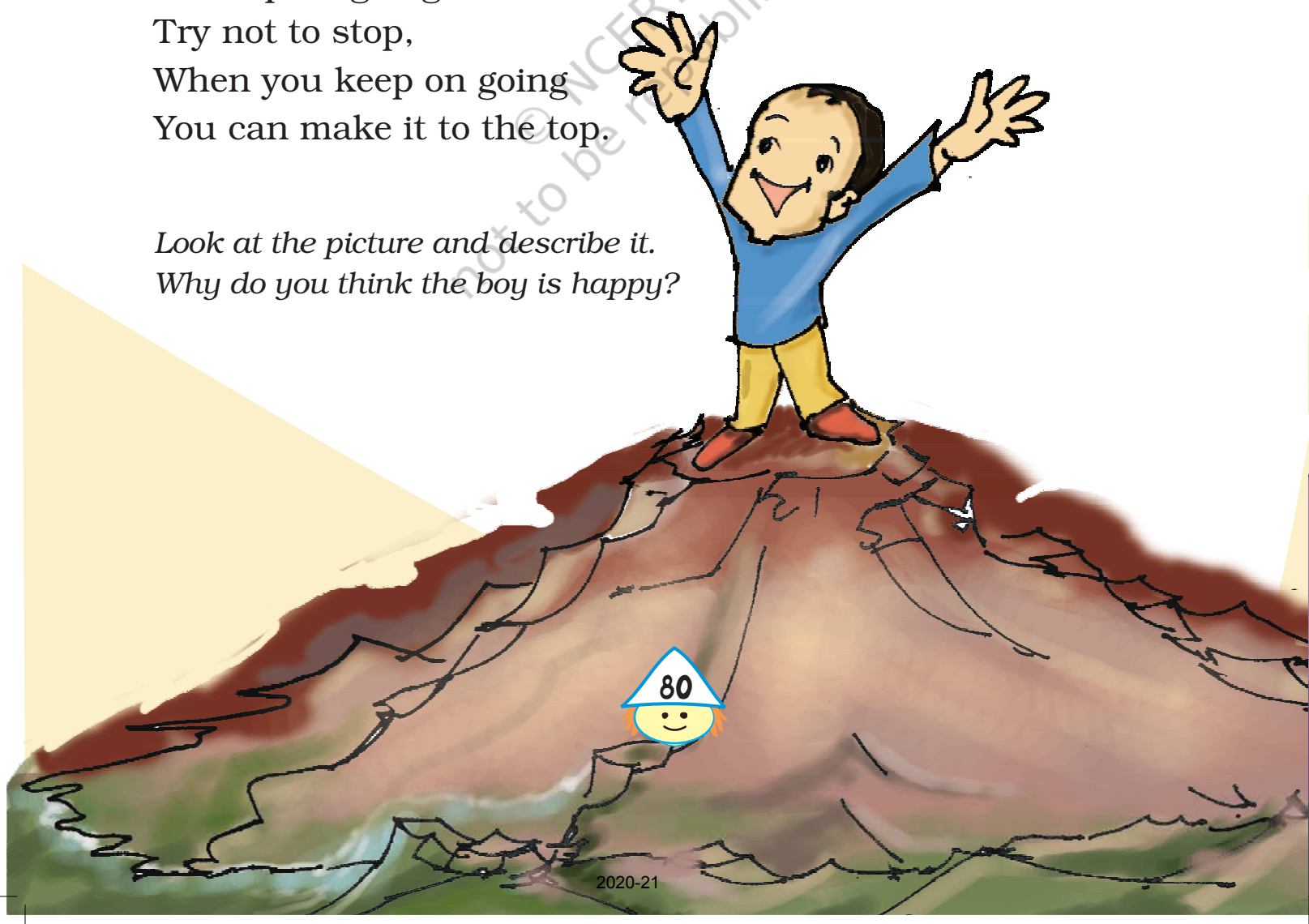
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Let's sing

Don't Give Up

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

Look at the picture and describe it.
Why do you think the boy is happy?



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Helen Keller

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

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

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

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



Helen began to grow wild. She would not let anyone comb her hair. Her clothes

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were always dirty. She was often angry. Sometimes she even lay on the floor and kicked her feet.

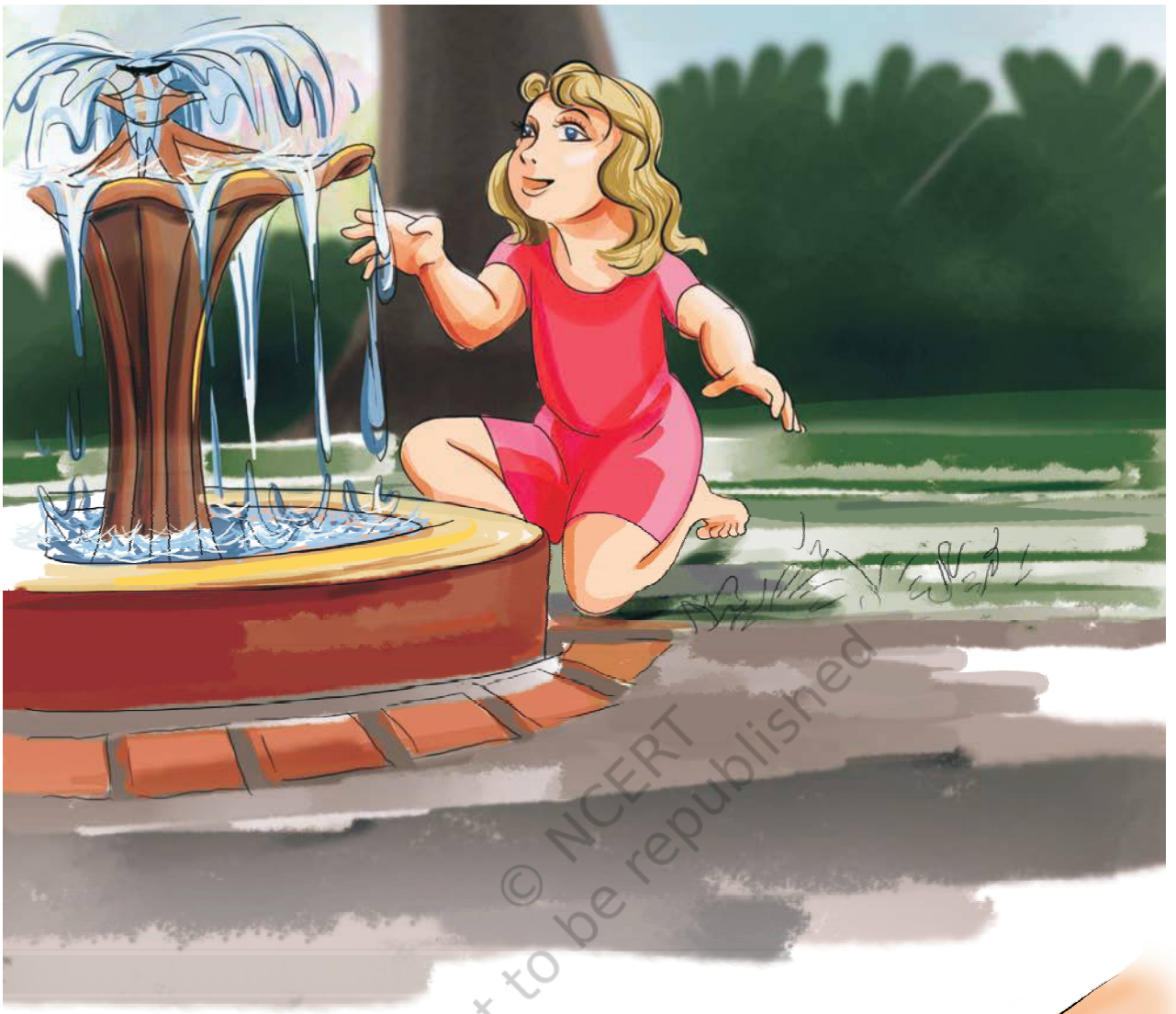
Her parents thought that they should find a teacher for her. Miss Sullivan, a young teacher agreed to help Helen to learn to see the world. Miss Sullivan gave Helen a doll. "D_O_L_L" spells doll. She spelt the word with her fingers into Helen's hand. She made the letters with special hand signs.



Helen copied her teacher and spelt D_O_L_L too, but she did not understand what she was doing. Helen liked Miss Sullivan. She was strict but kind. She spelt a lot of words for Helen, on her hand, day and night, to make Helen understand.

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

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



New words

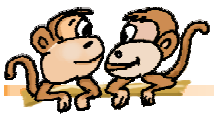
dearly, illness, agreed, important

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Reading is fun

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



Let's talk

1. Using sign language make these letters with your hand

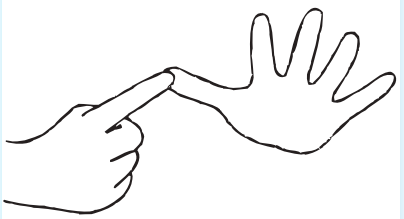
   'C', 'H', 'E', 'K'
2. Spell these words through hand signs

   (a) Helen
   (b) was
3. How do people who cannot see, read?
4. What is the script for children who cannot see called?
5. How do you think you can help children who cannot see?
6. Look at the signs for the letters of the alphabet.

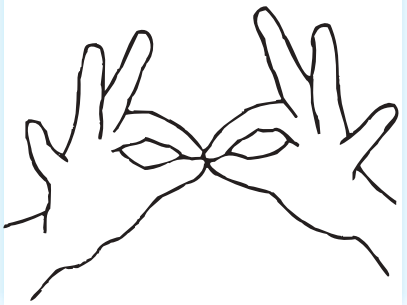
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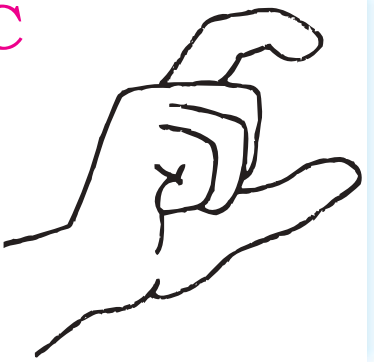
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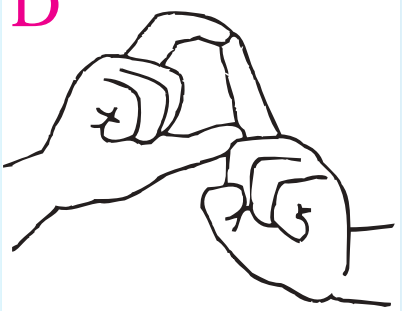
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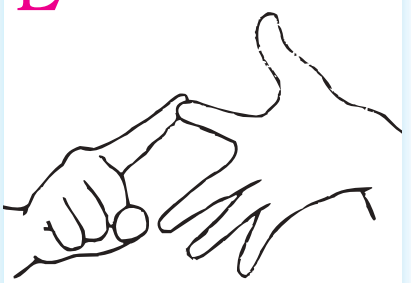
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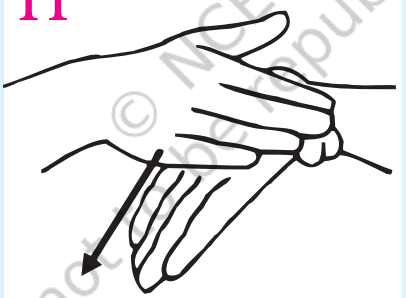
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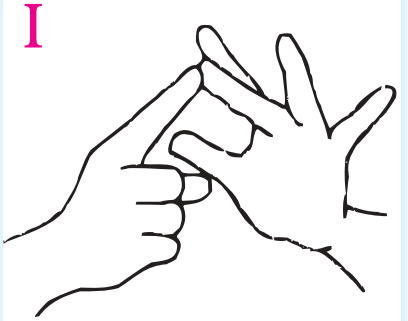
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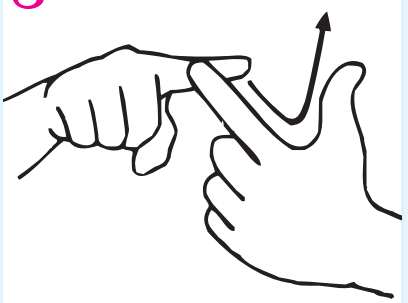
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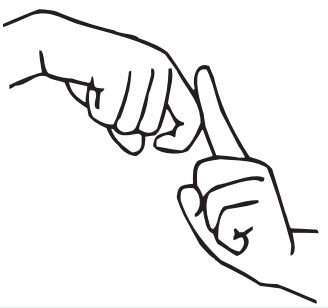
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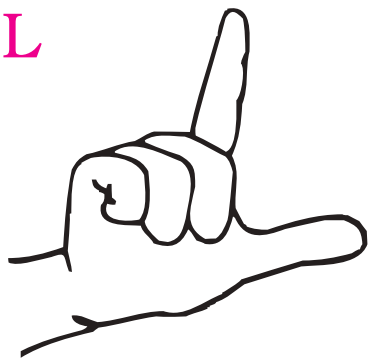
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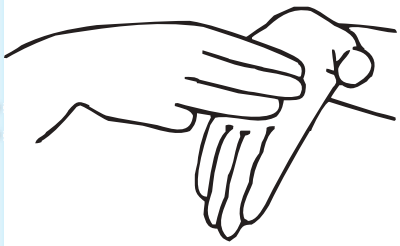


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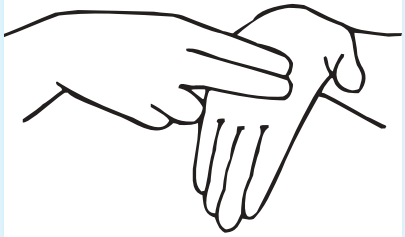


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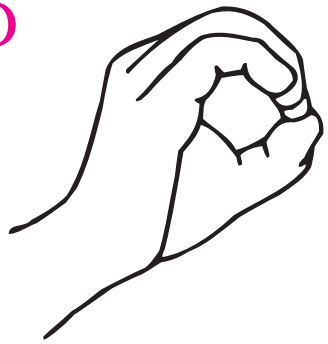
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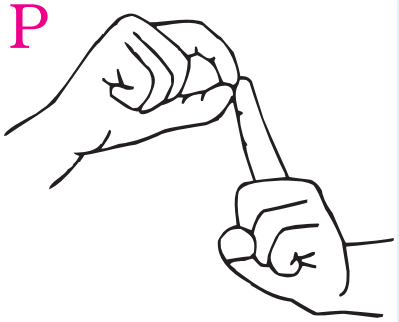
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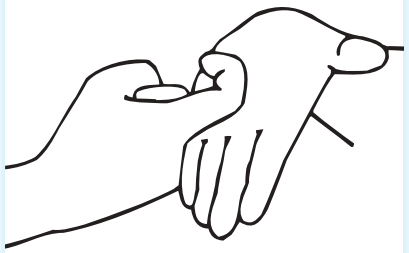
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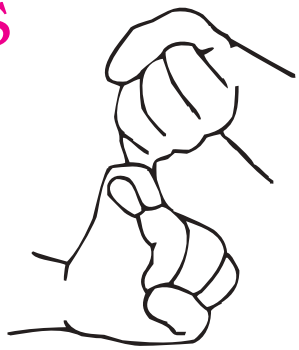
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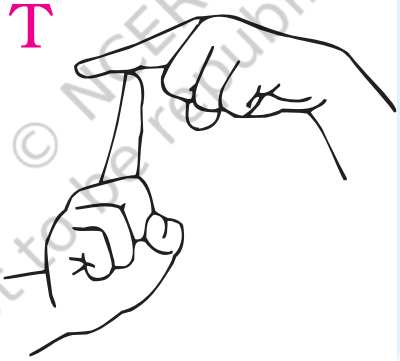
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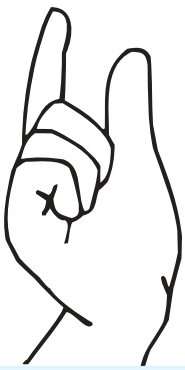
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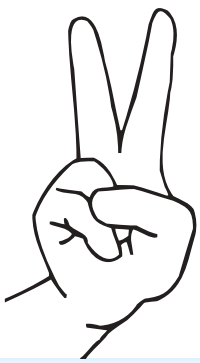
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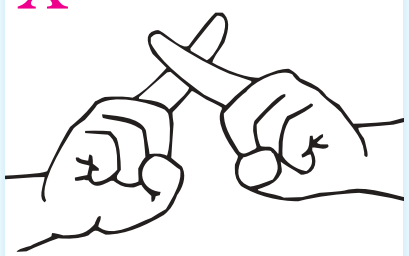
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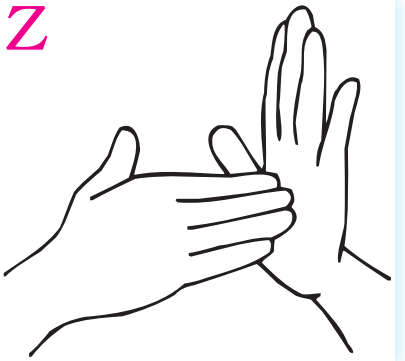
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Y



Z





Let's write

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

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

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Team time

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

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

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Let's make something

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

Sing this song together

Pretty Peep

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

Who is Pretty Peep?

Answer : A star

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THEMES

Respecting differences
People around us



Teacher's page

Unit 5

Poem : Don't be Afraid of the Dark
Story: Helen Keller

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

Warm up

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

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

Reading time

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

Sharing time

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

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

Creative time

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

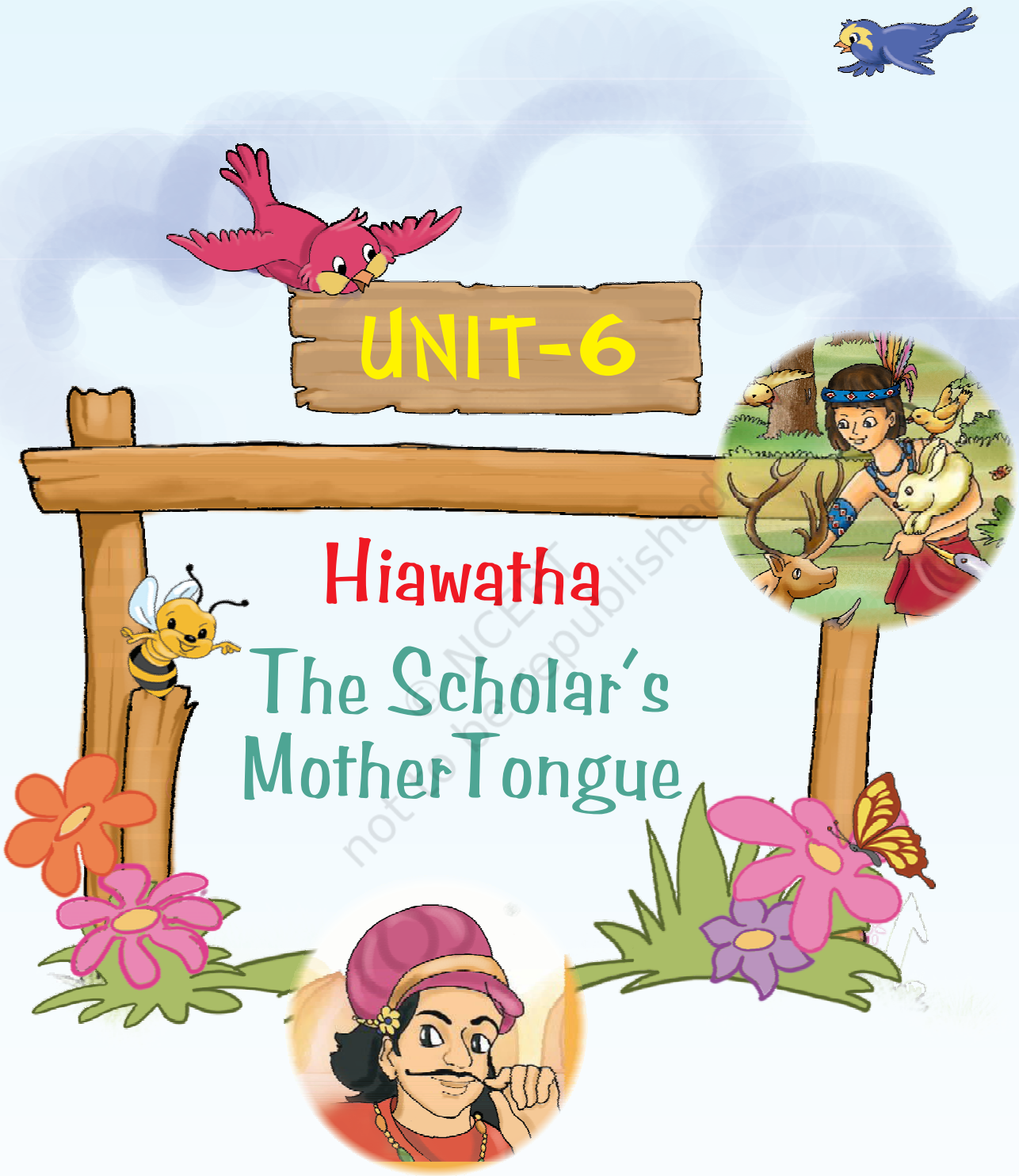
Language corner

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

Environment

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

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Enjoy this poem

Hiawatha

0424CH06

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

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

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

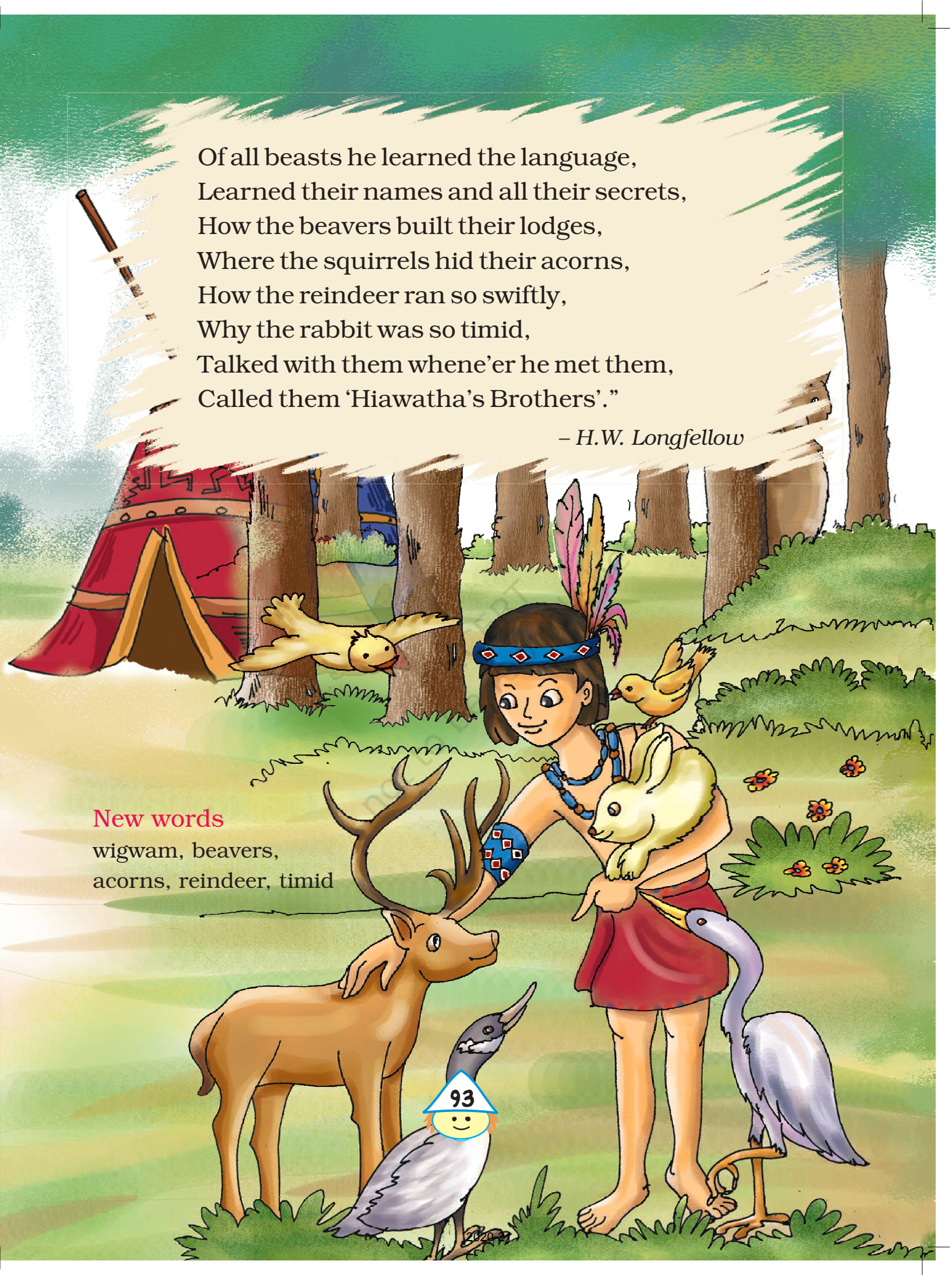
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"Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter,
Talked with them whene'er he met them,
Called them 'Hiawatha's chickens.'



Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them 'Hiawatha's Brothers'."

– H.W. Longfellow



New words

wigwam, beavers,
acorns, reindeer, timid

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Reading is fun

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

Let's listen

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



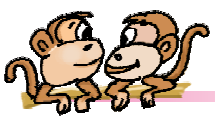
Now talk about the secret aloud.

Chinese Whisper

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

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

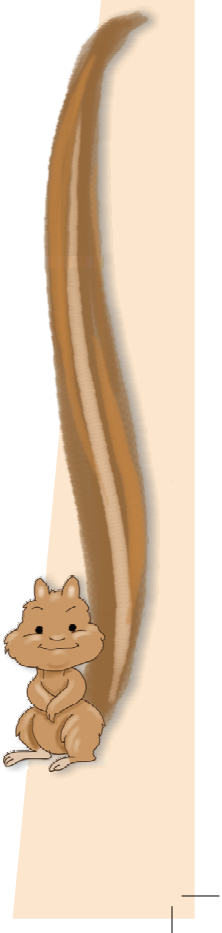




Let's talk

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





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Say aloud

squirrel	quarrel	queen	quick
quill	quilt	quiet	quality

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

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

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

2. Have you seen

(a) a hippopotamus in a hat?



(b) a hen in a beehive?



(c) a helicopter with hair?



(d) a horse drink honey?



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Let's share

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

You could begin like this –

Once upon a time there was a boy called …

Let's write

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



_____

_____

_____

_____

Now colour the picture.

2. Where do the following live ?

(a) Birds live in

_____

(b) Rabbits live in

_____

(c) Beavers live in

_____



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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. What did Hiawatha love?

_____

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

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

_____

_____

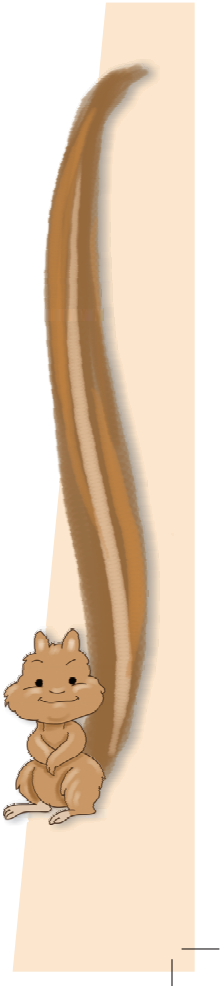
_____

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

my, his, he, your

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

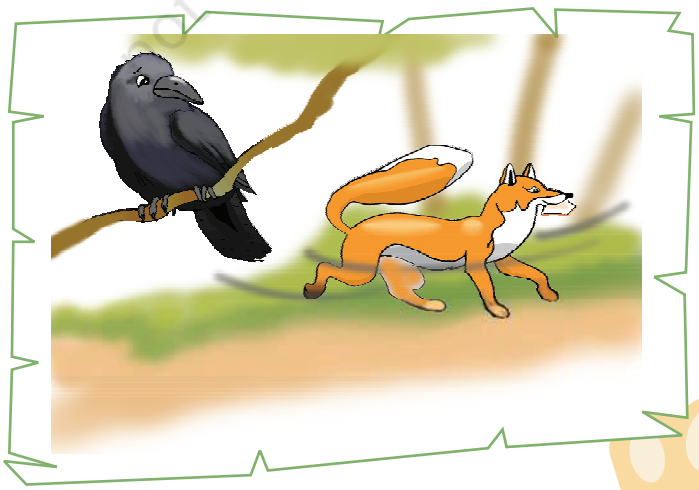




stopped him. “Stop! Give us all _____ money.” Ram was very clever. He said, “I'll give _____ money to the strongest of you.” On hearing this, the thieves started fighting amongst themselves. Ram slipped away quietly.

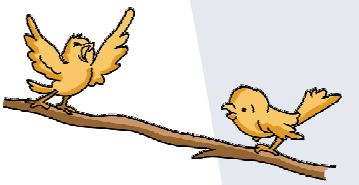


(B) Sitting on a tree a crow was enjoying a piece of bread. A hungry fox wanted to have that bread. _____ said very sweetly, “Dear brother, I've heard that _____ voice is very sweet. Please sing a song for me.” The foolish crow opened _____ beak and the piece of bread fell down. The fox picked it up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



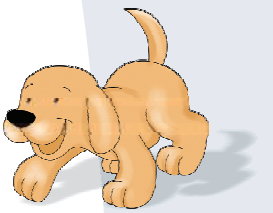
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7. Some words have similar sounds, but different meanings. Choose the correct word from the box and fill in the blanks.



(a) The bird sits on a _____.

(bow, bough)

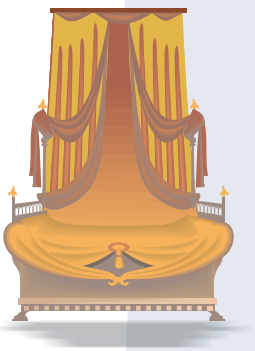


(b) The squirrel has a long _____.

(tail, tale)

(c) I have to leave at _____.

(too, two)



(d) This sum is _____.

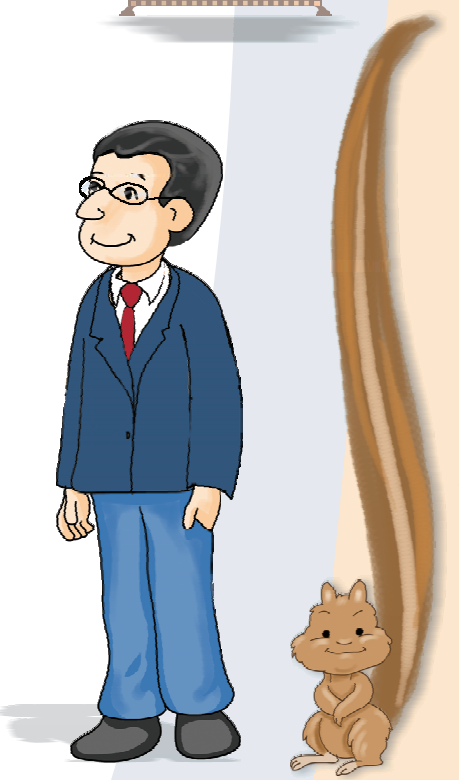
(right, write)

(e) I can _____ the bird's song.

(hear, here)

(f) Do you _____ a secret?

(no, know)



(g) The King sits on the _____.

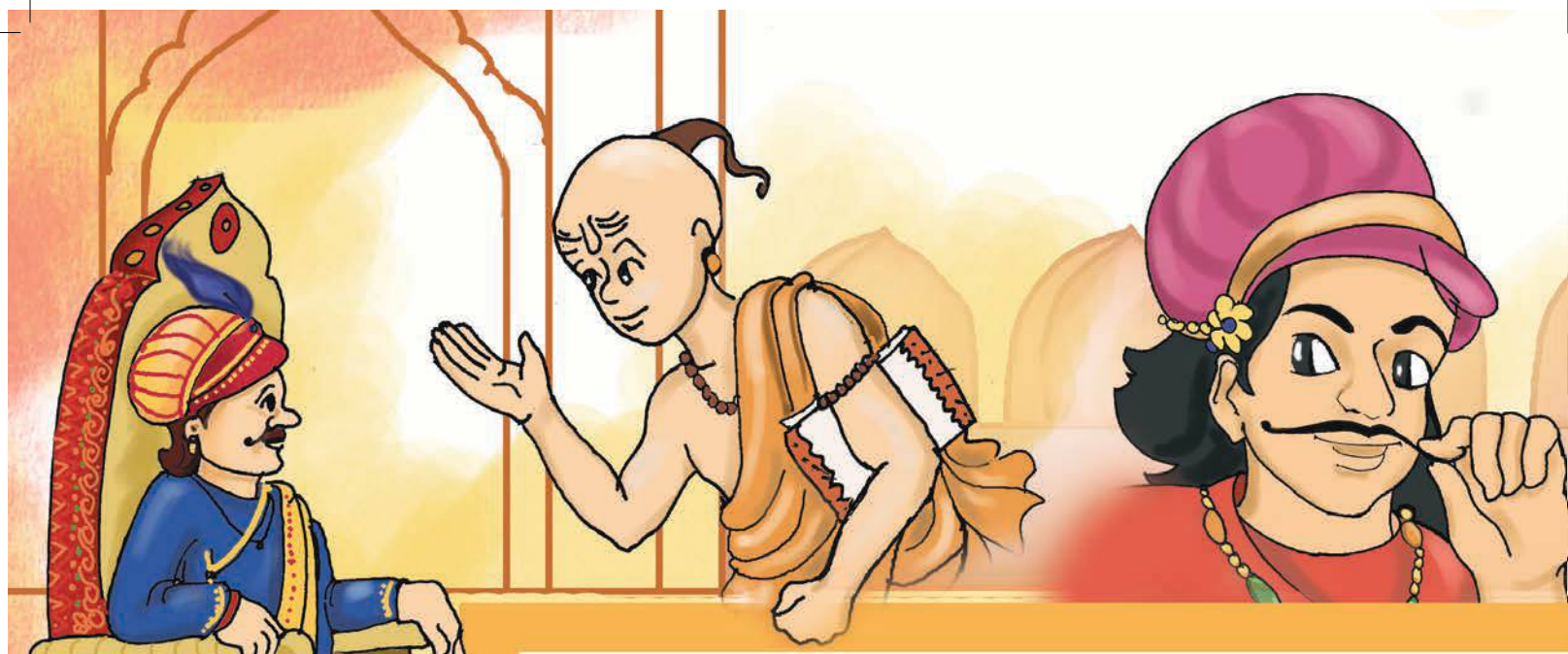
(thrown, throne)

(h) He is our school _____.

(principal, principle)



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The Scholar's Mother Tongue

A learned Pundit once visited the court of Akbar. He told the King and his courtiers that he had mastery over many different languages.

The Pundit could speak many languages fluently. He was so fluent that no one could find out what his mother tongue was. He challenged everybody at

New words

mother tongue, challenged, tickled, irritated

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the court to name his mother tongue. When everyone failed, the challenge was taken up by Birbal.

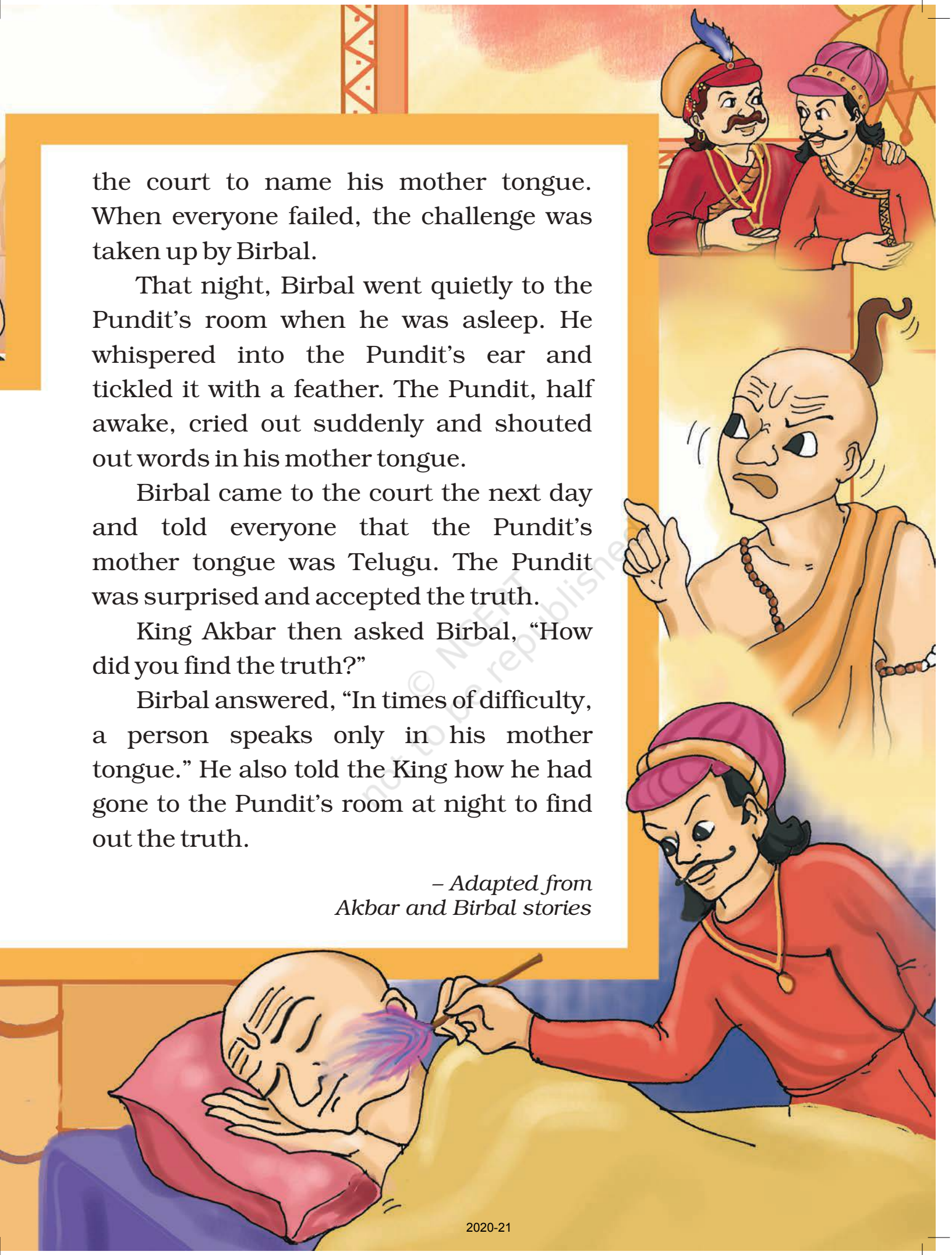
That night, Birbal went quietly to the Pundit's room when he was asleep. He whispered into the Pundit's ear and tickled it with a feather. The Pundit, half awake, cried out suddenly and shouted out words in his mother tongue.

Birbal came to the court the next day and told everyone that the Pundit's mother tongue was Telugu. The Pundit was surprised and accepted the truth.

King Akbar then asked Birbal, "How did you find the truth?"

Birbal answered, "In times of difficulty, a person speaks only in his mother tongue." He also told the King how he had gone to the Pundit's room at night to find out the truth.

– Adapted from
Akbar and Birbal stories



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Reading is fun

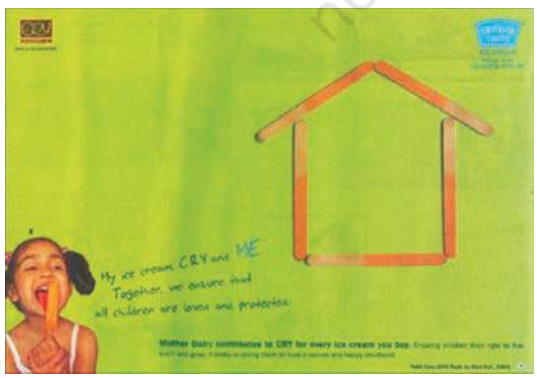
1. Who came to Akbar's court?
2. What did he claim to know?
3. How did he challenge everybody?

Let's talk

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

Let's listen

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



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Say aloud

ask	bask	mask	task
scholar	school	scan	skim

We say – I learnt my lesson. (action word)
But A learn-ed pundit came to the court. (describing word)

We pronounce it as learn-id to rhyme with

created
waited

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

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



Word building

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

   Then make sentences with those words in your class dictionary.



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Words in English	Sentences
Converse	
Tickle	

2. Write all the words that show you are happy.

For example : Hurray, Ha! Ha!
Add more

_____ _____ _____

3. Tick (✓) the right answer.

(i) 'I visited the court of Akbar' means

(a) You always live there. ☐
(b) You came there for a short time. ☐
(c) You were born there. ☐

(ii) To imitate someone means to

(a) copy someone ☐
(b) tease someone ☐
(c) make someone angry ☐



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

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

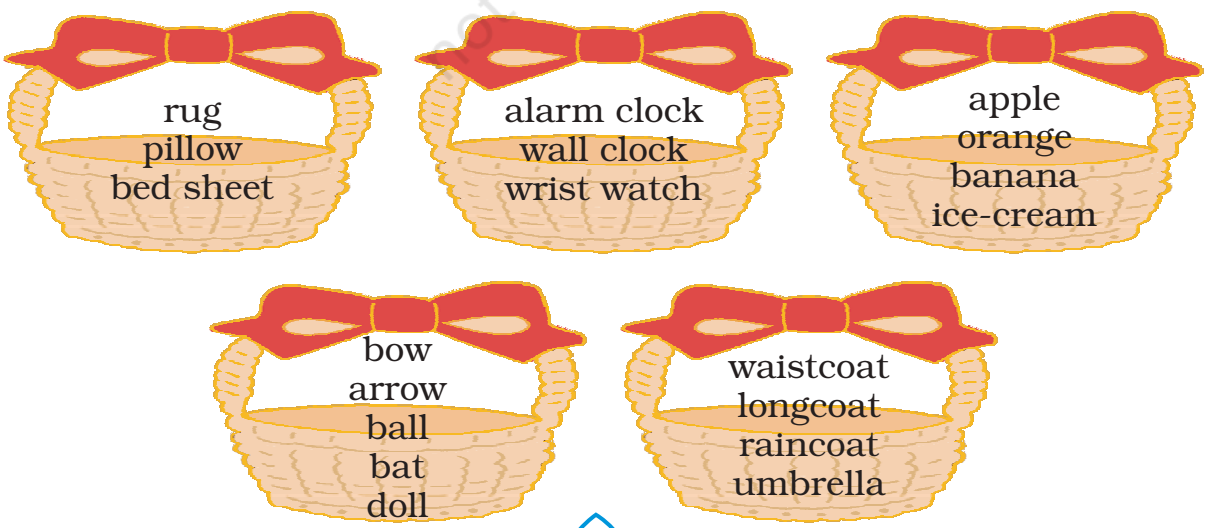
5. Match the words in Column 'A' with words in Column 'B'.

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

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

Add a or an before it.

Now say the sentences below, using these things –



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Neena : Can I have _____, please?

Rahul : Yes, here you are.

Jeevika : Can I have _____, too.

Nikhil : No, sorry. You can't have that.

Make more sentences using words from the baskets.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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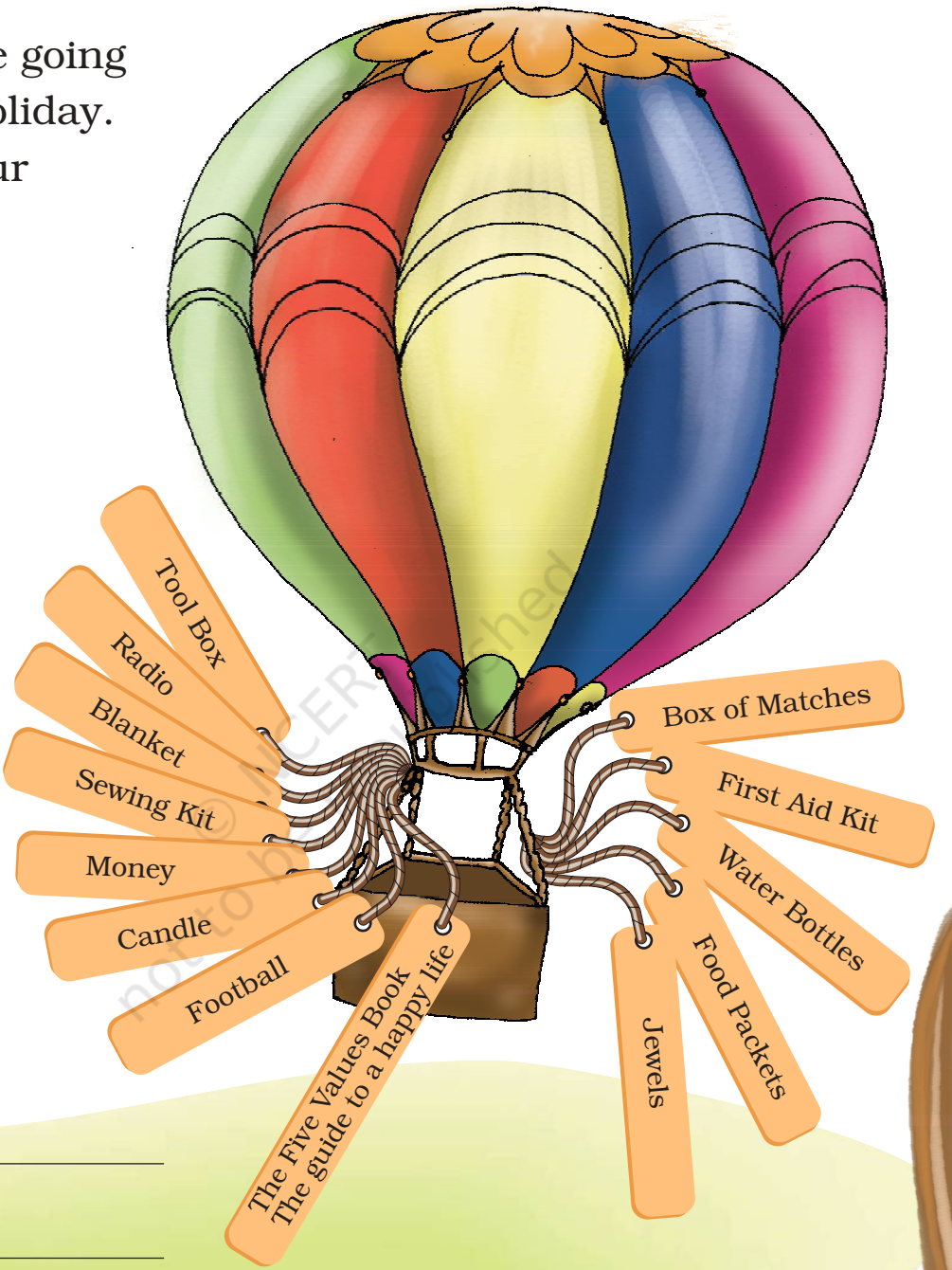
Let's share

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



The Truth Balloon

Suppose you are going on a camping holiday. What are the four most important things you will carry with you? Choose from the tags attached to the hot air balloon.



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Fun time

Crossword fun

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

Across

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

Down

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

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6 K

3 M

4 A

1 O

9 U

8 M

5 H

7 T

2 K






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THEMES
Communication, mother tongue and multilingualism



Teacher's page

Unit 6
Poem : Hiawatha
Story: The Scholar's Mother Tongue

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

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

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

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

Warm up

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

Reading time

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

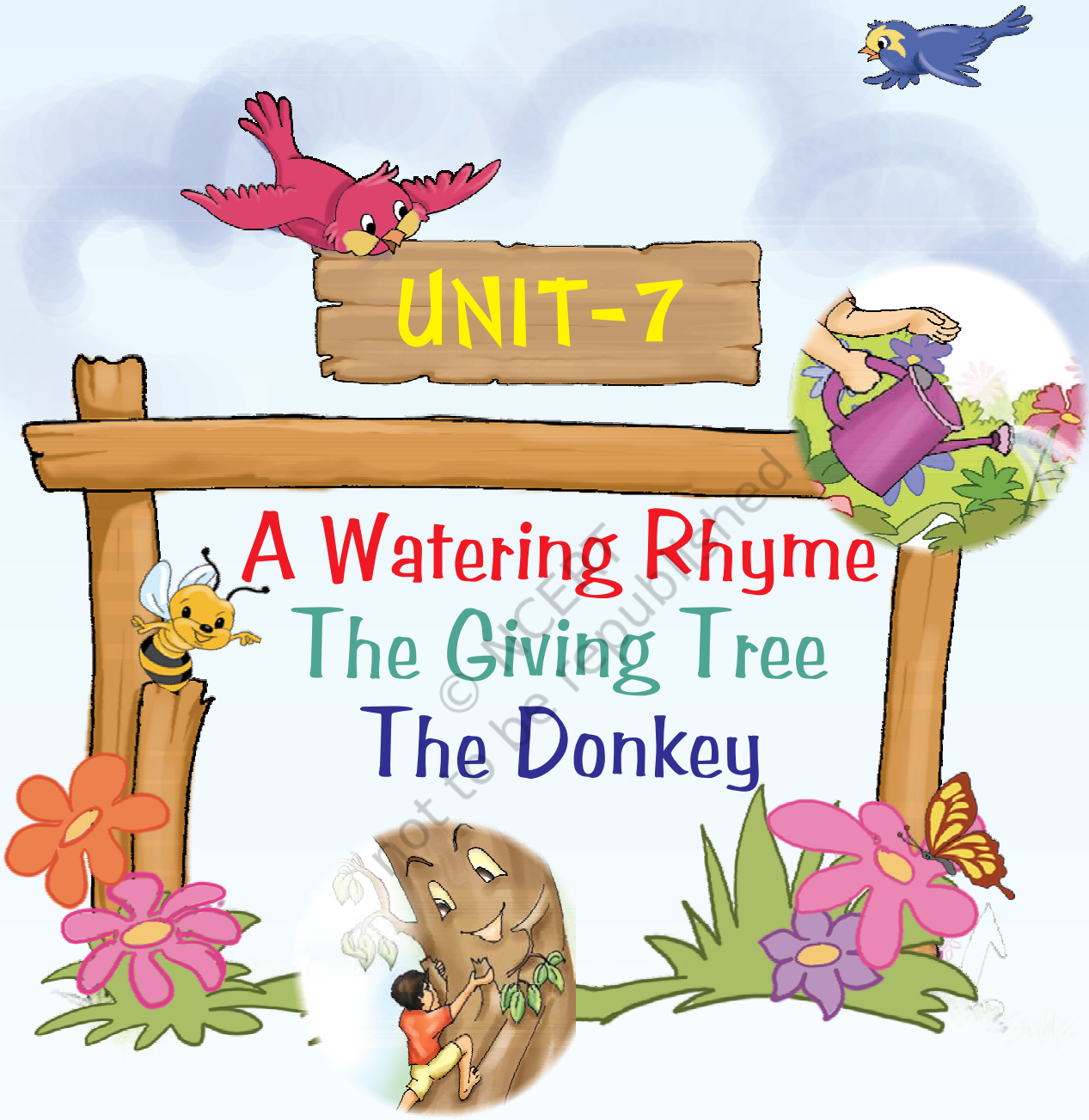
Sharing time: Share the story of Mowgli the boy who was brought up in the Indian jungles with the help of Baloo the **bear** and Bagheera the **panther** and how they have to fight the **tiger** Sherkhan and the animals in the jungle. If possible let them hear the song जंगल जंगल बात चली है पता चला है चड्ढी पहन कर फूल खिला है (the Japanese animation of *Jungle Book's* original story by *Rudyard Kipling* was dubbed in Hindi for *Doordarshan* in the early 1990's).

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

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

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

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Read and learn this poem

A Watering Rhyme

0424CH07

Early in the morning,
Or the evening hour,
Are the times to water
Every kind of flower.
Watering at noonday,
When the sun is high,
Doesn't help the flowers,
Only makes them die.



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Also, when you water,
Water at the roots;
Flowers keep their mouths where
We should wear our boots.
Soak the earth around them,
Then through all the heat
The flowers will have water
For their thirsty 'feet'!

– P.A. Ropes

New words

hour, watering,
noonday, boots,
soak, heat

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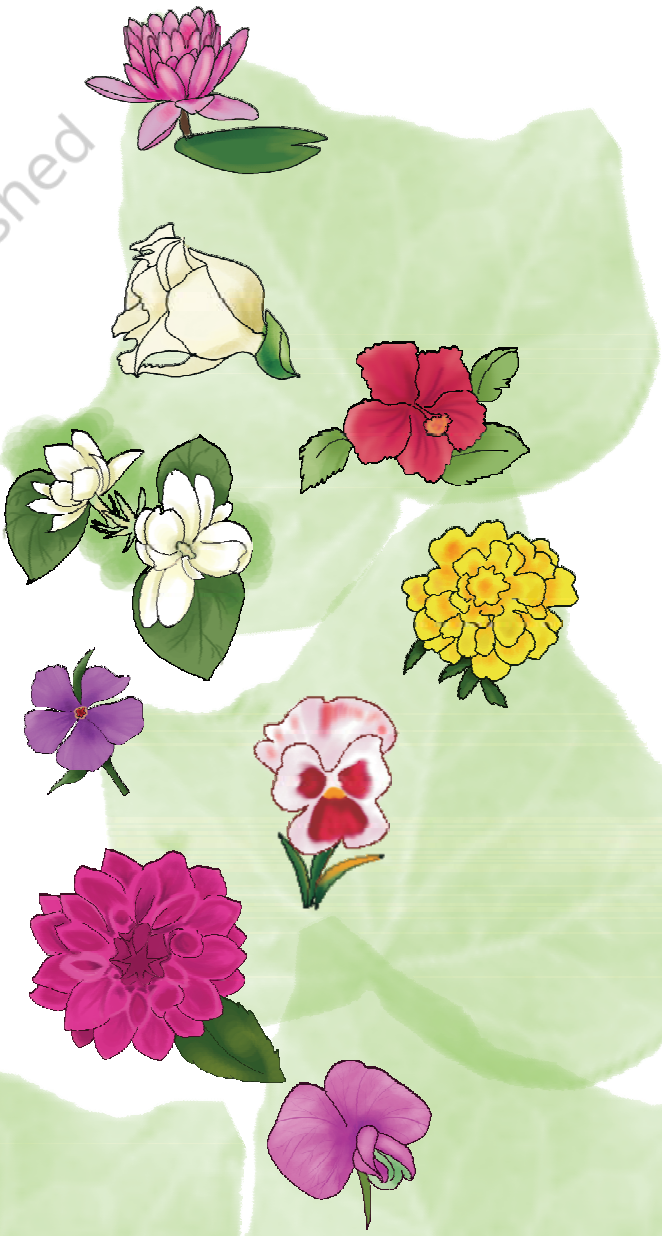
Reading is fun

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

Word building

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

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

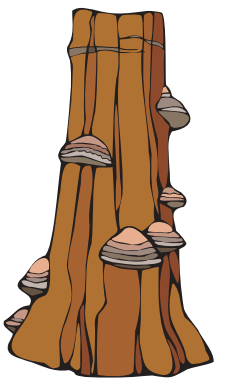


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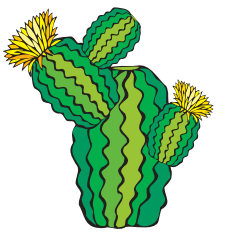
Fun time

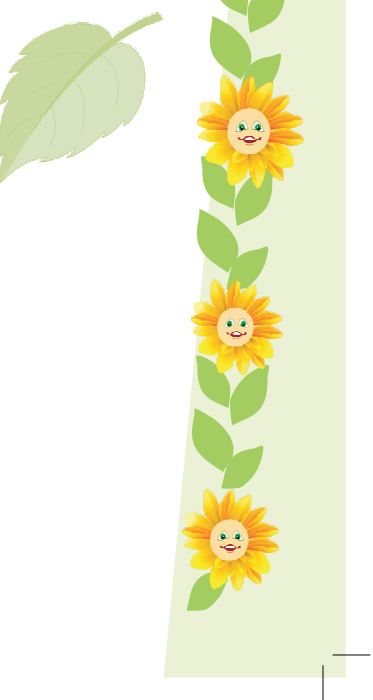
You have visited your school garden and seen different kinds of plants, shrubs and trees. This grid has the names of different parts of a tree. Look for these words – BUD, POD, LEAF, STEM, ROOTS, THORNS, BRANCHES and FLOWERS as fast as you can – vertically, horizontally and diagonally.

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









Let's talk

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

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4. What happens when we water plants in the morning? Choose one answer.

   (a) They will grow well.
   (b) They will dry up.

5. From where do flowers get water?

   (a) From the bottom (roots).
   (b) From the top (leaves).



Say aloud

early curly surely	our hour are	flower flour shower	their there care	could hood should
where wear	seat sheet	shake sake	bread spread	high sigh

Pick out the silent letters from these words

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



Let's write

1. Write rhyming words for the words given below. One has been done for you.

   (a) morning evening (b) car _____



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(c) high _____ (d) boots _____

(e) heat _____ (f) where _____

2. Words like morning, evening, watering end in ing. Write six more words to which ing can be added at the end to form a new word.

(a) _____ (b) _____ (c) _____

(d) _____ (e) _____ (f) _____

3. Look for words in the poem which sound like the words given below.

(a) are _____ (b) there _____ (c) flour _____

(d) where _____ (e) son _____ (f) threw _____

4. In the sentences below the capital letters, commas, full stops and question marks are missing. Put these in the correct places.

(a) on monday i will go to school

_____

(b) rahim ravi and raju are going to see the circus

_____

(c) sita where are you looking

_____

(d) the tailor went to the market mr singh

_____

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(e) every sunday i go for a walk have breakfast read story books listen to music and watch television

_____

(f) laxmi why are you crying

_____

(g) what is the colour of the sky

_____

(h) oranges mangoes bananas and papayas are fruits

_____



Team time

Write a Story

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

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Prepare a Speech

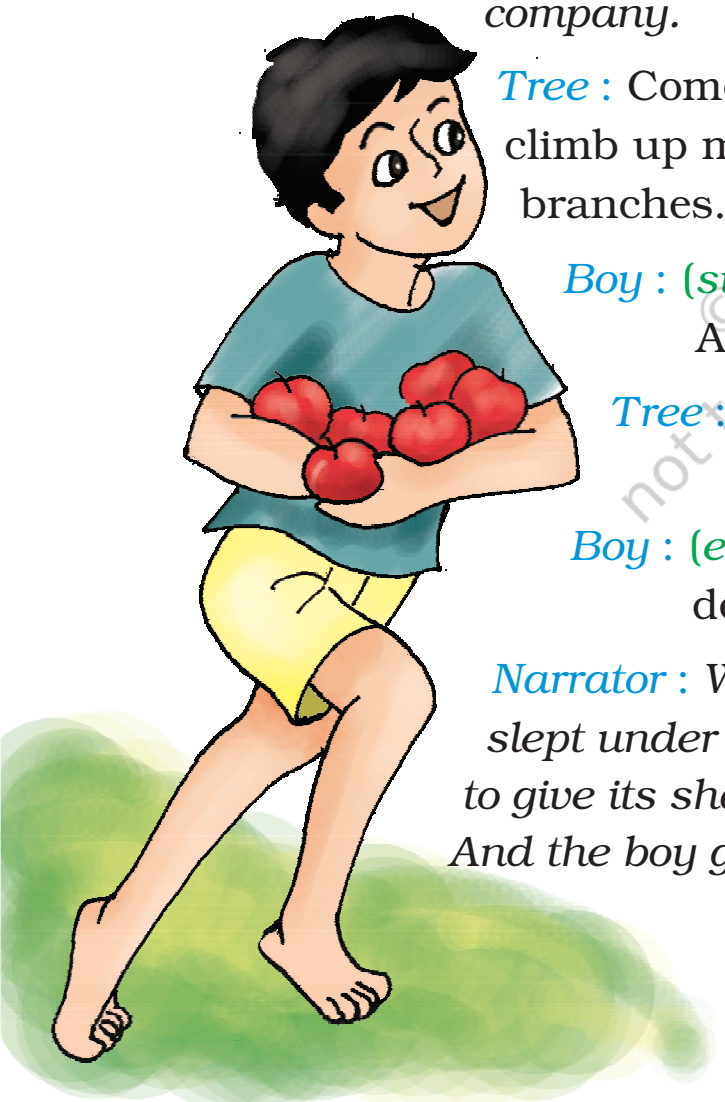
Prepare a speech giving some reasons why it is important to protect flowers and plants. Include ways that you could help protect endangered plants in your school.

Read the story

The Giving Tree

How do you feel when you help someone?
How do you feel when you share your things with others?
Read this play to know how a tree feels when it helps a boy.

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



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

Boy : (*swinging from branches*) Ah, what fun!

Tree : Are you hungry? Eat my apples.

Boy : (*eating apples*) How delicious!

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

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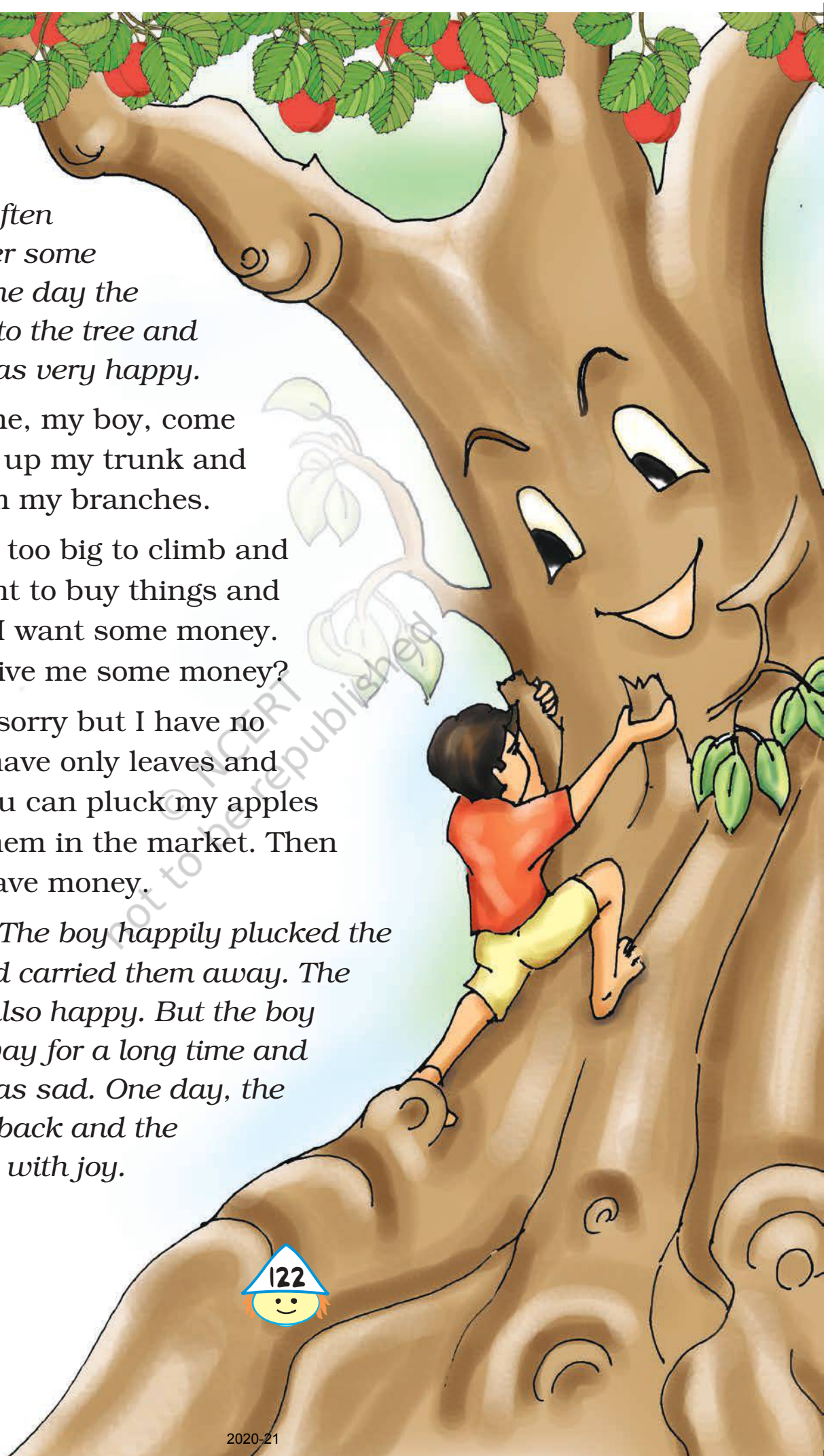
The tree was often alone. After some years... One day the boy came to the tree and the tree was very happy.

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

Boy : I am too big to climb and play. I want to buy things and have fun. I want some money. Can you give me some money?

Tree : I'm sorry but I have no money. I have only leaves and apples. You can pluck my apples and sell them in the market. Then you will have money.

Narrator : *The boy happily plucked the apples and carried them away. The tree was also happy. But the boy stayed away for a long time and the tree was sad. One day, the boy came back and the tree shook with joy.*



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

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

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

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

The tree was very happy.

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

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

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

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

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

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

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And after a long time the young man came back again. Now he was an old man but the tree recognised him.

Tree : I am sorry, friend, but I have nothing left to give you. My apples are gone.

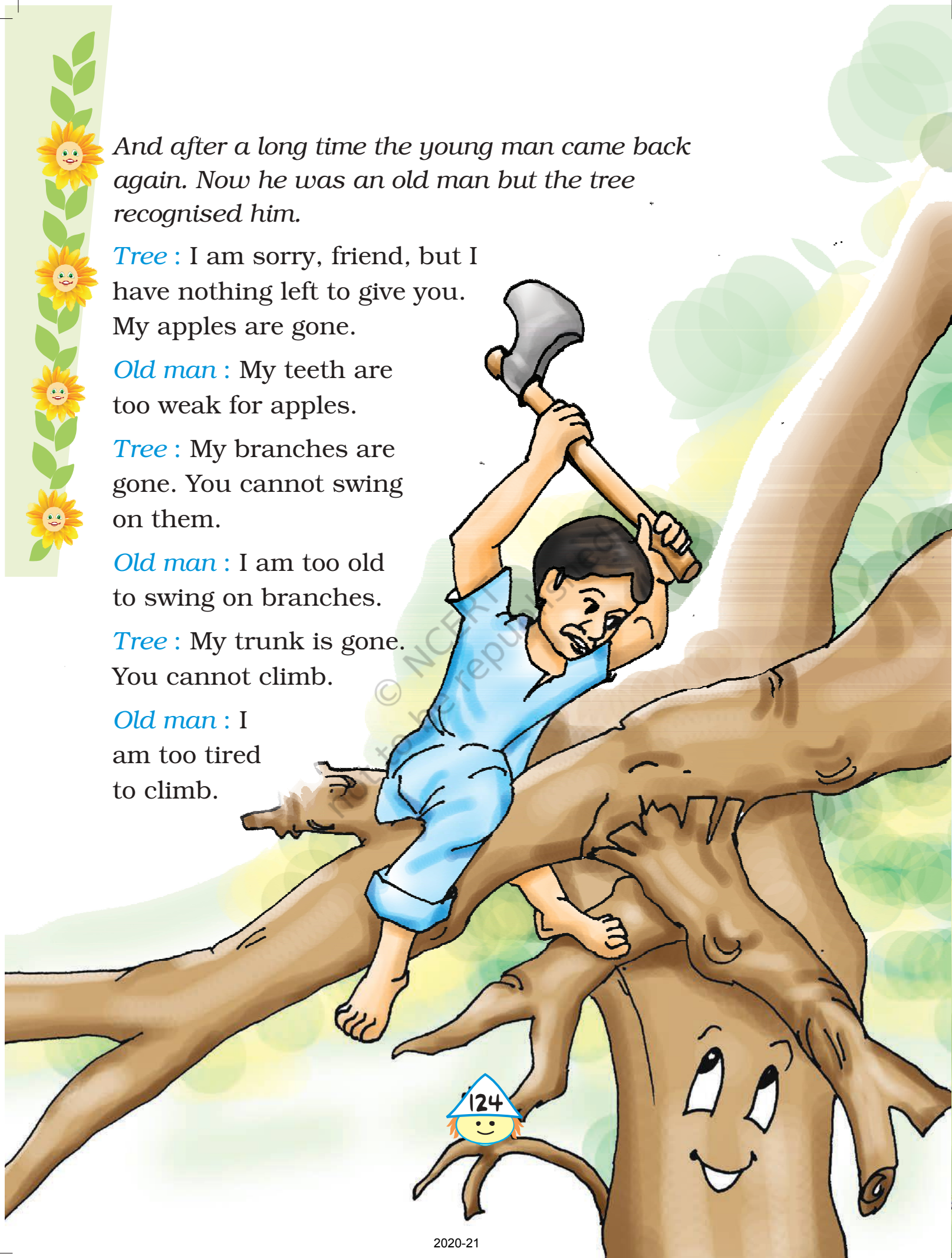
Old man : My teeth are too weak for apples.

Tree : My branches are gone. You cannot swing on them.

Old man : I am too old to swing on branches.

Tree : My trunk is gone. You cannot climb.

Old man : I am too tired to climb.



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

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

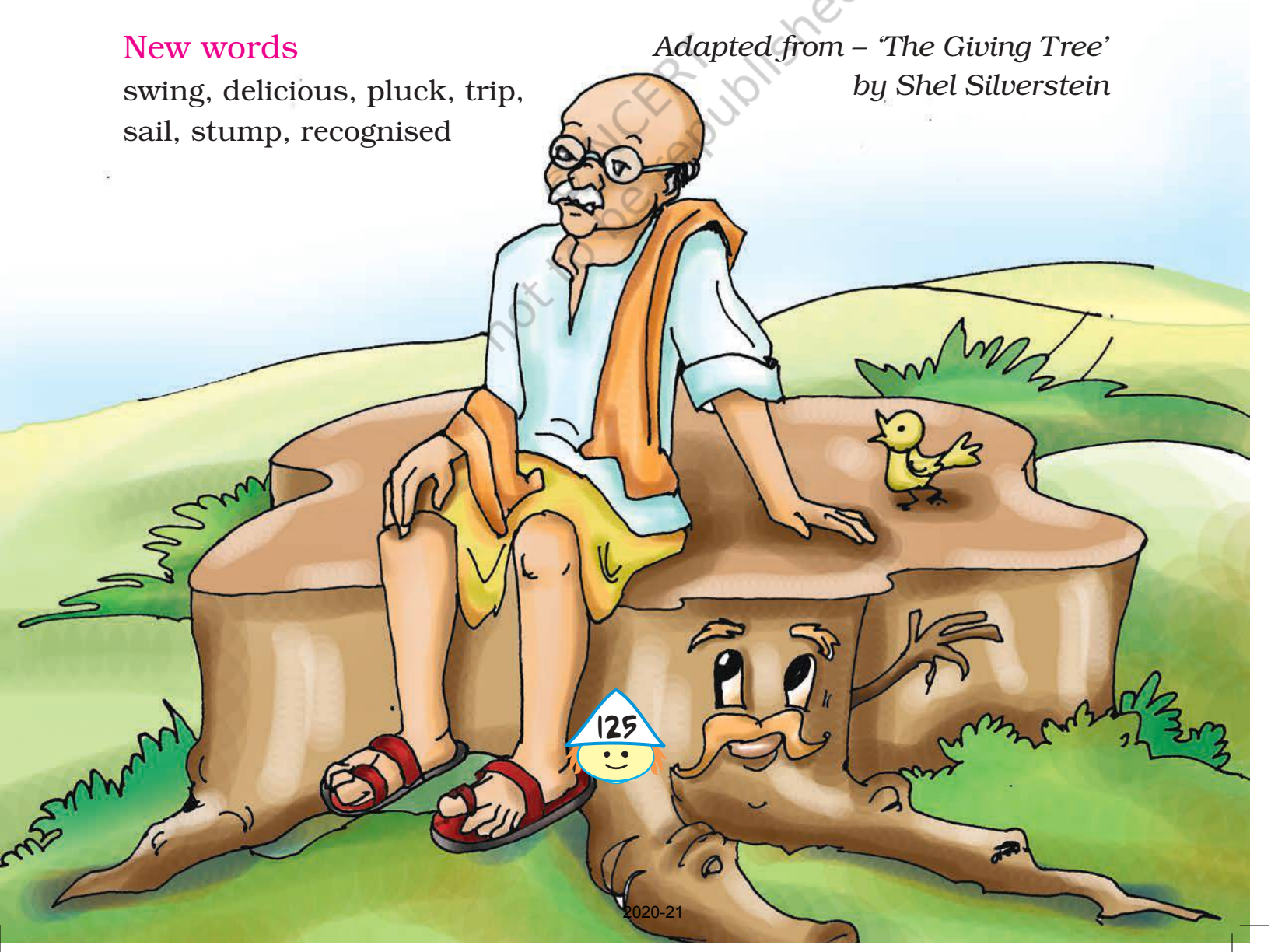
Tree : (*happily*) Well, an old stump is good for sitting and resting on. Come, friend, sit down and rest.

Narrator : *The old man did.*
And the tree was still happy.

Adapted from – 'The Giving Tree'
by Shel Silverstein

New words

swing, delicious, pluck, trip, sail, stump, recognised



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Reading is fun

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



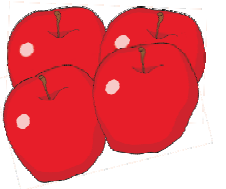
Word building

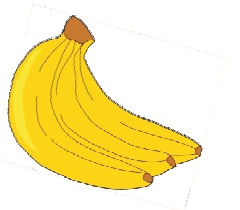
1. Make new words and complete the sentences.
   (a) The children love to sing _____.(loud)
   (b) Read your lesson_____. (silent)
   (c) Throw the ball _____. (slow)
   (d) The tree gave its fruit to the boy _____. (happy)
   (e) Do your work _____. (neat)

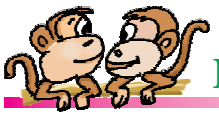
2. Fill in the blanks with the correct word.
   My mother went to the market and bought a kilogram of _____ (apple/apples), a dozen _____ (banana/bananas) and a dozen _____ (orange/oranges).
   I love oranges. So I ate an _____ (orange/oranges).
   My brother wanted a _____ (banana/bananas) and my sister asked for an _____ (apple/apples).
   A tree has one _____ (trunk/trunks) but many

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_____ (branch/branches). A _____ (branch/branches) has a number of _____ (leaf/leaves) and _____ (flower/flowers).







Let's talk

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

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Let's write

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

First	Then	After that	Finally

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

_____

(b) It asked him to sit on the stump.

_____

(c) It gave him its trunk to make a boat.

_____

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

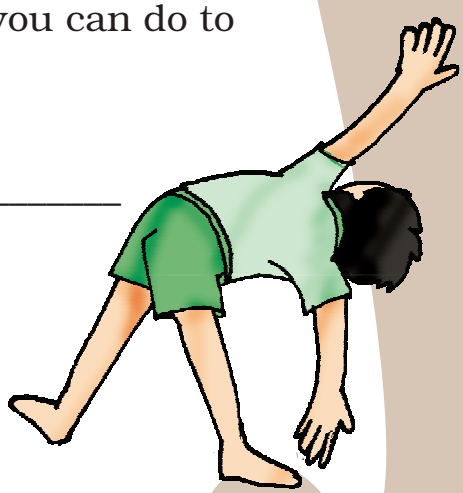
_____



2. Work in a group and decide the things that you can do to help your grandparents or any old person.
Now, write five of these things that you will do.

_____ _____ _____

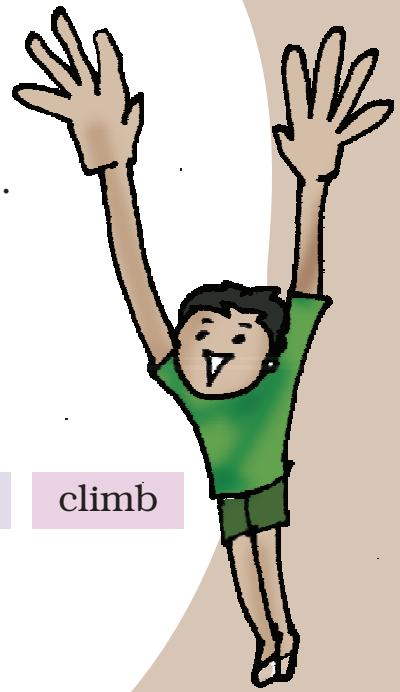
_____ _____



Let's act

1. You are reading and talking about trees.
You are thinking about trees too.
Can you make the shape of a tree with your body?

(a) Let's see your branches.
(b) Let's see a full tree with fruits and leaves.
(c) Enact a cut tree with only a trunk.
(d) Enact a tree with only a stump left.
(e) Communicate the idea in this play.



2. Use your body to –

stretch | bend | jump | twist | hop | climb

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Let's read



Chintha Chettu

Chintha Chettu is a tamarind tree.
This famous tamarind tree is in Gwalior.
It grows over Tansen's tomb.
Tansen was a great singer.
People in Gwalior say:
"Eat the leaves of this tamarind tree
And you'll also sing like Tansen!"

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Choose the right words.

1. Chintha Chettu is a tamarind _____ (tree/leaf).
2. This famous tree is in _____ (Guntur/Gwalior).
3. Tansen was a famous _____ (singer/dancer).
4. The tamarind tree grows over Tansen's _____ (house/tomb).
5. "Eat the leaves of the tamarind tree, and you'll also sing like _____ (Tansen/Akbar)."

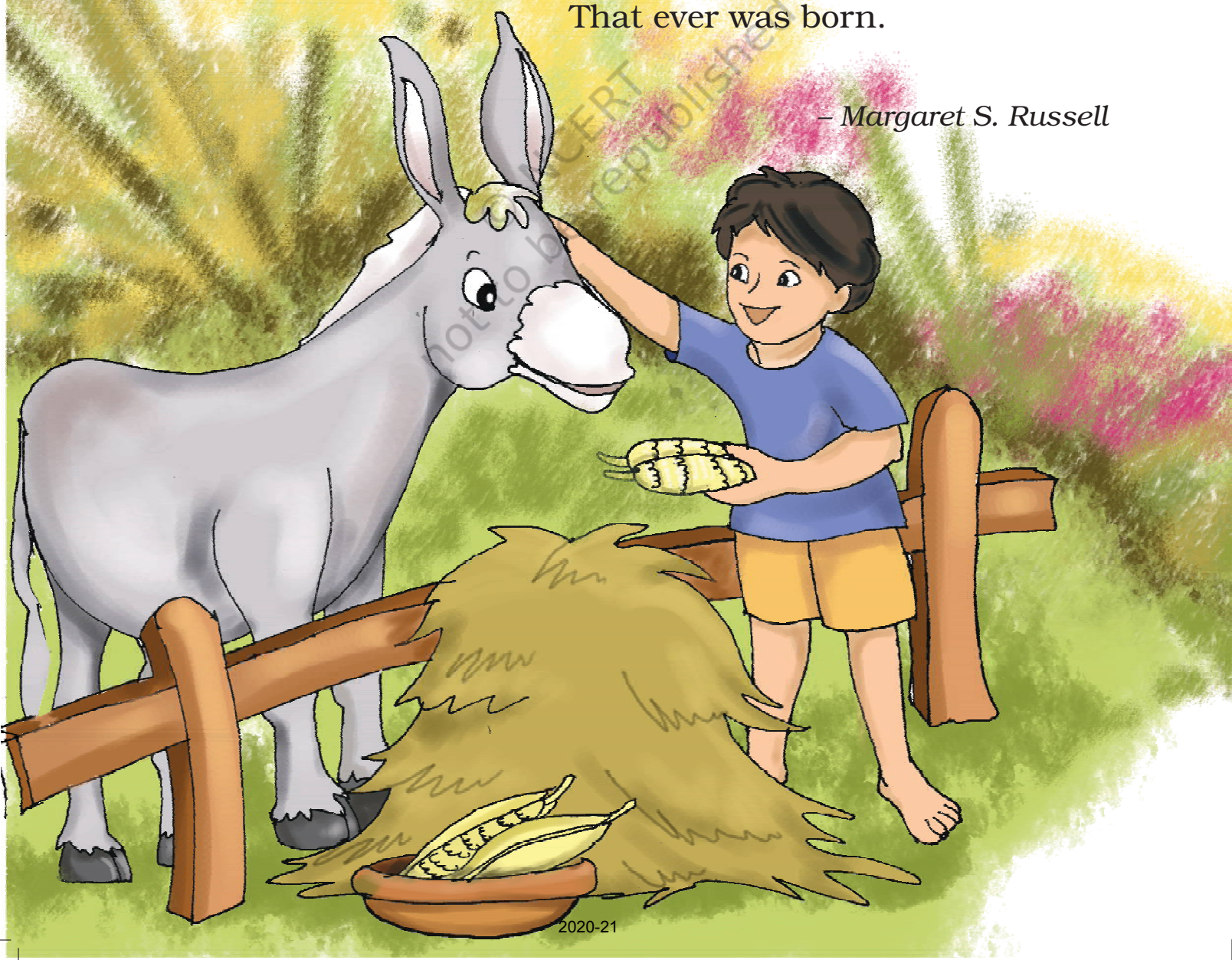
Read and enjoy this poem

The Donkey

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

I'd find a little hay
And give him some corn,
Then he'd be the best donkey
That ever was born.

– *Margaret S. Russell*



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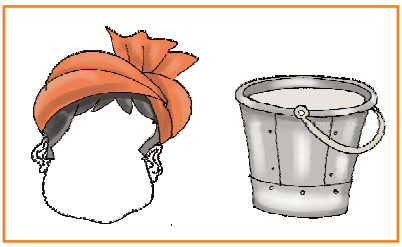


Fun time

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

A milkman _____

_____



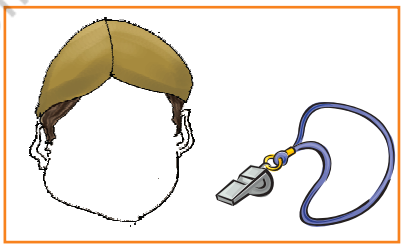
A grocer _____

_____



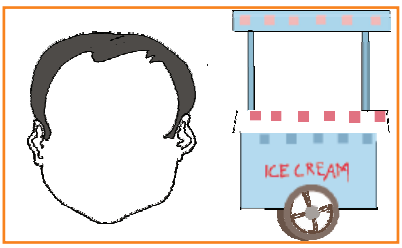
A policeman _____

_____



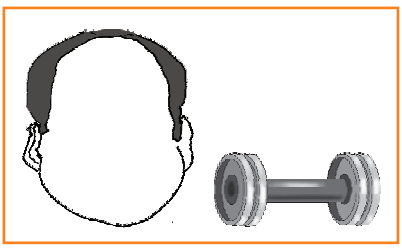
An ice-cream man _____

_____



A wrestler _____

_____

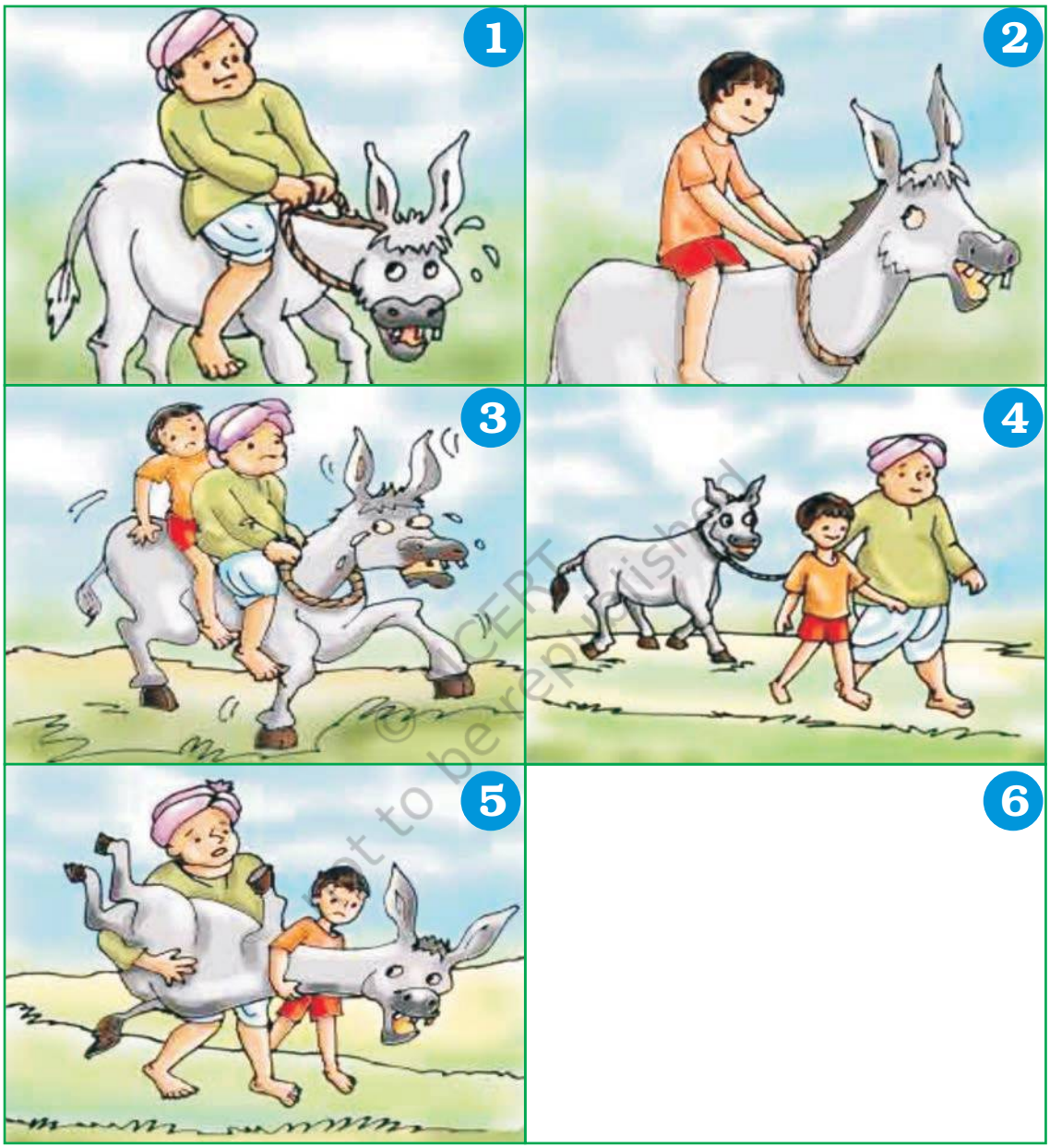


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PICTURE STORY

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



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1 He is heavy.

2 He is young.

3 I am sad.

4 I am happy now!

5 They are strong.

6

THEMES
Caring for plants and trees



Teacher's page

Unit 7
Poem : A Watering Rhyme
Drama : The Giving Tree
Poem : The Donkey

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

Warm up

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

Reading time

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

1. Excellent! **2.** Good **3.** Try harder

Sharing time

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

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

Language corner

Writing pattern poems

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

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

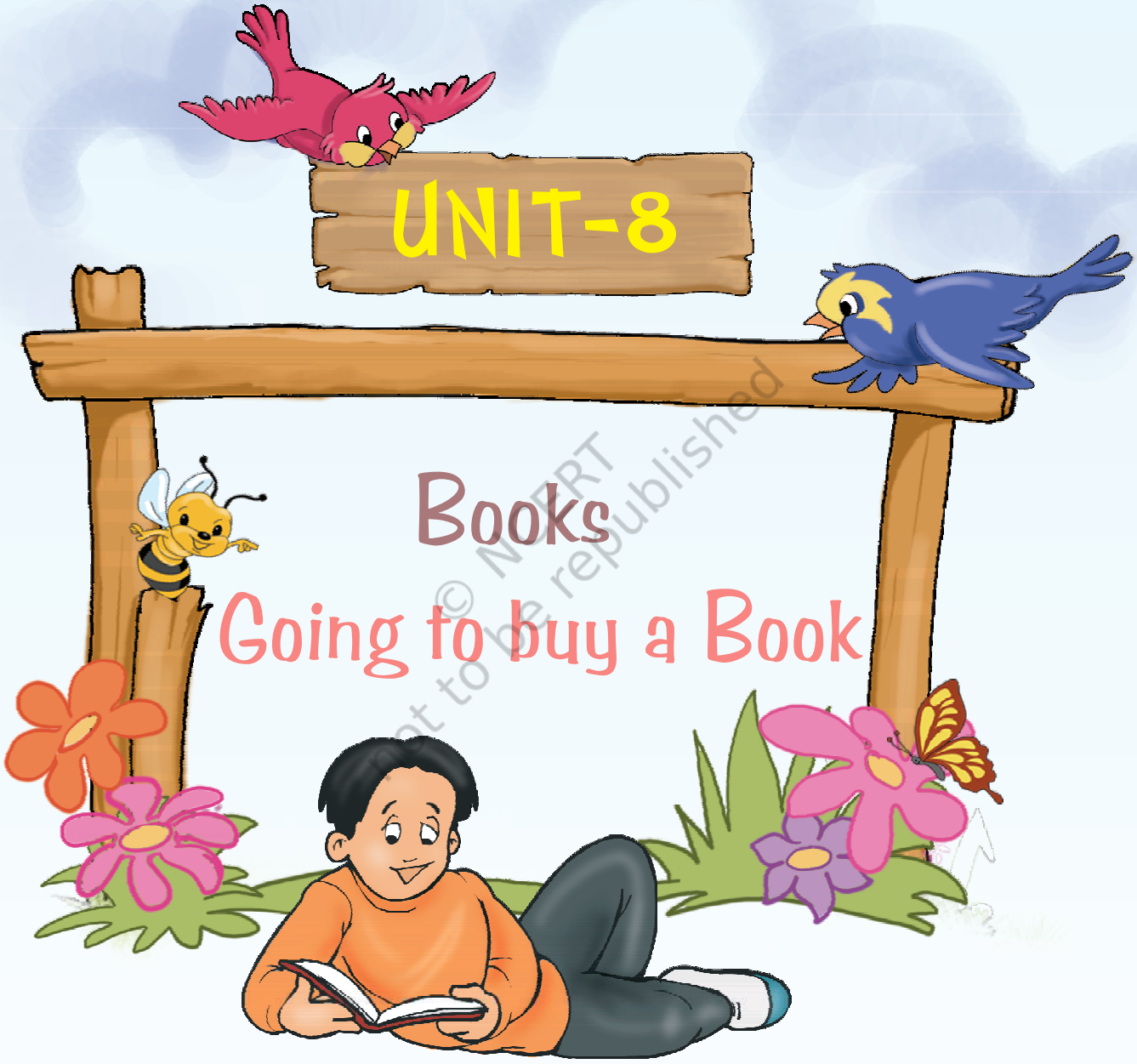
Children will be able to write a short composition based on pictures.

Take part in group activity, role play and dramatisation.

Environment

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

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Books

Going to buy a Book

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Read and learn this poem

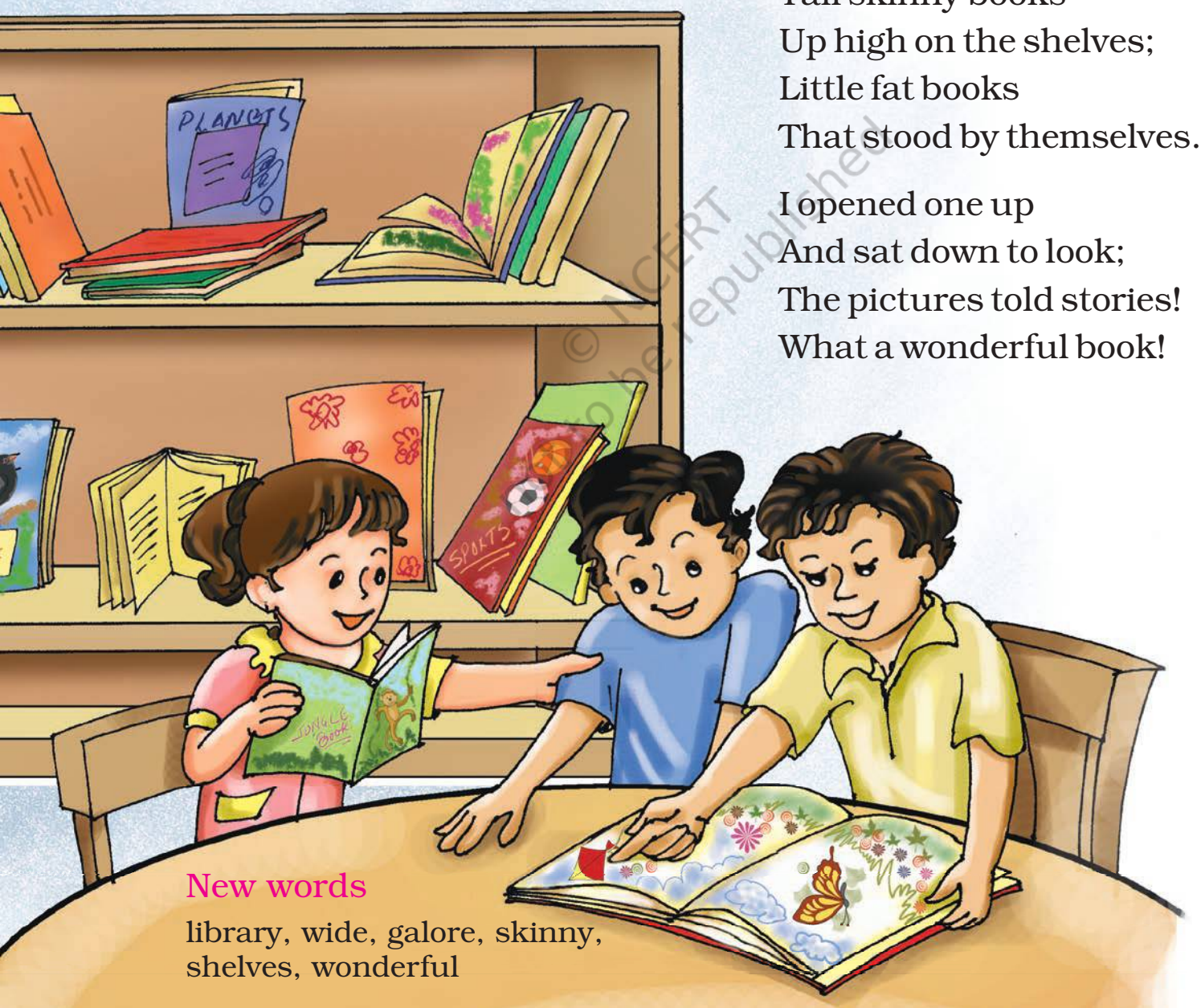
Books

0424CH08

"Come in, come in!"
Said the library door;
I opened it wide
And saw books galore!

Tall skinny books
Up high on the shelves;
Little fat books
That stood by themselves.

I opened one up
And sat down to look;
The pictures told stories!
What a wonderful book!



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New words

library, wide, galore, skinny, shelves, wonderful

Reading is fun

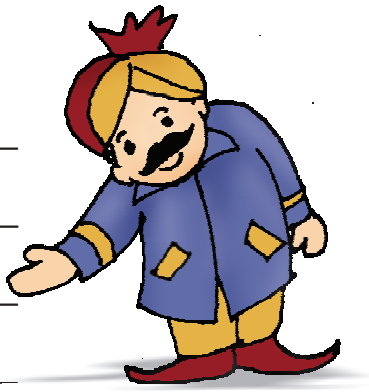
1. What did the library door say?
2. What did the books in the library look like ?
3. Why did the child in the poem like looking at the pictures?



Let's listen

1. Listen to the words

   Come in, come in
   Go out, go out



What word signs have you seen or heard –

at home _____

at the vegetable shop _____

at the library _____

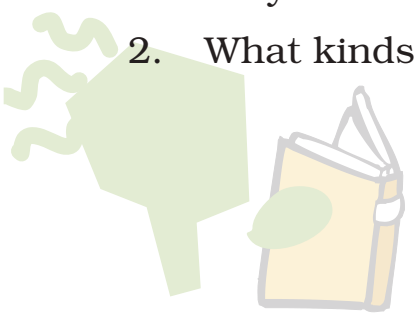
at the doctor's place _____

at the bus stop _____

at the toy shop _____

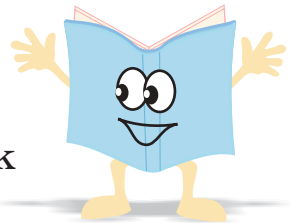
Let's talk

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



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3. The word galore means in great numbers. Do you also have a class library or a school library which keeps many books? Can you borrow books?



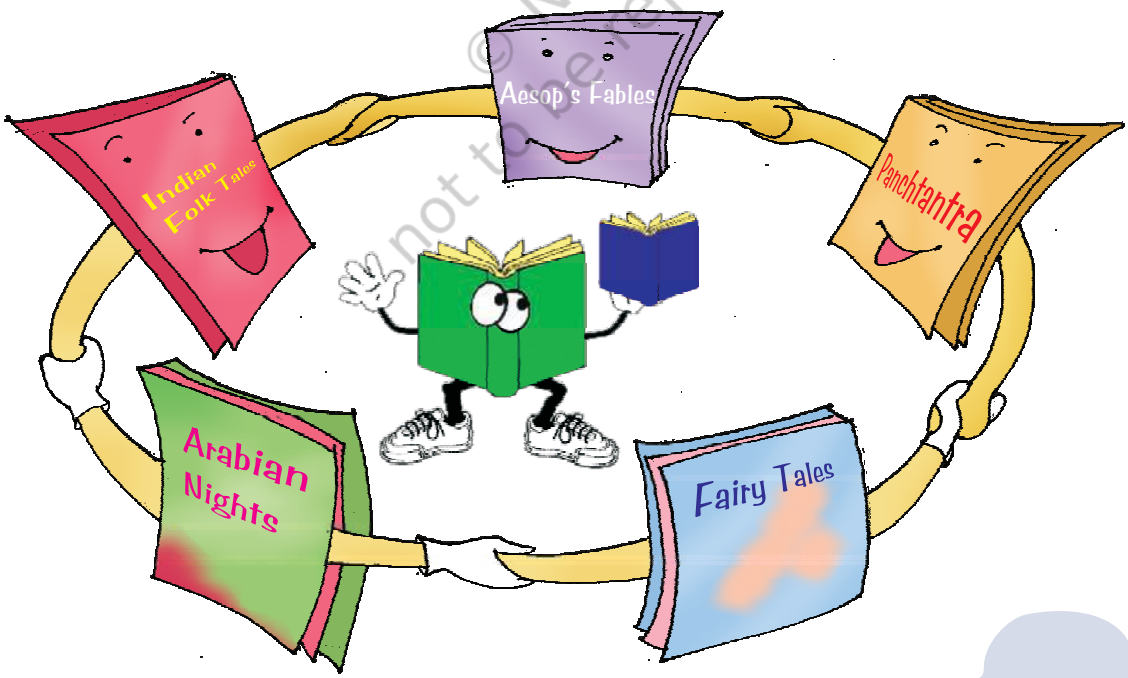
4. Tell the class about your favourite story book. Talk about the character you liked most in the book.



Fun time

Let's play **Book Chain**

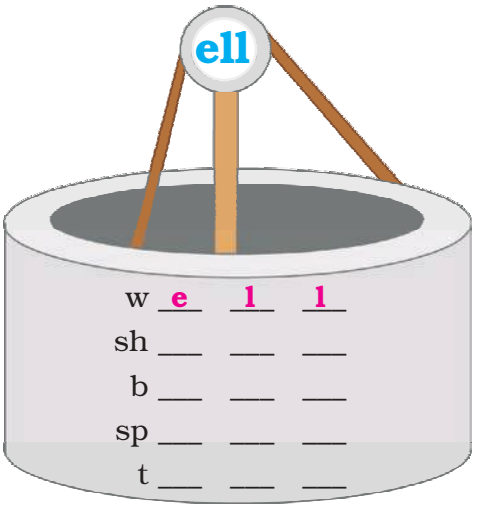
Form groups of five or six children in the class. Sit in circles. The first child will begin the book chain by saying the name of a story book. The next child extends the chain by saying the name of another book. In this way a book chain is formed. The more the rounds the children can go on for, the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

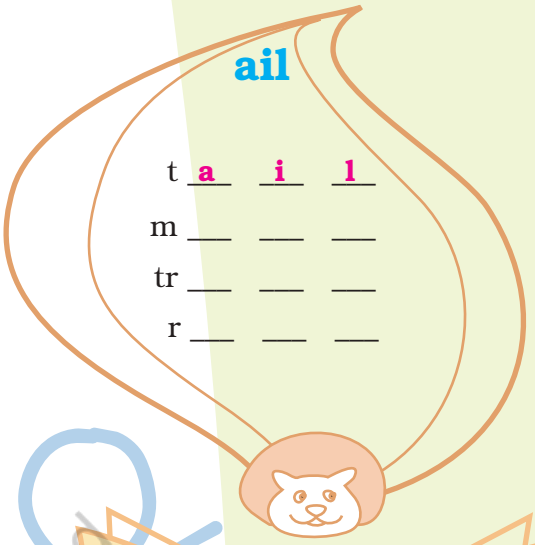


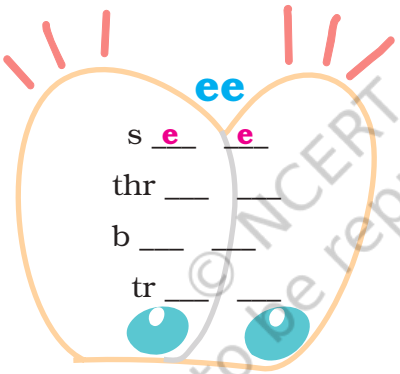
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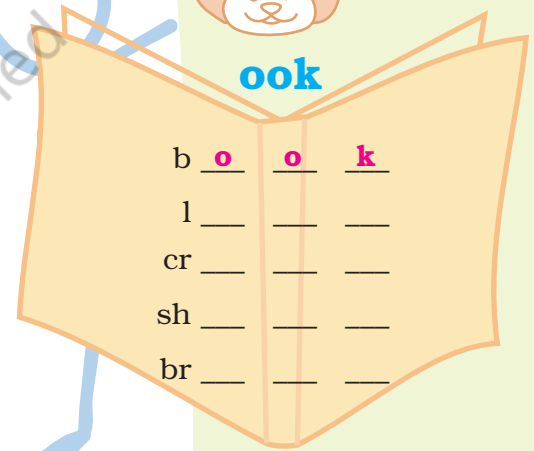
Let's write

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









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Look at this sentence –

A library is a place where books are kept.

Now fill in the blanks after reading these sentences.

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

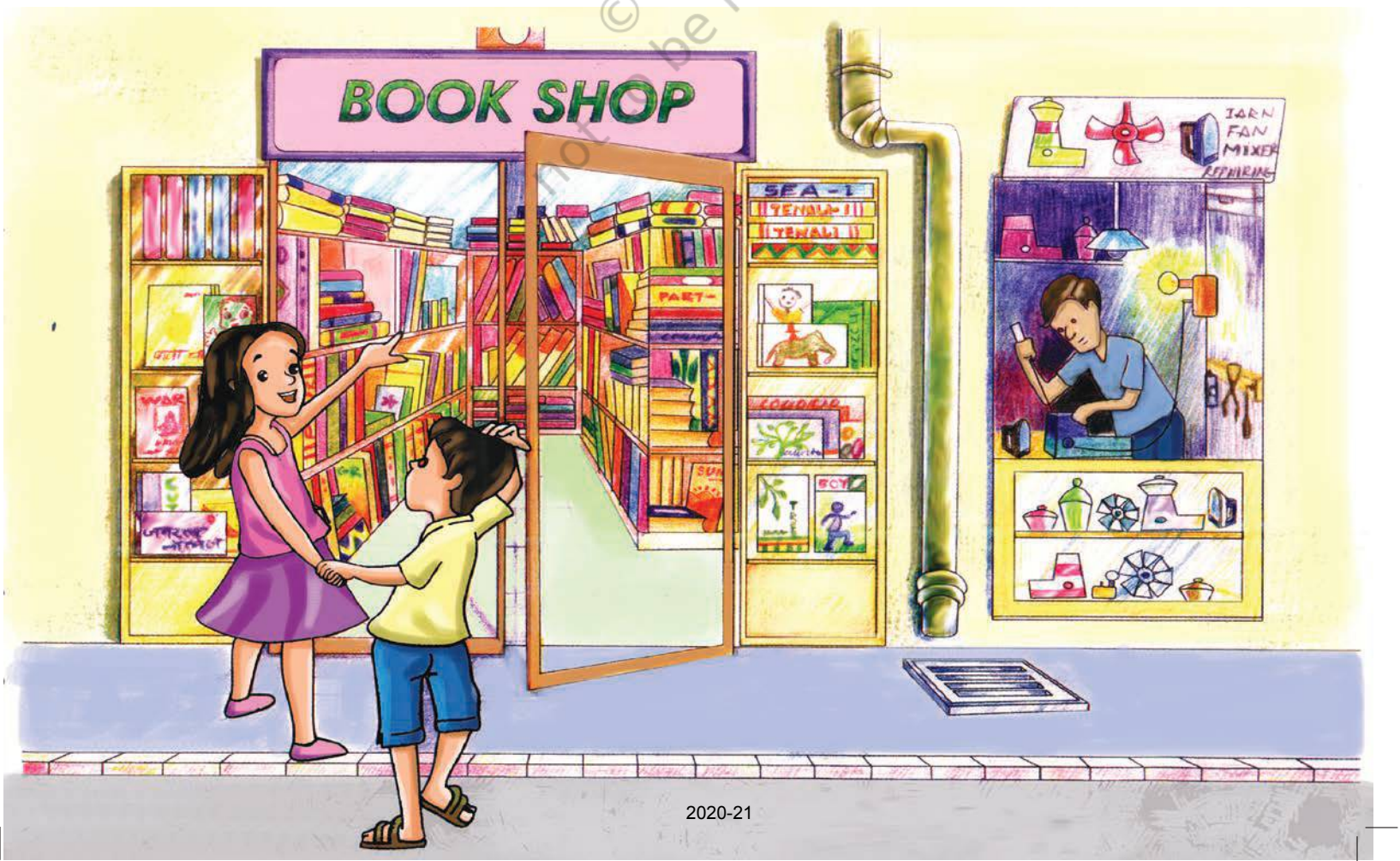
Let's read and enjoy

Going to buy a Book

One day, grandfather gave my brother
and me some money.
"Go and buy books," he said.
We were both very happy.
We both love to read.

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

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

We like the small bookshop.
It is small but it has many books.
The man in the shop likes us.
He always helps us.

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

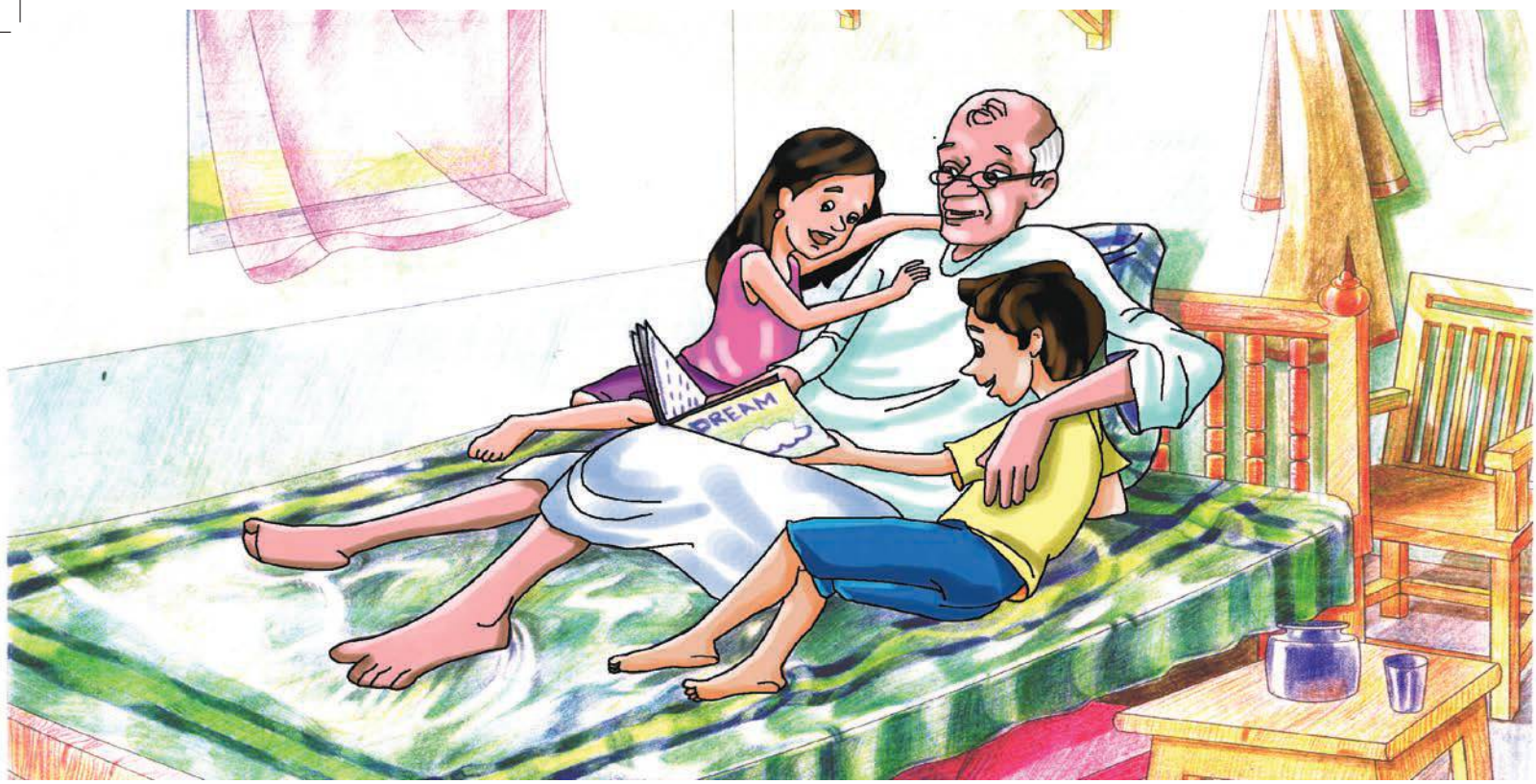
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We did not know which book to buy.
The man in the shop smiled at us.
"Relax, come with me," he said.
"These books are about animals.
Those are about machines.
Those over there are about wars.
Take what you want."

I picked some books.
My brother picked some books.
I sat on the floor.
He sat on the chair.
And we read and we read and we read.



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

The man in the bookshop smiled at us.
I got a fat book with many stories.
My brother got a big book with many pictures.

We ran home to our grandfather.
We climbed on his bed.
He put his arms around us and then
We read, and read, and read.

– *Rukmini Banerji*

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New words

alone, bookshop, machines, finally, climbed



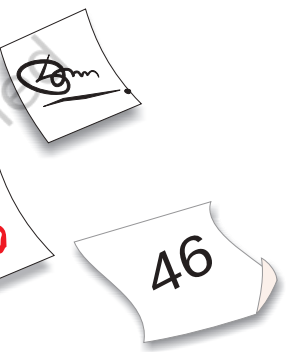
Reading is fun

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

Let's listen and search

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

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



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Let's talk

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



Let's write

1. Look at these sentences in the story –

   (a) Should we go to the big market?

   (b) Should we go to the small shop?

   (c) Should I buy a thin book?

   The coloured words above are describing words.

   Now fill in more describing words into the passage below –

   It was a _____ night. A _____ girl sat up in bed listening to her mother tell a _____ story. Her _____ eyes opened wide and she gave a _____ smile. "Now go to sleep, Paro," her mother closed the book. "_____ dreams."

2. Imagine that you will go to the bookshop tomorrow. What will you do there? Write five sentences beginning with –

   (a) I shall _____

   (b) I shall _____

   (c) I shall _____

   (d) I shall _____

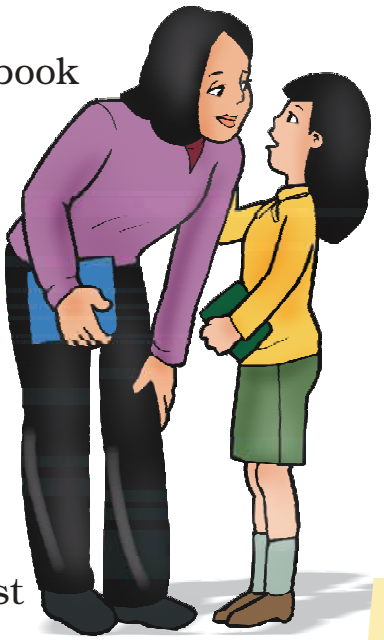
   (e) I shall _____

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

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

Librarian: Do you want a story book _____ a book of poems?



Tina: I want a story book.

Librarian: Do you like stories about animals _____ adventure stories?

Tina: I like both.

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

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

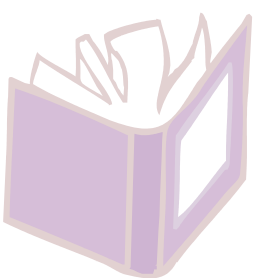
Librarian: You can have either *Black Beauty* _____ *Panchantantra Stories*.

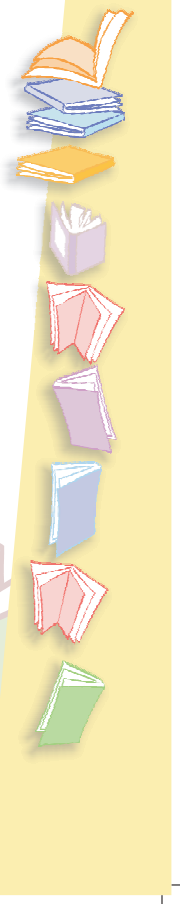
4. What is your favourite book? Write down the name of the book. Then write down the story.

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Make your own bookmark



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

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

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

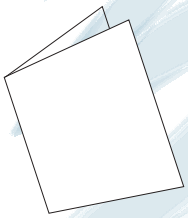
You need –

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



Method –

- Take the old card. You will need to use the inside of the card.
- Fold it into two as shown in the picture.



- Trace the outline of a dove on the card.
- Cut it along the lines.



- Make an outline with a black pen.
- Stick a *bindi* for the eye.
- Paste it on a strip of 2 inches x 4 inches.



- Your Dove Bookmark is now ready to be used.



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Let's cover our book

1. Spread your notebook on a brown paper which is four inches bigger than your notebook, as shown in the picture.

2. Fold the paper into two halves with the book inside it in the middle.

3. Fold the two open flaps of paper inside the first and the last page of the book and press to crease.

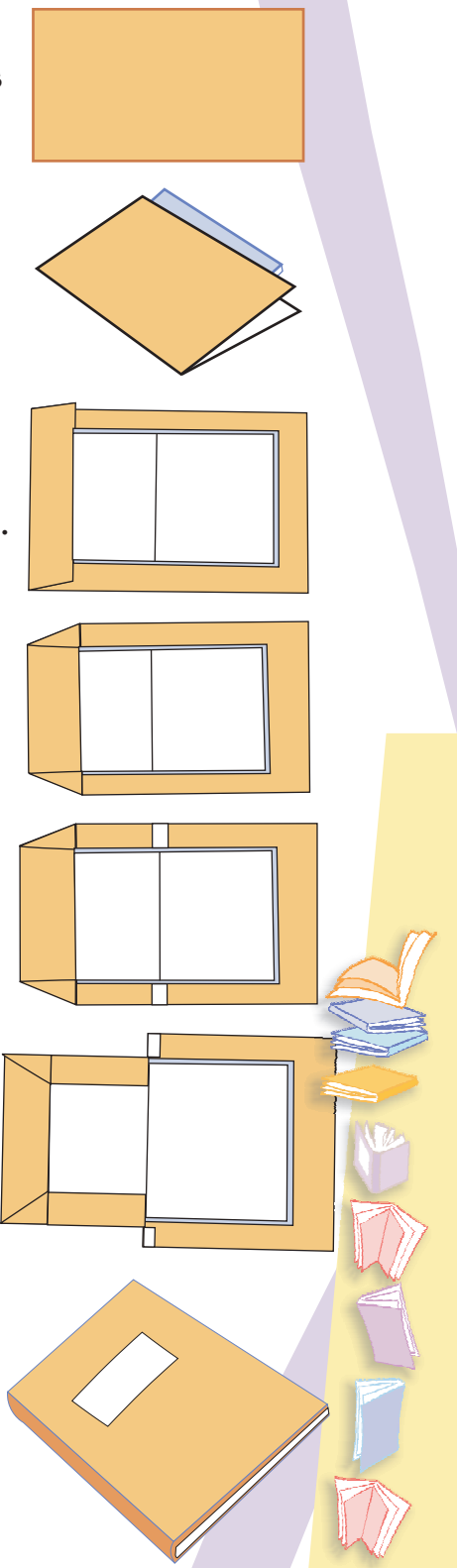
4. Fold the closed end of the two top and bottom flaps of the paper, forming a triangle. Crease the paper and cut it.

5. Fold the two front flaps inside the first page and crease it.

6. Fold the two back flaps under the last page and crease it.

7. Now your book is neatly covered.

8. Write your name and class on the cover. Then write the subject you will use this notebook for.



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DO YOU KNOW?

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



Palm leaves (*talapatra*)

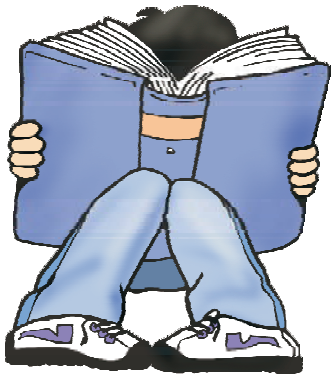


Palm leaf



Birch bark (*bhojapatra*)

Enjoy and read the poem



Say in Chorus

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

Read a good mystery, solve a crime!
Read about history, go back in time!
Read about a lost dog, where can it be?
Read about a giant frog under the sea!

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



Chorus –

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

– *Mash Goldfish (adapted)*

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THEMES
Books and the joy of reading



Teacher's page

Unit 8
Poem : Books
Story: Going to Buy a Book

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

Library time

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

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The Naughty Boy

Pinocchio

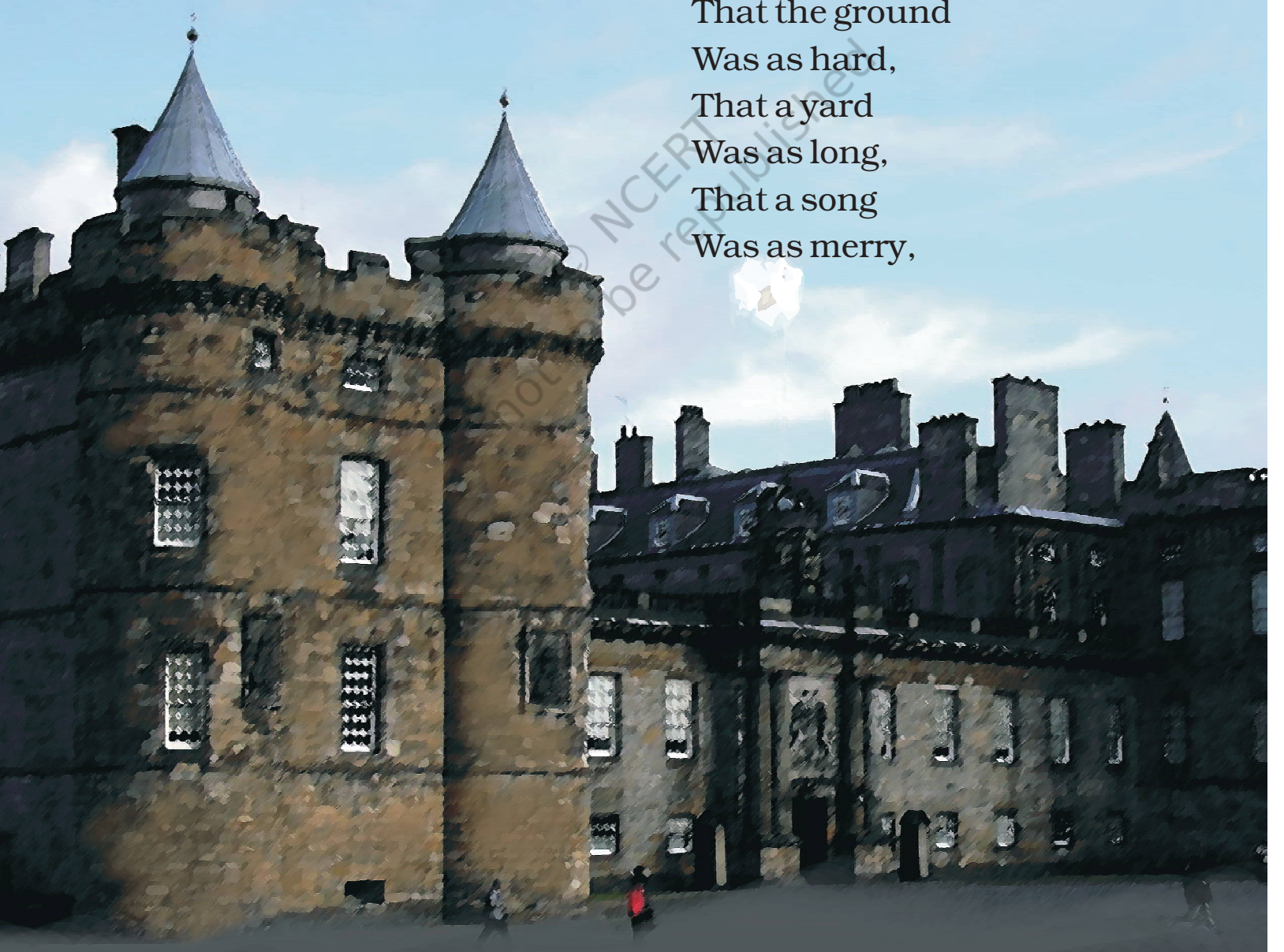
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Enjoy and learn this poem

The Naughty Boy

0424CH09

There was a naughty boy,
And a naughty boy was he.
He ran away to Scotland,
The people there to see –
Then he found
That the ground
Was as hard,
That a yard
Was as long,
That a song
Was as merry,



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

– *John Keats*



New words

naughty, found, ground,
merry, cherry, weighty, wooden



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Reading is fun

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



Let's listen

1. Listen to these instructions and follow them

(a) naughty walk forward

(b) naughty walk backwards

(c) fall down

(d) do a funny trick

(e) walk on tiptoes

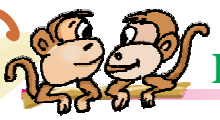
(f) drag your feet

(g) spin around

(h) jump like a horse

(i) walk with your shoes

(j) shuffle your feet



Let's talk

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

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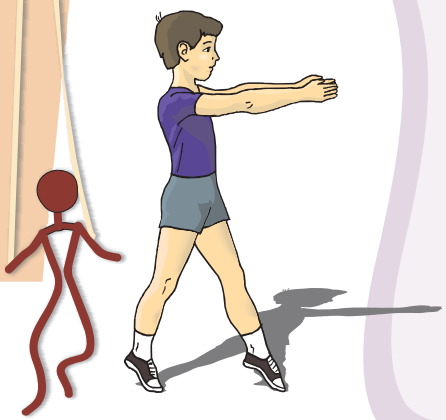




Word building

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

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







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2. Now write these words here –

   (a) The peacock is a _____ bird.

   (b) Pinocchio is a _____ puppet.

   (c) I saw an _____ quarrel.

   (d) Morning exercises make you _____ .

   (e) A glass of milk makes your teeth _____ .

   (f) Rita's _____ behaviour annoyed me.

   (g) Rahul does not eat green vegetables, therefore his eyesight is _____.



Let's write

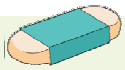
1. Can you write six things that are made of wood?

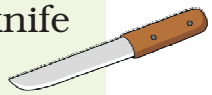
_____ _____ _____

_____ _____ _____

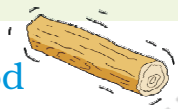
2. Look at the words given below and put them under the things that they are made of –



balloon chair table  eraser  shirt

pencil  toys car trousers  knife 

scissors cap 



metal	wood	rubber	cloth
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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

_____

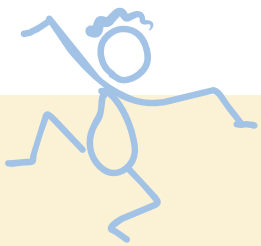
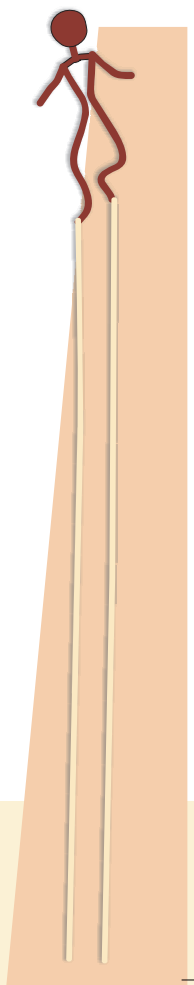
_____

_____

_____

_____



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Say aloud

hard	yard	long	song	red	lead
weighty	eighty	found	ground		

Fun time



Let's make a mosaic hat for your clown

You need

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

Method

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

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

Nation	Nationality
India	Indian
Scotland	_____
Australia	_____
France	_____
Japan	_____

Pinocchio

Once upon a time, an old carpenter bought a very queer piece of wood. As he used his plane on it, he heard a little laughing voice say, "Stop! You're tickling me."

The old man was puzzled by the voice.

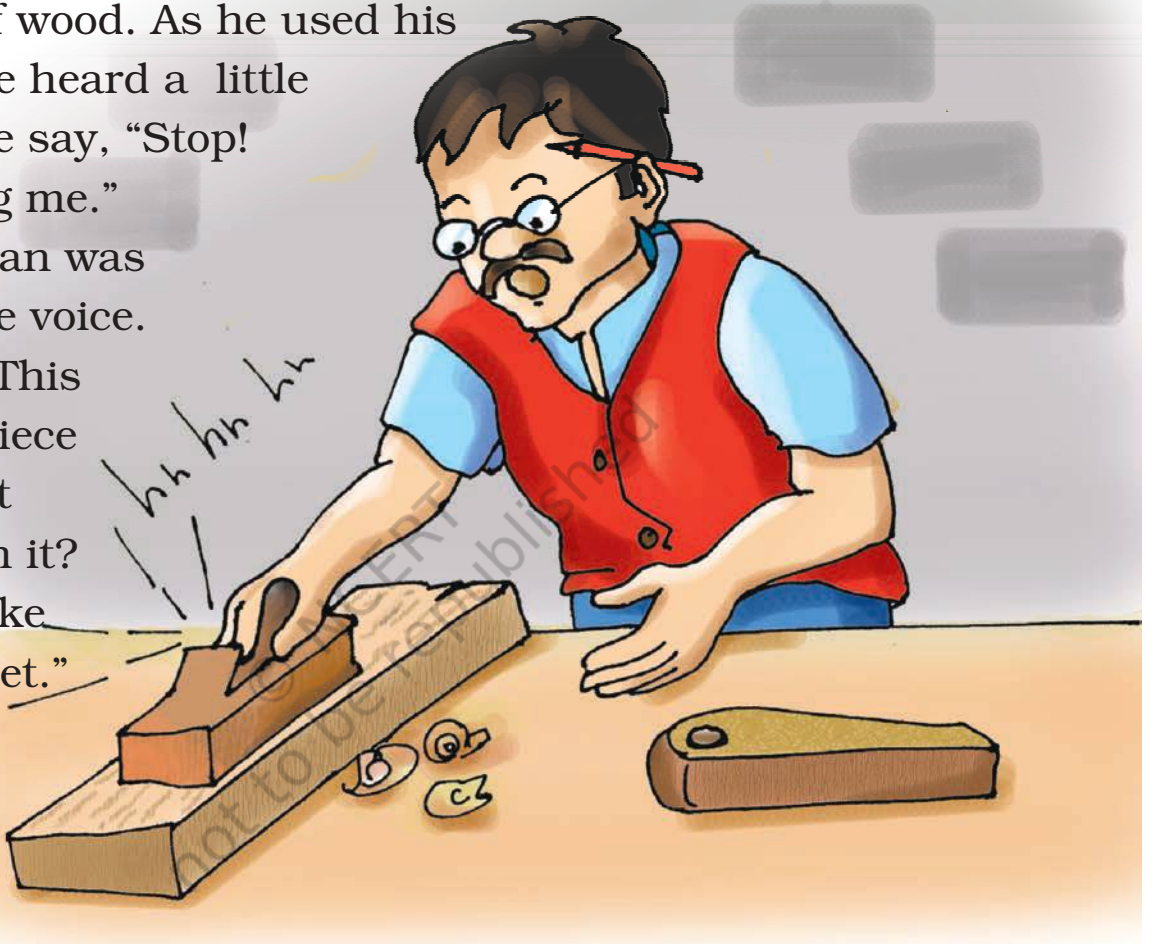
He said, "This is a strange piece of wood. What shall I do with it? I think I'll make it into a puppet."

He set to work, and as the puppet boy took shape, the old man said, "He must have a name. I will call him Pinocchio."

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

Before the mouth was made, it began to laugh.

"Stop laughing!" the old man said.



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

No sooner were its hands ready than it snatched off the carpenter's wig and put it on its own head. And then Pinocchio's nose grew longer.

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

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

"Why don't you



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

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

– Adapted from the story of Pinocchio

New words

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

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Reading is fun

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

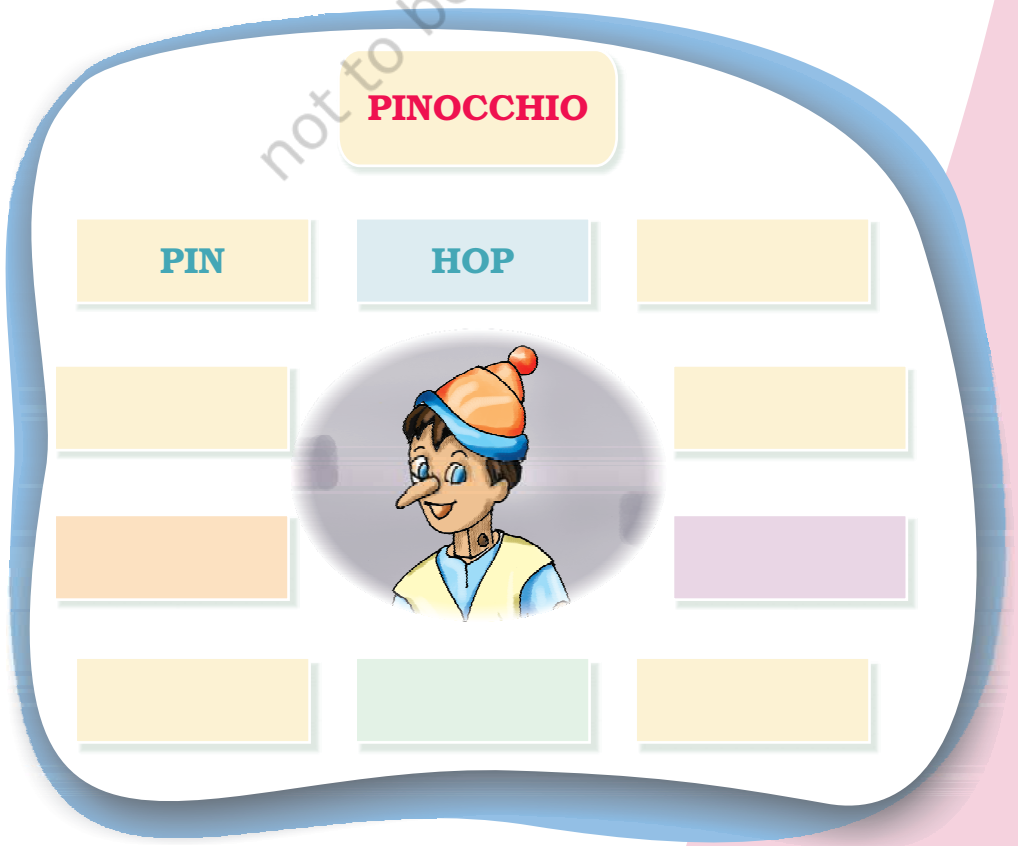
Let's talk

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

Word building

Word Fun

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



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Let's write

1. Make opposites with the words –

dis__ in__

respect	_____	own	_____
able	_____	capable	_____
efficient	_____	secure	_____

2. Make naming words by adding ness, ity, ty at the end of the words given below. One has been done for you.

public publicity stupid stupidity

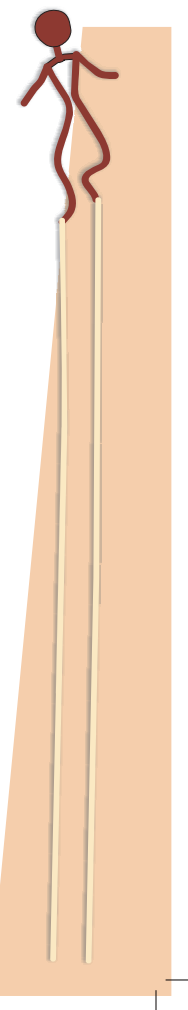
forgive	_____	blind	_____
kind	_____	cruel	_____
polite	_____	swift	_____
moral	_____	solid	_____

3. Which of the following would you expect a carpenter to use at work?

bench, poker, plane, chisel, fork, spade, blotting paper, lawn-mower, telescope, pincers, jaw, scissors, hammer, map, nails, lathe, pencil, anvil.

_____	_____
_____	_____
_____	_____
_____	_____

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4. Now make sentences using some of the above words.



_____

_____

_____

_____

_____

_____

_____

_____





5. Give another word from the story that means

completed _____

surprised _____

strange _____

make up your mind _____



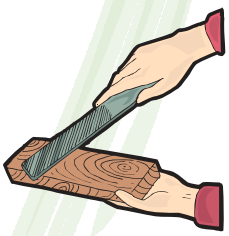


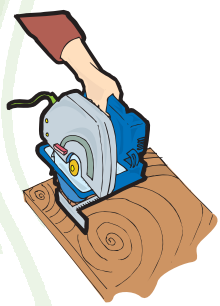


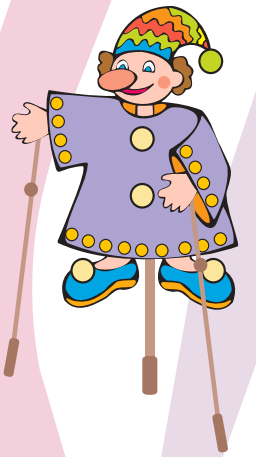
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6. Add '–er' or '–r' to the doing words below to make new words.

stiff	_____	strange	_____
fight	_____	dance	_____
juggle	_____	ride	_____
speak	_____	use	_____
write	_____	joke	_____







Comprehension passage

Once a cunning jackal jumped into a big tub of blue dye.

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

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

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

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

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

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

– A Panchtantra tale

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Reading is fun

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

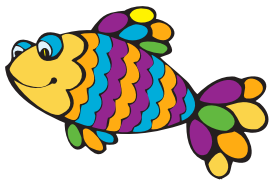




Say aloud



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



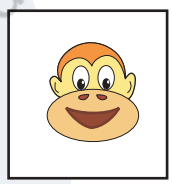
Fun time

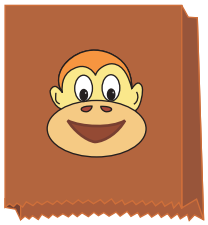
Let's make a Puppet

You need

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









Method

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







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THEMES
The importance of art, craft and creativity



Teacher's page

Unit 9
Poem : The Naughty Boy
Story: Pinocchio

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

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

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

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

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

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

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

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Amazing world of Puppets



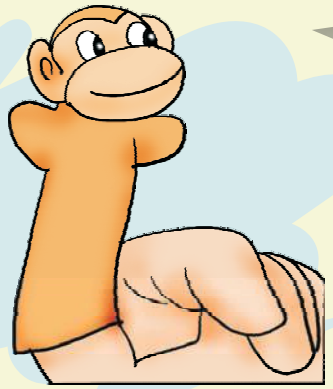
shadow puppets



string puppets



glove puppets



finger puppets

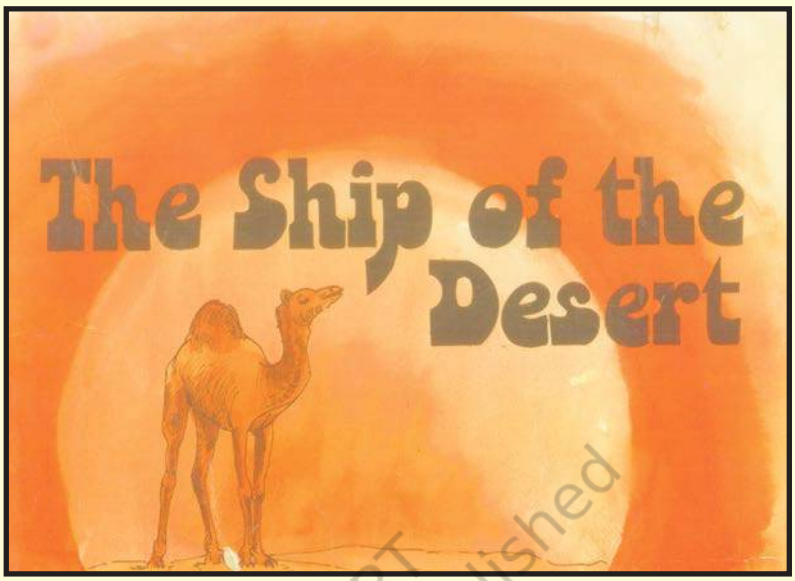


sculpture puppets

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The Ship of the Desert

S.K. Ram

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