



SCHOO

Let's recite this poem

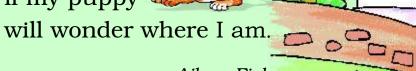
First day at School

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

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

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

I wonder if my puppy



– Aileen Fisher

New words

wonder, drawing, stares, Gran, puppy



I wonder if the sea is blue.



Reading is fun

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



Let's talk

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



angry



shy



happy



sad

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



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



Let's act

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



Look at the picture. What are the children doing?





Let's listen and sing

Brush, brush, brush your teeth,
Brush them every day.
Father, mother, brother, sister

Brush them every day.

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

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

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

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





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



POT



Circle what you can carry in your school bag? Now write their names in the box below.





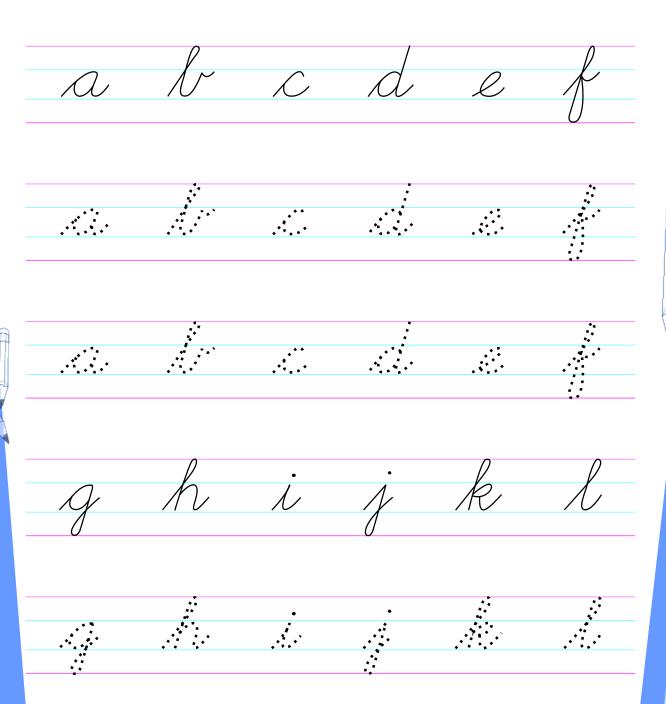
What are the children doing? Choose the correct word from the ribbon and then fill in the blanks.

eating riding going studying sharing laughing

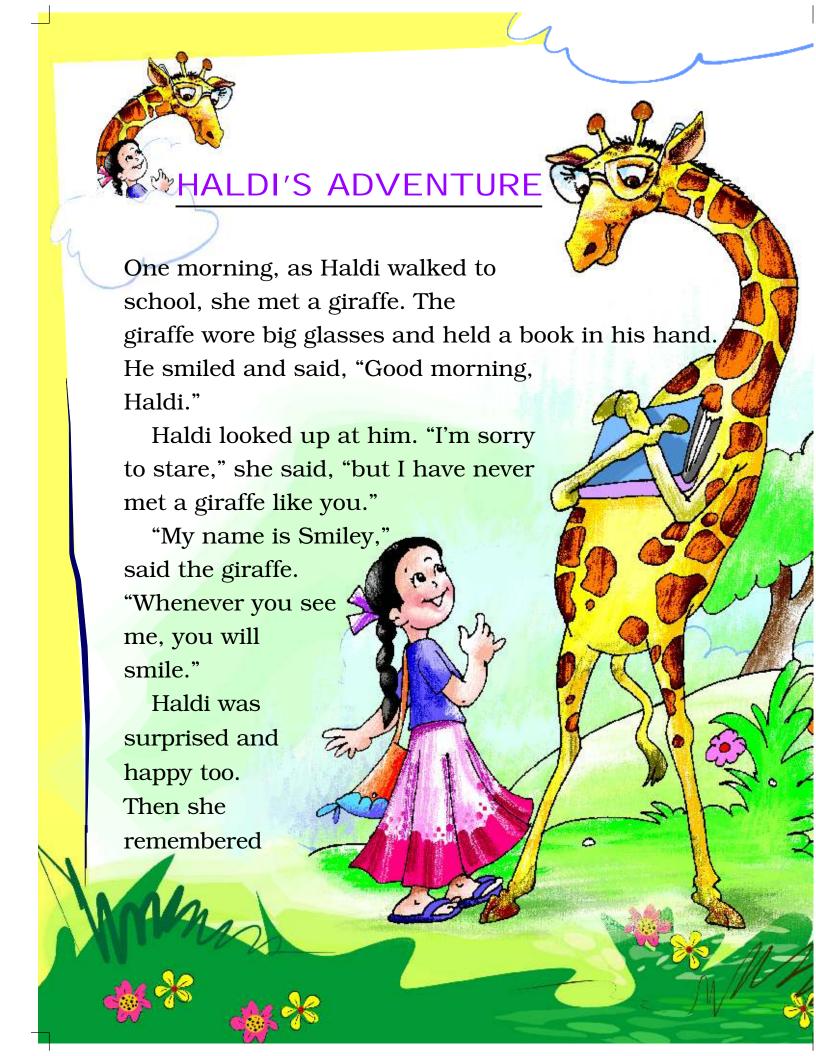




Let's practise







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

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

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

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

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

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

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



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

New words

giraffe, surprised, adventure, wonderful, playground





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



Let's talk

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



Say aloud

paddlesaddlecradledownclownsoundroundschoolpoolrulecooltool



Let's colour

Find the shapes





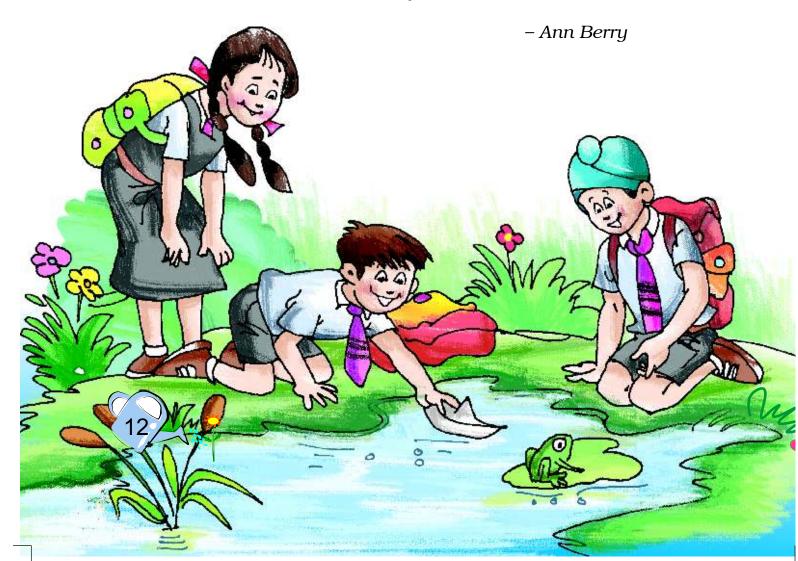


and colour them.



THE PADDLING-POOL

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







Fill in the blanks with the words given in the
brackets - (sail, bark, sing, play, ring)
Boats . Dogs
Children
Birds .
Write the names of the days of the week. You can
begin with Sunday.

Haldi wrote her name at school in this way –
<i>'haldi'</i> . She made one mistake. What was it?
₩ Write her name correctly
Now write your name correctly
▶ Haldi wrote — <i>i met a giraffe.</i>
She made two mistakes. What are they? Write
Haldi's sentence correctly.
13

Let's get ready for school

What do you do before going to school? Put 'Y' for

yes and 'N' for no.



have a bath



play in the park



feed the birds



climb a tree



comb your hair



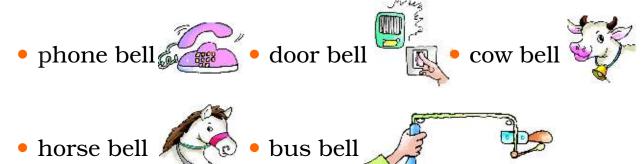
help to milk a cow



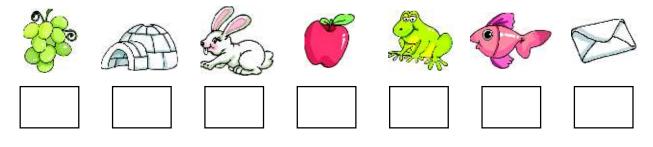
Fill in the blanks with 'before' or 'after'. eating food, I wash my hands. reaching school, I sit in class. eating food, I wash my mouth. reaching home, I do my homework. Let's sing **BELLS** Ding-dong! Ding-dong! All the bells are ringing: Ding-dong! Ding-dong! It's a holiday. Ding-dong! Ding-dong! All the bells are singing: Ding-dong! Ding-dong! Let's go out and play. - Margaret Russell



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



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



What have you spelt?





Teacher's Pages



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

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



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

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

Listening and speaking

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

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

Reading

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

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



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

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

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

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



Listen and recite this poem

I AM LUCKY

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

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

If I were a fish in the sea oo

I would be thankful

That I can wriggle and giggle with glee.

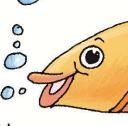
So, I just think I am lucky to be "me". Not "you" but "me". If I were an elephant



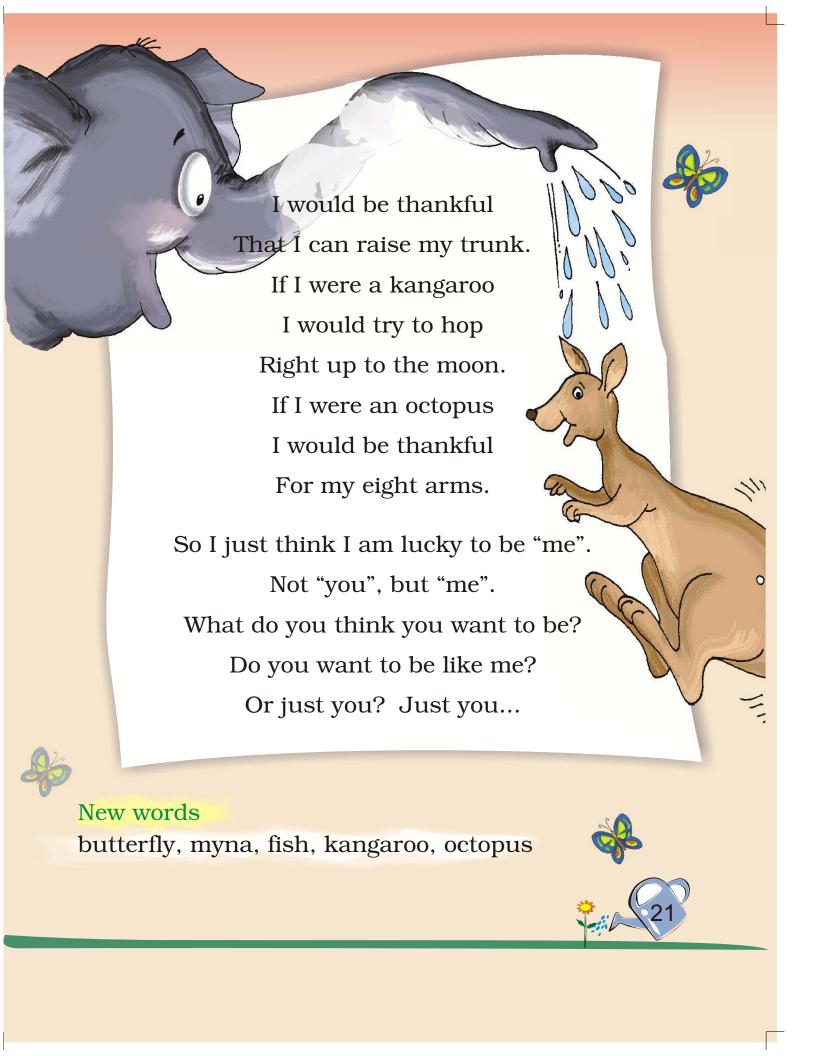














Complete these sentences –

•			
	Animals	Actions	
	A butterfly	can fly.	
م	A myna	·	
Sec.		can wriggle.	
Sold Sold Sold Sold Sold Sold Sold Sold	An elephant		
6		can hop.	
(a)	You	2 B	
~			



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





Kang has a dream

Kang flew into the sky.

He flew to the moon.

He flew through a cloud.

He slipped down a tree.

Kang woke up with a bang.

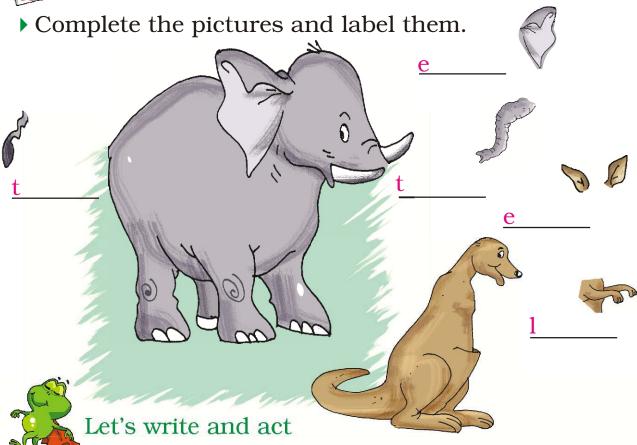


- old Close your eyes and hear your teacher say the following words: butterfly, myna, fish, elephant, kangaroo.
- 💘 With your eyes still shut, imagine that you are seeing these creatures.
- 왾 Open your eyes and move like they do.





Let's draw



- ▶ Fill in the blanks using the hint words given below.
 - 🧶 If I were a kangaroo, I would _____.
 - 🤱 If I were a tiger, I would _____.
 - 🙎 If I were a fish, I would _____.
 - 🙎 If I were a bird, I would _____

Now hop, roar, swim, fly like them.





oc - to - pus	el - e - phant
butt - er - fly	kang - ga - roo



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

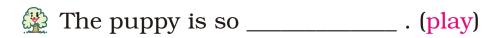




Add ful to the words given in brackets and complete the sentences.









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



Write five things you ca	n do. Start with
'I can'	
1. I can	
2	·
3	·
4	·
5	•
6. I cannot	_ but I can
7. I cannot	_ but I can
8. I cannot	_ but I can
Give yourself a big star	to the the thick that
For myself:	





Let's practise

M	M	0	h	9
7775				A.J.
9v	1	t	W	N
			AA	
1	<i>V</i> ,	X	Ŋ	8
	1 M		/1 //	



WANT

"I want to be big," says Little Monkey. "I want to be strong."

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

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

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

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

Little Monkey is happy.

An elephant comes down to the river.

He fills his trunk with water.
He blows it all over himself. "I
want to do that too!" says Little
Monkey. "BANG!"



Just like that, he grows a trunk.

He is very happy. "This is fun!" he says.

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

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

He is very, very happy.

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

He looks down.

He sees himself in the water.

"Mother!" he cries. "Help! A monster!"

"That's not a monster," says his mother. "That's you."

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

Little Monkey cries and cries.

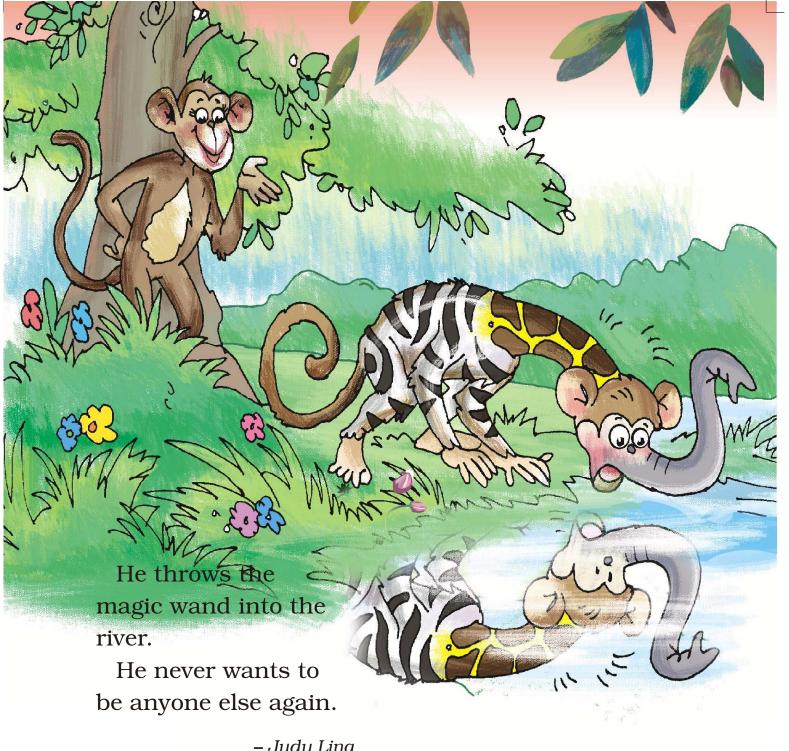
"I look AWFUL!" he says.

"I want to be myself again."

There is a POP, a BANG and a WHIZZ.

Little Monkey is himself again. He jumps for joy.





– Judy Ling

New words

strong, wand, wishes, blows, trunk, monster





Put a (✓) or a (×) against the following sen	ntences.
One has been done for you.	

J = = = = = = = = = = = = = = = = = = =	
The Little Monkey wants to be big and strong.	√
A wise woman does not hear him.	
She gives him a wand.	
The giraffe stretches his long neck.	
The elephant has no trunk.	
The zebra has stripes.	
The Little Monkey sees a monster in the river.	



Let's talk

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



Let's listen

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



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



Let's share

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















Let's act

- Act out the story. Play the parts of the monkey, the wise woman and the mother, in turns in the classroom.
- What would you do, if you had a magic wand?
 I would turn it round and round and turn a book into a ______.
 I would turn a dog into a ______.
 I would turn a pencil into a ______.
 I would turn you into a ______.





Say aloud

strong	stretch	string	stripes
school	skin	scold	scruffy
spot	spit	spin	spell
zebra	zoom	zip	Z00
giraffe	jump 🍒	joy	jelly
		3	



Let's find

gum

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



grow

give

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

girl

My favourite animal/bird is	·
I like it because	
I don't like it because	·
I think it looks like	





Word building

▶ Match the animal to its group -



a bee

a pride of lions





a cow

a flock of birds





a lion

a swarm of bees





a bird

a herd of cows





Let's write

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



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

ot <u>to</u> si <u>is</u> eh <u>____</u> gib ____

mih _____ sih ____ reh ____ nac ____

Look at the pictures, count and write.

Count and write	Add 's' to the names of the animals	Count and write
one giraffe	giraffe <u>s</u>	two giraffes
	elephant	elephants
	zebra	
	frog	





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

Share this verse with the class after the activity -

"So what if they are dark or fair, So what if they are tall or small, So what if they are 'this' or 'that', They are your children, And you love them for what they are." This is the thought that needs to be nurtured.

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

Develop listening skills

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

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

Develop vocabulary

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

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





Exposure to language

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

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

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

Develop writing skills

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

Develop the ability to follow directions



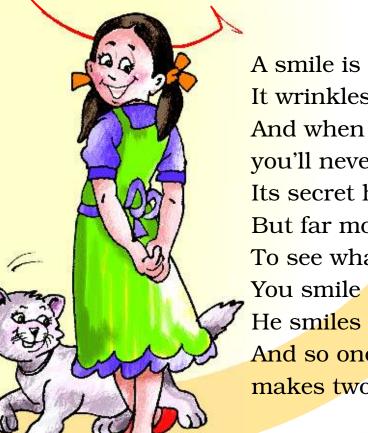
Have the children describe what they see in the top, middle and bottom shelf of a school cupboard. If you do not have a cupboard, let the class be involved in drawing or making one with a cardboard box and then paint the top shelf yellow, the middle—red and the bottom shelf—blue.



A smile makes everyone happy. Enjoy this poem.

SMILE





<mark>A smile</mark> is quite a fu<mark>nny t</mark>hing, It wrinkles up your face. And when it's gone you'll never find Its secret hiding place. But far more wonderful it is To see what smiles can do. You smile at one.

He smiles at you, And so one smile makes two.

New words

wrinkles, secret, hiding place



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





Reading is fun

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



Let's listen to a JOKE

I asked my mother for twenty rupees,

to see the lion jump the trees.

He jumped so high. He touched the moon

s and never came back till the end of Jun<mark>e.</mark>

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







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

walk more wrap joke

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

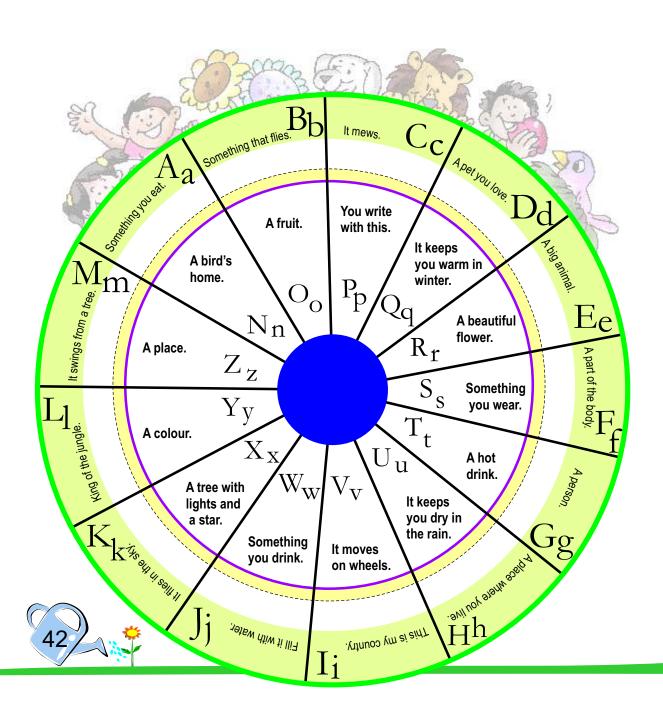
sm_le, k_te, m_ce, l_ne





Play the game with your partner. Close your eyes.

Tic Tac Toe, Round I go, If I miss, I'll take this.



Team Time

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





Sing with actions. Remember to keep smiling!

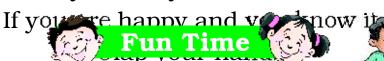
If you are happy and you know it, Clap your hands.





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

If you are happy and you know it, And you really want to show it,

















If you are happy and you know Converse Nod your head.

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

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

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

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

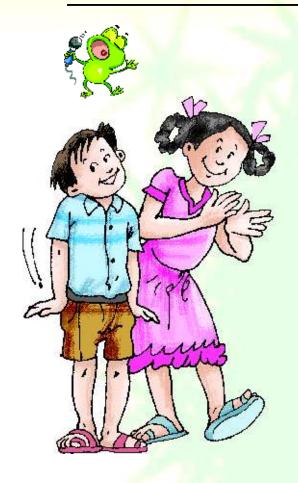








IF YOU'RE HAPPY AND YOU KNOW IT







Let's practise AMM 11111011 daay daay

THE WIND AND THE SUN

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

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

WIND (puffing his cheeks and blowing hard): Whooooooooooo...
whooooooooooo!
Whoooooooooooo...

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

WIND (blowing harder):
Whooooooooooooooooooo!



NO 0000 H

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

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

SUN: Now it is my turn.

Let me try. (He shines hard.)

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

SUN (shining harder): I will





make him feel hotter and hotter.

MAN (wiping his face): I must take off my coat!
SUN: Wind, I have won. I have made him take off his coat!

– Adapted from Aesop's Fables

New words

road, coat, quickly, stronger, cheeks, won





Reading is fun

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



Let's think

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

and share why you feel so?







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

bun hold boat fan sunny pot



▶ Here are some 'doing' words in the story

walking smiling blowing pulling

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

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

pulled took blew felt wanted started

One day the wind and the sun had a competition.

They ______ to make a man take off his coat.

First, the wind ______ hard. The man _____ his coat tightly round himself. Then the sun _____ shining hard. The man _____ hot and he _____ off his coat.



Look at these pairs of words with opposite meanings –

hot cold big small strong weak

Now write the opposites of -

good _____ tall ____

hard _____black ____

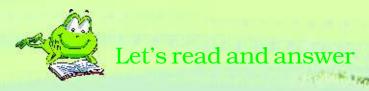
Crossword fun -

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



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





A Big Wind

A big wind is blowing.

Look, the leaves are flying!

The wind can blow trees down.

It can blow houses down.

My house is old.
Will it come down?

- ▶ Are these sentences Right (✓) or Wrong (x) ?
 - 1. The wind can blow down a house.
 - 2. The wind can blow down a field.
 - 3. The wind can blow down a child.
 - 4. The wind can blow down a tree.
 - 5. The wind can blow down a river.

Teacher's Pages



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

Develop listening skills

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

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

Group Time

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

Develop vocabulary

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



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

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

Exposure to language

Let children build words with - hot pot cot

Lead them to weave sentences using these words like -

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

Develop speaking skills

1. Sounds of words using: W — Whooooo, Watch, Water, Wall, Warm.

V — Van, Violin, Very, Vet

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

When we say 'W' the lips go round and do not meet. Conversation based on 'Role-play'.

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

Develop writing skills

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

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

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





Let's recite this poem

RAIN

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

- Robert Louis Stevenson

New words

field, umbrellas, ships



Reading is fun

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



Let's talk

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



Let's listen

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





COUNTING CLOUDS

▶ Complete the story

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

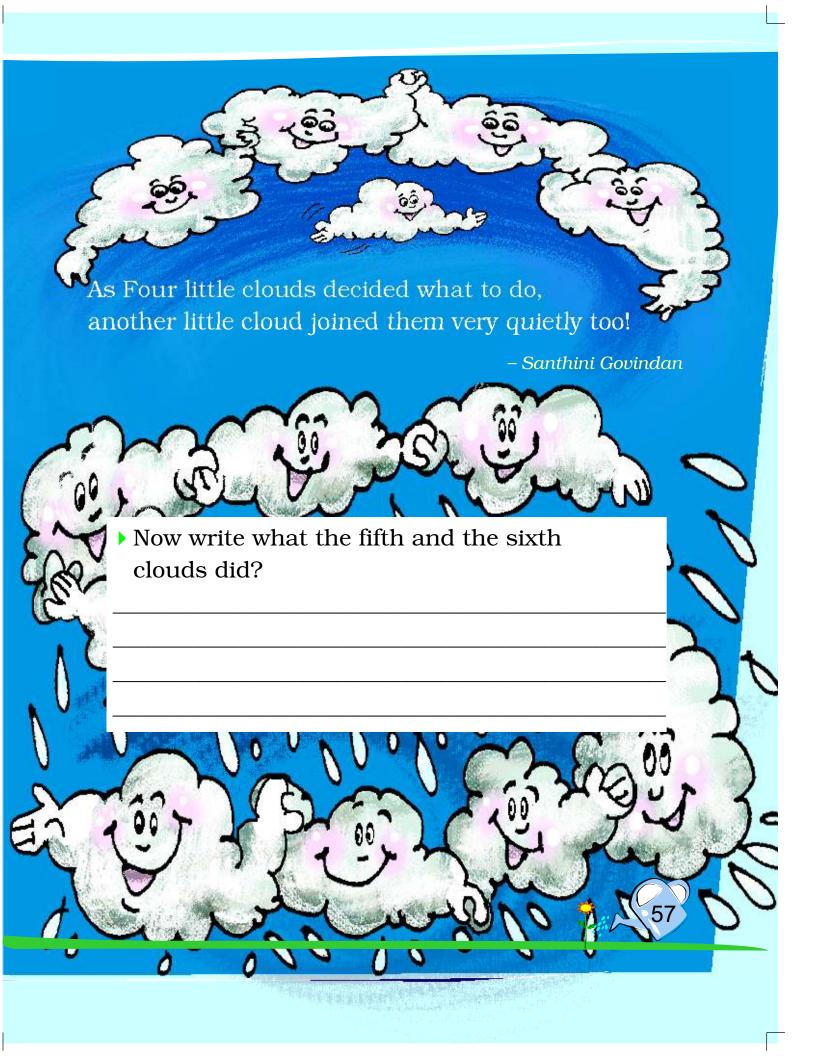


As Two little clouds danced in the sky so blue, Another little cloud asked, "Can I join you?"



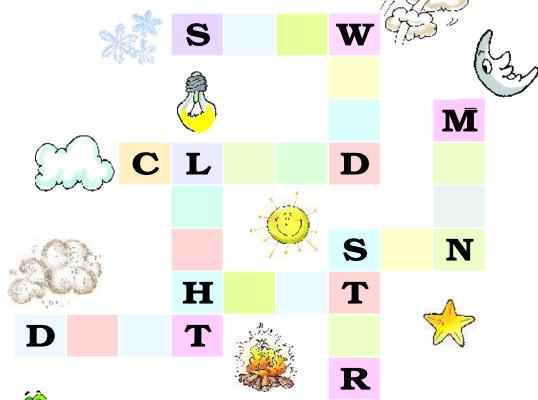
As Three little clouds held hands in the sky, the wind blew another little cloud very close by.





Word fun

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





Let's share

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





Who am I?

I go up and down a lot,

Whether it is cold or hot.

Sometimes I am on the ground,

Other times I am in the clouds.

My name rhymes with daughter,

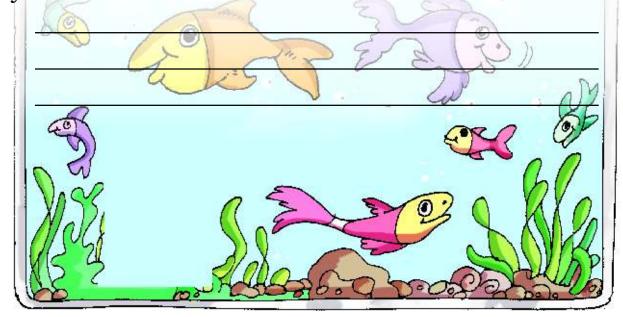
I am your friend named



Answer: Water

Fish tank

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

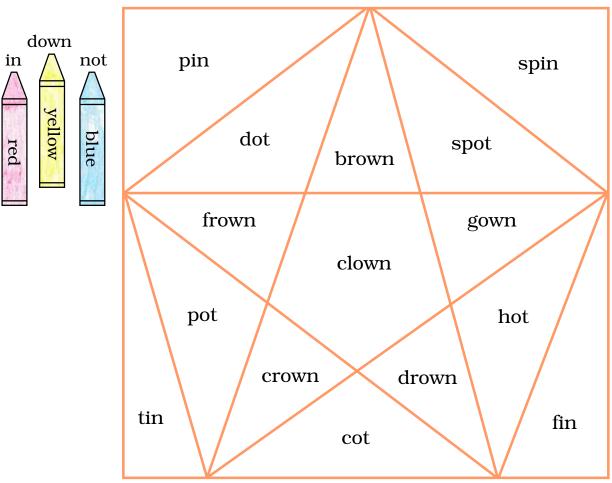


Let's sing

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



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

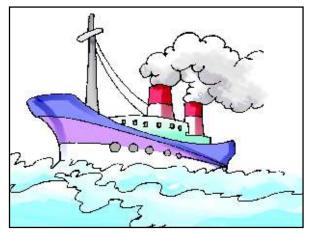




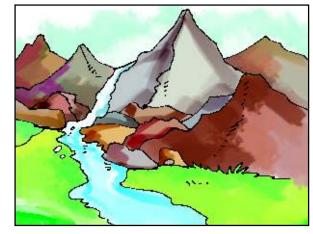


Look at these pictures and fill in the blanks from the words in the box.

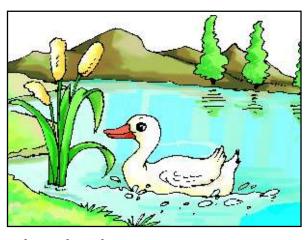
river pond sea lake



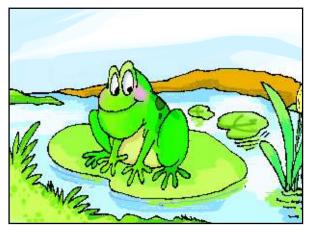
The ship is sailing on the



The _____flows from the mountain.



The duck is swimming in the _____.



The frog lives in the

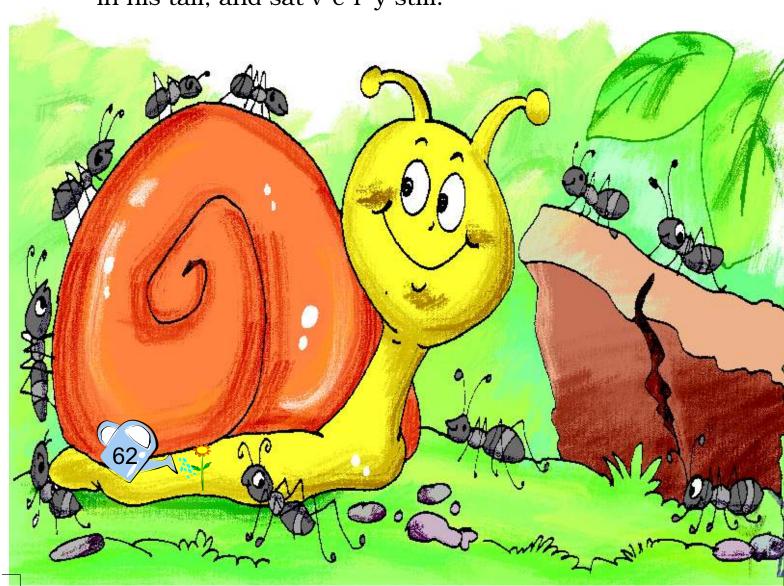


STORM IN THE GARDEN

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

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

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



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

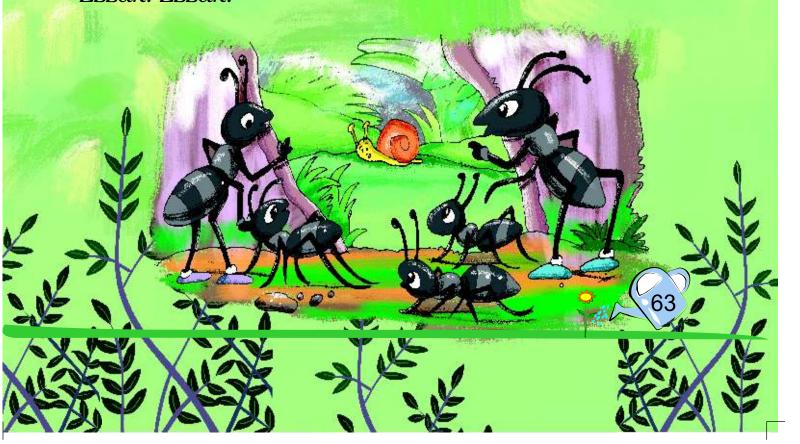
Oh, but where were the ants? Sunu-sunu stuck out his feelers and looked for them. They were hiding under a flower pot.

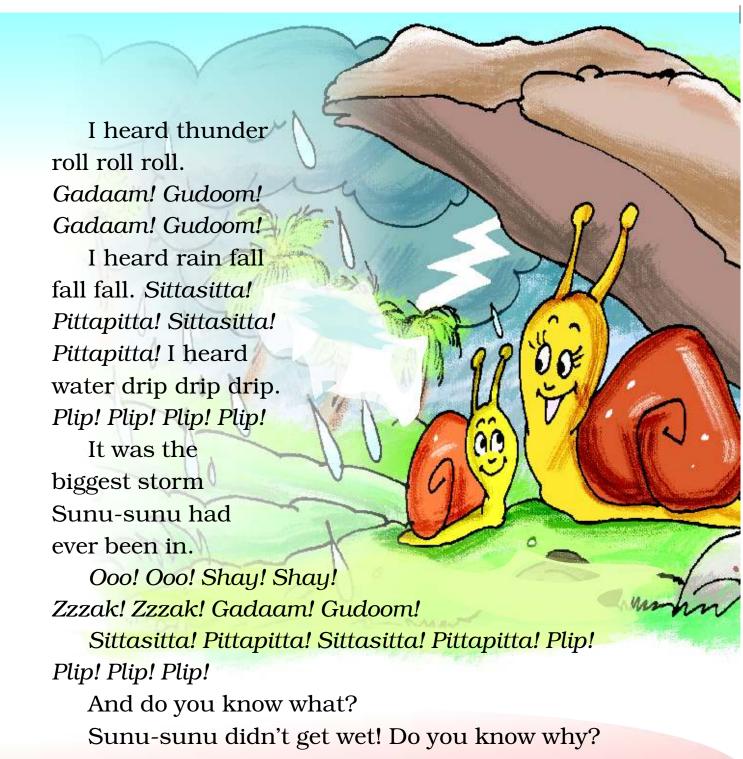
Go home Sunu-sunu, the ants cried out. Hurry, hurry, your mother will worry. Sunu-sunu went to his mother where she sat under a stone near the well.

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

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

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





- Sandhya Rao

New words

snail, dark, feelers, storm, lightning, thunder





Answer the questions

Who was Sunu-sunu?

Who was Sunu-sunu visiting?

Where were the ants hiding?

Did Sunu-sunu get wet?

Let's talk

Do you go for morning walks?

Have you ever seen ants in the garden?

Watch and see where they go and what they carry to their holes.



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

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





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

in on under behind over



The cat is jumping the wall.



The cat is _____the box.



The cat is _____the door.



The cat is _____ the stool.



The cat is _____the suitcase.







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

I bounce my ball, I bounce my ball,

I bounce my ball on each fine day.

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

I fly my kite, I fly my kite,

I fly my kite on each fine day.



Let's practise

rain rain rain

tree Disse

coat soat soat

ship dip

field in a

play May

Teacher's Pages



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

Developing listening skills

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

For listening skills

Play the recorded sounds/use class facility

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

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

Develop correct pronunciation

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

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

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

Develop speaking skills

- ? Try to build up the vocabulary of the children on the different sources of water.
- ? Other than earthworms and snails discuss with them all the creatures that crawl e.g. snakes, lizards, crocodiles etc. What are their eating habits?
- ? Frogs have webbed feet their feet are their gumboots. Name a few water birds that have webbed feet.
- ? Discuss with them the need for drinking clean water. What are the different methods used to conserve and clean dirty water. Guide them to describe the uses of water.
- ? In the poem 'The Rain' green grass is used. This word 'green' says more about grass (the naming word), involve children in describing the colours of objects in their class, e.g. red bag, black shoes, etc.



- ? Introduce children to the following rules
 - 1. Take turns
 - 2. Listen quietly
 - 3. Speak clearly

Group activity

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

Develop writing skills

Before writing the exercise on prepositions -

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

Ready to follow instructions

Introduce children to "talking on the telephone" using polite words

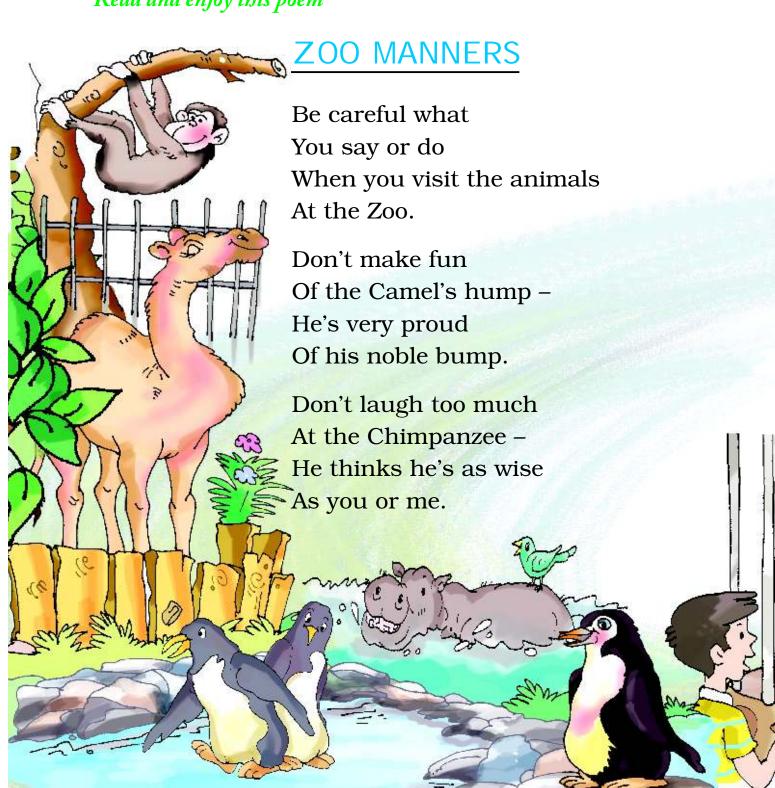
Cardboard/tin boxes can be used to make mock phones in the class. Let two children take turns to speak on the phone to each other.

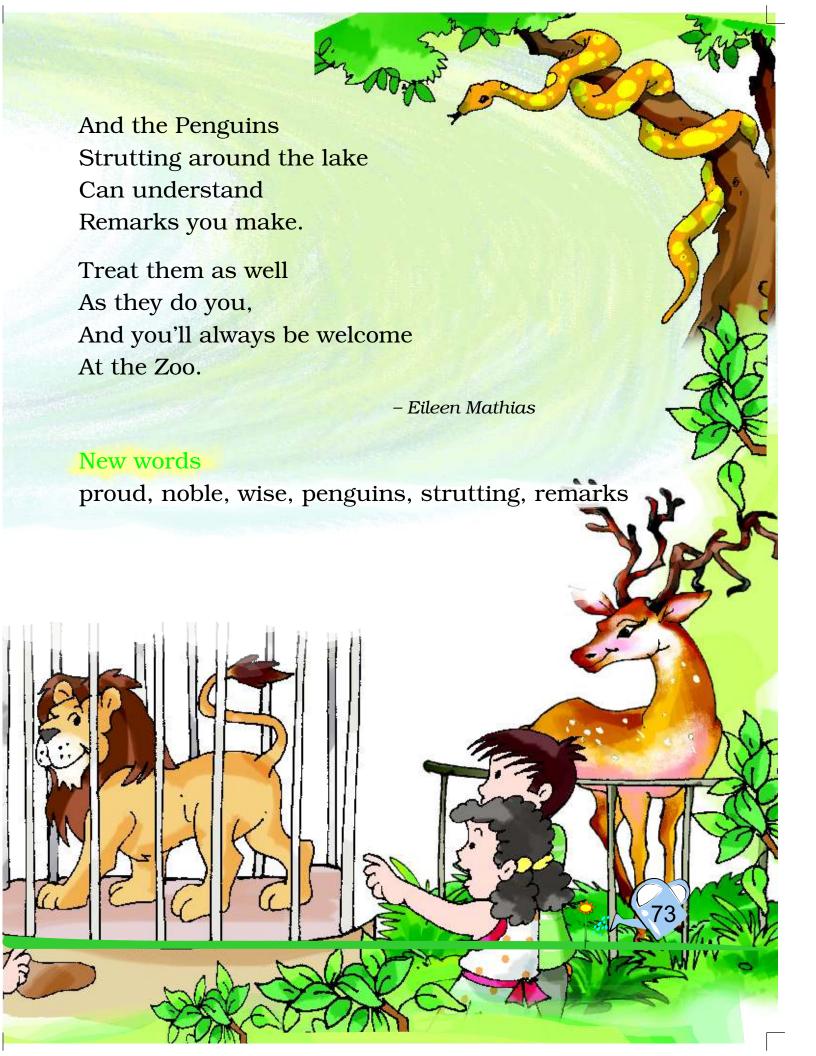




Unit-5

Read and enjoy this poem







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



Let's talk

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



Let's listen

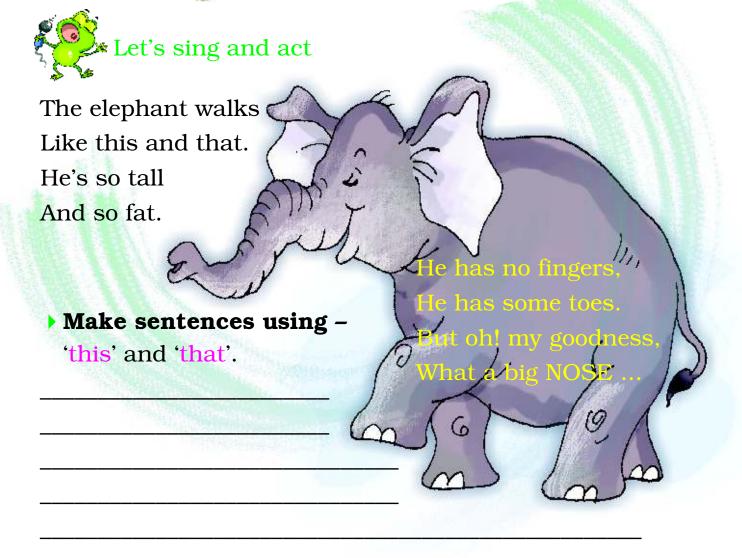
Listen and put a tick (✓) against the words that the teacher says –

it	at
think	thank
fun	fan
much	match
well	wall













A visit to my village

Fill in the blanks with the words from the box.

	0	grandmother				
In Jun	e we we	ent to a				1970
where	my		li	ves. She	e has a	farm.
On her	farm tl	here are mar	ny anir	nals. Th	ere are	two
			a			with
its			, thi	ree	—— T	
one		a	s well a	as a		
and a _				Every	mornin	ig she
feeds h	er anin	nals with	, = # 		-	
or				drink w	ater fro	om a
76		on t	he far	m.		

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

lines flowers buzzed two bee buzzed

This is a _____ . It has ____ on its wings. It has _____

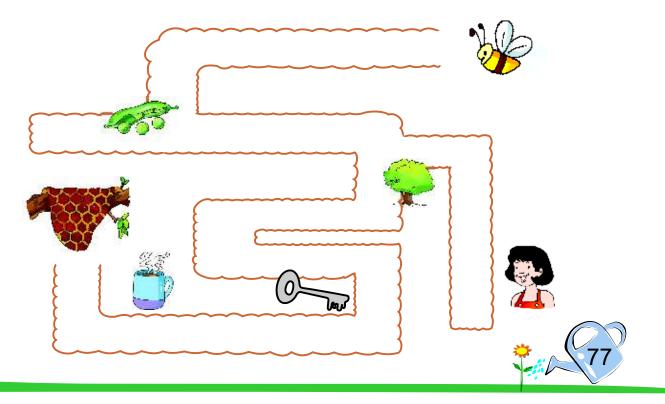
antennas. It buzzes round the ______ . It

_____ and ____ and came to the zoo.

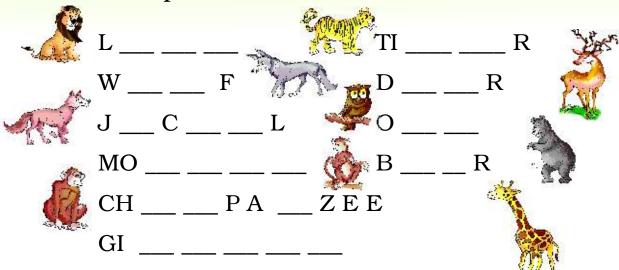


Let's do

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



Look at the pictures and fill in the blanks.

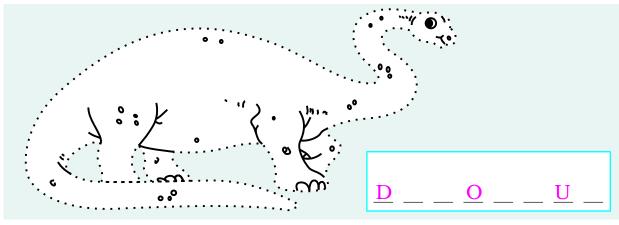


Let's make the noises that animals make.

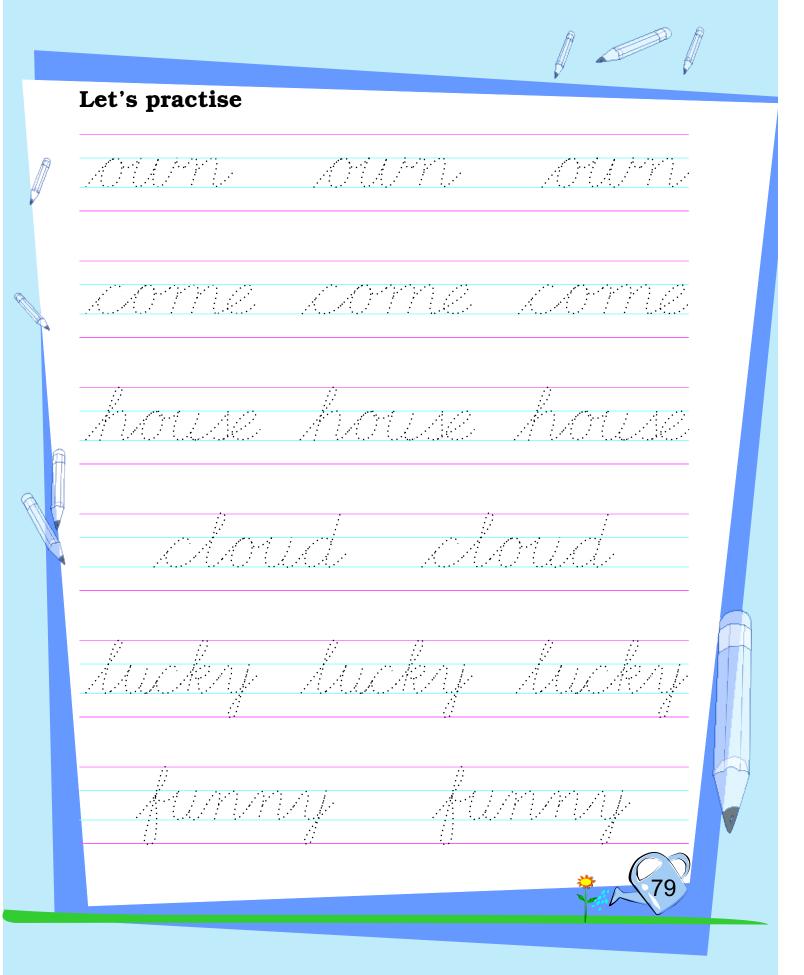
Roar like a lion. Bark like a dog. Neigh like a horse. Moo like a cow.

Quack like a duck. Chirp like a sparrow. Bleat like a goat. Chatter like a monkey. Grunt like a pig. Hiss like a snake.

Join the dots. Complete the name of the animal.







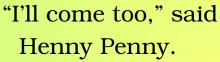
Funny Bunny

One day, a nut fell on Funny Bunny.

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

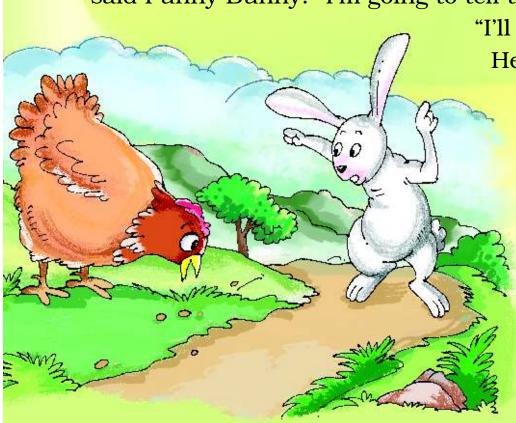
On the way, he met Henny Penny. "The sky is going to fall,"

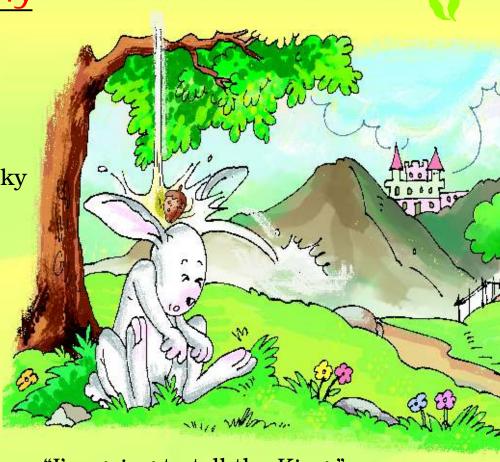
said Funny Bunny. "I'm going to tell the King."

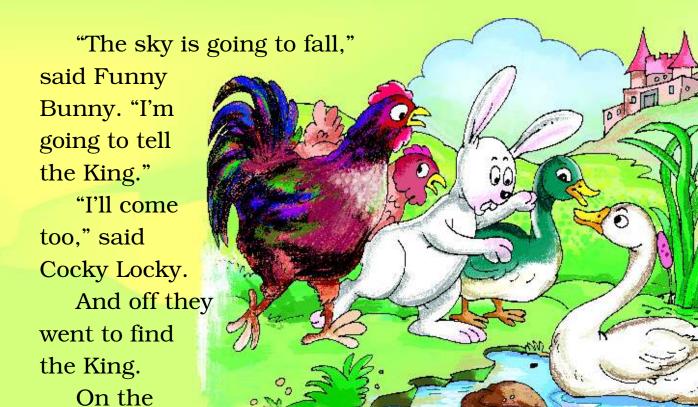


And off they went to find the King.

Soon they met Cocky Locky.







way, they met Lucky Ducky.

"The sky is going to fall," said Funny Bunny.

"I'm going to tell the King."

"I'll come too," said Lucky Ducky.

And off they went to find the King.

On the way, they met Poosey Goosey.

"The sky is going to fall," said Funny Bunny.

"I'm going to tell the King."

"I'll come too," said Poosey Goosey.

And off they went to find the King.

On the way they met Woxy Foxy.







"The sky is going to fall," they all said.
"We're going to tell the King."

"The King lives here," said Woxy Foxy.
"Follow me."

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

New words

nut, ouch, met, I'm, I'll, off, we're





- One day, _______ (a nut/the sky) fell on Funny Bunny.

 Funny Bunny wanted to tell _____ (the king/the cock/the sky) what he saw.

 Who said these words in the story?

 "Ouch! The sky is falling down."

 "I must tell the King."

 "The King lives here."
- ▶ What happened to all the animals in the end?



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





ouch pouch couch

follow hollow swallow down town frown

bray clay sway



Let's write

Circle the odd one out.

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

Find the opposites of the given words and make sentences.

fa

fat _____ fall





start ____

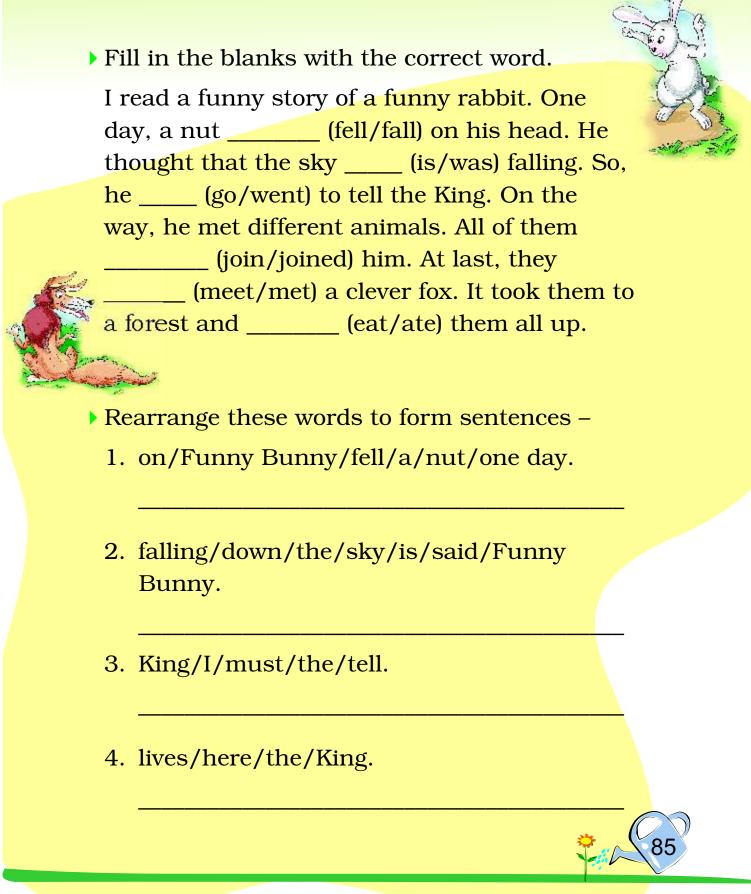


come _____



big





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

 For example : Fell
 Tell

 down

 met

 way

Tell
king

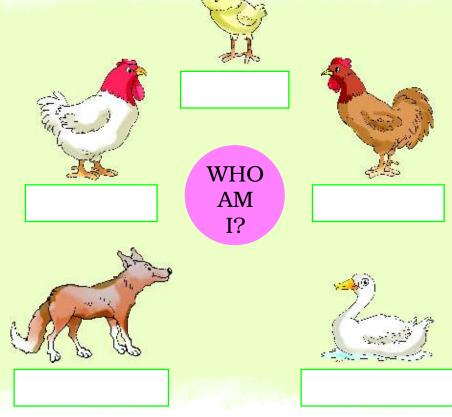
soon

bat



Let's do

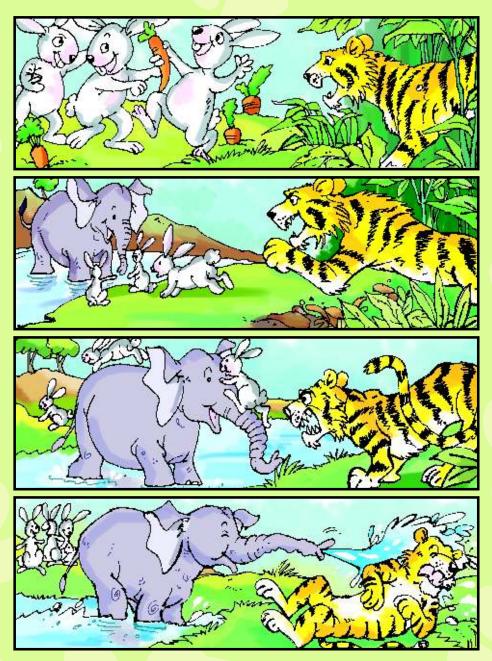
Look at the pictures. Give the animals the right names.





PICTURE STORY

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



Teacher's Pages



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

Develop listening skills

Read the text.

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

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

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

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

Develop pronunciation

Say aloud with children words like -

do	Z 00	lake	make
hump	bump	loud	proud
funny	bunny	henny	penny

Exposure to language

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

Develop speaking skills

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



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

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

Develop writing skills

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

Getting ready to follow instructions

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

Say the poem together 'Hello and Good bye'—

All: Hello and Good bye

Group Red

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

Good bye to the ground, Hello to the sky.

Group Blue

Hello rain, Goodbye to the Sun

All: Hello and Goodbye.

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

Umiteó

Read and enjoy this poem

Mr. Nobody

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



New words

quiet, mischief, everybody, agree, nobody



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



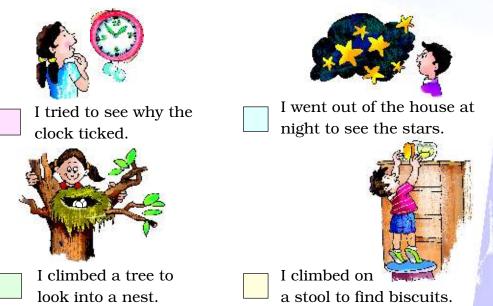
Let's talk

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



Let's share

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







- ▶ Say aloud and circle the rhyming words
 - 1. A mouse ran into the house.
 - 2. I can see the little bee.
 - 3. That was a fat cat.
 - 4. Give me a handkerchief. Don't do any mischief.



Let's draw

Make groups of five children each. Each group takes a big chart paper -

• Each group draws a Mr. Nobody.

The first child draws Mr. Nobody's head.

• The second child draws his clothes.

- The third child draws the arms.
- The fourth child draws his legs.
- The fifth child draws Mr. Nobody's hair.
- Look at Mr. Nobody. Isn't he a funny man? Colour him.



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

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

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

_____ body, ____ body, ____ body.

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

Mr. Dinesh Dixit

Ram wrote his mother's name like this -

Mrs. Sneha Ramdas

Write your father's name as Seema did.

Write your mother's name as Ram did.

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



The Zigzag Boy

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

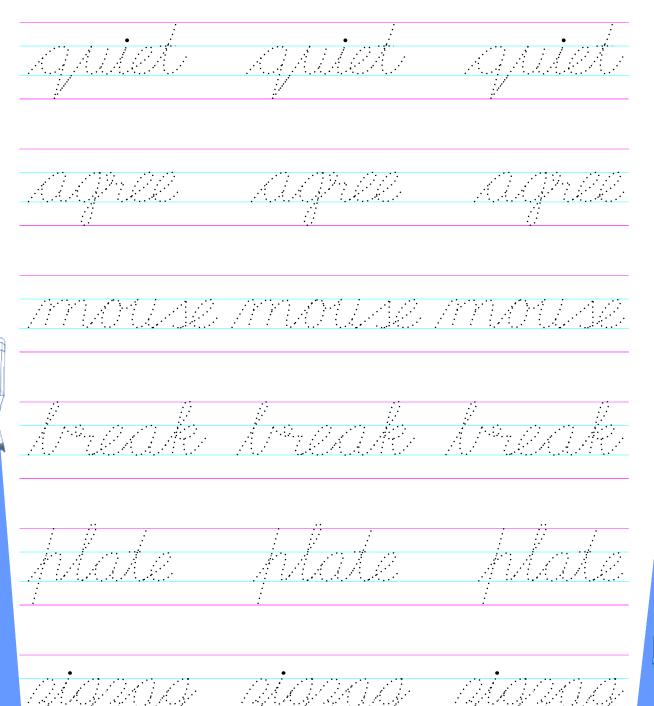
If you are not a zigzag child,
You'll have no cause to say
That you forgot, for you will know
Where things are put away.

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





Let's practise



Curlylocks and the Three Bears

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

"Is anybody in?" she asked.

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

walk.

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

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



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

Curlylocks was hungry. She ate the porridge from the big bowl. It was very hot. She ate from the middle size

bowl. It was too cold. She ate from the tiny little bowl. It was just right.

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

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

The big bed was very



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

Curlylocks fell asleep in the tiny little bed.

The Bear family came back.

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

"Somebody ate my porridge too!" said Mama Bear.

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

The Bear family went to the bedroom.

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

"Somebody slept in my bed too," said Mama Bear.

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

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

– Adapted from Goldilocks and the Three Bears

New words

curly, cottage, bowl, porridge, hungry







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



Reading is fun

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



Let's talk

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





Let's act

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

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



Let's write

The Bear Family



Papa Bear

Mama Bear

Baby Bear

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



The word curly and hungry tells us about Curlylocks. Can you find some more words which describe The Bears and form them into sentences of your own.
• Write five lines on My Family.
Let's listen and enjoy A soiler went to see see
A sailor went to sea, sea, sea. To see what he could see, see, see.
But all that he could see, see, see, Was the bottom of the deep blue sea, sea, sea.
Make sentences with sea and see, tail and tale. 1
2
4

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



Write about all the things kept in the wrong places.

A ball _____ Papa Bear's plate.

A flower _____ Mama Bear's plate.

A plant _____ Baby Bear's chair.

▶ What else do you see in the picture?



Teacher's Page



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

Develop pronunciation

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

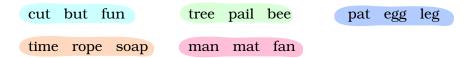
Reinforce understanding of the way words like *big*, *middle* and *tiny* and phrases help the reader follow and visualise the action of a story.

Develop speaking skills

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

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

Circle two words in each group that rhyme



Develop writing skills

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



Unit-7

Recite this poem

On My Blackboard I can Draw

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



Reading is fun

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



Say aloud

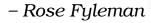
V#		
draw	drain	drip
brown	brain	brick brick
4.1	.1	
three	throw	thread
grow	grapes	grey ==



Let's listen

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

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







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

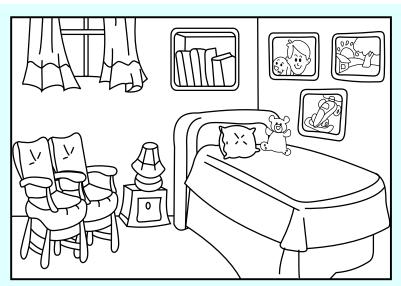
This is my _____.

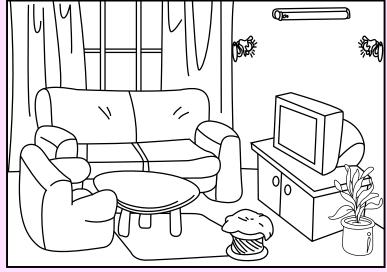
It has ____ window.

The colour of my
bed is _____.

There are ____
pictures on the

wall.





This is a _____.

It has _____ here.

It has ____ here.

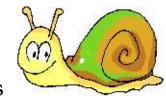
It has ____ table.



Using the pictures as clues fill in the blanks –



He is as busy as a



Raj is as slow as a





My hair is as black as

Ask your friend to -



keep his mouth wide open



keep his mouth half shut



keep his mouth fully shut

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



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



The boy is running very fast.

The boy is walking very _____.



The clown is very happy.

The clown is very _____.



The girl is walking on a loose rope.

The girl is walking on a _____rope.

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

For example:

buffalo	buffaloes	baby	babies	knife	knives
hero		fly		wolf	
potato		lady		loaf	



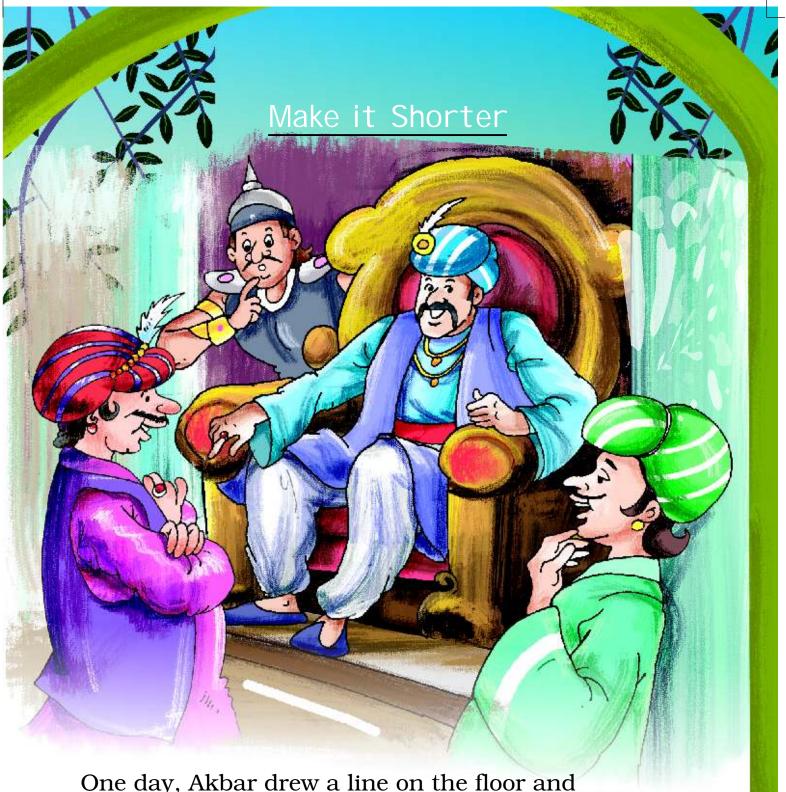
Can you crawl like a baby? Crawl... crawl...



Can you hop like a grasshopper? Hop... hop...

Can you zoom like an aeroplane? Zoom... zoom...





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



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

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

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

Discuss with your partner what Birbal would do.

Now read further -

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

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

New words

order, rub, puzzle, erase, court





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



Which letters cannot be heard when we say the words?

short	shorter
bright	brighter
dark	darker
light	lighter
big	bigger
fast	faster





- Discuss with your partner and draw pictures to show the following –
- 1. The ball on the left side is bigger than the one on the right.

Left

Right

Rita

Radha

- 2. Rita is shorter than Radha.
- 3. Raghu's basket is heavier than Ratan's.

Raghu

Ratan

4. Rajat is taller than Raj.

Rajat

Raj



Picture story

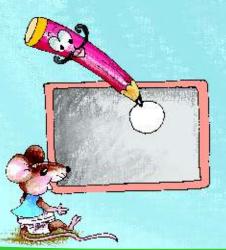
The mouse and the pencil

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

"I'm going to bite you,"
said the mouse. And he bit
it hard.

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

"Very well," said the mouse.



The pencil drew a big circle.

"Is that a cheese?" asked the mouse.

"We'll call it a cheese," said the Pencil and it drew three little circles inside the big one.



"That's an apple," squeaked the mouse.

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



"Why, those are cucumbers," said the

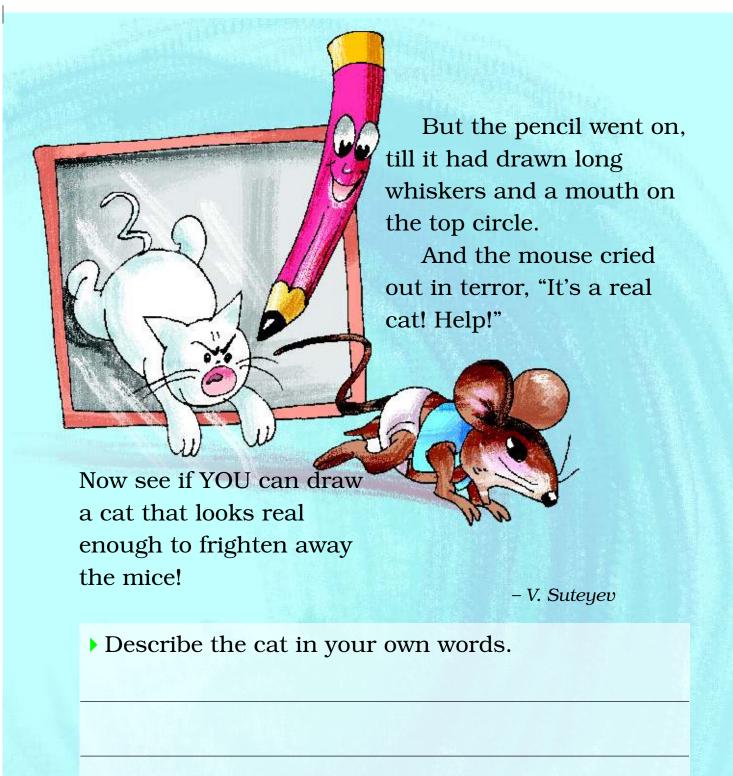
mouse, licking his lips.

"I wish you'd hurry. I simply can't wait to get

my teeth into them!"

The pencil drew two little triangles on the top circle. "Oh, oh!" squeaked the mouse. "Now you've made it like a cat! Don't go on!"





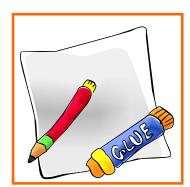


Let's make

A PENCIL CAP

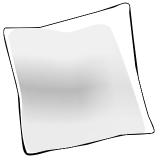
Material required -

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



Method -

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





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

Apply glue to the outer edge and stick it.

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



Let's practise

A cat on the mat.

A cat on the mat.

A cat on the mat.

A sation the mat.

A sout on the mat.

Teacher's Pages



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

(a)	What will come next?
	<pre>= ?</pre>
Giv	ve the children more creative experiences that enrich their personalities.

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

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

Develop listening skills

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

Develop vocabulary

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

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

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

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



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

Develop reading skills

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

Let the class

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

Getting ready to follow instructions

Circle the words that name things –

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



Unit-8

Read and enjoy this poem

I am the Music Man

I am the music man,
I come from far away,
And I can play.
What can you play?
I play the piano.
Pia, pia, piano, piano, piano,
Pia, pia, piano, pia, piano.

I am the music man,
I come from far away,
And I can play.
What can you play?
I play the big drum.
Boomdi, boomdi boom,
Boomdi boom, boomdi boom.







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



Let's talk

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





Say aloud

piano
pin
pail

van valley vote wind wet wild

Sing this song aloud together. Make up a tune.

Heigh-ho

Heigh-ho! Heigh-ho!
From home to school we go!

Just keep on singing

All day long

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





Make sentences using words from the table –

For example: A farmer works in the field.

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

Now write the sentences here –		
1.		
		
6.		
7.		



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



Change these words fr	om singular	to plural.	
bench			
brush			
glass			
box			
bus			
tomato			
deer			
sheep			
tooth			CONT.
goose			
woman			
mouse			
OX			
child			
man			
class			

The Mumbai Musicians

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

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

MUMBAT

become too old."

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

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

On the way he met a dog.





"Where are you going?" asked Doopu.

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

"Yes, I would," replied Doopu.

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

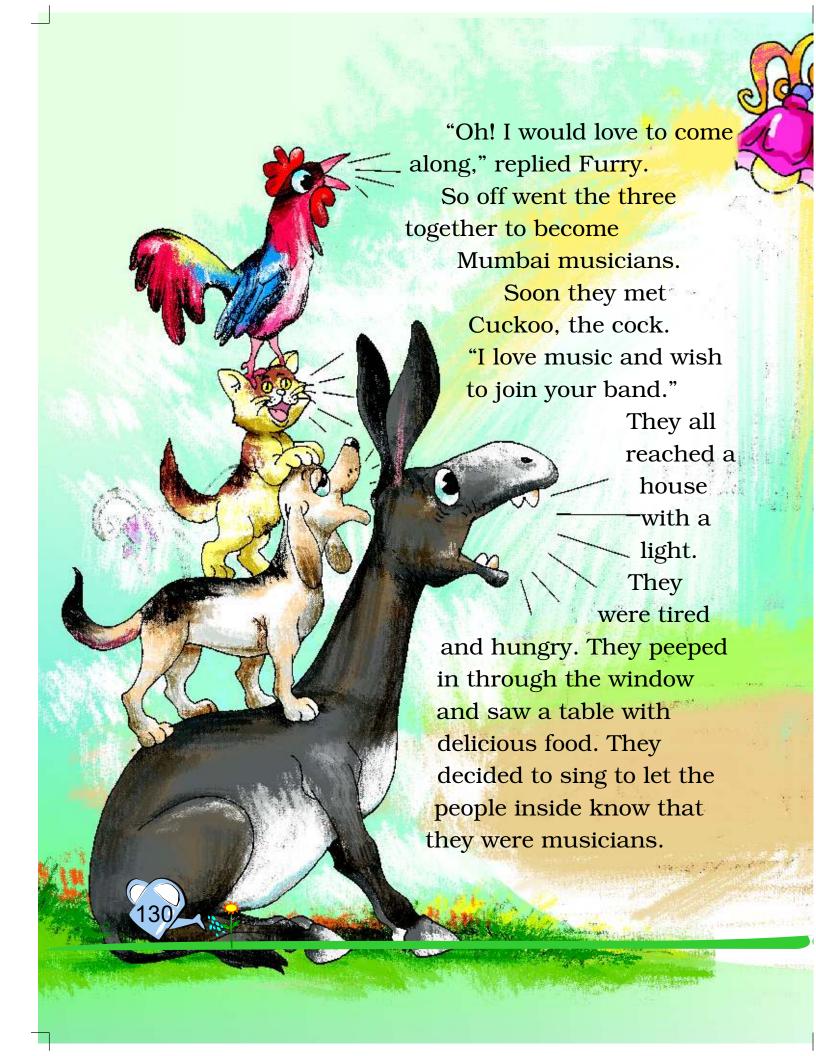
They saw a ball of fur in the middle of the road.

"Who are you?" they asked.

"I am Furry, the cat," said the cat.

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







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

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

– Adapted from The Bremen Town Musicians by Grimm

New words

tired, musician, peeped, delicious, ghosts, scare



Reading is fun

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



Let's talk

If you were to join the animal band, which animal would you want to be? Create the sound of that animal. Get together with your friends. As a group create the sound of the animal each one of you wants to be.



The donkey saw a ball of fur and it was a cat. If you were to see a big ball of fur what could that be?



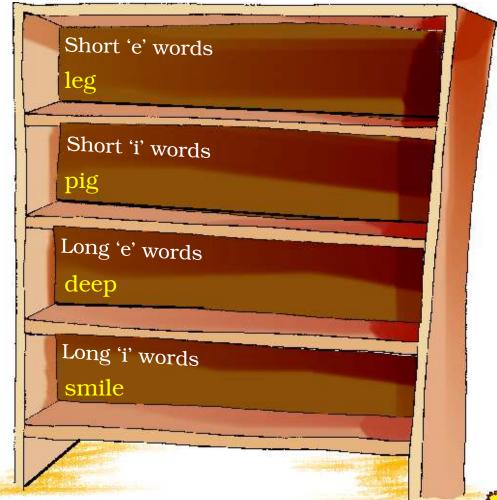
Let's sort out these words -

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

words aloud.



bell line lip
hill deep meal
street kite well





Do you play any musical	instrument?
Yes, I	
If no, which instrument	do you want to learn?
I would	
Add the word of the opposentences.	osite gender in the given
Anju's mother and	came to the school.
My uncle and Monday.	came to visit us on
The lion and l	ooked lovingly at th <mark>eir cub.</mark>
The King and	sat on beautiful thrones.
The <mark>man is running</mark> and	the is walking.

My grandfather and _____ went to



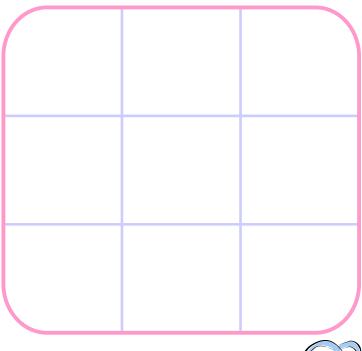
the market.



Let's play Bingo -

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

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





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





String Instruments that you play with finders Staments that you blow into



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

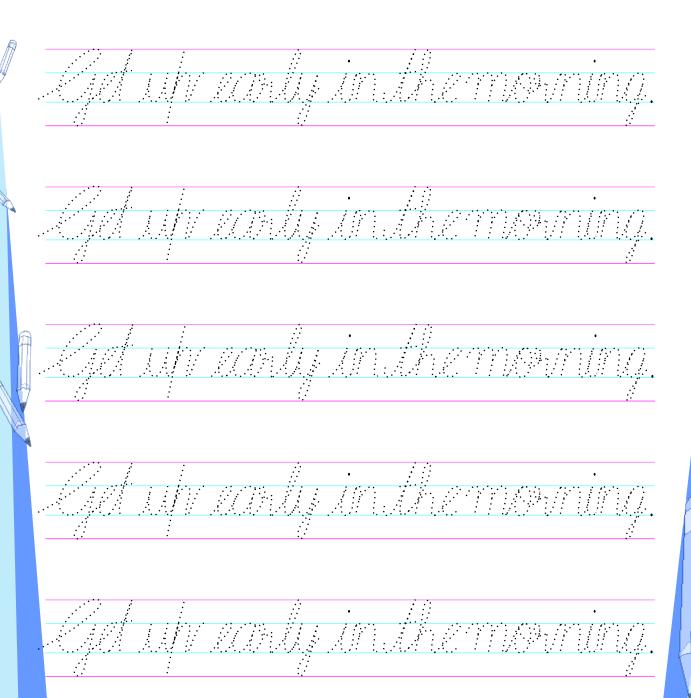
Make your own Jaltarang

- Get six to ten bowls of the same size and shape.
- Pour water into the bowls.
 Keep the water at different levels.
- Use two pencils and strike the rim of the bowls to make musical sounds.
- The word *Jaltarang* is made up of two words *Jal* water, *tarang* music. Now make new words by joining two words. One has been done for you.

newspaper news + paper bath + room school + bag time table tooth + paste foot ball neck + lace car pet some + one



Let's practise





Teacher's Page



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

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

Develop listening skills

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

Raising awareness

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





Do you have a grandparent who does things for you? Let's read about the Granny in this poem.

Granny Granny Please Comb my Hair

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

You always take such care.

You put me to sit on a cushion Between your knees;

You rub a little coconut oil, Parting gentle as a breeze.

... Granny

You have all the time in the world,

And when you're finished

You always turn my head and say,

"Now, who's a nice girl?"

– Grace Nichols

New words

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



Reading is fun

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



Let's talk

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





Let's share

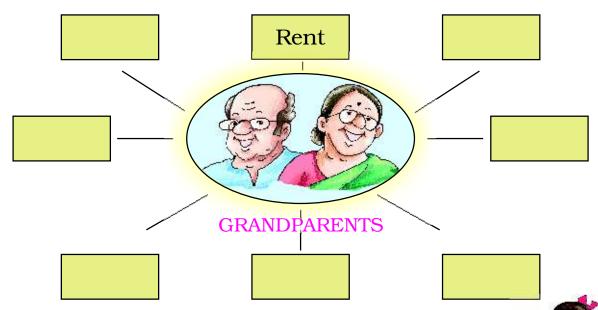
- What do you call 'Grandmother' in your language?
- ▶ What do you call 'Grandfather' in your language?
- ▶ Do you know any old people? Can you name them?
- ▶ How can you make them happy? Discuss with your class.
- ▶ Have you ever gone out with your grandparents?





Word building

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



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

It, I, He, She, My, You

1. Meena is playing with a doll. ____ is a girl.

- 2. Ram is climbing a tree. ____ is a boy.
- 3. Do not eat that mango. ____ is not ripe.



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

	- and	7	1_
I nur			
laiv		i	
	1		
	1/1		
			89

100
THE RESERVE
1 7 m
8.4 ~ 1) 🖊

Fun Time

Make a Thank you card for your grandparents.



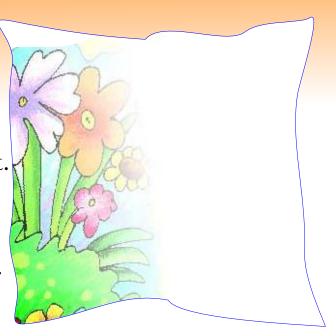
You need -

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

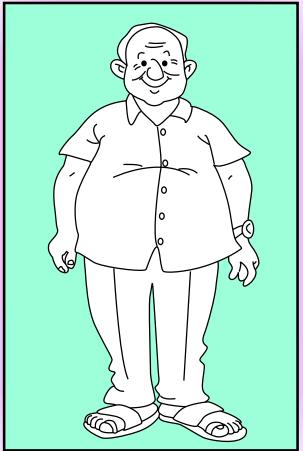


Make it this way -

- 1. Fold the paper into two.
- 2. Draw or stick pictures on it.
- Write a message inside.
 Begin with Dear
 Grandfather/Grandmother.



Activity time



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

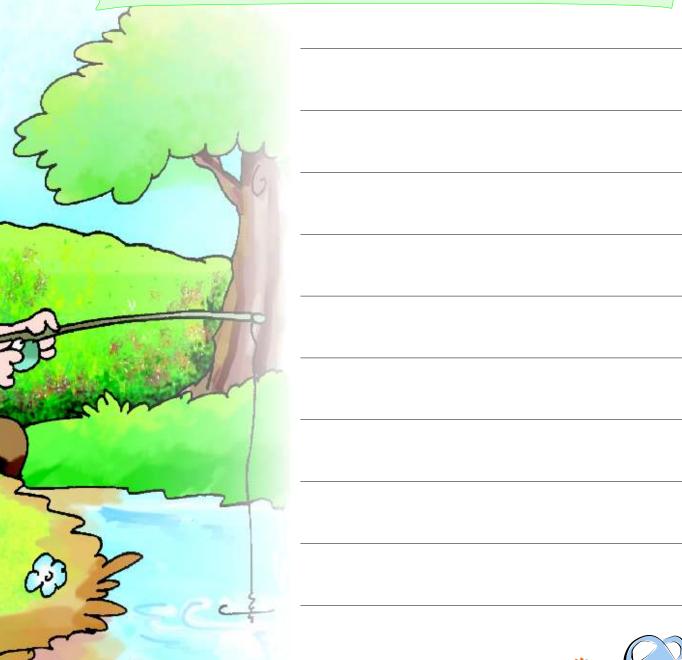


A Picnic

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



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

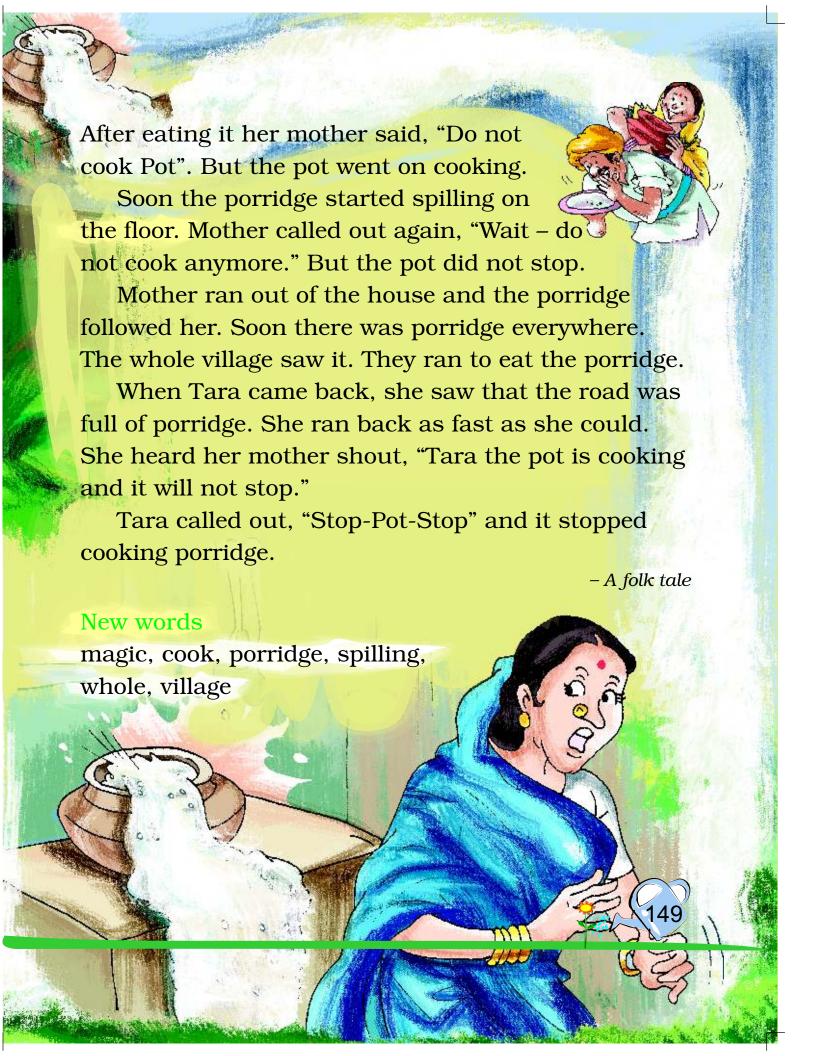






One day, when Tara had gone out, her mother felt hungry. She said to the pot, "Cook-Pot-Cook". The pot started cooking porridge.







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



Let's talk

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



Say aloud

~	
pot 🤇	caught
dot	bought
cot	taught
hot	fought





Fill in the blanks with a, an or the
Once there was beautiful garden.
condon load and troo
garden had apple tree,
orange tree and guava tree.
The state of the s
In garden lived big giant. giant
did not like children to play in garden.
giant used to eat fruit every day from
garden. But he did not share these with
STR. STR.
children. So his garden dried up.
151



Word building

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

k	 	
p		
t	 	
m	 	



Let's eat

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

You need - Milk, porridge, sugar

1. Take hot milk.



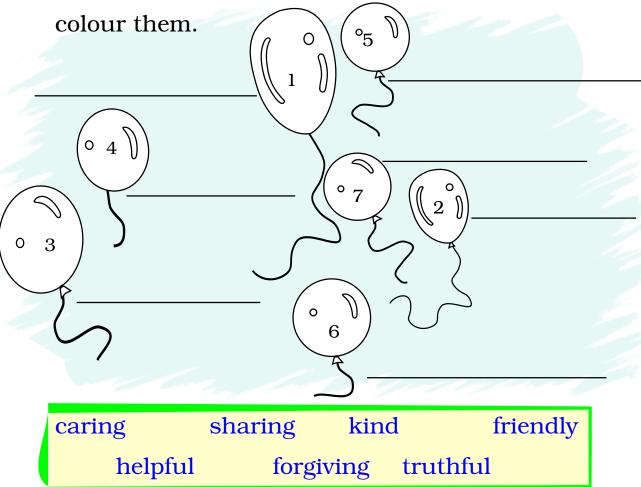


- 2. Add cooked porridge.
- 3. Add sugar and eat it.

Repeat this recipe in your language to the class.



It is your friend's birthday. For decoration in her party you are presenting a bunch of balloons to her. These balloons are your friendship balloons. Choose a name for each from the box and



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



Loving Grandfather



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

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

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







He does not even go out!"

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

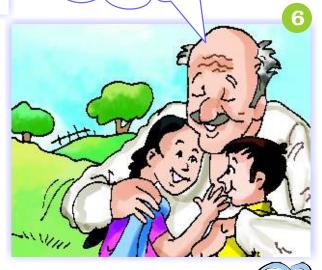


I can see grandpa's friends. Let us talk to them!

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

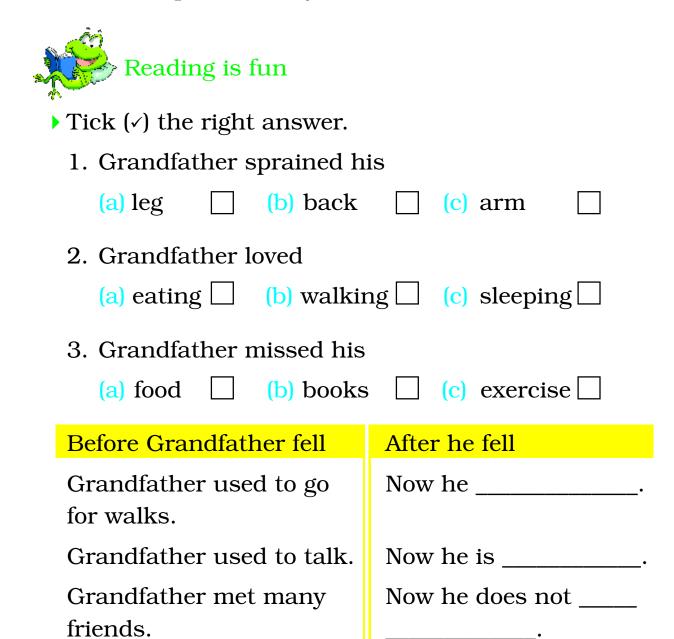
Thank you, my children, for taking me out in the fresh air. It's been a long time I have been with my friends or for a walk.

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





Read the picture story aloud (3 students).







Let's practise

A pen and a hen.

A PRODUKT ARTICLE ARTICLE

A from amala hom.

A Juniana and a horre

A frem and a hem.

Teacher's Pages



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

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



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

A few classroom suggestions

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

Raising awareness

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





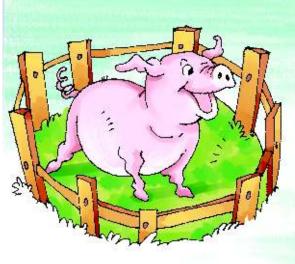


Enjoy this poem about our animal friends

Strange Talk

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

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



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

Three pups lived in a kennel, And loved to make a row,

And when they meant, "May we go out?" They said, "Bow-wow! Bow-wow!"



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

– L.E. Yates

New words

instead, lack, sty, kennel, row, meant



Reading is fun

- Are these sentences true or false?
 - A little green frog said, "Quack-quack."
 - A little pig loved to make a row.
 - A duck only said, "Croak-croak."
 - A pig cried aloud, "Wee-wee."



Let's talk

- Seema talks a lot and her brother calls her talkative. Do you think Seema should talk
 - when the teacher is teaching in class?
 - on the playground?
 - while she is eating?
 - when Mother asks her about what happened in school?



Answer yes or no





Complete the questions with the words in the box –

Will	Can	What	How	Where	When
1		ic vor	ır nome	2	
1.		is you	п паше	•	
2		old ar	e you?		
3		do yo	u play?		
4.		do yo	u live?		
		-			
Tick (_*) the c	orrect wo	ord.		
• We d	id not (shoot/sl	nout) in	the class.	
• Do yo	ou like	to drink	(water/	voter)?	
• He (t:	ired/tri	ied) to cli	imb the	tree.	
• Will y	you (ple	eace/plea	ase) help	o me?	
I can	(see/s	ea) with	my eyes	S.	

Make sentences	using	the	following	words.
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1. IS		
2. Are		



3. Have			
4. Has	 	 	
5. Had			

Write	five	lines	on	My	Pet



Now lets enjoy this poem.

The Wise Old Owl

A wise old owl lived in an oak; The more he saw, the less he spoke;

The less he spoke, the more he heard.

Why can't we all be like that wise old owl?



Picture story

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







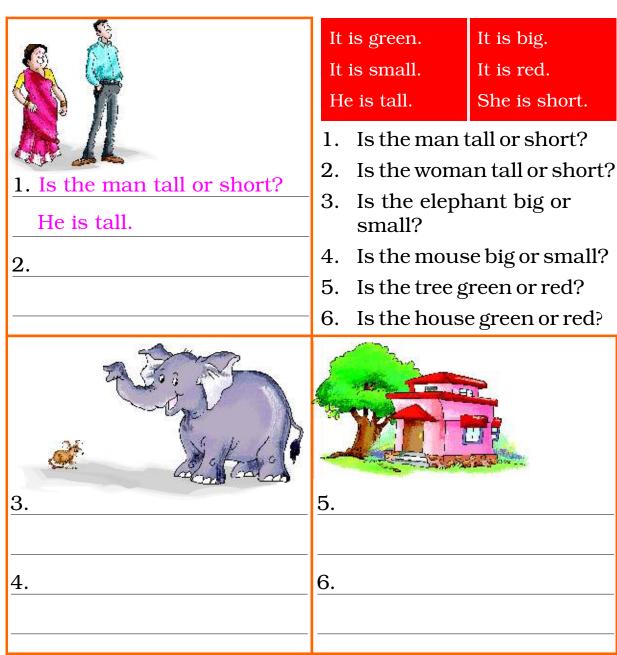


A tale from the Panchtantra

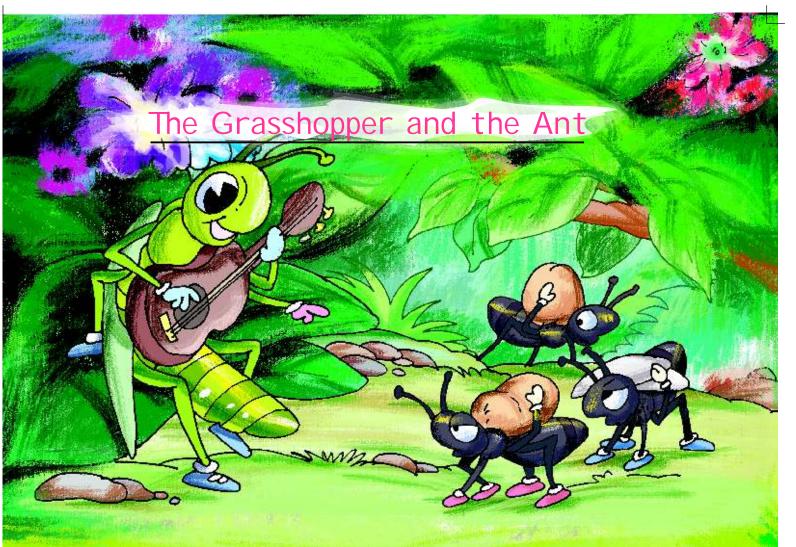


Let's copy and write

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







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

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

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

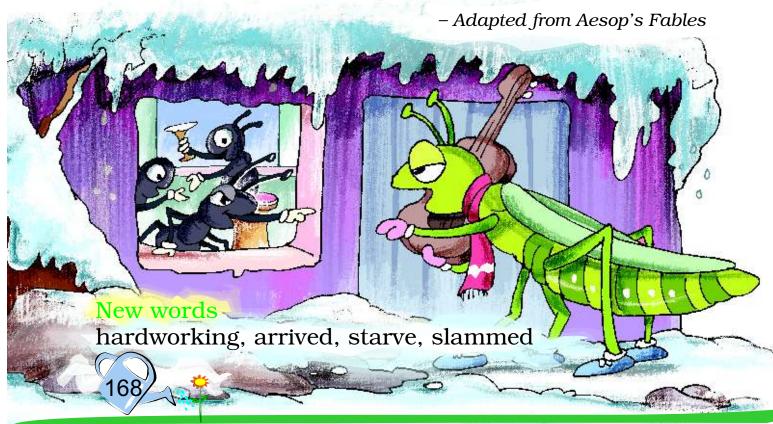
Summer ended and the cold winter arrived. The wind blew strong and it started snowing. The



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

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

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





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



Let's talk

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



Word building

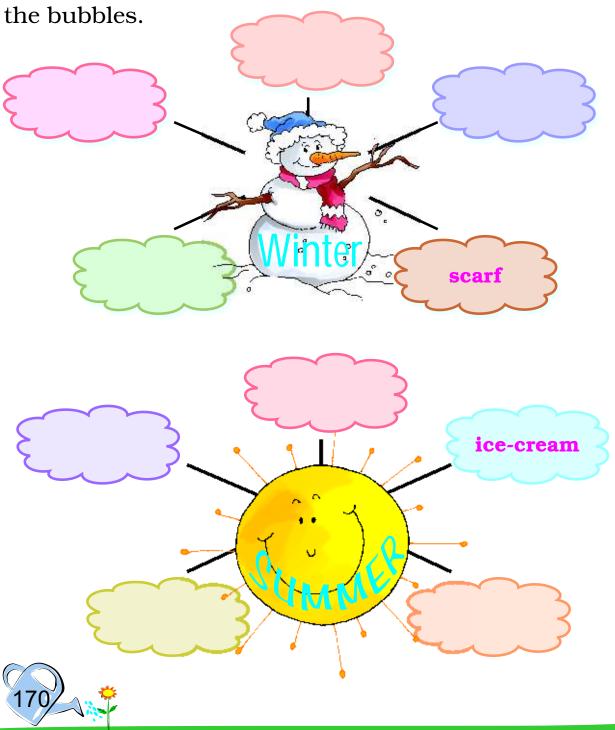
• Circle the words that mean the same.

talk	shout
finish	start
thin	little
ill	stout
large	fat
	finish thin ill



The web world

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





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

 - 2. The ___ eat __ __ eat __ __ __.

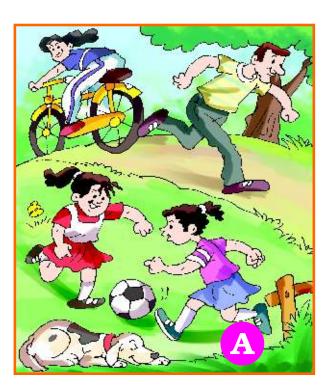
 3 22 12 23 24 15 3 9 22 23
 - 3. ___ _ _ is very __ _ _ _ _.

 4 9 22 12 16 15 8 10 20 11
 - 4. ___ _ is very __ _ _ _.

 23 26 7 7 16 15 4 3 15 7
- 16 F I G D \mathbf{E} H 15 23 12 26 19 25 10 18 O P Q R S T U V W X Y



Under picture A sentences describe what each person/animal is doing. Under picture B write





A lady is cycling.	
A man is running.	
Two girls are playing.	
A dog is sleeping.	





Let's practise

The sun shines in the sky.

The sum shines in the sky.

The shart shares in the shap.

he aun ahines in the aky.

he aun ahinea in the aky.



Teacher's Pages



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

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

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

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



Picture Dictionary



A is an Ape that swings from a tree;

B is a Ball for Beena and me.





is for Classroom;

is for Dog;





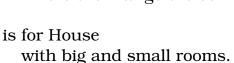
is for an Egg;

is for Frog





G is the Garden where the marigold blooms;







is for an Inkpot;



J is for Jam;



is for Kite;

