

My Shadow

0526CH03

Do you know whenever there is light someone follows you? Have you ever wondered who it is?

Read and Enjoy

I have a little shadow that goes
in and out with me.
And what can be the use of him is
more than I can see.
He is very, very like me from the
heels up to the head;
And I see him jump before me,
When I jump into my bed.



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The funniest thing about him is the way
he likes to grow
Not at all like proper children, which is
always very slow;
For he sometimes shoots up taller like an
India-rubber ball,
And he sometimes gets so little that
There's none of him at all.

One morning, very early, before the
sun I was up,
I rose and found the shining dew
on every buttercup;
But my lazy little shadow, like an
arrant sleepyhead.
Had stayed at home behind me and was
Fast asleep in bed.

ROBERT LOUIS STEVENSON



New Words

India-rubber ball	:	a ball that can bounce very high
buttercup	:	a yellow flower
arrant	:	bad
arrant sleepyhead	:	completely inattentive

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Let's Read



1. Who do you think your shadow looks like?
2. Why do you think your shadow jumps into bed before you can?
3. What time of the day do you think it is when your shadow is the tallest? Why?
   - Morning
   - Afternoon
   - Night
4. Read the lines from the poem and answer the following.

   He is very very like me.

   From the heels up to the head!

   (i) Who does he refer to?

   (ii) Who does me refer to?

   (iii) Why are he and me alike?



Let's Talk



Work in pairs and discuss the following.

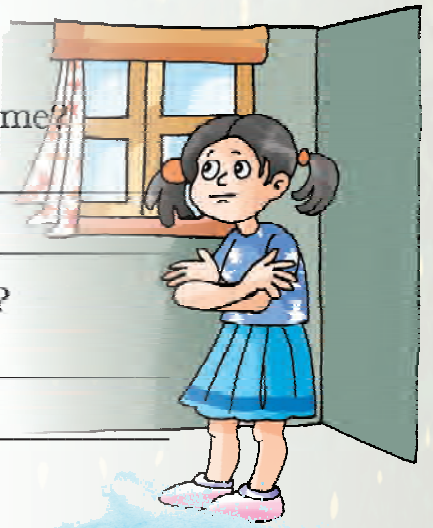
What would you do if

- a dog chases you?

_____

_____

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- you have forgotten your homework copy at home?

_____

_____

- you are alone in a room and the lights go out?

_____

_____



Fun Time



- Shine a torch behind your hand and see its shadow on the wall.
- Move the torch a little away from your hand and see the shadow on the wall.

Do you find a difference in the size of the hand on the wall?

Working Together

fore
middle
ring
small
thumb

1. Work in groups of five.
   - Make a large hand on a plain sheet.
   - Mark the names of fingers, thumb and palm on the hand. Use the hints given in the box.
2. Do the actions as given below, and observe which part, or fingers, of your hand is being used.

point at a door	bounce a ball	scratch your chin
twist your ear	comb your hair	draw with a pencil
touch a flower		

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Let's Write

1. Fill in the blanks using one of the words given in brackets.

   (i) Where is the child _____ parents have come to school? (who/whose/which)

   (ii) I saw many houses _____ were quite spacious. (which/whose/who).

   (iii) Mathematics, _____ is my favourite subject, is so interesting. (who/which/that)

   (iv) The poem _____ you read out, is so lovely. (whose/which/that)

   (v) I know the street _____ he lives on. (whose/ that/which)

   (vi) I like reading books _____ have pictures in it. (that/who/which)

   (vii) The old lady _____ I met in your house is my neighbour. (whom / that/which)

2. Complete this description by answering the questions below.



What do you think is the name of the dog?
Why is she called that?
What colour is she?
Do you think she is friendly?
What does she like to eat?

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Write a few lines on Mithoo and his little dog named Shadow.

_____

_____

_____

_____

_____



Say Aloud

shoe	shadow	fish	bush
ship	sheep	dish	wash
shell	shade	wish	brush



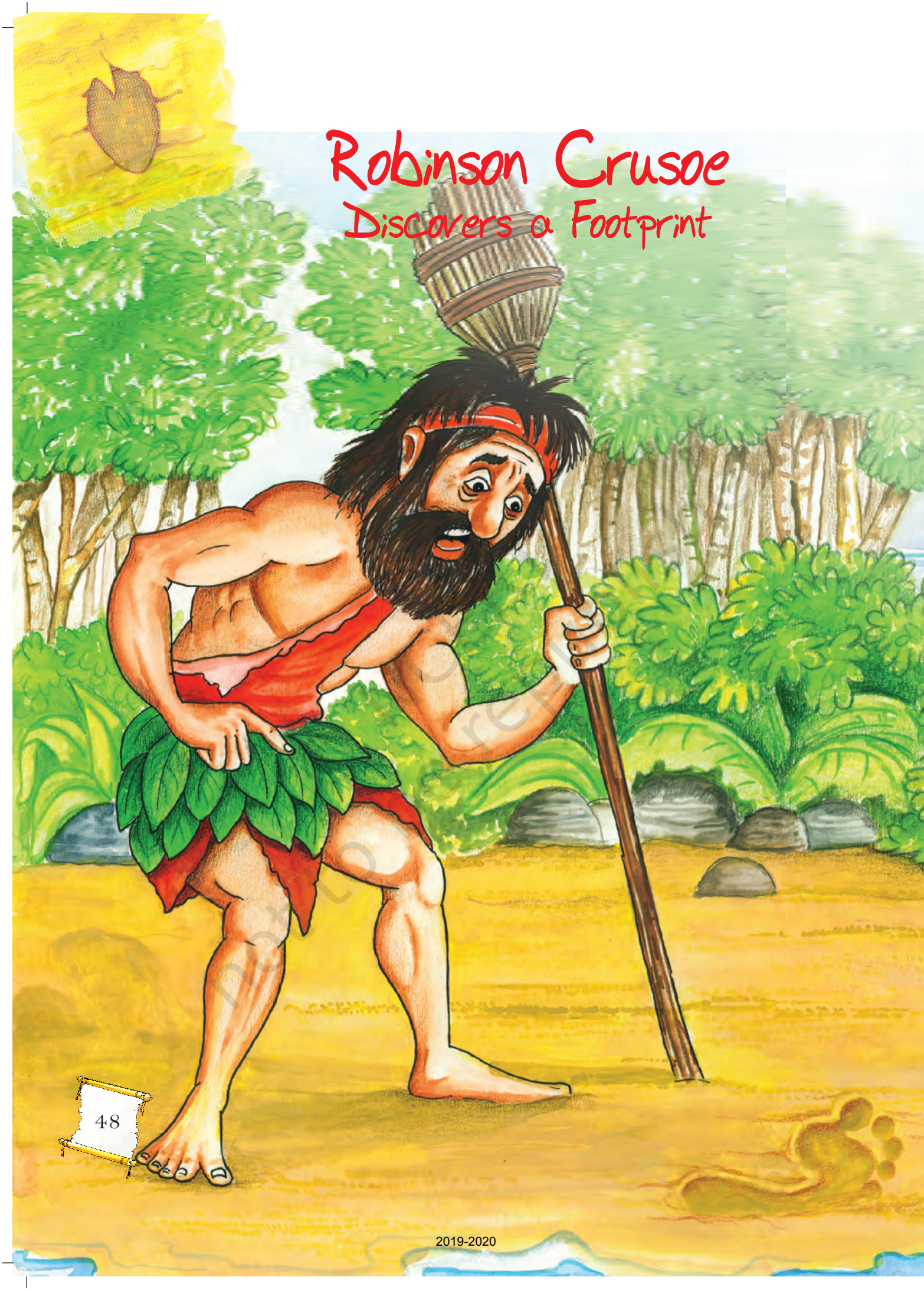
When the sun shines, I can see
My shadow right in front of me
When I walk, my shadow walks!
When I hop, my shadow hops!
When I jump, my shadow jumps
And when I stop, my shadow stops!

LOUISE BINDER SCOTT

Act out the poem as you read it slowly.

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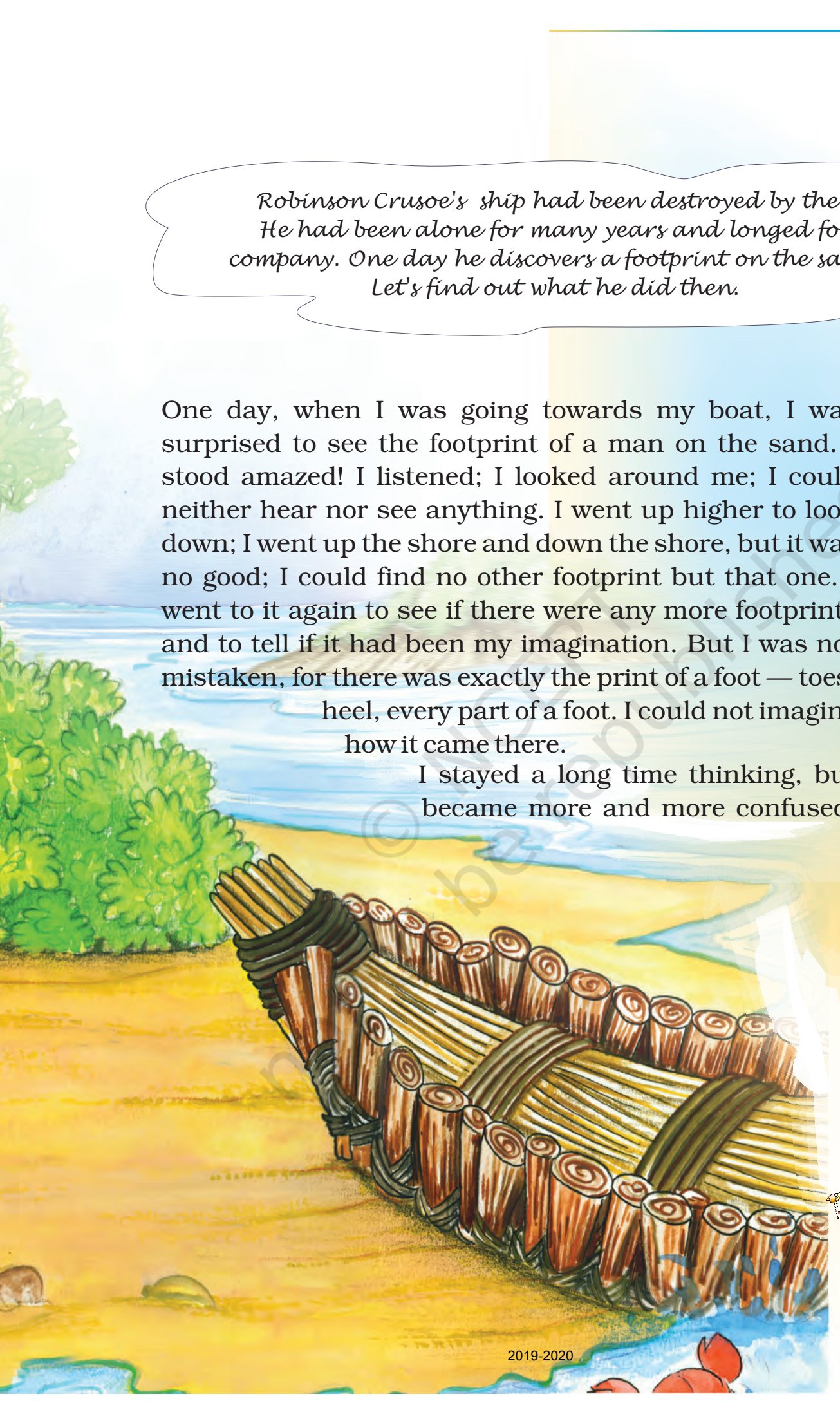
Robinson Crusoe
Discovers a Footprint



Robinson Crusoe's ship had been destroyed by the sea. He had been alone for many years and longed for company. One day he discovers a footprint on the sand. Let's find out what he did then.

One day, when I was going towards my boat, I was surprised to see the footprint of a man on the sand. I stood amazed! I listened; I looked around me; I could neither hear nor see anything. I went up higher to look down; I went up the shore and down the shore, but it was no good; I could find no other footprint but that one. I went to it again to see if there were any more footprints and to tell if it had been my imagination. But I was not mistaken, for there was exactly the print of a foot — toes, heel, every part of a foot. I could not imagine how it came there.

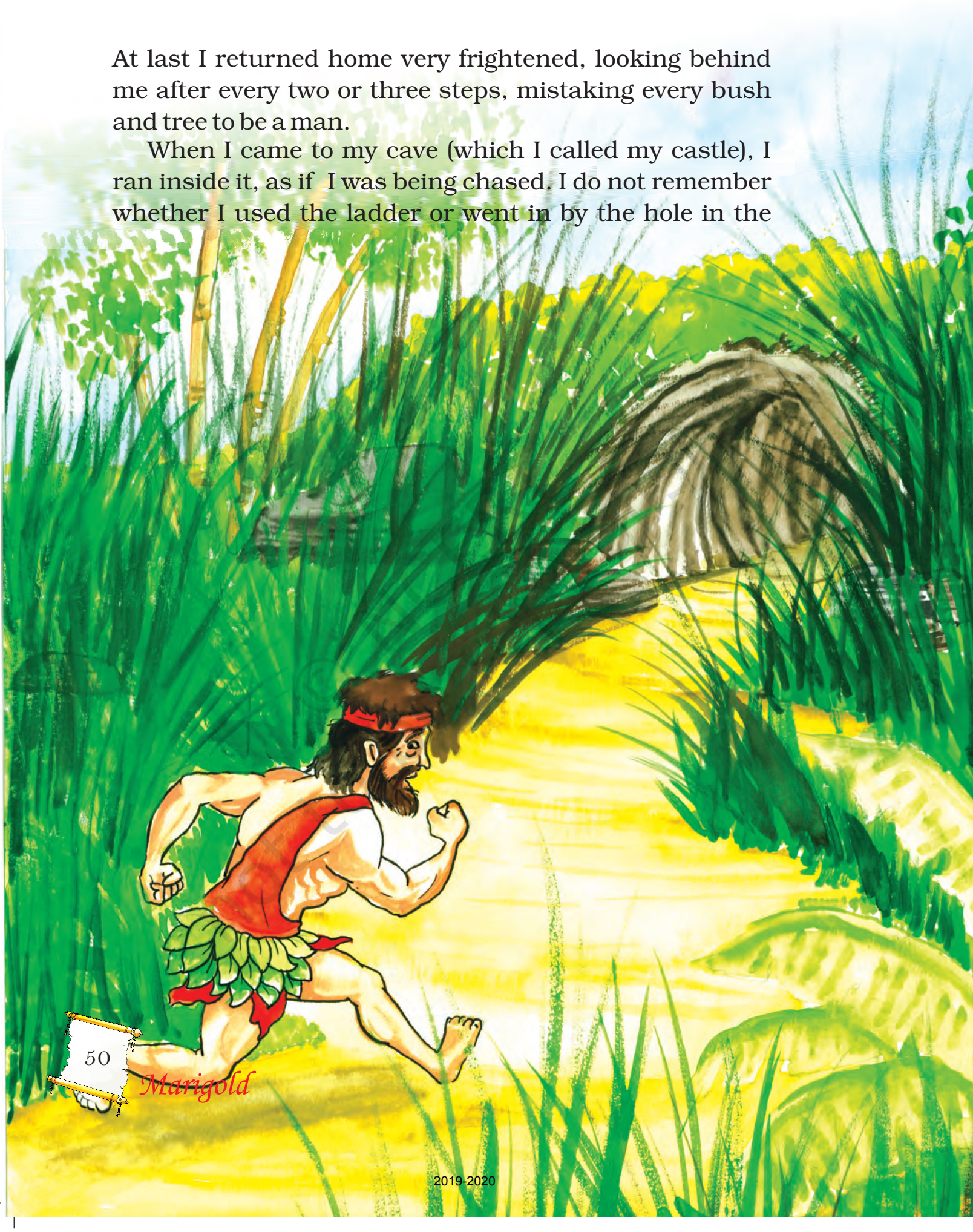
I stayed a long time thinking, but became more and more confused.



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At last I returned home very frightened, looking behind me after every two or three steps, mistaking every bush and tree to be a man.

When I came to my cave (which I called my castle), I ran inside it, as if I was being chased. I do not remember whether I used the ladder or went in by the hole in the



rock, which I called the door. I ran for cover, faster than any animal could run.

I did not sleep that night. The more I thought about what I had seen, the more afraid I became. I thought it could be one of the savages of the mainland who had wandered out to the sea, in a small boat.

Luckily I was not on shore at that time, but what if he had seen my boat! If he had seen the boat he would have realised that someone lived on the island and would soon return with others to kill and eat me.

And so I lay fearful for many days and prayed for protection. In doing so, I was much comforted and began going out to investigate. But even now as I went forward, I looked behind me frequently, because I was still very frightened.

However, as I went about for two or three days and saw nothing I became a little bolder. I decided to go down to the shore again and examine the footprint once more. I decided to measure it with my own footmark.

As I came closer to the footprint, I realised that it could not be my footprint because I had not come to this part of the beach since a long time. Secondly, as I placed my foot alongside that footprint, it seemed larger than my own.

My fear returned! I went home again, believing that there was someone there.

The island was inhabited!

(Adapted from Daniel Defoe's *Robinson Crusoe)*

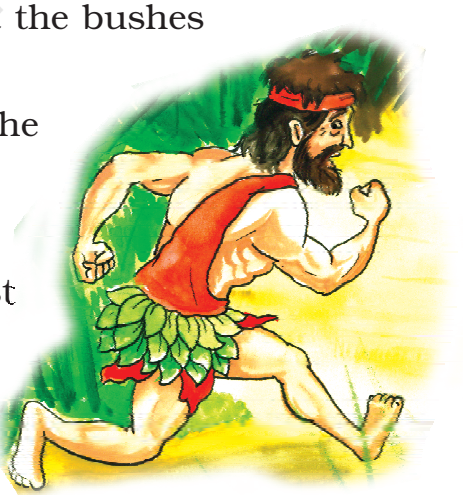
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New Words

savages : wild people in primitive state
mainland : large continuous extent of land
wandered : go from place to place without a definite route
bolder : more confident
inhabited : occupied, dwelled in

Let's Read

1. What made Robinson Crusoe think that the print on the ground was a footprint?
2. Why was Robinson afraid when he looked at the bushes and trees?
3. Why did Robinson pray when he saw the footprint?



4. Choose the correct answer.

   (i) Robinson ran back to his home, as fast he could because he

   (a) was racing.

   (b) was afraid.

   (c) was in a hurry to go home.

   (ii) He could not sleep because

   (a) there was an animal outside his cave.

   (b) he thought savages had come from the mainland.

   (c) his bed was uncomfortable.

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(iii) Why was Robinson Crusoe sure that it was not his footprint?

(a) It didn't look like a human footprint.

(b) It looked smaller than his.

(c) He had not come to this part of the beach in a long time.

(iv) Where was Robinson Crusoe?

(a) On a boat.

(b) In a town.

(c) Alone on an island.

(d) On an aeroplane.



Let's Talk



- How would you feel if you saw unknown footprints outside your front door?
- If you were alone at home and suddenly someone knocked at your door, what would you do?





Let's Write

1. The words in the sentences are jumbled. Write them in order. One is done for you.

(i) alone was not Robinson an island on

Robinson was not alone on an island.

(ii) was island the inhabited

_____

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(iii) footprint to someone this belonged

_____

(iv) I around me looked

_____

(v) I went the towards footprint large

_____

(vi) was afraid I now

_____



2. Fill in the blanks with the correct word.

and but because so

(i) I was frightened _____ curious.

(ii) I decided to go to the beach _____ I went along the water's edge.

(iii) I ran as fast as I could _____ I was frightened.

(iv) I was very tired _____ confused.

3. Write a story on strange footprints.

- Where did you see the footprints?
- What sort of a day was it?
- Did you see them at night?
- What happened when you followed the footprints?
- What did you see?
- What happened then?

_____

_____

_____

_____

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4. Use the joining words given below and join the sentences in Column **A** and **B**.

or and so but because

	A	**B**
(i)	I can sing well.	I forgot to post it.
(ii)	She wore a raincoat.	It was raining.
(iii)	We may go to Shimla.	He was late to school.
(iv)	He wanted a book for his birthday.	We may go to Darjeeling.
(v)	He missed the school bus.	He wanted a football for his birthday.
(vi)	I wrote the letter.	I can't dance at all.

eg: I wrote the letter but I forgot to post it.

_____

_____

_____

_____



Fun Time



1. Look at the footprint shown here.

   Hint: This is the footprint of the first man on the moon. His name was

   _____

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2. Let's create a pyramid!

Use the following clues.

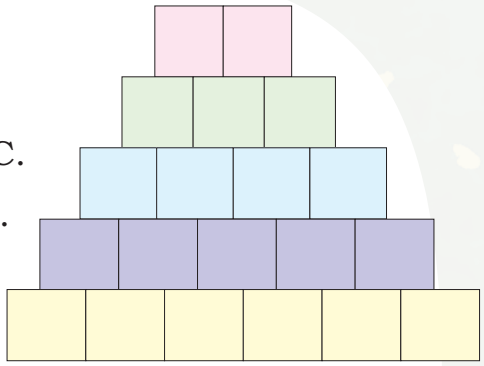
(i) A two letter word beginning with B.

(ii) A three letter word beginning with C.

(iii) A four letter word beginning with D.

(iv) A five letter word beginning with E.

(v) A six letter word beginning with F.

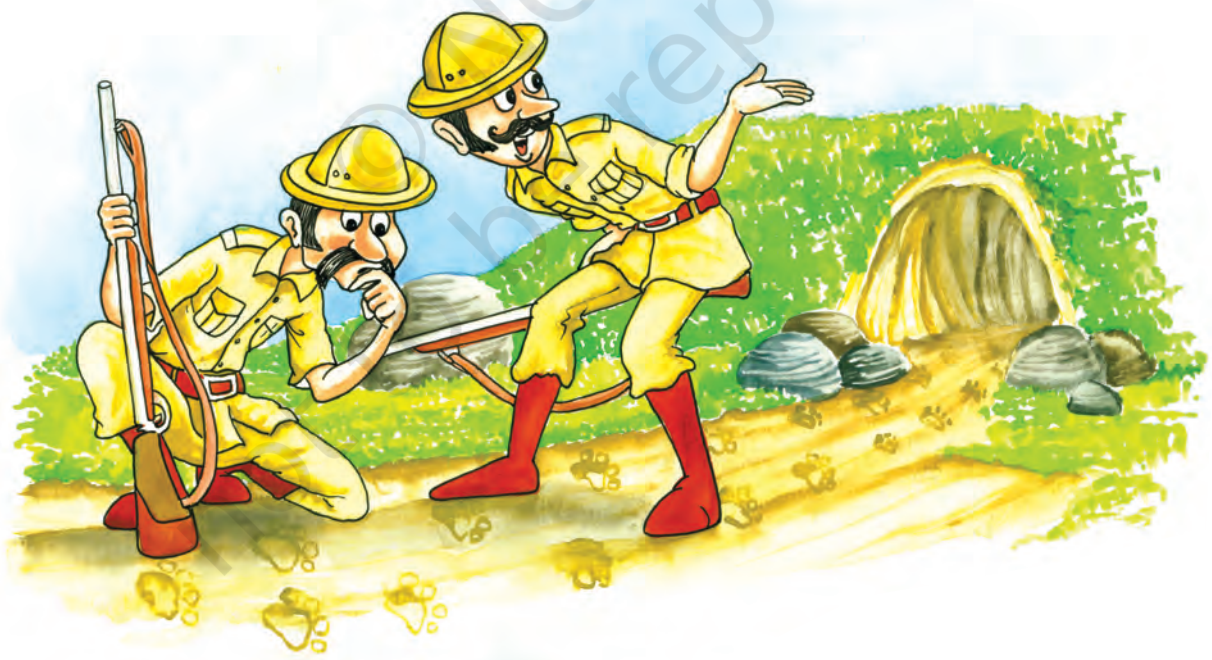


Let's Work in Pairs

Have a conversation with your partner based on the picture below. You can start as -

Hunter 1 : "Look at the footprints in the mud!"

Hunter 2 : _____



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UNIT 3

Poem: *My Shadow*
Story: *Robinson Crusoe Discovers a Footprint*

THEMES

Investigating the unknown
Suspense and sense of curiosity
Overcoming fears by scientific analysis

READING TIME

A classroom library reading programme would provide for reading tastes, interests and abilities of all children. The teacher should ask the children to read the original story, *Robinson Crusoe* by Daniel Defoe. They could also read other books on adventure, stories of family life, humour, mystery, animals stories and stories of people, and talk about what they have read. The exceptional qualities one finds in adventurers can be discussed in class.

CONVERSATION TIME

Take the children outdoors to see the shadows of trees and the school building. Help them understand the absence of shadows on a cloudy day. The teacher should explain the shortening and lengthening of shadows through the day.

Since this unit is about our fears, the children could be asked to express some of their fears, also their unreasonable fears. They can discuss how best to deal with these fears.

WRITING TIME

The two creative writing exercises have leading questions to guide the children. These exercises will stimulate their imagination.



PROJECT WORK

Find out how ships and planes are guided towards land? The children should consult the encyclopedia and share their answers with the class. To cultivate a taste for reading, one period a week can be devoted to using the library. Books appropriate to the age group can be chosen for individual reading. Children can be asked to write about the book they have read during the language class or share a story with their classmates.

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