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UNIT I

Happy Trees

As the men picked up
Their mighty saws,
All the animals pleaded
With folded paws:

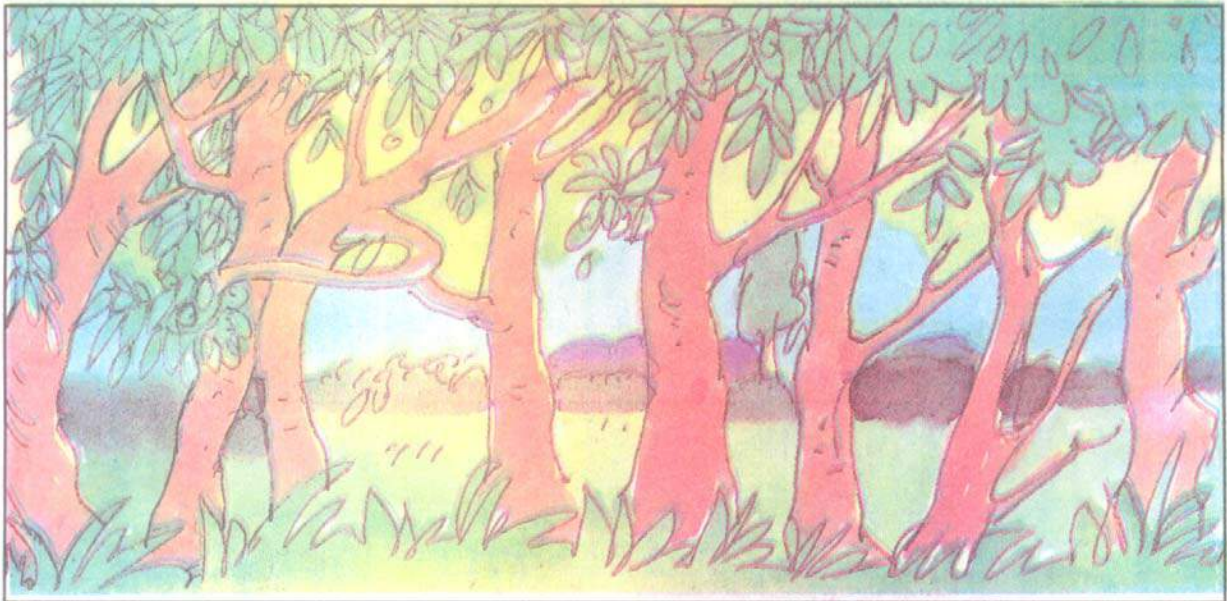


“Oh ! Please don’t cut
Our trees down
To make chairs for yourselves
In the town.
If you cut and take
Our trees away

Birds and squirrels
Will have nowhere to stay.
There would be no shade
In which to stand
And the burning sun
Will turn the earth to sand.”

So the men
Took their saws away
And with happiness
All trees began to sway.

Shafali Ray



Talk time



Look at the two pictures. Find four things that are different about these trees and talk about them.



Picture 1
I give you all this.



Picture 2
What do you give me?

Let's write



Look at Picture 1. Write three sentences on what trees give us.

Now look at Picture 2. Write three sentences on how we harm trees.

These words describe parts of a tree. Write them in the given space as they are in a tree from bottom to top.

Stem _____

bark _____

leaves _____

branches _____

twigs _____

root _____

shoot _____

Match the opposites. One has been done for you.

downward	weak
Slow	night
Small	upward
Slender	fast
Mighty	fat
Day	big

Reading is fun



1. Why did the men want to cut the trees down?
2. Why did the animals not want the trees to be cut? Give three reasons.
3. Why were the trees happy?
4. Pick out the words that rhyme. Example: saw – paw

Say aloud



saw	down	hand	away
paw	clown	wand	sway
caw	town	sand	stay

Talk Time



Roses

I like roses.

Most roses are red.

Some are white.

Some are yellow.

Are there blue roses?

I have not seen blue roses.



- Which is your favourite flower? Learn its English name and its name in your mother tongue.

- Name your favourite tree? Learn its English name and also its name in your mother tongue.

- Should we cut trees?

- Should we pluck flowers?

Team time



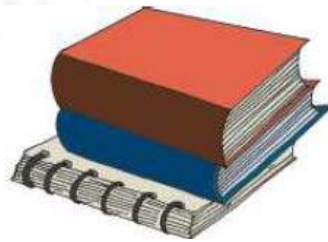
Activity – Make a Flower Scrap Book.

1. Collect five flowers.



2. Put each flower carefully between the pages of an old book.

3. Place some heavy books on top of the old book. Leave it for some days.

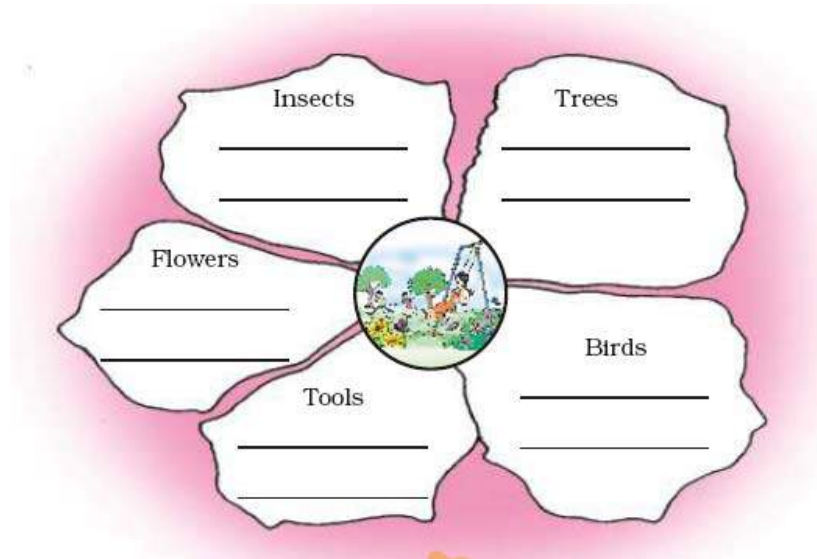


4. Stick the pressed flowers carefully in your scrap book.
5. Write the name of each flower.

Word building



Name two things which you see in a garden and write them on the petals:



Let's write



1. Draw pictures in the box below of at least two trees that you have seen:



2. Complete it:

The trees give us _____, _____, _____

The tree gives us _____ Which use inhale.

The trees keep our environment _____

3. What would you like to grow in your garden? Write three sentences, giving the names of the flowers that you might like to grow in your garden.

1. In my garden, I would like to grow _____.

2. In my garden, I would like to grow _____.

3. In my garden, I would like to grow _____.

4. Have you ever seen a Chinar tree or any other tree found in your locality? Draw it here.

Write five sentences on the Chinar tree or any other tree found in your locality :



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

NINA AND THE BABY SPARROWS

There was great joy in Nina's house. Nina's aunt was getting married. Nina, her father, mother and little brother were all going to Delhi for a wedding. Everyone was happy, except Nina.

Her mother took her to a market to buy a new dress.

“What colour would you like?,” The mother asked.

“I don't want a new dress, Mother”, said Nina.

“*Salwar-kameez* then?”

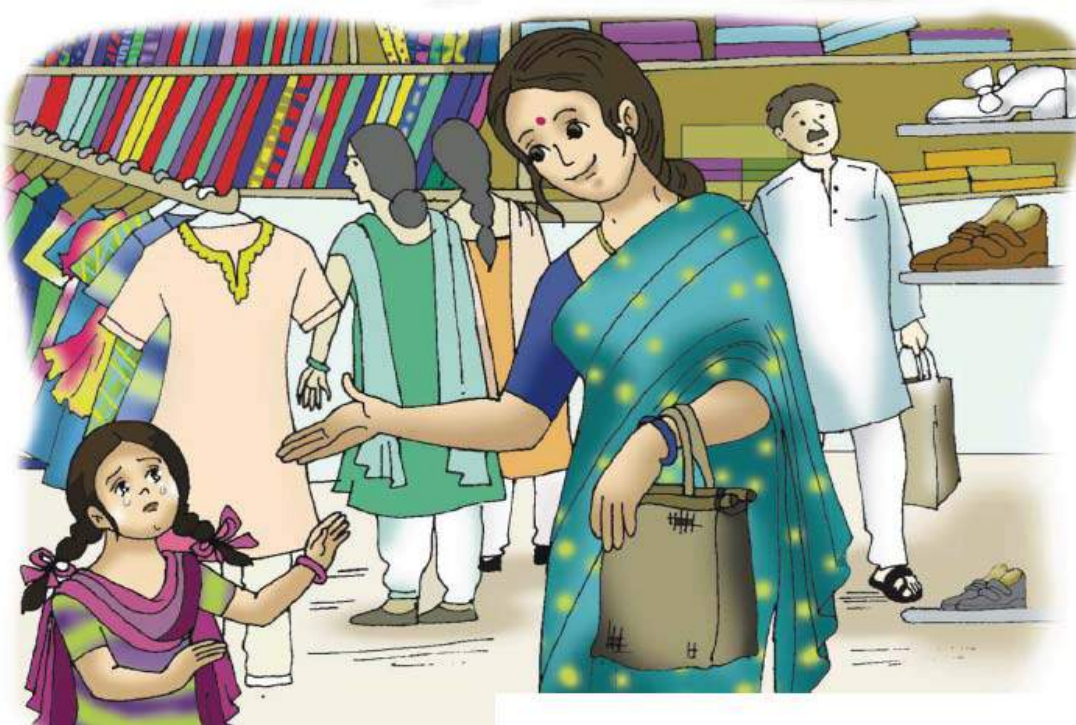
Nina shook her head.

“What about that lovely pair of white shoes you saw last week?”

“I don't want that, either. Thank you, Mother.”

Nina's mother was upset, but she said nothing. They went back home and had lunch. After lunch mother came and sat near Nina.

“What is it, child?”, she asked. “Why did you say 'no' to everything?”



“Mother, I don’t want to go to the wedding.”

“But why?”

Nina said nothing.

Instead, two big tears rolled down her cheeks. The mother put her arms around Nina. “Don’t cry, my pet,” she said. “Why don’t you tell me what’s bothering you?” More tears rolled down



Nina’s cheeks. “mother,” she said, “there’s a sparrow’s nest on the bookshelf in my room. And there are two baby sparrows in the nest.”

“I see...”, said the mother.

“They’re just beginning to get their feathers. And growing up makes them so hungry. All day long they cry ‘cheep-cheep’, asking for food.”

“I see!”, said the mother.

“If we go, the whole place will be locked. And how will papa and mama sparrows feed their babies?”

“Oh! Nina,” cried the mother, giving her a hug. “Is that why you don’t want to go to the wedding? But that’s no problem at all. We’ll leave the window open.”

“Oh! can we, mother? Can we? Really!”

“Yes, yes. We’ll remove all your things from the room and lock the door from outside. So the house will be perfectly safe and papa and mama sparrows can come and go freely, too. Just think, Nina... while you enjoy

yourself at the wedding, the baby sparrows will be getting nice and fat in their nest. Good idea, isn't it.?"

It was a good idea. When Nina came back from the wedding, there were two plump little sparrows flying all over the room. And Nina was thrilled!

New Words

market, bother, problem, dress, upset, remove, wedding, lovely, plump

Reading is fun



1. Why was there great joy in Nina's house?
2. Why was Nina worried?
3. What did the mother suggest?
4. What did Nina find when she came back from the wedding?



Talk Time



1. How do baby sparrows eat?
2. What new things would you like to wear on a wedding? You can say "I would like to wear..."

I would also like to wear_____.

Picture story

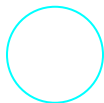


Number the jumbled picture story correctly.

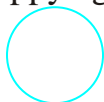
Then write the story in a proper order.



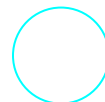
Mother says,
“We will leave the
window open.”



Nina is
happy again.



Nina is sad,



Nina does not
want to leave the baby
sparrows alone.



Mother asks why,



Write the story here:

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

Team time



Would you like to have birds visiting you everyday?

Try making a bird-bath and a feeding corner for birds.

You can place a bowl of water in a quiet corner of the home.

Leave bread crumbs, grains, etc. for your feathered friends.





Let's draw and colour a bird.



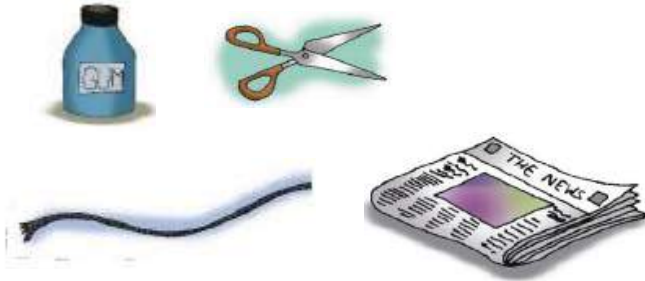
Activity – Let's make a bird

Things you need:

- Old greeting card
- Dal 
- Black bindi/beads for eyes 

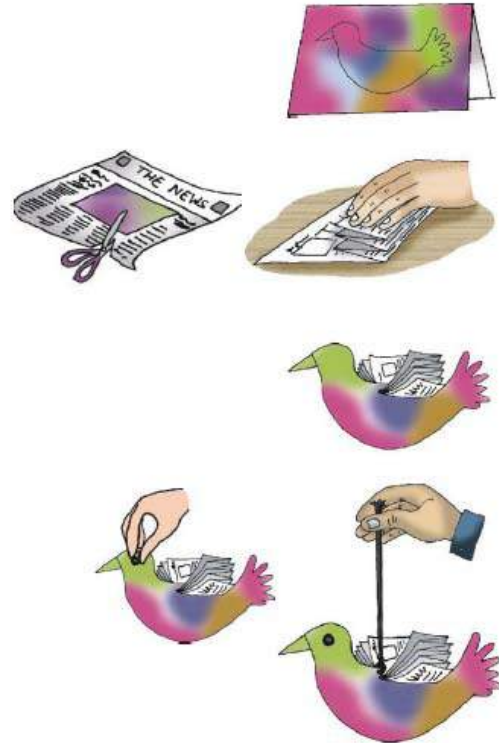


- Scissors
- Gum
- Old newspaper
- Old shoe lace



Steps

- Make** an outline of the bird on a greeting card and cut it out.
- Cut a small square from an old newspaper and fold it to make a fan. Keep the fan closed.
- Pass the folded fan through the cut on the bird's back and now open the folds of the fan.
- Make the eye by sticking a bindi.
- Paste a string or old shoe lace to hang the bird.



Word building



Write down suitable words describing each picture.

Pick up the words from the list given below:

rose boy woman peacock man board



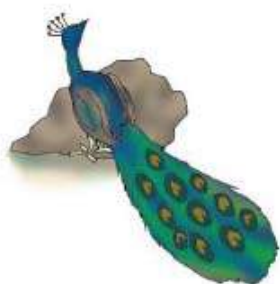
A _____



A _____



A _____



A _____



A _____



A _____

Now describe these pictures in your own language.

Say aloud



spoil

sparrow

school

skirt

scold

sport

speak

scout

skip

skin

Grammar Work

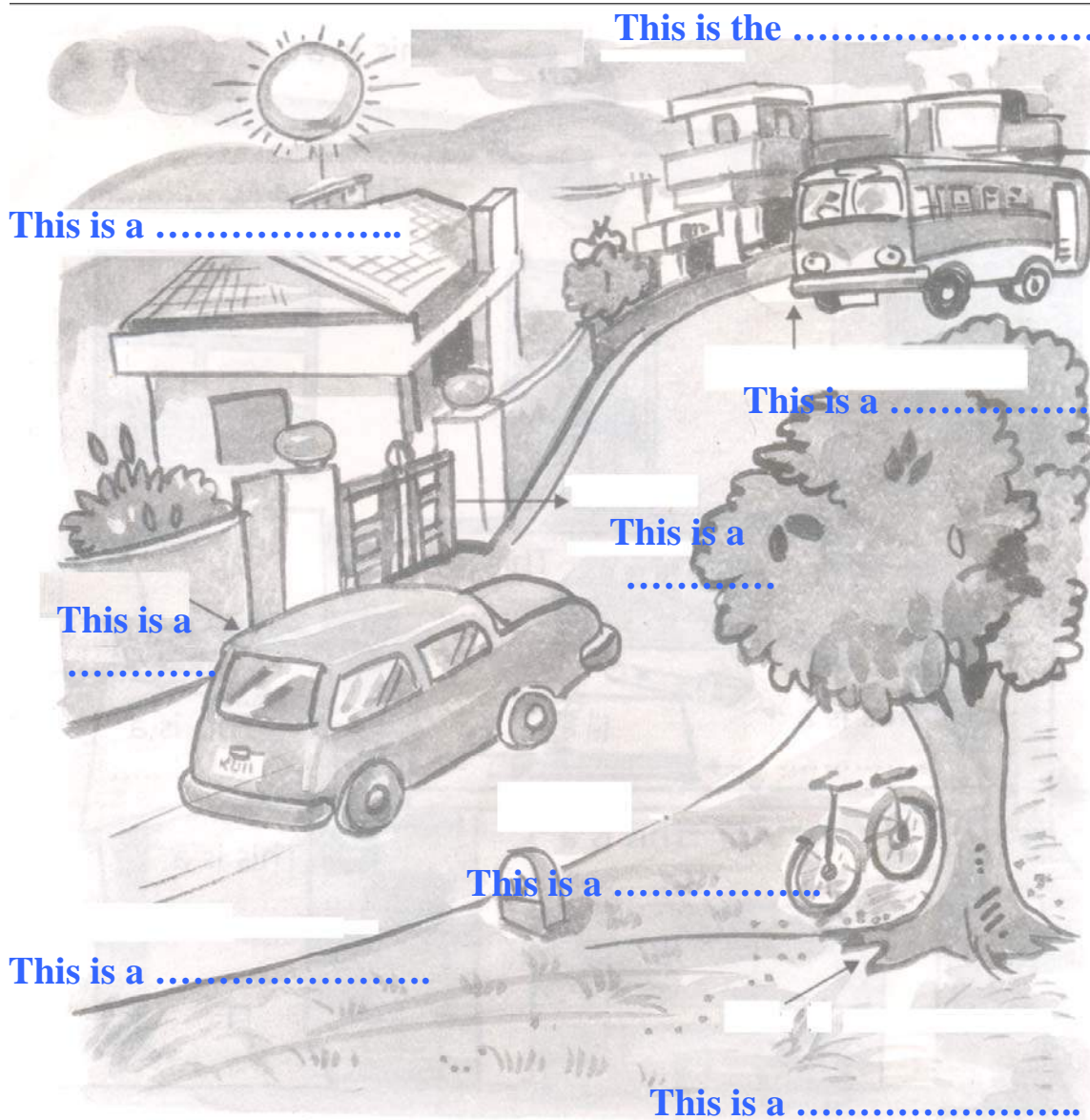


Noun is the name of a place, thing or person.

e.g., Rahim, Nina, Kashmir, fan, cat, etc.

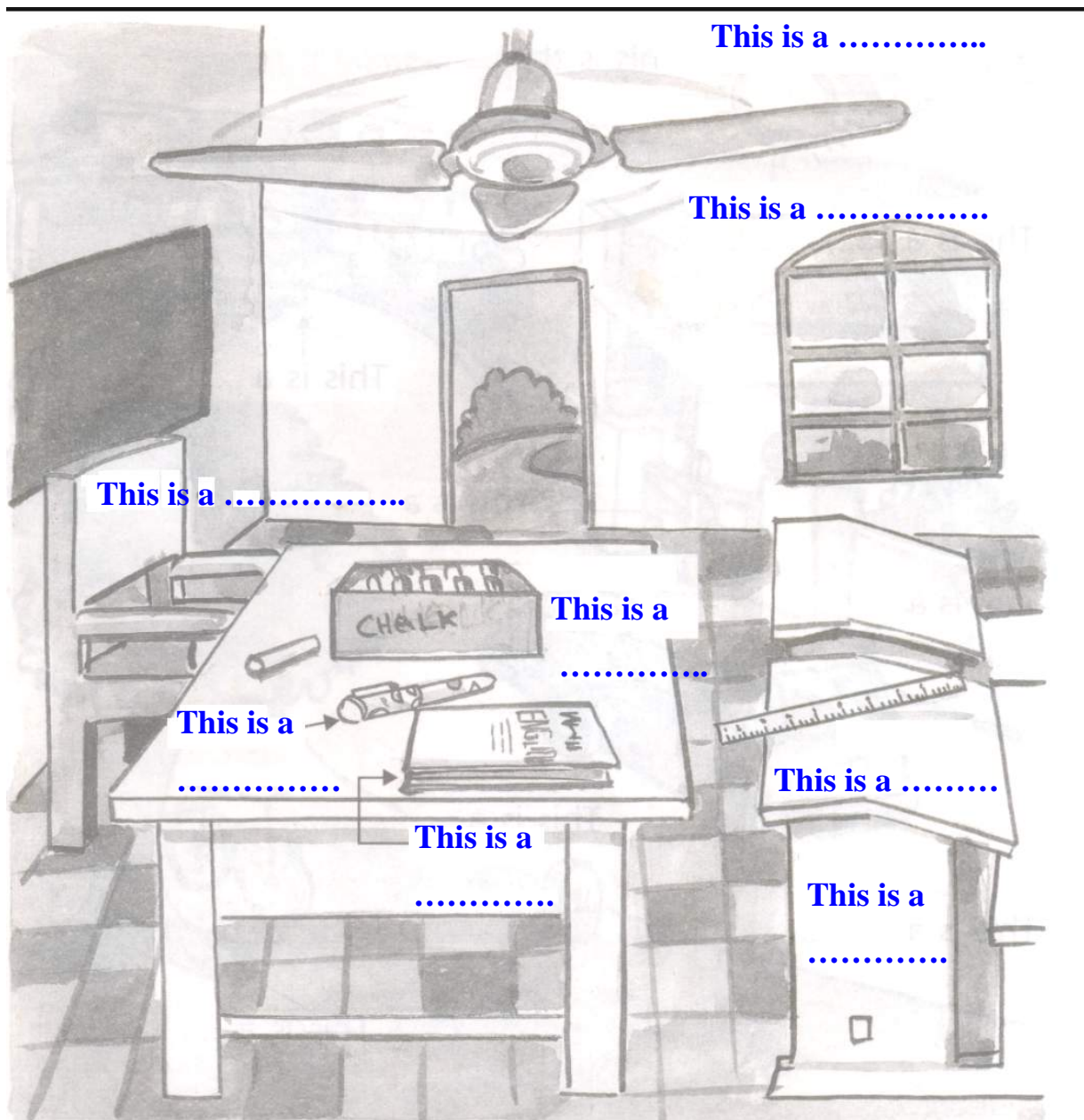
Now pick out at least 10 nouns from the story.

How many things do you see in this picture? Do you know their names?



bus road cycle tree house car sun gate

How many things do you see in this classroom? Do you know their names?



chalk fan pen desk ruler window book chair

Grammar Work



You know noun is a name of a thing, place or person.

When we say a flower, it means a singular noun but more than one flower makes many flowers. It becomes a plural noun.



One Star



Two Stars



One Cup



_____ Orange



_____ Apple

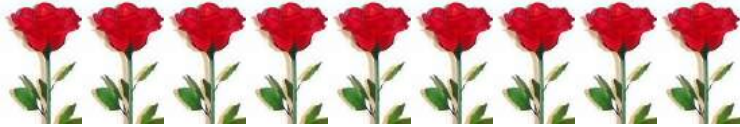


_____ Tree



_____ Doll





_____ Flower



_____ Triangle

You should remember a few nouns have the same form for singular and plural.

e.g., Sheep, Deer, Fish, etc.

There is a sheep near the mango tree.

There are many sheep near the mango tree.

Raja saw a deer in the jungle.

Rahi saw three deer in the zoo.

You should also remember that some nouns have no plural, e.g., information, news, advice.

There is a lot of information about the environment in this book.

Raja gave his friend two good bits of advice.

The news is that girls outshine boys in board exams.

*Some nouns have no singular
e.g., scissors, trousers, clothes, riches, etc.*

These scissors are very sharp.

Beena's trousers are worn out.

Ali always wears good clothes.

Riches do not always bring happiness.

There are some nouns that are made up of two nouns, e.g., fisherman, bookcase, workman, classroom, etc.

Their plurals are made only by changing the second part, e.g.,

Classroom

Classrooms

Fisherman

Fishermen

Make the following sentences plural:

1. This workman works very hard.

These _____

2. This sheep is small, but that sheep is big.

These _____, those _____

3. I saw this beautiful deer in the woods.

4. Rahul has caught one fish today.

_____ many _____

5. The bookcase is very pretty.

Singular and Plural

You can make plurals in the following ways:

By adding – *s* to singular nouns – boy – boys.

By adding – *es* to singular nouns – box – boxes.

By changing – *y* at the end of a singular noun to – *ies* – city – cities.

By changing – *ef* at the end of a singular noun into – *ves* – thief – thieves.

Singular

Plural

1. One tiger

two tigers

2. One buffalo

three buffaloes

3. One fly

four flies

4. One child

six children

Make plurals of the following words:

Singular

Plural

1. story
2. mango
3. sheep
4. pony
5. camel
6. branch
7. knife
8. fox
9. tree
10. chair

Fill in the blanks with the plural of the words in the brackets.

There were two _____ (child) who lived in a village. Their _____ (name) were Gopi and Sita. Sita had three _____ (cows) that gave milk to the whole village. Gopi had three _____ (sheep). He took them for grazing every day in the forest nearby. In the forest there were many _____ (wolf), _____ (elephant) and _____ (fox). Gopi was careful of his _____ (sheep). He was very afraid that these _____ (animal) would hurt his _____ (sheep).

TEACHER'S PAGE _____ Unit I

THEMES

Trees

Love for nature

Suggestions For Classroom Teaching

Before starting the lesson in the classroom, the teacher is suggested to do a bit of exercise. As far as teaching methodology is concerned, the teacher should lay more emphasis on the experiences/observations of the child which should become the base of knowledge learning rather than the textual knowledge.

The teacher should be more particular about the constructive approach of learning which strikes the cords of experience/observation/imagination; which shall become the stimulus for gaining knowledge by children.

It does not in any way signify that the behaviouristic approach or the textual knowledge should be totally avoided or neglected, wherever necessary the teacher should make use of it to clear the concepts for the benefit the students.

- Recite the poem to the students.
- Make them understand the theme of the poem.
- Give them the chance to speak about nature (environment, birds, rivers, lakes, animals, etc.).
- Try to extract information from them on the basis of their experiences and observations.
- Introduce them rhyme scheme of the poem.
- Take them out in the garden and recite the poem there. The meaning of the difficult words would become clear.
- Tell them to identify the trees outside and make them say their uses.
- Introduce the story to children.
- Read the story aloud to children. The story may be retold with the help of the pictures.
- Take them out in the garden and ask them to identify different birds.
- Talk about differences between different kinds of birds, e.g., in size, shape, colour, beaks, sounds, etc.
- Children could be asked to bring pictures of birds to class. Tell them to make a chart of these pictures.
- Discuss with children how sparrows are becoming fewer in cities and towns. What would this mean for us?
- Give children brief idea about the life in a city and the life in a village.
- Try to incite their minds by making them understand diversity in nature.
- Ask them how we preserve nature.



UNIT II

Let's move in different ways and see who has the most fun!

How Creatures Move



The lion walks on padded paws,

The squirrel leaps from limb to limb,



While flies can crawl straight up a wall,

And seals can dive and swim.



The worm wiggles all around,

The monkey swings by his tail,



And birds may hop upon the ground

Or spread their wings and sail.



But boys and girls

Have much more fun:



They leap and dance

And walk and run.



New words

padded, limb, crawl, dive, wiggles



Reading is fun



Underline all the action words in the poem.

Talk time



- Why do boys and girls have the most fun?

Let's Write



1. Match the words in Column A with those in Column B.

Column A

Lions

Squirrels

Flies

Seals

Worms

Monkeys

Birds

Column B

wiggle

hop

swing

leap

walk

crawl

dive



2. Now make sentences of your own using the matched words.

Example — The seals dive into the icy water.

3. Arrange these movement words from slow to fast :

run walk hop crawl

4. Underline the letters which are silent in the following words:

walk straight more caught calm
talk

Say aloud



squirrel

question

queen

quilt

quiet

quite

Squirrel, squirrel on the tree

Running quiet as can be.

Quickly, quickly

Come catch me !

What do you do when you are bored?

Minu sings a song when she is bored.

Ali reads a book.

Gopal talks to his friends.

Anjali writes a story.

Misbah goes for a walk.

Raja goes to sleep.

What do you do when you are bored?

THE SHIP OF THE DESERT

Lion (*roaring*): Who are you?

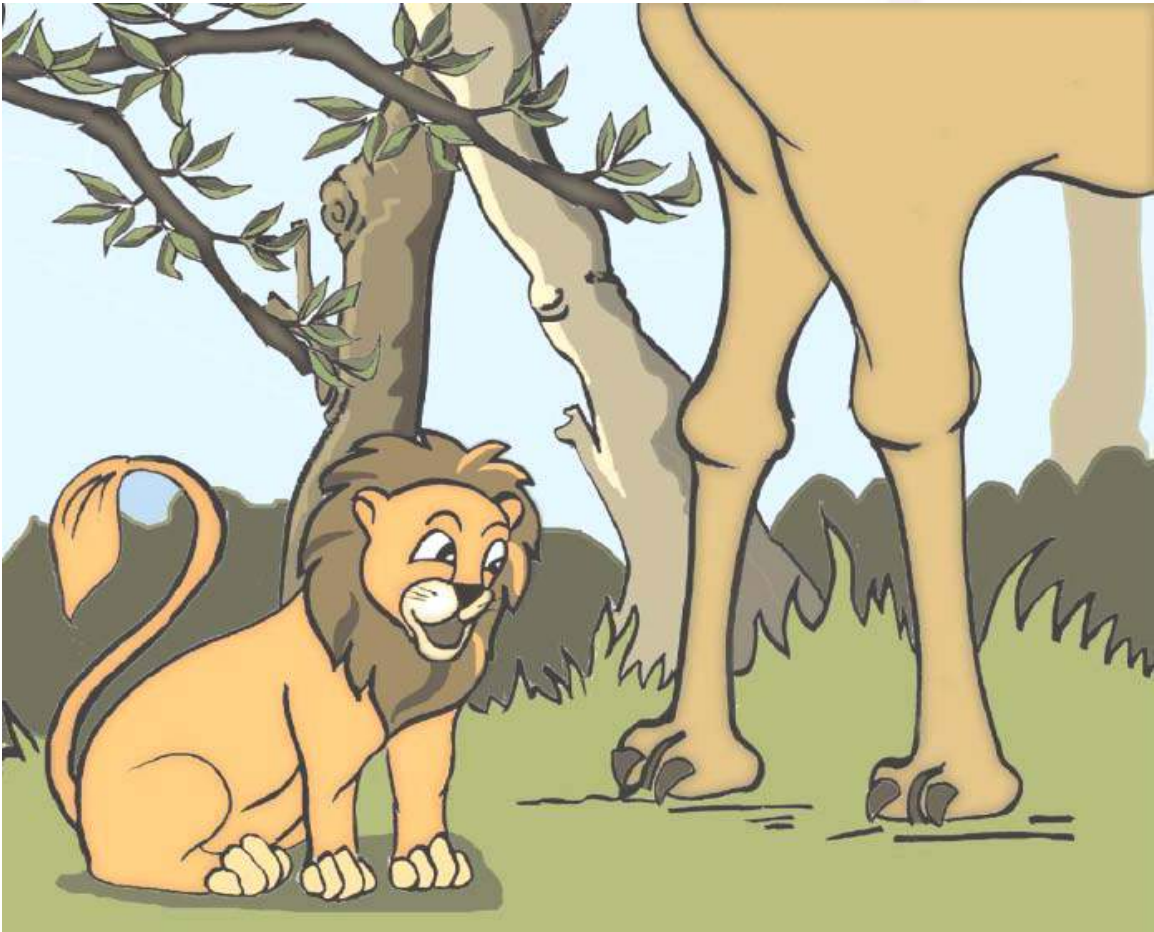
Camel (*looking down at the Lion*):

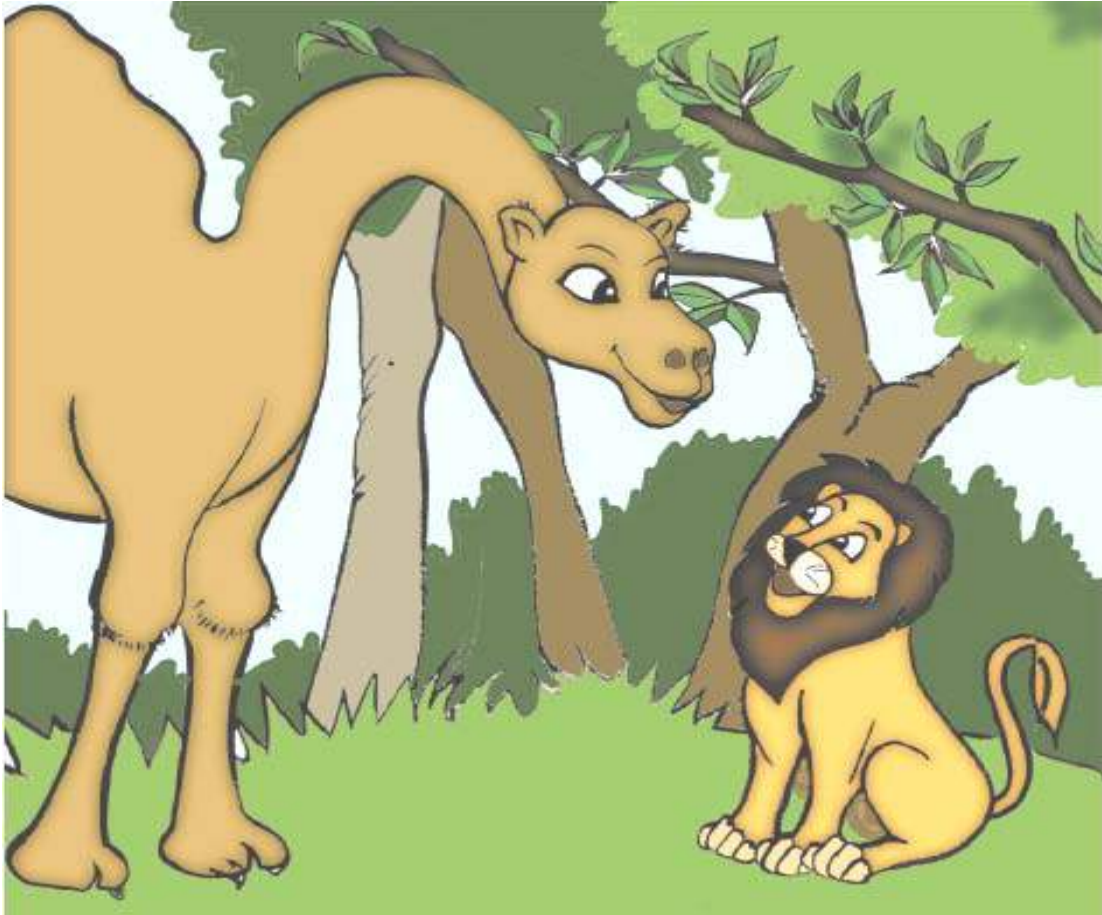
I am the Ship of the Desert. Who are you?

Lion: Don't you know me? I'm the King of the Forest.

Camel: Are you? Oh, I see.

Lion (*frowning*): You call yourself the Ship of the Desert. How can you be a ship, you're an animal?





Camel (*smiling*): So I am, but people call me the Ship of the Desert. I can walk across the desert even on a hot afternoon. The sand burns but it doesn't bother me.

Lion: I can't believe it.

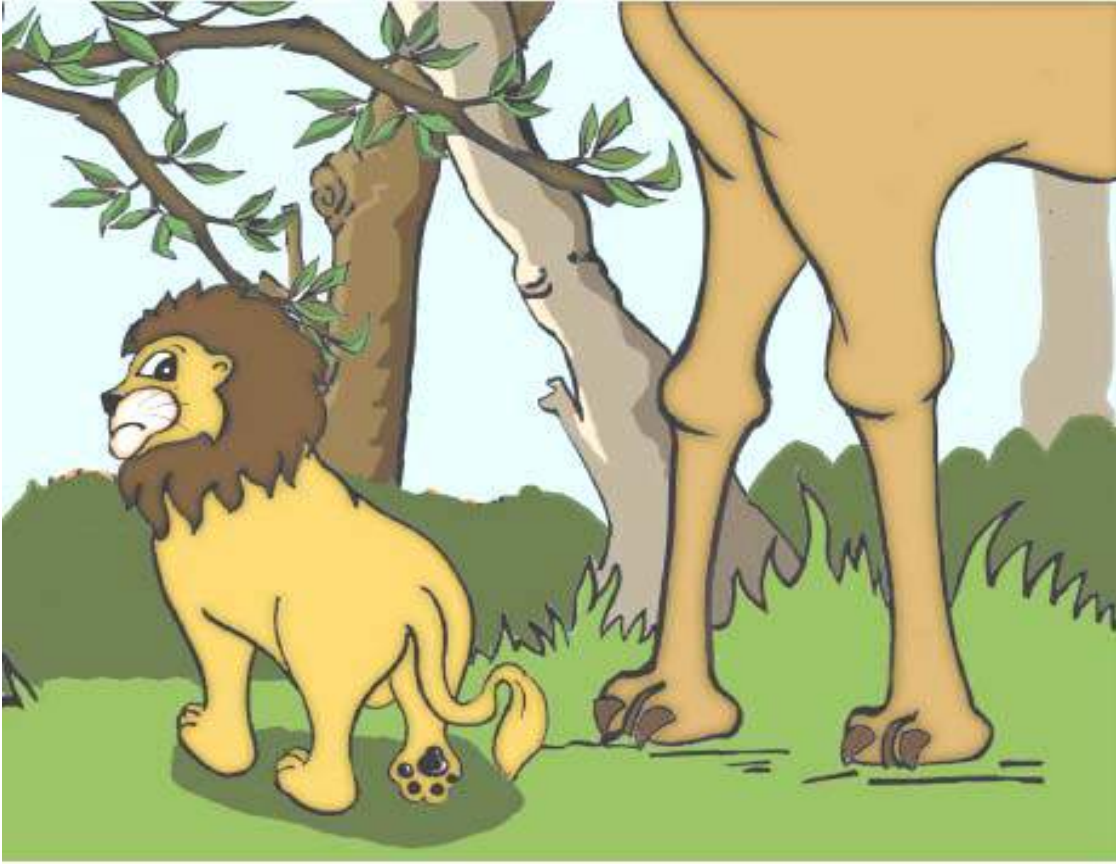
Camel: Can you walk across a desert?

Lion (*blinking*): No, I can't, but I can run in the forest.

Camel (*with disdain*): Every animal can do that. I alone can run on sand. I can run on sand at 25 kilometres an hour.

Lion (*wonderingly*): How can you do that?

Camel: Look at my feet. They are thick and padded. The hot sun does not burn them.



Lion: My feet are padded too. Thorns don't prick them and I can run 80 kilometres an hour.

Camel: That is true. You can run 80 kilometres an hour in the forest but can you run even a mile on the hot sand?

Lion: May be not but....

Camel (interrupting): And you can't live without water for a week, can you?

Lion: No, I can't. I need water everyday. But don't tell me you can do without water?

Camel: Yes, I can. There are no rivers or lakes in the desert. But that does not bother me. I can drink 200 bottles of water at a time.

Lion: Really! You must have a big stomach!

Camel (proudly): Yes, I have a big stomach. I can store water for a week. I can store food for two weeks even.

Lion (*showing a lot of interest*): Do you store food in your stomach?

Camel: No, I don't. I store it in my hump. I eat a lot of food at one time. Then I don't need to eat for a fortnight.

Lion: That's interesting. But what do you eat?

Camel: I eat leaves, but there are no trees in the desert.

Lion: What do you eat there?

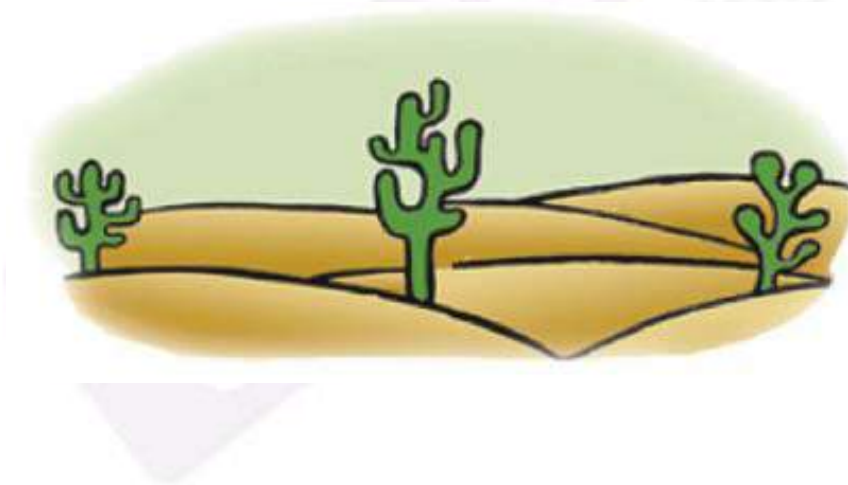
Camel: There are thorny bushes in the desert. I eat the thorns. The thorns don't prick my thick tongue.

Lion: How funny!

Camel: Mr King of the Forest, please come with me to the desert.

Lion: No, I'd better not. I can't walk on burning sand, I can't store food and water and I can't eat thorns. Good bye and good luck, Mr Ship of the Desert.

S.K. Ram



New words

Ship of the Desert, miles, King of the Forest, sand, thorns

Reading is fun



1. Why is the camel called the Ship of the Desert?
2. For how many weeks can a camel store food in its hump?
3. What does the camel eat in the desert?
4. Choose the right answer.
 - (i.) Name the Ship of the Desert :
 - (a) lion (c) camel
 - (b) crab (d) tiger
 - (ii.) Name the King of the Forest :
 - (a) lion (c) monkey
 - (b) owl (d) crocodile
 - (iii.) The feet of the camel are :
 - (a) thick and padded (c) thick and fat
 - (b) long and fat (d) thin and padded
 - (iv.) There are no rivers or lakes in :
 - (a) plains (c) plateaus
 - (b) mountains (d) deserts
 - (v.) At a time, a camel can drink :
 - (a) 200 bottles of water (c) 100 bottles of water
 - (b) 400 bottles of water (d) 300 bottles of water
 - (vi.) A camel stores its food in its :
 - (a) stomach (c) legs
 - (b) hump (d) lips

Word building



Make as many words as you can from the given words.

(The first one is done for you.)

ROARING

IN

RAN

ROAR

FROWNING

BLINKING

Match the pictures with the words given below :

tusk

beak

mane

whiskers

hoof

feet

fin

paw

















Draw your favourite bird

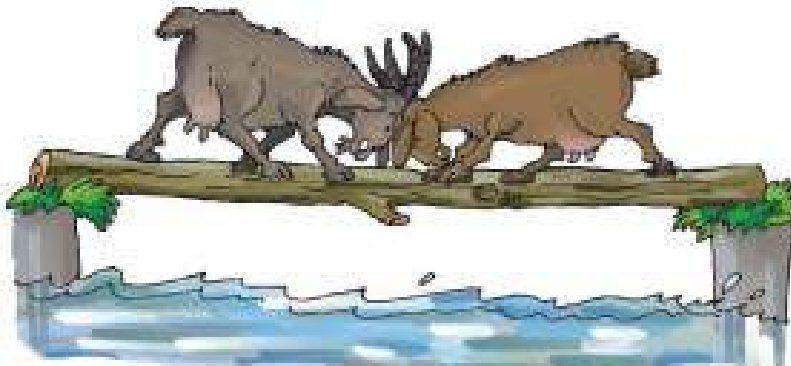
Let's Write



Look at the goats in the pictures and write about them.



1. _____



2. _____



3. _____

Talk time



Read these words aloud, paying attention to their spellings.

i	—	eye	our	—	hour
week	—	weak	need	—	knead
in	—	inn	see	—	sea
no	—	know	here	—	hear
not	—	knot	eight	—	ate
of	—	off	two	—	too
bye	—	by			

Now make five sentences from any of the above given words:

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

Team time



Find out which animals live in

- (i) icy cold regions.
- (ii) hot wet regions.
- (iii) dry hot regions.

Have you ever heard about Dachigam National Park? Ask your teacher about it? Find out in the vicinity of which Mughal Garden is it situated?

What is it famous for?

- (a) Tiger (b) Hangul (c) Bear (d) Kangaroo

Grammar Time



Pronouns are words which are used in place of nouns.

Rahim is a boy. He studies in Class III.

Raja draw a picture of a Kangaroo. You can do it.

She, They, He, You, I, etc. are pronouns.

Underline the pronouns in the following sentences:

1. Raja said that he was hungry
2. Nina said that she was going to the market.
3. Friendship club is going on a picnic, they packed food, juices and chips in their bags.
4. The teacher told Minu that he could draw a house. Radha said that she needed a pencil.

I. Use she, he, I, they in the correct places.

(The first one is done for you.)

1. Seneen said, “Seneen is a good girl.”

Seneen said that she is a good girl.

2. Marie got many chocolates. Marie asked for more.

3. Raju has a big bat. Raju plays cricket with it.

4. Bobby sings. Bobby also paints.

5. Ali and Wali went to picnic. Ali and Wali bought many toffees.

6. My name is Adah. Adah studies in class III.

7. Mahi went to market. Mahi saw many little girls.

8. Sama and Saba went to the bookshop. Sama and Saba bought *Gulliver's Travels*.

9. Aman baked the birthday cake. Aman wrote my name on it.

10. Abir has a black bag. Abir carries books in it.

II. A/ An/ The

Look at these examples:

We can use a/an only with **singular countable** nouns.

1. I saw **a dog** in the park.
2. She is reading **a book**.
3. He gave me **an orange**.

A/An is not used with **plural** and **uncountable** nouns.

1. He is afraid of dogs.
2. She likes reading stories.
3. He is drinking water.

A is used before **nouns** beginning with the **consonant sounds**.

For example : a dog, a book, a star, etc.

An is used before **nouns** beginning with the **vowel sounds**.

For example : an aeroplane, an engine, an uncle, etc.

A. Put **a** or **an** in the blanks:

1. I want _____ pencil.

2. She wrote with _____ pen.
3. Have _____ egg for breakfast.
4. Do you like to have _____ banana or _____ orange.
5. He asked for _____ apple.
6. I see _____ glass of water on the table.
7. She is _____ old woman.
8. I saw _____ aeroplane in the sky.
9. He is _____ Indian.
10. Her father is _____ good man.

Use of 'the'

Look at the sentences:

1. He bought a bag.



2. He put his books in the bag.



In sentence 1, **a** bag refers to any bag. In sentence 2, **the** bag refers to that particular bag.

B. Fill in the blanks with **a / an / the**:

1. He gave me _____ pen. _____ pen was leaking.
2. a) _____ old man and _____ old women lived in _____ village.
b) One day _____ old man left the village.
c) _____ old woman was left alone.
3. a) I saw _____ dog in the park.
b) _____ dog was very hungry.
c) I gave _____ piece of bread to _____ dog.
d) _____ dog ate _____ piece of bread.

A and An...

Look at these letters. Do you see some special letters? Encircle the vowel sounds.

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

Write the vowel sounds here :,,,,,

These sounds have a special name. They are called **vowels**.

A. Look at these words carefully. Encircle the vowels in them.

eye	ear	nose	hand	mouth
chin	head	finger	toe	nail

B. Copy each word in column A. Write the vowels in it in column B.

Column A	Column B
1. eye	e
2. ear	e, a
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Look at this picture puzzle. There are twelve animals here.

Find them and complete the list below:



d _ _ g

f _ _ sh

c _ _ t

l _ _ _ n

sw _ _ n

g _ _ _ t

c _ _ ck

f r _ _ g

h _ _ rs _ _

b _ _ rd

m _ _ _ s _ _

s h _ _ _ p

The missing sounds in the words are all **v _ _ w _ _ ls.**

Look at these words:

egg apple orange igloo umbrella

They all begin with vowel sounds – vowels.

For such words we say:

an egg

an eagle

an apple

an igloo

an orange

an umbrella



Now look at these words:

desk chair table chalk

boy girl baby lady

These words **do not** begin with **a, e, i, o, u** sounds.

For these words we say:

a desk

a chair

a table

a chalk

a boy

a girl

a baby

a lady

Run through this exercise. Write *a* or *an* before the words.

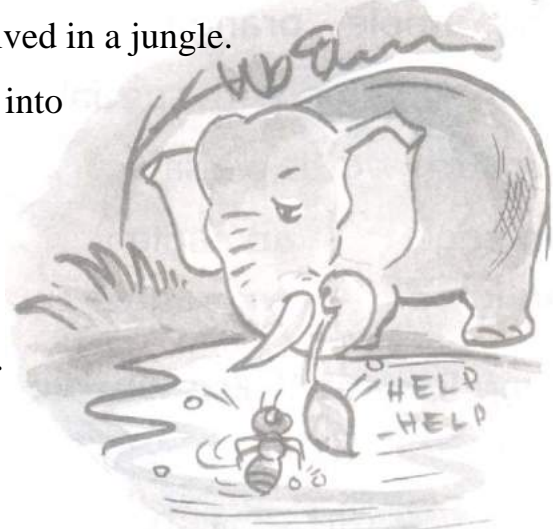
- | | | |
|-------------------|----------------------|-----------------------|
| 1. ____ bird | 2. ____ ear | 3. ____ year |
| 4. ____ boat | 5. ____ man | 6. ____ inkpot |
| 7. ____ eagle | 8. ____ onion | 9. ____ coat |
| 10. ____ child | 11. ____ zebra | 12. ____ ostrich |
| 13. ____ ball | 14. ____ orange | 15. ____ ice cream |
| 16. ____ arm | 17. ____ oyster | 18. ____ umbrella |
| 19. ____ bell | 20. ____ elevator | 21. ____ elephant |

Read this story about two friends. Fill 'a' and 'an' in the blanks.

_____ elephant and _____ ant lived in a jungle.

They were good friends. Once the ant fell into the river. She cried for help.

The elephant broke _____ leaf from _____ tree and dropped it into the river. The ant climbed on the leaf. She was saved.



Once _____ hunter came to the jungle.

He was going to shoot the elephant. The

hunter pointed _____ gun at the elephant. The ant saw this. She quickly went near the hunter and climbed the tree near him. She jumped from _____ branch and bit the hunter. He screamed in pain. The elephant hid behind the tree and was saved.



Write 'a' or 'an' in the blanks:

1. ___ rabbit and ___ tortoise once went for a race.
2. ___ elephant is big but ___ ant is small.
3. ___ apple a day keeps the doctor away.
4. ___ umbrella goes up when the rain comes down.

Capitals...

You know so many names. Do you know that some names are special?

Names of people and places always begin with capital letters.

Do you remember the Capital letters and small letters?

A	B	C	D	E	F	G	H	I	J	K	L
a	b	c	d	e	f	g	h	i	j	k	l
M	N	O	P	Q	R	S	T	U	V	W	X
m	n	o	p	q	r	s	t	u	v	w	x
				Y	Z						
				y	z						

Little Tommy Tucker sat for his supper.

The name **Tommy** begins with a capital letter.

All the other letters are small letters.

The surname **Tucker** also begins with a capital letter.

All the other letters of the surname are small.

Look at these sentences. Write the words which begin with capital letters.

Abid Khan stays in Srinagar.

Saba Begum lives at Gulmarg.

Write answers in the space provided. Use capital letters where necessary.

Now write your name here:

Write the name of your school:

Write your sister's/brother's name:

Stop! Stop! -I

Read these words.

1. love I to play sand in the
2. school go I to everyday
3. have I toys many



Do these words make any sense?

Now read these words below:

1. I love to play in the sand.
2. I go to school everyday.
3. I have many toys.



These words make sense. These are **sentences**.

A sentence always begins with a capital letter. It ends with a dot called full stop.

Study these words. Make sentences with them. Remember to start with a capital letter and end with a full stop.

1. I many friends have
.....
2. Ravi Zeba go and to school
.....
3. rainbow colours many has a
.....
4. long neck a giraffe has a
.....
5. mouse ran the cheese away with the
.....

Write them if you can...

Ritu has to write these sentences correctly. Can you help her?

1. mother my food cooks good

.....

2. live I with parents my

.....

3. love I playing in park the

.....

4. go to school I

.....

5. Lily blue dress has a

.....

6. cat is the sleeping

.....

7. mouse is the cheese eating

.....

8. whale the lives in sea the

.....

9. love I eat to cakes

.....

10. Ruksat play water in loves to

.....

Read the sentences below. Some words are missing. With the help of the pictures, write the sentences correctly.



It is heavily



The children are



Asif is on the grass



Sabiya loves eating



The dog is chasing the

Mita is reading a

.....

TEACHER'S PAGE _____ UNIT II

THEMES

- Animals — Animal habitats.
- Different regions.
- Through this unit, introduce the class to different regions like deserts (cold and hot) and temperate places, etc. Then discuss with children which animals are found in these places. Show the class the pictures of different animals and talk about how they are suited to their habitats, e.g., webbed feet and feathers of the duck, fur of the animals in the cold regions, etc.

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the poem with stress and intonation; enacting all the animals and birds mentioned.
- Emphasise the action-words through different movements.
- Correct pronunciation of the words listed in the text may be practised like quiet/quite.
- Also practise the words with similar sounds and different meanings. Let the children make a list and put it up on the blackboard.
- Encourage children to guess the meanings of difficult words, before you explain them.
- The students will form groups and in act out the play 'The Ship of the Desert' with appropriate expressions and actions. Try to find other interesting plays for the class to enact. Masks and costumes can be added for interest. Songs like these can be created:

*Gently laughs the donkey,
At the break of day,
If you do not feed him,
This is what he'll say:
"He haw! He haw!"*

*Sweetly chirps the birdie
At the break of day,
If you do not feed her
This is what she'll say:
"Tweet-tweet! Tweet-tweet!"*



UNIT III

My Home

Let's Read

Of all the houses in the world
The one that I love the best
Is that in which I wake and play
And lay me down to rest.



My father built it by his toil,
My mother makes it home.
You cannot find a happier place
No matter where you roam.

The rooms are clear and bright and fair
With pictures, books, and toys,
And food, and clothes, and beds, and chairs
For all us boys and girls.
So full of love and joy it is,
So safe and bright and warm,

I would not go too far from it
Lest I should come to harm.

(Henry Hallam Tweedy)

LET'S UNDERSTAND

1 Answer these questions:

1. What does the child do in his house?
2. What does the father and mother do to make the house "a happier place" ?
3. Who lives in the house:
 - a) Only boys
 - b) Only girls
 - c) Both
4. Name five things that you can find in your house.
5. What feeling does this house give to the child. Pick out the words / phrases that tell you so.

FUN WITH WORDS

I. Match the words of A to their meanings in B by drawing lines:

A

Toil
Happier
Roam
Safe
Warm
Lest

B

Away from harm.
Giving a feeling of love.
In case.
Hard work.
Go from one place to another.
Full of joy and fun.

II. Fill in the blanks with the opposites of the underlined words. The words that you must use are in the box below.

safe,	bright,	toiled,	built,	clean
-------	---------	---------	--------	-------

- 1) Those lazy people did nothing, while my father _____ on.
- 2) I hate dirty places, so I keep my room _____
- 3) The dark clouds passed away, and it was _____sunshine again.
- 4) Our parents keep us away from danger and we feel _____
- 5) Houses take long to be _____ but can be destroyed easily.

SAY IT

Join the words that rhyme with each other and then say them:

best,	play,	home,	fair,	toys,
boys,	roam,	rest,	clay,	hair

East or west home is the
best

Where There Is a Will, There Is a Way

Come children, sit here. I'll tell you a story of a child who worked very hard to study.

'Grandma whose story is this', asked a child. This is the story of a boy who made it to the sky. Rafi was his name. He came to our house as a helper but left it like a victorious man.

Poor fellow needed some work. He had no father and his mother did not keep good health. He had two younger siblings.

He was only ten when his father left him.

Nothing to do and nothing to eat, Rafi did not know which way to go.

He wanted to study but fate had something else to offer him.

Rafi was studying in fourth standard when he had to leave his school to support his family. It was only a few bucks he earned, that helped the family to survive.

He joined a car denter's shop where he cleaned the cars and prepared tea for his master. The master gradually began to train him in mechanical skill.



He missed his school, his class, his books and friends. The hands which should have held pen were blackened with grease.

Rafi wanted to study. From a meager salary of rupees five hundred he saved some bucks and got books. After working hours, he would straight away go to home and study.

Anything that he did not understand, he would note it down and go to the headmaster's home on Sundays. The headmaster sensing his passion to study could do nothing but help him. This encouraged Rafi a lot.

The headmaster enrolled him in class X and somehow he managed to pass his 10th class exams.

Then he wanted to join the college but he had neither time nor money.

The headmaster introduced him to your grandpa who agreed to keep him in the house. Rafi would do all the household chores during the day and study at night. The grandpa too sensed his passion to study gave him some relief by teaching him in the evening for an hour.

Rafi got so encouraged that he passed his graduation in the first division. All that he would buy from his salary was books.

Rafi then wanted to join a university, but how would he support his family.

He started giving tuitions to children after he came from the university and studied late in the evening.

He topped the exams and struggled many years for a job. Ultimately, he was selected as a teacher in the university. He preferred to become a teacher because he believed that a teacher is an architect of the nation.

Now, what lesson do you learn from Rafi's story?

Where there is a will, there is a way.

Do you know, children, that Abraham Lincoln was a very poor boy. But he worked so hard that he became the President of the United States of America. He was a poor man who walked several kilometers to attend his school.

New Words

denter, palm, skill, encourage, passion,
enroll, chores, grease, blacken, architect

Reading is fun



1. When did Rafi leave his school?
2. What did Rafi do after he left his school?
3. What did Rafi buy from his meagre salary after bearing the family expenses?
4. How did Rafi manage to continue his studies?

Talk time



Name the games you play.

I play _____

What do you want to become in life?

I want to become _____



Let's Write

poor boy, car denter, siblings, died, topped,
hardwork, worked hard study

1. Rafi was a _____ .
2. His father _____ when he was just 10 years old.
3. He had two _____.
4. He worked at a _____ shop.
5. He _____ to pass his matric exams.
6. He would work during the day and _____ during the night.
7. His _____ paid him. He _____ the exams.

Fill in the blanks:

1. My name is _____ .
2. I live at _____.
3. I study in _____.
4. I play _____.
5. I want to become a/an _____.

Write words that rhyme with the words given below. The first one is done for you.

name	fame
health	_____
palm	_____
house	_____
eat	_____



Grammar Work

Adjectives....

An adjective is a part of speech which adds something to the meaning of a noun/pronoun.



Look at this picture.

The naughty boy is teasing the kitten.

'Boy' is a noun.

The word 'naughty' adds something to the boy.

It **describes** the boy.

Encircle the adjectives in the sentences below:



The old lady is sitting in the park.

Hint: Naming word lady. What kind of lady?



The girl is wearing a pretty dress.

Hint: Naming word dress. What kind of dress?



The boy is flying a white kite.

Hint: Naming word kite. What kind of kite?



The happy children are making a lot of fun.

Hint: Naming word children. What kind of children?

Look at these pictures. Choose the correct qualifying word for each of them from the box below:



The children are watching
a film



The children ran
out of the school.



Thedog
growled at the small one.



The cat chased
the mouse.



Reema made a
painting



We drink
drinks on a day.

big	hungry	noisy	cartoon	colourful	hot	cold
-----	--------	-------	---------	-----------	-----	------

Encircle the qualifying words in each of these sentences:

The tall man was walking with a white dog.

Shama loves juicy fruits.

Aashiq bought some ripe mangoes.

Salma and Zeba are good friends.

Nuri loves ghost stories.

Match the pictures with the sentences above. Write the correct letter against each.



A



B



C



D



E

Match each naming word with a qualifying word:

- | | |
|----------|------------|
| 1. Sweet | a. baby |
| 2. Tired | b. man |
| 3. Small | c. biscuit |
| 4. Young | d. lemon |
| 5. Sour | e. tourist |

Look at these pictures and choose the correct qualifying word for each:



A giraffe



A bear



A elephant



A mouse



An Lion



A snake



tall fat small black angry grey

1. Match the adjectives of column A with the nouns in column B:

Column A	Column B
bitter	sky
young	story
blue	weather
interesting	medicine
hot	man
sharp	knife

2. Write adjectives for each of the nouns given below. One is done as an example.

Nouns

Man

Adjectives

tall, handsome, old

Nouns

Flower

Adjectives

Dress

Market

Teacher

House

Voice

Face

Weather

Food

3. **Fill in the blanks using adjectives from the list given here:**

bright,	dark,	hot,	blind,	kind,
tasty,	strong,	comfortable,	beautiful,	difficult

1. The tea is _____, I cannot drink it.
2. I like to sit on this chair, it is very _____
3. A _____ man was crossing the road using his stick.
4. The old man lost his way. A _____ man helped him.
5. The flowers are _____.
6. The night was _____. We could not find our way.
7. The sum is _____, I cannot solve it.
8. An elephant is a _____ animal.
9. My mother has cooked a _____ dish.
10. The sun was shining. The day was _____.

LET'S WRITE

Rafiq has lost his tiffin. This is how he describes it and puts it on the notice board.



I have lost my tiffin.

- It is blue and white in colour.
- It has a picture of two boys on it.
- It is made of plastic.



Pick out the adjectives that describe the tiffin.

If you find it, please return it to Rafiq Reshi of class III-B.

You have lost your pencil box. Describe it as shown above.

Activity

Here is the another story for you to read. Complete it using the words that are given in the box.

The Lion and the Mouse

One day a lion was sleeping. A little mouse ran by and the lion woke up. He caught the little mouse.



“Ha! Little mouse !” said the lion. “you _____ me up, I will eat you”.

“Oh, please don't _____ me!” said the little mouse.

“Let _____ go. Some day I can help you”.

“You? _____ are so little. Ha ha ha!.

A little mouse cannot _____ a big lion”, said the lion. “But I will let you _____. You make me laugh.”

The next day _____ lion was caught in a net. The lion could not get away. He roared and _____.

The little mouse heard the lion. He _____ to the lion. He cut _____ with his teeth. The lion got away. “_____ you, Little mouse,” said the lion. “You are little, but you _____ my life.”

“You are welcome, Lion”, said the mouse.

woke	eat	little	me	the	roared	ran
help	mouse	net	saved	thank you	go	

TEACHER'S PAGE _____ UNIT III

- Recite the poem to pupils.
- The poem offers a sound base to understand it from the perspective of child's experiences/observations. The poem is child centric.
- Ask pupils what home feels like.
- Ask pupils about their activities at home.
- Read the story aloud to pupils.
- Make them understand the theme of the story.
- Encourage them to guess the meaning of the difficult words.
- Ask them about lesson/inspiration they get from the story.
- Give them an updated information about child labour.
- There are round about eleven million children alone in India who are engaged as child labourers in coal mines, factories, organizations, offices, shops, railways and other different institutions.
- Ask them if they know any such child. Would they like to help such a child?



UNIT IV

Rain of the Night

Raining, raining
All night long,
Sometimes loud, sometimes soft,
Just like a song.
There'll be rivers in the gutters
And lakes along the street,
It will make our lazy kitty;
Wash her dirty little feet.
I'll sail my boat tomorrow
In wonderful new places,
But first I'll wear my swimming suit
And have a rainy bath.

Reading is fun



1. How long did it rain?
2. What does the sound of the rainfall remind the poet of?
3. What happens to the streets and the gutters?
4. What will the cat do?
5. Is the "I" in the poem a child or a grown up? Which are the two things that tell you so?

6. Have you noticed the rhyming words at the end of the verses?

long --- song

street --- feet

Now find the rhyming words for these two words:

kitty ---

might ---

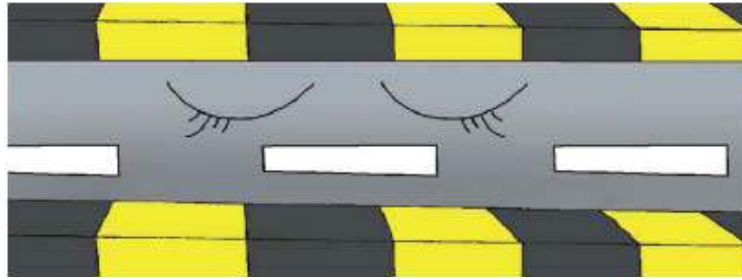
ACTIVITY

Draw a scene of a rainy day:



THE STORY OF THE ROAD

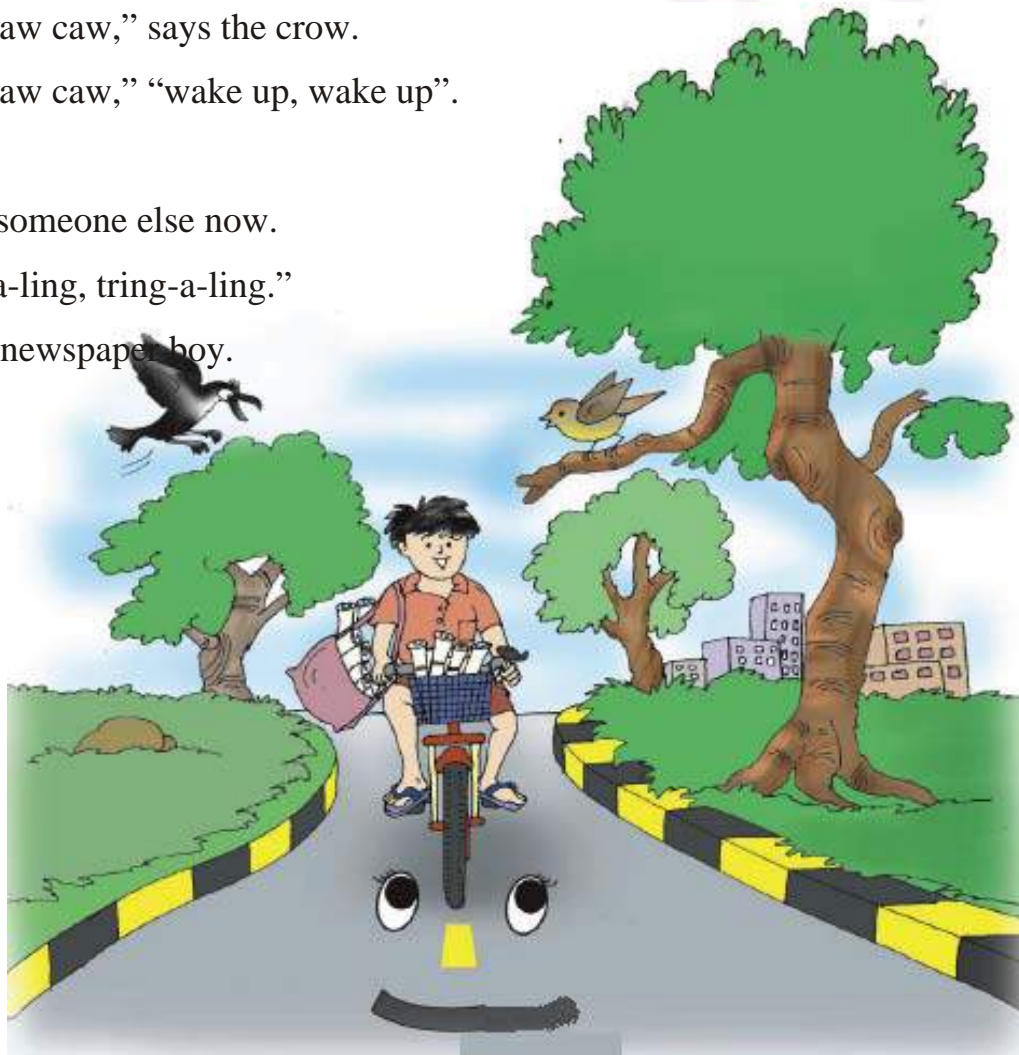
It is early morning.
The road is asleep.
Everything is quiet.



But listen!

The birds are calling softly.
“Chirrup, chirrup, chirrup,” say the sparrows.
“Chirrup, chirrup, chirrup.”
“Caw, caw caw,” says the crow.
“Caw, caw caw,” “wake up, wake up”.

Here is someone else now.
“Tring-a-ling, tring-a-ling.”
It is the newspaper boy.



“Tring-a-ling, tring-a-ling,” says his bicycle.

“Tring-a-ling, wake up.”

“Chirrup, chirrup, chirrup”, say the sparrows.

“Chirrup, Chirrup.”

“Caw, caw,” say the crow, “wake up.”



Who is this coming now?

It is the vegetable man.

“Peas, cauliflowers, cabbages”,
says the vegetable man.

“Potatoes, cucumbers, radishes, carrots”.

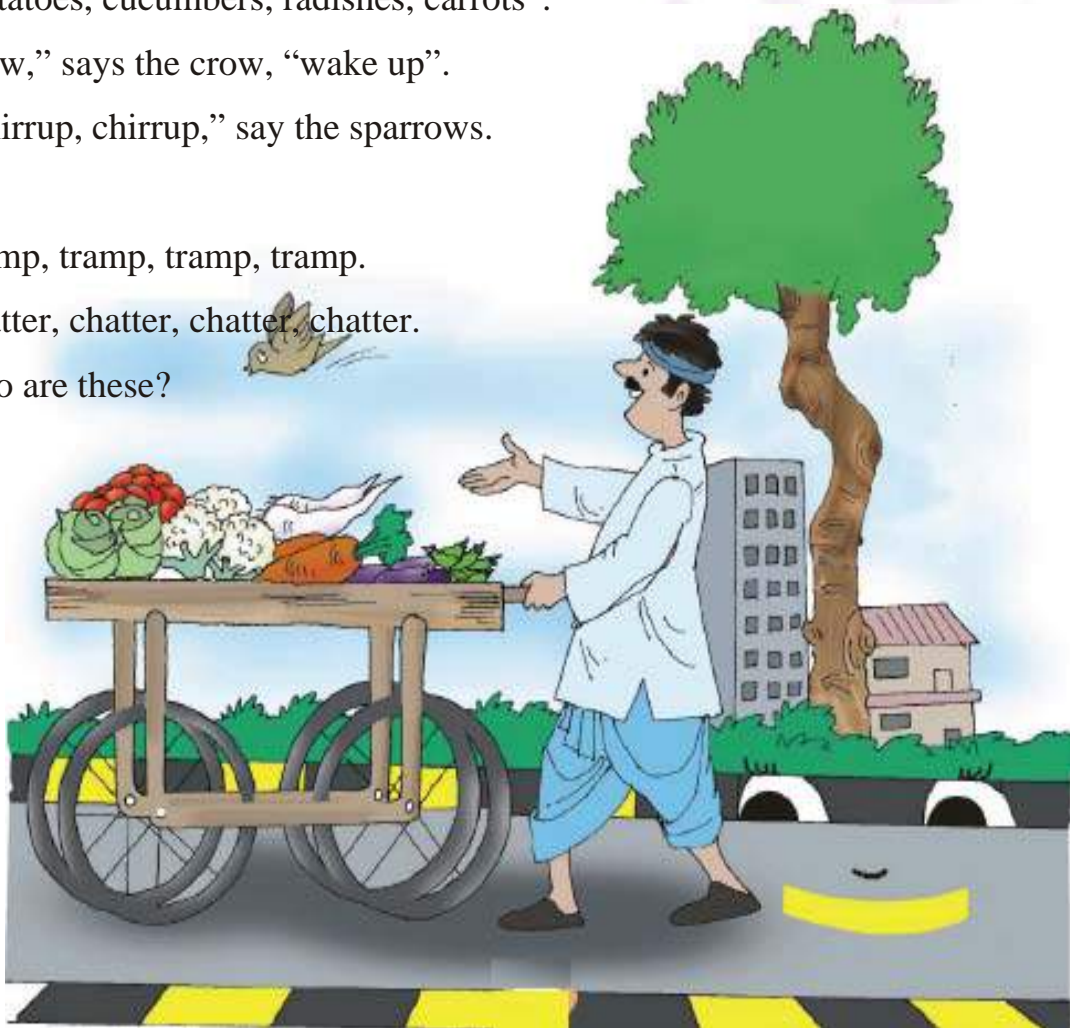
“Caw,” says the crow, “wake up”.

“Chirrup, chirrup,” say the sparrows.

Tramp, tramp, tramp, tramp.

Chatter, chatter, chatter, chatter.

Who are these?



They are children going to school.

“Chatter, chatter, chatter,” talk the school children.

“Tramp, tramp, tramp”, go their shoes.

“Peas, carrots, cabbages”, calls the vegetable man.

“Chirrup, chirrup, chirrup,” say the sparrows.

“Caw, caw,” says the crow, “wake up”.

“Caw, caw, caw”, says the crow.

“Caw, caw, wake up”.

“Wake up!” asks the road.

“Can't you see, you foolish bird?

I am wide awake”.

(Poile Sengupta)



New words

newspaper

cucumbers

cabbage

potatoes

radish

cauliflower

foolish

Reading is fun



1. What sounds do you hear on the road in the morning?
2. What is the vegetable man selling?
3. Why is the road annoyed with the crow?

Talk Time



1. ***Stop, Look and Listen***

Stop, Look and Listen

Before you cross the street.

Use your eyes, use your ears

And then use your feet.

Talk about how you would cross the road.

2. Can you make the sounds which you hear when you walk on the road? Talk about them.
3. Use *can* and *cannot* alternatively in the following sentences:

I _____ hear the sound of cars.

I _____ hear the train whistle.

I _____ hear the wind blow.

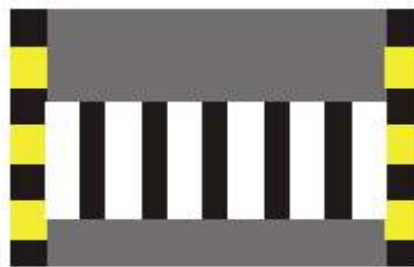
I _____ hear the clock.

I _____ hear the sound of feet.

I _____ hear the sound of moving of chairs.

I _____ hear the dogs barking.

I _____ hear the speech of angels.



Zebra Crossing

Song time



Let's sing

'The Bus'

The wheels on the bus go *round, round, round,*
round, round, round, round, round, round.

The wheels on the bus go *round, round, round.*
all through the town.

The horn on the bus goes *beep, beep, beep...*

The wipers on the bus go *swish, swish, swish...*

The money on the bus goes *clink, clink, clink...*

The babies on the bus go *waa, waa, waa...*

The driver on the bus says, "*Move on back*"...

The bell on the bus goes *ding, ding, ding...*

The windows on the bus go *up and down...*

(Traditional)

Team Time



Let's Act



The Race

I am going home in a bus.

There is a railway line alongside the road.

Look, there is a train coming.

I tell the bus driver, "*Go fast!*"

Go faster than the train!"

But the driver slows down.

There is a railway gate.

"*I must stop,*" says the driver.

The train whistles loudly.

"*I am first!*" it says.



Look at the picture and write four sentences about what you see:

1. I can see a tree.
2. _____
3. _____
4. _____

Let's write



An antonym is a word which has opposite meaning of another word.

e.g., Good: its antonym is bad;

Day: its antonym is night.

Now match the words of A with their antonyms from B:

A	B
1. remember	heavy
2. cold	coward
3. youth	hot
4. daring	forget
5. light	old age
6. immense	small

A synonym is a word which has the same meaning as that of the word.

Write synonyms of the underlined words in the sentences without changing their meaning, in the space provided.

e.g., coward, fearful;

brave, daring

1. Rainu is a beautiful girl. _____
2. Fara was a daring boy. _____
3. One avalanche of immense size and speed hit Fara's hut. _____
4. Darakshan likes milk chocolates. _____

Grammar work



A verb is a word which tells us something about a noun or pronoun, like action, position, etc.

Kamal plays.

Rainu washes clothes.

Plays and washes are verbs because they tell us what the boy and the girl do.

Fill in the blanks with the following verbs:

erected, embraced, rolled down, looked, crawling

1. The sun _____ bright.
2. The avalanche _____ at high speed.
3. Fara and his friends _____ each other.
4. Fara sighted his dog _____ up a distant steep.
5. The four friends _____ a wall of snow.

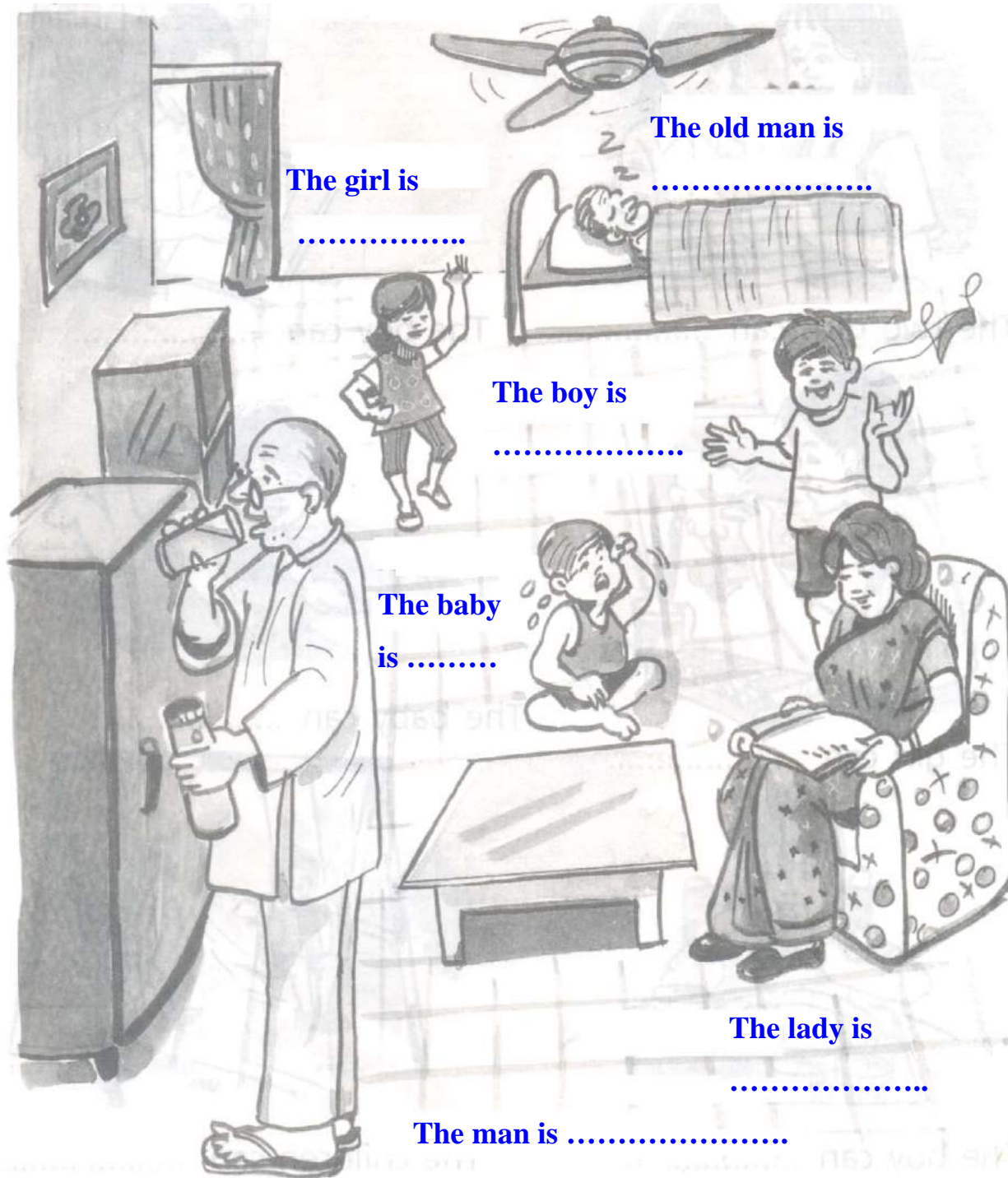
Activity Time



1. During winter, gather a lot of snow on a wooden plank.
2. This will be used to erect a snowman.
3. First make its legs.
4. Above them, place a huge lump of snow to make the belly.
5. Then make a round of snow and place it above its neck. It will form the head.
6. Take some more snow to make the arms and ears.
7. Then get some coal and make the eyebrows, nose and lips.
8. Your snow man is ready now.



Fill in the blanks with verbs:



drinking

sleeping

singing

crying

reading

dancing

Fill in the blanks with verbs :



The two girls are



The boy is



The girl is



The baby is



The boy is



The children are

painting writing eating talking swinging crawling

What do these animals do?



The dog



The cock



The cat



The cow



The bee



The donkey

crows

mews

brays

moos

buzzes

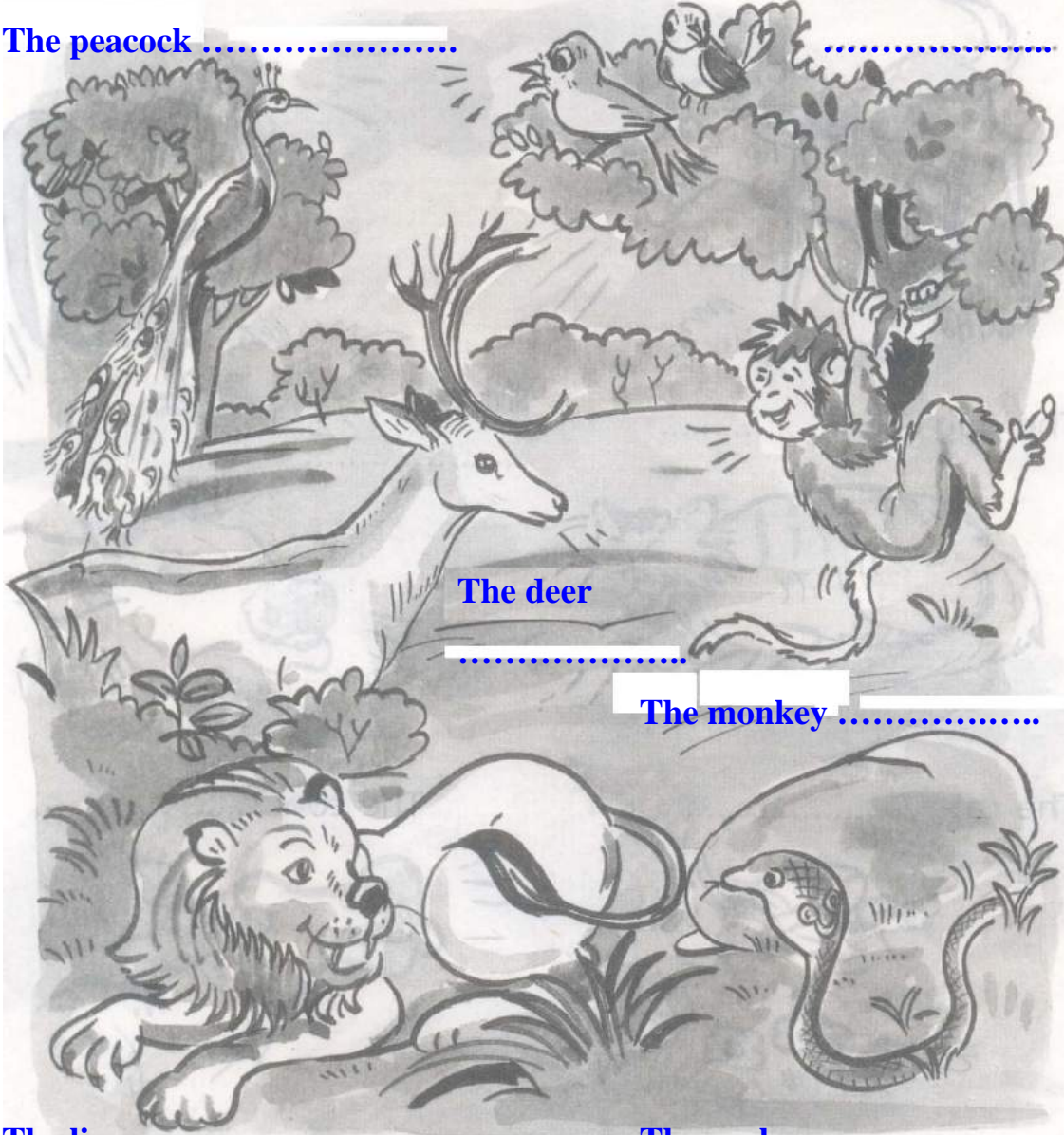
barks

Take a guess.....

What do these animals do?

The peacock

The bird



The deer

The monkey

The lion

The snake

roars

screams

chirps

chatters

hisses

grunts

Take a guess.....

What do these people do?



The children are



The man is



The girl is



The man is



The boy is a kite.



The boy is
a pram.

fighting

pushing

cooking

flying

riding

driving

What do you think they are doing? Tick the right verb.



**The dog is rolling/sleeping
in the sand.**



**The child is eating /licking
an ice-cream.**



**The children are talking/
shouting.**



**The children are talking/
shouting at each other.**



**The family is looking at/
watching television.**



**The man is driving/riding
a horse.**

TEACHER'S PAGE _____ UNIT IV

THEMES

- Seasons
- Travel

SUGGESTIONS FOR CLASSROOM TEACHING

- Recite the poem to children.
- Make them enjoy the poem.
- Make them understand the meaning of the poem.
- Ask them about the difference between a rainy day and a sunny day.
- Ask them about the difference between four seasons.
- Ask them about their favourite season.
- Read the story aloud to children.
- Give information about different land forms like mountains, plains, valleys, etc. Talk about places where trains can run and where they cannot (e.g., High mountains). You can discuss different modes of transport on land. You can also talk about the different kinds of roads around your town or village, and the local modes of transport used generally, e.g., bullock carts, cycles, buses, scooters, etc.
- Help the children to enact *a race*.
- The class can also be made to enact a scene from a road/railway station (have characters like porters, vendors, passengers, etc.).
- Let children enjoy moving to beat and playing instruments in rhythm. They can sing to the accompaniment of rhythmic sounds made with their hands, feet, mouth, etc.
- Ask them if they have seen snow.
- Tell children to write a small paragraph on winter in Kashmir/Summer in Jammu or any season they like.
- Discuss with children about the difficulties of winter/summer.
- Ask them if they have ever made a snowman.



UNIT V

Are there things that grown-ups don't let you do?

Read about what this child feels.

Don't Tell

There are lots of things
They won't let me do—
I'm not big enough yet,
They say.
So I patiently wait
Till I'm all grown-up;
And I'll show them all,
One day.
I could show them now
If they gave me the chance.
There are things I could do
If I tried.
But nobody knows,
No nobody knows, that I'm
Really a giant,
Inside.

(Irene Yates)



New words

enough,

chance,

giant,

patient

Reading is fun



1. How old is the speaker?
2. Who are 'they' and 'them' in the poem?
3. What is the secret the speaker is hiding?

Talk time



1. Think of three things that 'they' won't let you do.
2. What are the things you'd like to do when you are a grown-up that you can't do now?

Word building



1. Using the letters of the given word, make three words.

One is done for you.

blackboard mother vegetable thousand helicopter

black _____ _____ _____ _____

board _____ _____ _____ _____

back _____ _____ _____ _____

2. Look at these words in the poem:

Don't I'm I'll

Here are their full forms:

Don't – Do not I'm – I am I'll – I will

- i. Now write the full forms of the following words:

Can't _____ It's _____ Isn't _____

What's _____ That's _____

- ii. Make sentences using the following:

He's She's You're We're

- iii. Now write about two things you'll do when you grow up.

You can begin like this :

When I grow up I'll _____

Team time



Class Word Chart — How many new words have you learnt?

Write down three words you have learnt so far. Write them down on a chart or blackboard. Tell their meanings to the class.

Say aloud



giant goose

jam grey

gym gold

June gum

Choose and tick the words with a 'j' sound

January goose gem jam

jacket giraffe grow July

giant grapes grey June

HE IS MY BROTHER



Once upon a time, there was a small hill. A path went up the hill. It went through thick and lovely woods of pine, peepal and banyan trees. People often walked on it to a holy place. One day, when the sun shone high in the sky many people were seen climbing up the hill. They were climbing slowly and carefully.

A girl also climbed the hill with them. Her name was Meena. Meena was twelve years old. She carried a small boy on her back. He was four years old. His hair were curly. His eyes were black and

his face was as fresh as morning dew.

As the sunshine danced through the trees, Meena climbed the hill slowly and slowly. Meena was happy. The boy was also happy.

A man in the group looked at Meena. He felt sorry for her. He asked her, "My child, why are you carrying a boy on your back. Don't you feel his load?"

Meena looked at him in wonder. She could not understand him. (Her brother was unable to walk) Meena said, "Load? Of course not! He is my brother!"

(Based on a story by Sanat Kumar Bhatt)



New words

understand, climbed, holy, slowly, sorry, load

Reading is fun



1. Where were the people going?
2. What did the man say to Meena?
3. Why do you think Meena was carrying her brother?

Talk time



Choose the correct answer.

1. What went up the hill?
(a) a path (b) a street (c) a road (d) a rail line
2. What is the name of the girl in the story?
(a) Seema (b) Beena (c) Meena (d) Nina
3. How old was Meena?
(a) Ten (b) Twelve (c) Nine (d) Eight
4. How old was Meena's brother?
(a) Five (b) Four (c) Six (d) Seven

Let's write



Fill in the blanks using the correct word given below:

rat sip box rug cot den pit

1. The boy fell in a _____.
2. I _____ hot milk.
3. The kid is in a _____.
4. My toy is in a _____.

5. The lion is in the _____.
6. The cat runs after the _____.
7. I sit on a _____.

1. Fill in the blanks with the opposite of the underlined word given in the sentences:

- i. The rat ran in when the cat ran _____.
- ii. The lion is big but the ant is _____.
- iii. The giraffe has a long neck but owl has _____.
- iv. The sun appears in the day and the moon at _____.
- v. The tea is hot but the water is _____.
- vi. The Trees are tall but the bushes are _____.
- vii. Ram was sad but Radha was _____.

Team time



1. What are the difficulties that a child who can't see faces?
2. Would you help a child who can't walk to school?
3. How can you help such a child and make the child feel one amongst you?

Activity – A Game

Blindfold a child with a cloth. S/he must try to catch the other children. Whoever is caught has to be blindfolded next.

Let's know these signs

Sign Language is a visual language, consisting of signs, gestures, finger spellings and facial expressions.

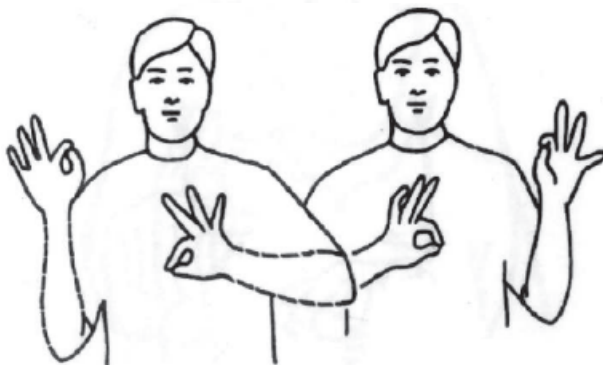
Children who cannot hear may use sign language for communication. Sign language uses the hands to send information and the eyes to receive them. It is a visual manual language system with its own sentence structure and word order. Usually, words are signed and spoken at the same time. Using this method for young children with disabilities is sometimes referred to as total communication. Although using sign language is important for communication, it can also be an adventure for everyone.

Here are some words that you can learn in sign language. Show and say as seen in the pictures below:



Sing

Right “open” hand: Its face touches the mouth and moves to the right like waving.



Dance

Both “zero” hands, facing out, move from shoulder to front of chest alternately twice.

**Read**

Both “open” hands, palms facing at chest level, move from side to side in a symmetric way.

**Write**

Act out as if writing on the palm of the left hand.

**Win**

Right “thumbs-up” hand, move up to right shoulder from front of chest.

**Lose**

Right “thumbs-up” hand, moves from right shoulder to front of chest to end with thumb pointing down.

**Sunrise**

Right “bent five” hand, facing left, moves from the waist level on the right side, up above the head.

**Sunset**

Right “bent five” hand, facing left, moves from above the head to the waist level on the left side, and rests facing down.

Grammar Work



Do you know some words which end with ‘-ly’ They tell us about the verbs/adjectives. They are called Adverbs. Adverbs add something to the meaning of verbs/adjectives.

Look at these sentences carefully:

The dog barked loudly.

‘Barked’ is a verb. If we ask the question – ‘How did the dog bark?’ We get the answer – loudly.

The children are singing sweetly.

How are the children singing? – Sweetly

It is raining heavily.

How is it raining? – heavily.

Choose the correct ‘-ly’ word for the following:



Rahul was eating



Sumi rubbed her eyes.....



Heena laughed



Amir sat

loudly

softly

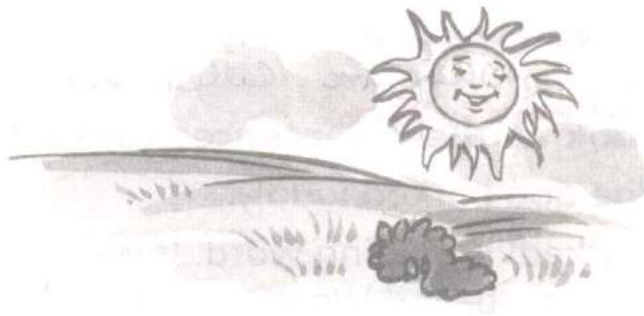
hungrily

quietly

Look at the pictures. Encircle the correct Adverb for each:



**My grandmother walks
Slowly/rapidly.**



The sun shines brightly/dimly.



The car moved noisily/quietly.



**The students sat quietly/
noisily in the class.**



**Juhi answered the questions
correctly/wrongly.**



**Lily is feeding the birds
lovingly/angrily.**

Read the following sentences:

1. Hira was barking **loudly**.
2. The teacher spoke **angrily**.
3. The old man and the woman were working **hard** in their garden.

In sentence **1**, the word **loudly** tells us how Hira barked; in sentence **2** the word **angrily** tells us how the teacher spoke, and in sentence **3**, the word **hard** tells us how the old man and the woman worked in the garden.

The words **loudly**, **angrily** and **hard** are called adverbs. These words describe how actions are done.

Adverbs are formed in a variety of ways.

The most usual way is to add **-ly** to a describing word.

1. Make adverbs from the list of describing words given below:

The first one has been done for you.

Soft	-	Softly
Bad	-	_____
Slow	-	_____
Clear	-	_____
Loud	-	_____
Swift	-	_____

Words which end with –‘i’ change to ‘-lly.’

2. Make adverbs from this list of words:

Careful	-	Carefully
Beautiful	-	_____
Cheerful	-	_____
Wonderful	-	_____
Total	-	_____
Grateful	-	_____

Words which end in - y, change to -ily

3. Complete this list:

Angry	-	_____
Happy	-	_____
Pretty	-	_____
Easy	-	_____

Describing words which end in - ble, change to -bly (dropping the -e)

4. Fill in this list with words that end in -ly:

Feeble	-	Feebly
Humble	-	_____
Terrible	-	_____
Horrible	-	_____
Comfortable	-	_____

5. Complete the sentences with the correct adverbs.

Remember to check the spelling.

- The hare ran _____. (swift)
- The tortoise went _____. (slow)
- The teacher spoke _____. (angry)
- He really worked _____. (hard)
- The girl draws _____. (beautiful)

*** A few words do not change their form at all, e.g.,**

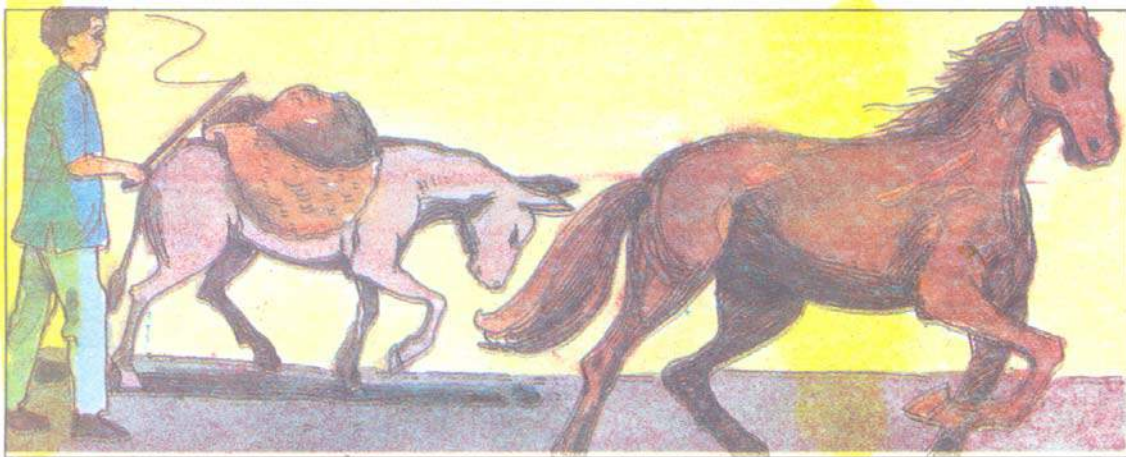
- Rita is a fast runner (adj). She runs very fast (adverb)
- The ball is hard (adj). It hit him hard. (How did it hit him?) (Adverb)

LET'S WRITE

Here is an incomplete story about a donkey and a horse. The words in the box will help you to fill in the gaps. Each word tells you how something was done.

wearily	proudly	hurriedly	easily	selfishly	slowly
merrily	quickly	politely	rudely		

One day a man was walking down the road leading a horse and a donkey. He walked _____ as he was late for the market where he hoped to sell his goods. The donkey had a heavy load and walked _____. The horse had no load at all, and trotted _____ along.



‘Help me with this heavy load’, the donkey said to the horse very _____. The horse tossed its head _____. ‘Indeed I won’t’, he replied. The donkey became more and more tired. At last he fell _____ to the ground, unable to move any more.

The man _____ took the load from the donkey and put it on the horse, who had to carry it all the way to the market. ‘Had you behaved less _____’, the donkey said, ‘we could have shared the load.’

TEACHER'S PAGE _____ UNIT V

THEMES

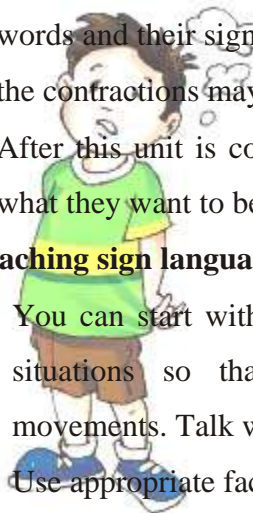
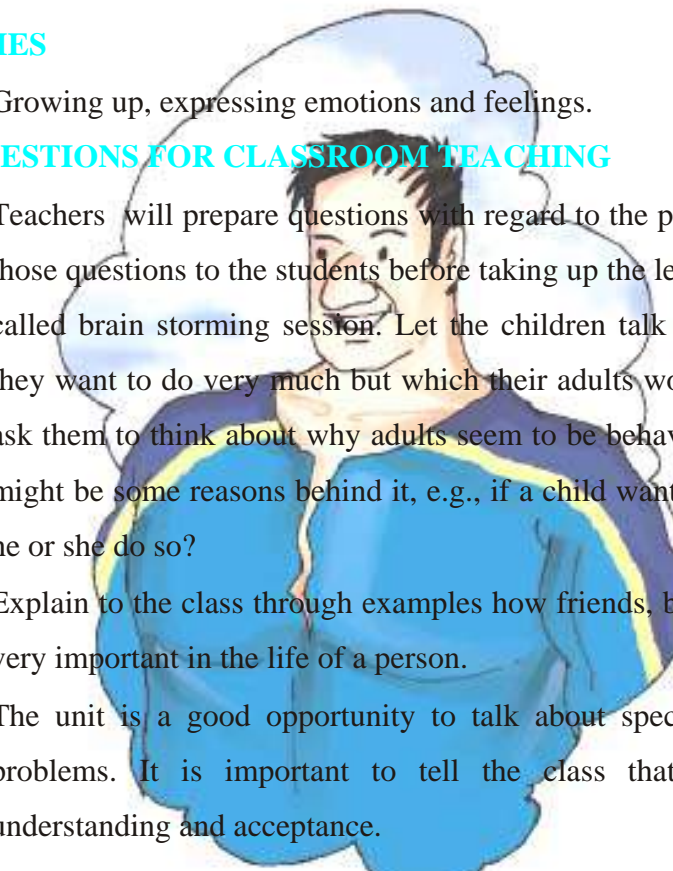
- Growing up, expressing emotions and feelings.

SUGGESTIONS FOR CLASSROOM TEACHING

- Teachers will prepare questions with regard to the prescribed lesson and will pose those questions to the students before taking up the lesson with the students. This is called brain storming session. Let the children talk individually about something they want to do very much but which their adults won't let them do. You can then ask them to think about why adults seem to be behaving unreasonably and if there might be some reasons behind it, e.g., if a child wants to drive a vehicle why can't he or she do so?
- Explain to the class through examples how friends, brothers, sisters and family are very important in the life of a person.
- The unit is a good opportunity to talk about special children, their needs and problems. It is important to tell the class that special children need our understanding and acceptance.
- Encourage children to guess the meanings of difficult words, before you explain.
- Discuss and help them with the activities. You may explain short forms of the words and their significance in our conversation, e.g., are – 're, will – 'll. Listing of the contractions may be done on the blackboard.
- After this unit is completed, children can tell the class about their ambitions, i.e., what they want to be when they grow up.

For teaching sign language

- You can start with signing a few words. Repeat in different situations so that meaning is attached to your hand movements. Talk when you sign. Keep your language simple. Use appropriate facial expressions with signs and speech.



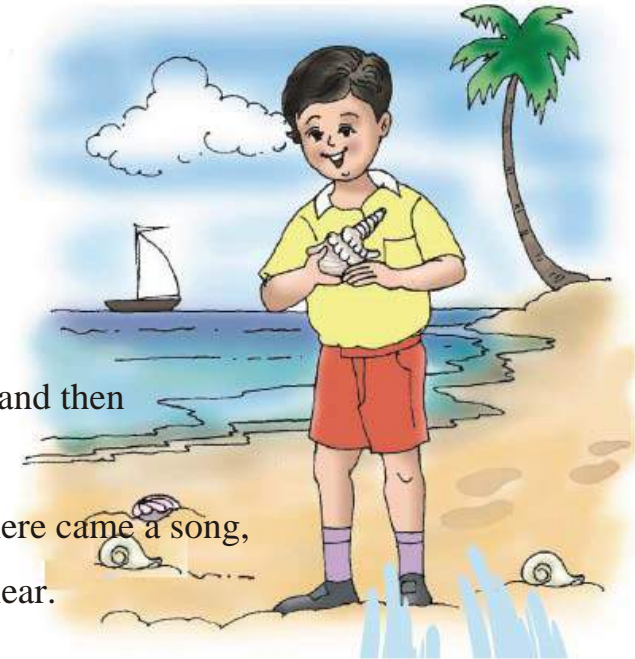
UNIT VI

Have you ever collected shells? Enjoy this poem about a shell that sings.

Sea Song

I found a shell, a curly one,
Lying on the sand.
I picked it up and took it home,
Cold inside my hand.

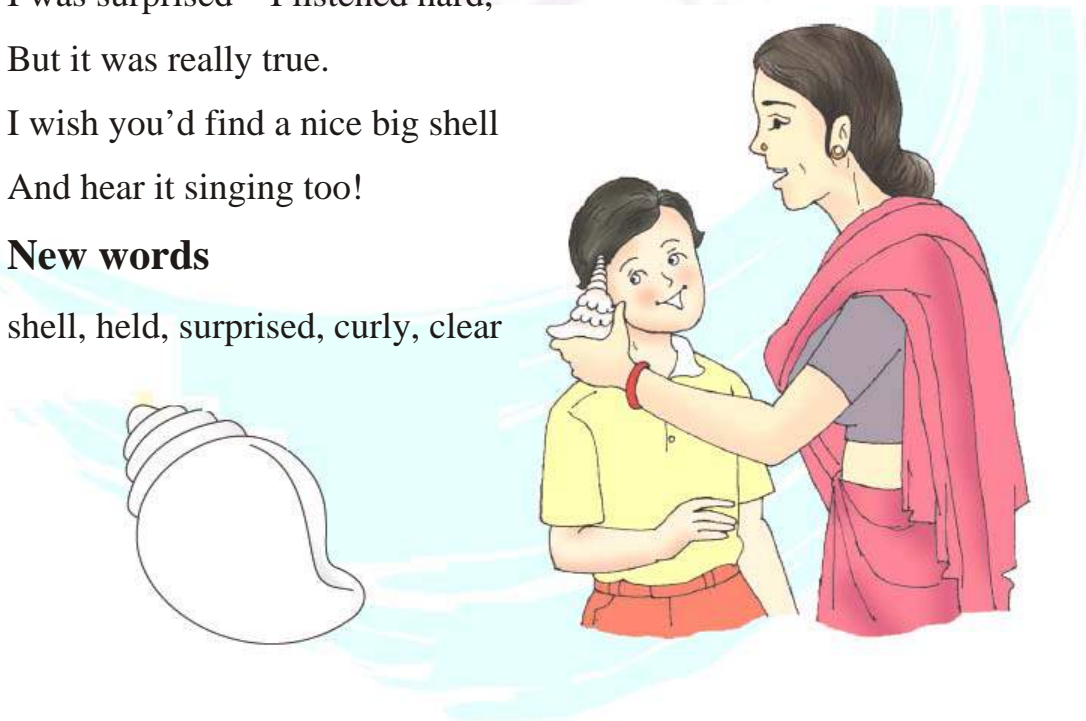
Mummy looked at it and then
She held it to my ear,
And from the shell there came a song,
Soft and sweet and clear.



I was surprised – I listened hard,
But it was really true.
I wish you'd find a nice big shell
And hear it singing too!

New words

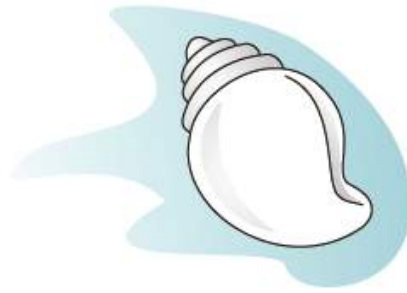
shell, held, surprised, curly, clear



Reading is Fun



1. Where did the child find the sea shell?
2. What did the child do with the shell?
3. What did the child hear?



Word building



- i. Pick the rhyming words from this box and pair them in the spaces below. The first one has been done for you.

found	cold	took	sand	mummy
look	hand	sound	bold	tummy
1. found	2. _____	3. _____	4. _____	5. _____
sound	_____	_____	_____	_____

- ii. Fill in the blanks with the opposite word choosing from the box below. The first one is done for you.

hot	false	short	straight	drop	soft
go	small	give	outside	bitter	lost
found	lost		take	_____	
hard	_____		big	_____	
inside	_____		come	_____	
pick	_____		cold	_____	
true	_____		sweet	_____	
curly	_____		tall	_____	

Let's write



The Sea is Big.

The sea is big.

It is very, very big.

You cannot see the other side of the sea.

You can cross the sea in a ship,

But you must go for many, many days.

Choose the right words:

1. The sea is very, very _____ (big/far).
2. You cannot _____ (hear/see) the other side.
3. You _____ (can/cannot) cross the sea.
4. You can cross it in a _____. (bus/ship)

Say aloud



She sells sea-shells.

She sells sea-shells on the sea-shore.

Read the following:

Silence

Birds sing.
Phones ring.
People talk.
Dogs bark.
Cows moo.
Cocks crow.
Bees buzz.
Children hush!



Match the phrases with the picture:

A bird singing



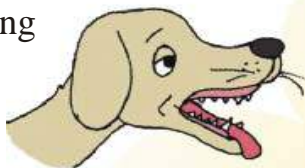
A cow mooing



A phone ringing



A dog barking



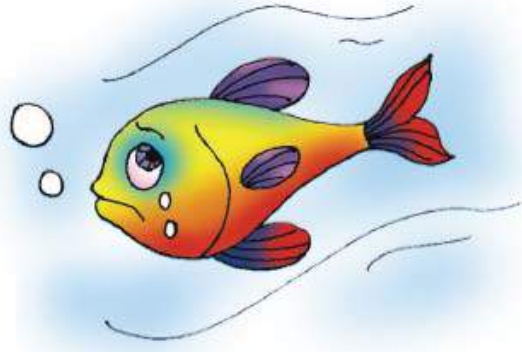
A cock crowing



A Little Fish Story

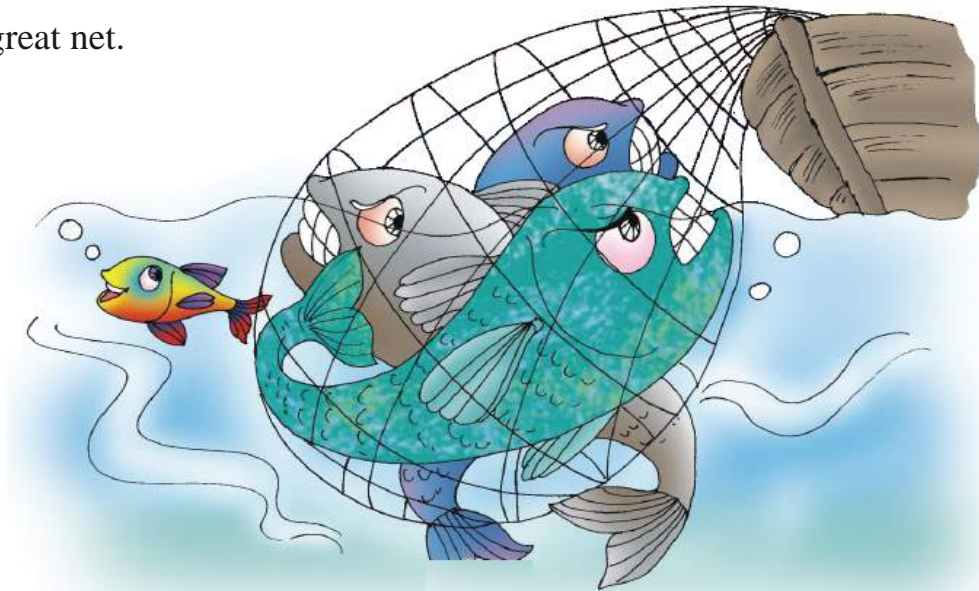
There are a great many million fish in the sea, but this story is about just one of them, and a very small one.

Now this little fish had everything in the sea to make him contented, but he was not happy. You will laugh when I tell you why he was not. He was unhappy because he was very small.



“It is very hard to be such a little mite of a fish!” he would say, over and over again. “If I were only larger, how much happier I could be.” And he said it so many times that I think he believed it.

One day he was swimming along with its shoal and thinking, no doubt, how larger fish had to be thankful for their size than him when suddenly, with no warning, he found himself along with its shoal in the mesh of a great net.



There was much floundering and splashing as the net was drawn up out of the water into the sunlight, and just as its haul was being emptied into the boat, the smallest fish in the shoal wriggled through the mesh and slipped back into the cool clear water. How good it felt!

He swam here and there and everywhere, and some of the fish who knew him well all the rest of his life, said that they never again heard him say that he wished to be anything but a *little* fish.

(Enos B. Comstock)



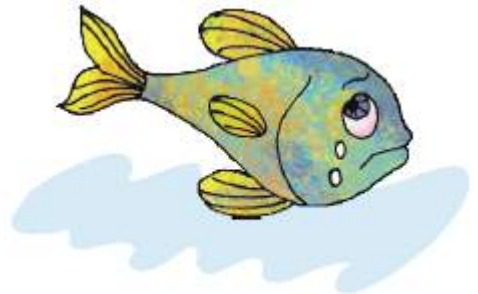
New words

million, floundering, mesh, haul, contented, splashing, emptied, wriggled, warning

Reading is Fun



1. How many fish are there in the sea?
2. Why was the little fish unhappy?
3. What happened to the little fish one day?
4. Why was the fish thankful to be a little fish?



Talk time



1. Imagine you are a little fish. Describe what you see around.
2. In your class, talk about the time you were caught doing something you were not supposed to do. You can discuss it in your own language as well as in English.

Word building



look looked

pick _____

bark _____

want _____

talk _____

wish _____

pull _____

help _____

2. Fill in the blanks with the right word from the box:

paper flowers water matches cows wolves

a glass of _____

a bunch of _____

a box of _____

a herd of _____

a sheet of _____

a pack of _____

Let's write



Look at the following sentence:

If I were only larger, how much happier I could be.

Make more sentences like this using the words from the box:

taller thinner smaller cleverer younger older

1. If I were only _____, how much happier I could be.



2. If I were only_____.
3. _____.
4. _____.
5. _____.
6. _____.

Say aloud



blunder wonder thunder plunder flounder

Song time



Singing or Crying?

Irfan sings a song.

Venu looks at him.

“Why are you crying, Irfan?” he asks.

Irfan says, “I’m not crying.

I’m singing an English song!”

Choose the right words from the sentences given below:

1. Irfan sings/dances _____ .
2. Venu _____ (looks/shouts) at him.
3. Venu thinks Irfan is _____ (crying/laughing).
4. Irfan is _____ (singing/saying) a song.
5. The song is in _____ (English/Kashmiri/Dogri/Ladakhi).

Grammar Work



Conjunction is a part of speech which joins two sentences/words without changing their meaning.

Rose is a flower. Rose is the king of flowers.

Rose is a flower and the king of flowers.

Now join the sentences given below by using a conjunction:

1. Rafia cooks food. Rafia makes cake.
2. _____
Adnan plays violin. Adnan plays flute.
3. _____
Misbah plays hockey. Misbah plays cricket
4. _____
Rainu loves to sing. Rainu loves to dance
5. _____
Friendship club went to a cinema. Friendship club went to an ice-cream parlour.

A. Complete the following sentences:

1. The shortest month is
2. Three months beginning with the letter 'J' are
3. The two days in the week, the names of which begin with the letter 'T,' are and.....
4. The school week starts on Monday, which is the day of the week.
5. The names of three months end in *-ember*: these months are, and
6. is the third month of the year.
7. There are seven days in a week, so midday is the fourth day, which is

8. The weekend starts on the last day of the week and includes the first day of the next week. So the weekend means and

‘And’, the joining word

Read these sentences:

I love to sing. I love to dance.

Can you join these sentences together?

Hint: Think of the easiest way to do so!

Here it is –

I love to sing and dance.

‘And’ is a word which joins sentences.

The word **‘and’** is called a **conjunction**.

Let us see how this works.

1. Arsalan went to the park. Arsalan met Adnan.

Arsalan went to the park **and** he met Adnan.

2. We went to the circus. We saw the clown.

We went to the circus **and** saw the clown

3. It was a holiday. We planned to go to the zoo.

It was a holiday, **so** we planned to go to the zoo.

4. My cousins had come from Jammu. We all went down to the beach for a swim.

My cousins had come from Jammu **and** we all went down to the beach for a swim.

Use ‘and’ to join the following sentences:

1. Mahi went to the garden. She watered the plants.



.....
.....
2. The plants were of different sizes. The flowers were of different colours.

.....
.....
3. Mahi liked one flower the best. She wanted to pluck it.

.....
.....
.....
4. She went close to the flower. She stretched out her hand.



.....
.....
5. Just then her mother came out of the house. She called out to Mahi.

.....
.....
6. Her mother came over to Mahi. She told her many things about plants.

.....
.....
7. Her mother told her that plants are living. Plants need food.

.....
8. She told Mahi that plants breathe. They also feel pain.

.....

9. She told her that plants too feel happy. They swing in the rain and sway in the wind.

.....

.....

10. Mahi made up her mind. She decided never to hurt a plant again.

.....

.....



TEACHER'S PAGE _____ UNIT VI

THEMES

- Water, Sea & Sounds.
- The importance of water in our lives.
- Life in a Sea.

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the poem aloud.
- Encourage children to recite the poem with appropriate actions and gestures.
- Help children to find rhyming words and opposites.
- Explain the difficult words in the text.
- Let the children try to say the tongue twister (She sells sea-shells...) aloud as clearly as they can. These and some more like *Shoes and socks shock Shyam, Bring back buttons, beans, and buns etc.*, can be said quite slowly at first and the speed can be increased later.
- Encourage children to make different sounds.
- The story can be read aloud with expressions and gestures. The children can be given ideas and opportunities to express themselves. Word building can become an interesting game as children practise correct pronunciation and build up words.
- You can talk about disaster management mitigation as in the case of accidents, floods, fire and earthquakes. What are the safety measures to be taken? How can we help victims? Introduce terms like 'tsunami'. Let them talk about stories they have heard about the tsunami, earthquakes, etc.
- Ask children whether they eat fish. Tell them about the different kinds of fish in the sea and other water animals, big and small.
- This unit can introduce important issues like water pollution and its harmful effects on water bodies.



UNIT VII

Does a balloon man visit your market? Let's see what this balloon man brings with him.

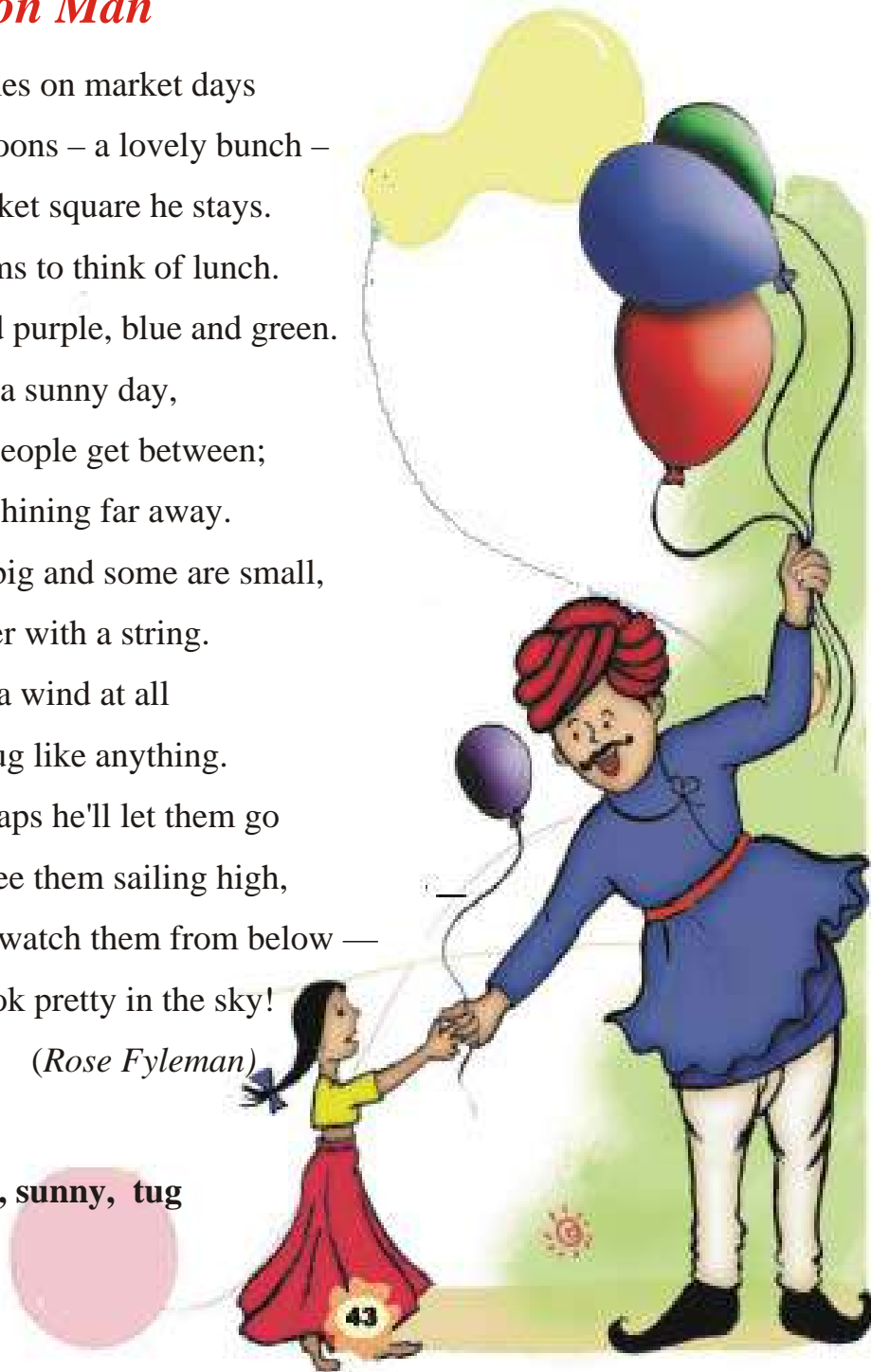
The Balloon Man

He always comes on market days
And holds balloons – a lovely bunch –
And in the market square he stays.
And never seems to think of lunch.
They're red and purple, blue and green.
And when it is a sunny day,
The carts and people get between;
You see them shining far away.
And some are big and some are small,
All tied together with a string.
And if there is a wind at all
They tug and tug like anything.
Some day perhaps he'll let them go
And we shall see them sailing high,
And stand and watch them from below —
They would look pretty in the sky!

(Rose Fyleman)

New words

bunch, square, sunny, tug



Reading is fun



1. Where does the balloon man stand?
2. What happens to the balloons when the wind blows?
3. What does the child like to see the balloon man do?

Talk time



1. Have you ever flown a kite or a balloon
share the experience with your peer.
2. What did you like from this poem?



Word Building



- i. Rearrange the jumbled letters and make meaningful words:

llaboons _____

cunlh _____

ulbe _____

ploep _____

wolbe _____

crats _____

- ii. Match the words given in the box with the following:

(a) nature _____

(b) food _____

(c) colours _____

wind

turnip

purple

pineapple

sky

green

grass

white

yellow

rice

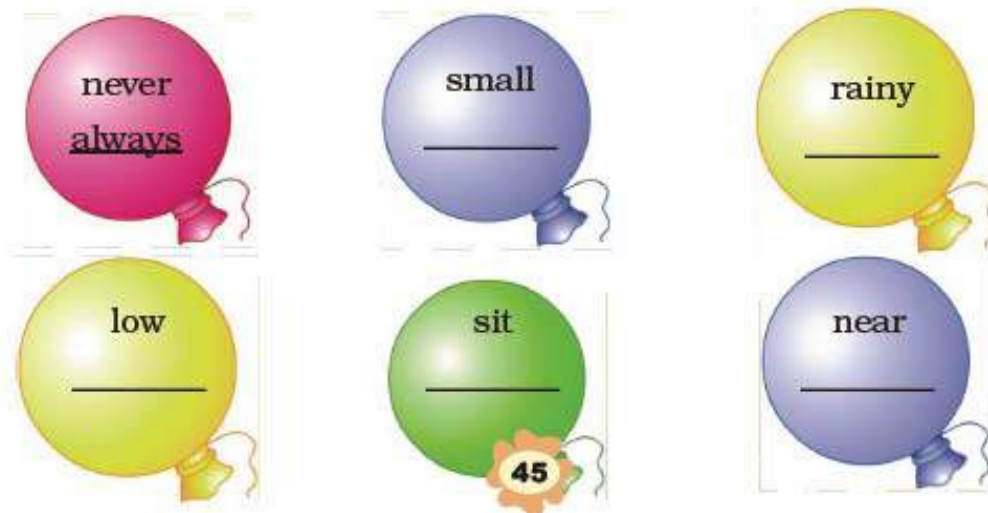
iii. How many colours can you find hidden in this maze?

Write and encircle the word and the name of colours:

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

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

iv. Fill in the blanks in the balloons with their opposites. You can find them in the poem *The Balloon Man*. One is done for you.



Team time



- Take any magazine or newspaper which has colourful pages.
- Cut out balloons of various sizes and shapes carefully, using a pair of scissors.
- Paste the balloons on a large sheet of paper.
- Arrange them to make a colourful bunch of balloons.
- Draw a string for each balloon in a different colour.

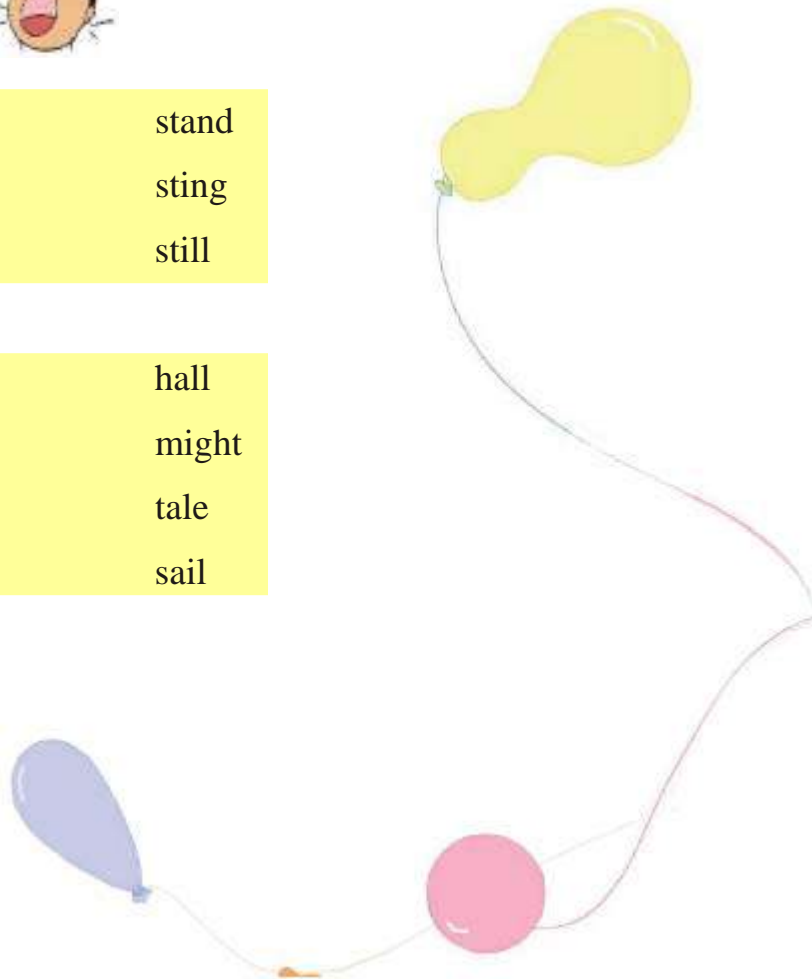


Say aloud



string	stand
stream	sting
strong	still

haul	hall
mite	might
tail	tale
sale	sail



THE YELLOW BUTTERFLY

A yellow butterfly flew around in Sonu's garden.

Sonu saw the butterfly. He ran to catch it.

The butterfly flew to a rose bed. It sat on a red rose.



“Now I can catch it!” said Sonu.

He walked slowly and silently to catch the butterfly. He came closer, closer, and still closer, but then off flew the butterfly!

Where did the butterfly go?

Near the garden was a pond. In the pond was a white lotus.

Around it grew round leaves.

They floated in the water.

The butterfly sailed on a floating leaf.

Sonu went splash into the water and off flew the butterfly!

Where was it? Sonu looked up, he looked down.

Near the wall was a peach tree. It had pink flowers.

The butterfly sat on a pretty flower.

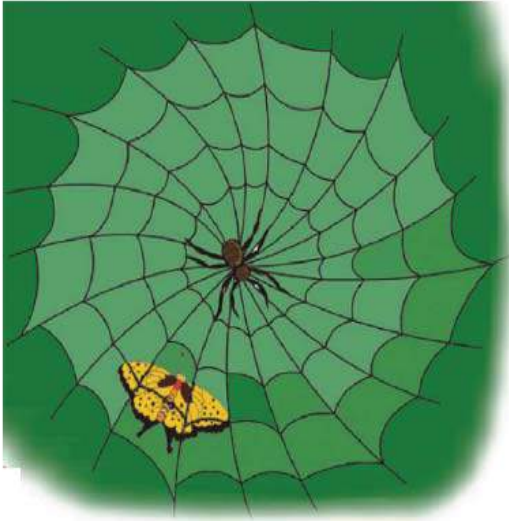
“I can catch you!” shouted Sonu.

He climbed up the tree.

Up, up he climbed, but

back it flew, down from the tree.





Sonu jumped down too. He chased the butterfly,

From the rose, to the lotus, and,
up the peach tree, but

he could not catch the butterfly.

Sonu could not see it at all.

He looked everywhere. At last he saw the butterfly.

There was a big spider's web in the peach tree. The butterfly was caught in the spider's web. It looked sad as it tried to escape. It fluttered its wings. It twisted and turned. But it could not escape. The spider's web held it tight.

Poor butterfly!

In the middle of the web was a big spider. It looked hungry.

It wanted to catch the butterfly.

Closer and closer crawled the brown spider.

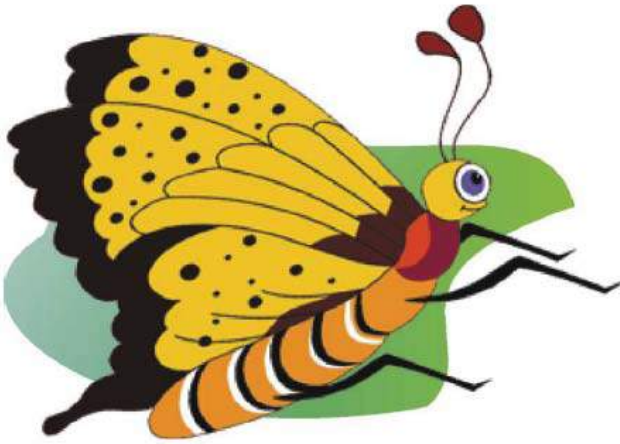
Before the hungry spider could grab it, Sonu ran and...

he caught the butterfly!

It was so pretty. It had brown spots on its yellow wings.

Sonu loved the little butterfly.





But it looked sad in Sonu's hand.

Sonu wanted it to be happy.

"Go," said Sonu,

"Fly away!"

He let the butterfly go. It sat on the red rose. It flew to the peach tree and then sailed on the lotus leaf. It flew merrily from

flower to flower.

Sonu watched it fly and fly.

The butterfly flew all around Sonu's garden....happy and free once again.

(Nilima Sinha)

New words

escape, pond, peach, climb, catch, middle, hungry, float, shout, chase, flutter, twist

Reading is fun



1. Where did Sonu first see the yellow butterfly?
2. Name three places where the butterfly rested.
3. Why did Sonu chase the butterfly?
4. Why did Sonu let the butterfly go?

Talk time



1. Why did the butterfly go to the flowers in the garden?

2. Say these sentences aloud:

Butterflies fly.

Birds fly.

Kites are flown

Aeroplanes are flown.

Can we fly?

No, we can't. We can fly in an aeroplane.



Let's Write



Write the sentences in a proper order using these words to help you:

first then after this finally

1. Finally, I dress up and go to school.
2. Then I brush my teeth and have a bath.
3. First of all, I get out of bed.
4. After this, I take my breakfast.

Team time



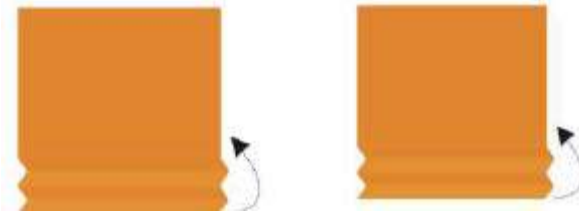
Activity: Fun with paper

Let's make a butterfly.

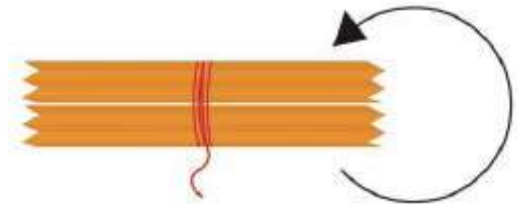
1. Take a sheet of paper.
Cut two squares of the same size.



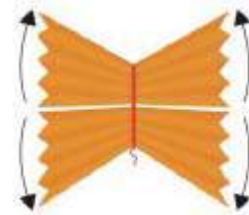
2. Fold them like a fan.



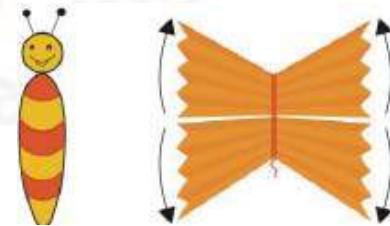
3. Hold both the folded squares and tie a thread in the middle.



4. Now spread the folds, and the wings of your butterfly are ready.



5. Cut the body of the butterfly and draw its eyes.
Draw a smile on its face.



6. Stick it on the wings and your butterfly is ready.
7. You may decorate your butterfly by
sticking some bindis, beads or sequins on it.

Word building



Make two words from one word. One has been done for you.

butterfly

butter

fly

everywhere

inside

outside

sunlight

Grammar Work



Preposition is a part of speech which is used to show the relation between the subject and the object.

e.g., The book is on the desk.

Subject preposition object

The cat is under the table.

on, in, at, of, with, to, under, into, are all prepositions.

Underline the prepositions in the following sentences:

1. There are dark clouds in the sky.
2. Sama and Saba got wet in the rain.
3. I saw the cat under the table.
4. Humpty Dumpty sat on a wall.
5. The sky is above us.
6. Radha went to the market.
7. He reached jammu at 10 O'clock.

Where am I...

Look at the pictures.



The cat is sitting **on** the table

The mouse is hiding **under** the table.



The duck is in the pond.



The bird is flying over the tree.



The girl is inside the house



The car is parked outside
the gate.

The words **in, on, under, over, inside, at** tell us what is the position of a person or a thing in relation to the object.

Choose the correct proposition to fill in the blanks:

1. Ding-dong bell, pussy is _____ the well.
2. I put my books _____ the bag.
3. We sit _____ a Chinar tree.
4. Anu jumped _____ the hedge.
5. The dog is sleeping _____ the table.
6. Little Miss Muffet sat _____ a tuffet.
7. An apple is red from _____ and white from _____.
8. Ram is going _____ the house to bring a chair.
9. The children ran _____ the rain.
10. The bird sat _____ the tree.
11. I sat _____ my room quietly.
12. The monkey hid _____ the bed.



in under on over outside inside into

Teacher's Page _____ UNIT VII

THEMES

- Sky, colours, insects.
- Appreciation of natural beauty.

SUGGESTIONS FOR CLASSROOM TEACHING

- With a new poem, ask children to remember words and their meanings.
- While reading, let children look for lines they like the most, and help them visualize pictures.
- You can bring a packet of brightly coloured balloons and thread to class. Take the children out into the playground. Let each child blow one balloon and tie it tightly with a piece of thread. Now make them run and leave the balloons and watch them fly up with the breeze. Talk about how long they will fly in the sky. Talk also about the other things one can see in the sky including birds, butterflies, balloons, clouds, etc. and their different colours. Tell pupils about rainbow.
- The story must be read in clear voice, and with appropriate expressions so that it is conveyed vividly to pupils and will live in the memory of the pupils.
- Take children outdoors if possible, where they see butterflies on flowers and tell them about how they feed on nectar. Draw the body of a butterfly on the blackboard. Talk to the children about its different parts.

Paper folding activity: Give every child a square piece of paper. Let them colour it with dots and lines before making a butterfly.

- Help children to make colourful balloons by cutting pictures from old magazines and newspapers. They can stick these on chart papers and put them up in the class.
- Help children to find out the colours in the maze by encircling the words and by reading the letters vertically and horizontally.
- Explain the difficult words in the text. You can supply pictures for them. Write new sentences on the blackboard. This way you can also teach *words* and *sentences* and later *a long word*, *a sentence*, etc. Jumbled sentences can be presented in some attractive way to be corrected by the child. But give structures to pupils and try to get structures from pupils and not broken sentences.



UNIT VIII

Have you ever received a letter? If you haven't, see what this child decides to do!

What's in the Mailbox?

Most always, when the postman comes
With letters, two or three,
They're for my Mother or my Dad
But never one for me.
I'm going to *write* some letters, though,
That's what I'm going to do,
And then my friends will answer me
And *I'll* get letters too!

New words

letters, always,
never, though



Reading is fun



1. For whom the postman brings letters?
2. Does the child ever get a letter?
3. What does the child decide to do?

Talk time



1. Have you ever written letters? If no, try one. If yes, reproduce it.
2. Whom have you written to?
3. Whom would you like to write today? Why?

Read this letter carefully

Devu has written a letter to his grandfather thanking him for a birthday gift.

*Gandhi Nagar,
Jammu.*

26 April 2006

Dear Grand father,

Thank you for the beautiful book of Panchatantra stories.

You will be happy to know that I read one story everyday.

With love,

Devu.

Let's Write



Now write a letter to your friend, telling her/him about your school.

You can use some of these words:

Classrooms, children, bell, blackboard, teacher, building

Paper fun



Activity: *Let's make an envelope and post our letter too.*

1. Take a square piece of paper.
2. Fold all the four corners to make folds.
3. Fold two corners and paste them with a little glue.
4. Fold the third corner and paste it with glue.
5. Leave the fourth corner open.



Write the address neatly on the envelope and fix the stamp on the right corner.

Put the letter inside it. Now seal the fourth corner as well. Your letter is ready to be posted to your friend.

Draw a postcard and write a letter to your friend wishing he/him happy birthday.

Word Building



Here are some people who help us.

Let's try matching A with B.

A



1. A postman



2. A cobbler

3. A librarian



4. A driver

5. A dramatist



6. A teacher

7. A nurse



8. A musician

9. An astronaut

10. A clown

B

drives a motor vehicle.

teaches in a school.

looks after patients.

writes plays.

travels in a space craft.

makes people laugh.

mends our shoes.

plays musical instruments.

works in a library.

brings our letters.



MY SILLY SISTER



Mother, your baby is silly! She is very childish!
She does not know the difference between the lights in the streets and the bright stars.

When we play with pebbles, she thinks they are real food. She even tries to put them into her mouth. When I open a book before her and ask her to learn her *a b c*, she tears the pages with her hands and roars with joy at nothing. This is your baby's way of doing her lessons!





When I shake my head at her in anger and scold her, or call her naughty, she laughs and thinks it great fun.

Everybody knows that father is away, but sometimes I call out "father" playfully. She looks in excitement and thinks that her father is near.

Sometimes I hold a class with the donkeys that our washerman brings to carry away the dirty clothes. I warn her that I am the schoolmaster and that she better not make any noise. Only then, she keeps quiet. I insist that she should call me "dada".

Your baby wants to catch the moon. She is really funny.

Mother, your baby is silly. She is very childish!

(Rabindranath Tagore)

New words

childish, pebble, donkey, dirty, anger,
excitement, playful, naughty, washerman

Reading is fun



1. What does the baby do with the pebbles?
2. What does the baby do with the book?
3. When does the baby laugh?
4. Why does the washerman bring donkeys?

Talk time



1. What is the funniest thing that the baby does?
2. Do you think that the baby sister is really silly? Why?



Let's move and dance



Hands are for clapping,



Feet are for walking,

Hips are for shaking,

Arms are for stretching,



Eyes are for blinking,

Head is for nodding,

Elbows are for moving,

Mouth is for talking.



(You can make similar verses of your own.)



Word building



1. Fill in the blanks to spell words from the story:

s i ____ ____ y

p e ____ ____ l ____ s

s t r ____ e t s

s ____ o l d

l e ____ ____ o n s

n ____ u ____ h t y

e x c ____ t ____ m ____ n t

d ____ n k ____ y

2. Write similar words from the story:

Foolish _____

Stones _____

Mischievous _____

Fetch _____

3. Fill in the blanks with words from the box below:

children they bell

The _____ are playing in the field. _____ are happy.

_____ are playing hopscotch.

The _____ has rung. It is time for lessons.

4. Fill in the blanks:

- i. One child, many _____ .
- ii. One fox, many _____ .
- iii. One duck, many _____ .
- iv. One goose, many _____ .

5. Add –‘ful’ to make a word.

- a. The children are _____. (play)
- b. The flowers are _____. (beauty)
- c. The books are _____. (use)
- d. The vegetables are _____. (plenty)

6. Add –‘ly’ to make a word

- a. The pair of new shoes are _____. (love)
- b. He is _____ smart. (real)
- c. We should eat _____. (slow)
- d. Let us sing _____. (soft)

7. Add –‘ish’ to make a new word.

- a. That girl is always crying. She is _____. (child)
- b. I slipped on a banana peel. I feel _____. (fool)

Let's write



Write five sentences on how you help at home:

1. I help mother _____
2. I help father _____
3. I also help my brother in _____
4. I also help my sister with _____
5. I do _____ in the house.

Say aloud



donkey	sister
monkey	mother
turkey	father

I'm a popcorn.

Put me in a pan.

Shake me and shake me

As fast as you can.

And I'll pop!

Grammar Work



Interjection is a word that expresses a sudden feeling. These are used to express joy, sorrow, surprise or shock. The note of exclamation or exclamatory mark (!) is used with the interjection.

Hurray! We have passed the examination.

Alas! Ram has failed.

Oh! Is that true?

Vow! This is beautiful.

TEACHER'S PAGE _____ UNIT VIII

Themes

- Communication and Letter Writing .
- Games and Play.

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the poem with proper stress and intonation. Help the children to recite the poem with you with appropriate actions.
- Let them also read and enjoy the poem silently.
- Encourage the children to guess the meanings of difficult words, before you explain.
- Ask the children to bring one inland letter each. Show them on the blackboard where to write the date, address, etc. Ask them to write a letter with a proper beginning and ending. This can also be done in pairs.
- Draw a postcard. Help pupil to write address, date and body and conclude it.
- If it is possible, arrange a visit to the local post office.
- Children can also make greeting cards with colourful drawings. Encourage them to fold paper in different ways to make cards, e.g., a card with a border, a card opening in the middle, a card folded into four and so on.
- Discuss the different forms of communication like telephone, telegram, e-mail, etc. with advantages and disadvantages of each.
- You should enjoy telling the story. The teacher does not tell it merely to inform, enlighten or amuse but because it is something good, and delightful.
- Let children talk about their brothers, sisters, cousins, etc. Bring out the concept of caring and sharing, and emotional bonding within families.

Note : Please avoid using cousin brother and cousin sister, because s/he qualifies the gender.

