

KERALA READER ENGLISH STANDARD III PART 1



GOVERNMENT OF KERALA
DEPARTMENT OF EDUCATION

State Council of Educational Research and Training
(SCERT, Kerala)

2016

PLEDGE

India is my country. All Indians are my brothers and sisters. I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it. I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

Kerala Reader - English
Standard III Part 1

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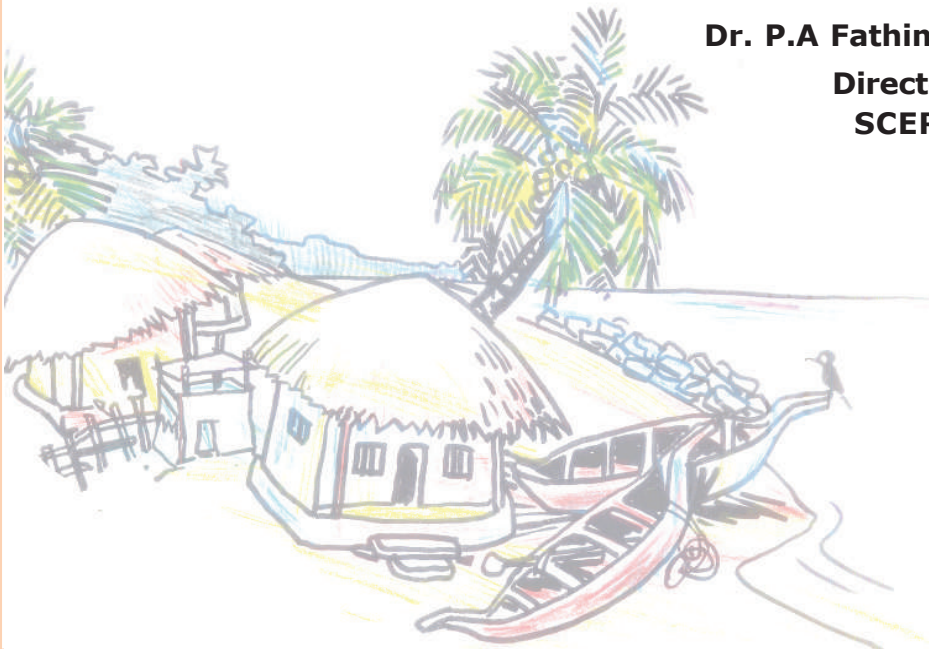
Dear children

The English Textbook Part 1 for Standard III is a good collection of stories, poems, pictures and activities. There are stories of butterflies, animals, birds and a little boy with a magic ring. Your teacher will take you to their wonderful world of adventure. I hope you will like the stories, poems and pictures in this book. There are also interesting and challenging activities along with each unit of the textbook. Enjoy doing the activities on your own. You can approach your teacher whenever you need help.

I am sure you will love reading this book.

Wish you all the best.

Dr. P.A Fathima
Director
SCERT



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UNIT 1

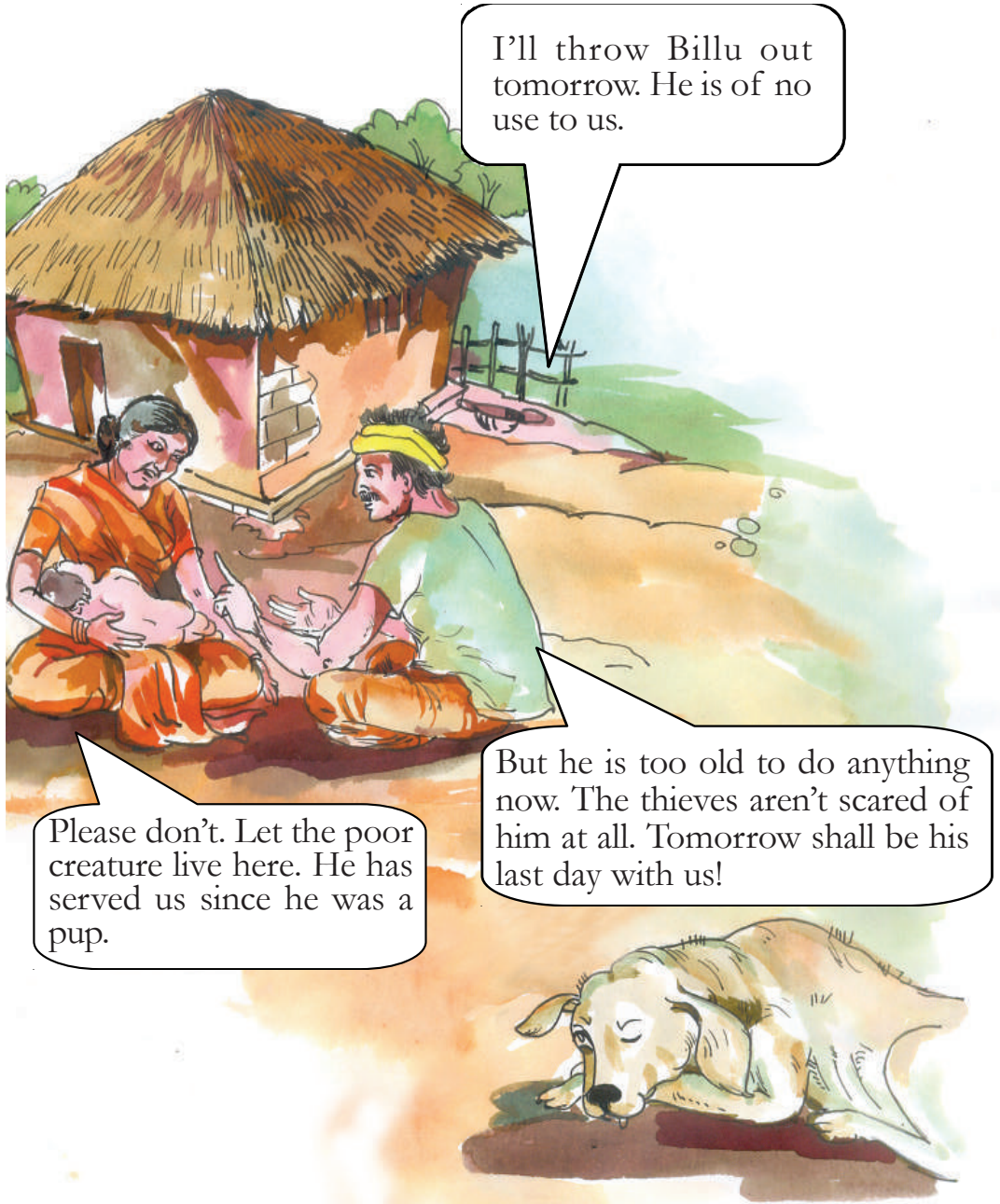
BILLU, THE DOG



A farmer had a faithful dog called Billu.
He was very old and had lost almost all his teeth.

What do you see in the picture?
Do the animals in the picture help us in any way?
How do they help us?
Can Billu help the farmer? Why?

One day the farmer told his wife:



If you were the farmer, would you throw Billu out? Why?
What will Billu do now?

Billu heard what the farmer said. He was frightened. In the evening, he went to the woods. He met his best friend, the fox. He told the fox what was going to happen.



If Billu approached you, what advice would you give him?



The fox shared the idea with Billu.

What would be the fox's idea?



Next day, early in the morning, the farmer went to the field with his wife. They took their baby with them. They laid the baby in the shade of a tree. While they worked, the old dog stood near the baby watching it.

Other than guarding homes, how do dogs help their masters? Have you heard of such stories? Share them with your friends.

Suddenly, the fox came out of the bush. It ran towards the baby. It jumped at the baby.



What will happen to the baby?



Billu attacked the fox and saved the baby.

Did you ever think that this was the fox's idea?

Billu is our dear dog!
I was stupid to think of
throwing him out.

Thank God! Billu
saved our child.

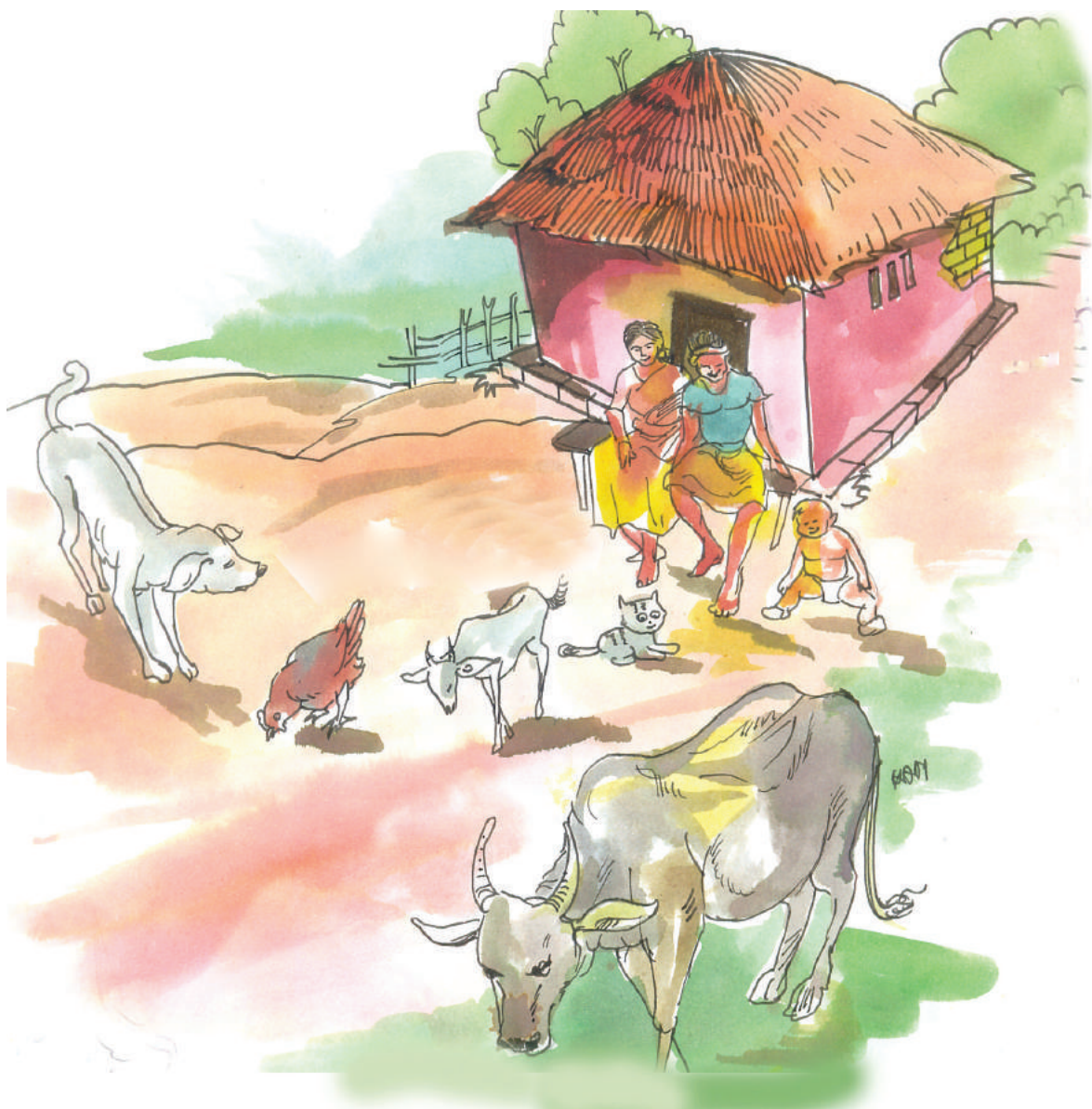


What changed the farmer's attitude towards Billu?



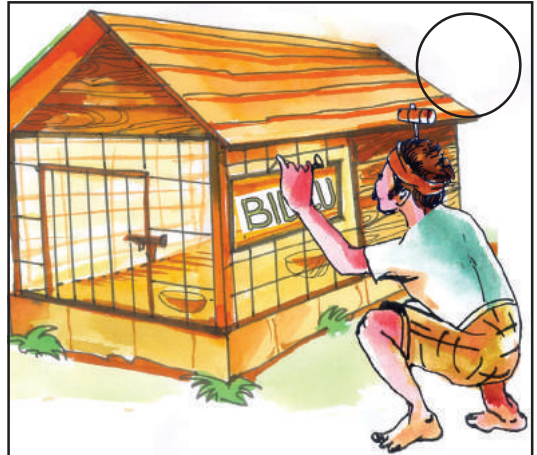
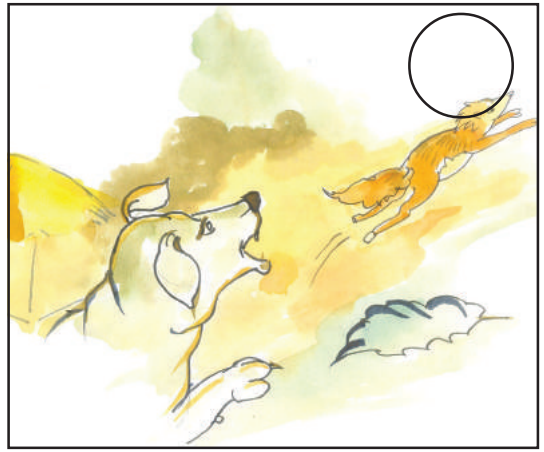
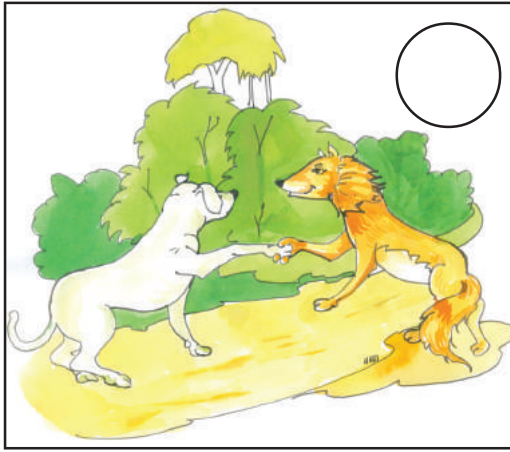
The farmer patted Billu affectionately.
The mother was very happy to get her baby back.

Did Billu wish that this would happen?
Was the fox's idea effective?



The whole family lived together happily.

Look at the pictures given below. Sequence them and narrate the rest of the story.

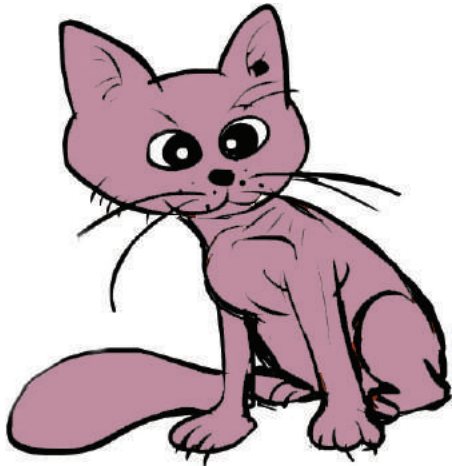


You may begin like this:

The farmer was happy. He built a kennel for Billu.

Now, read the poem about animals and find out what they can do.

LITTLE PUP, LITTLE PUP



Little pup, little pup,
What do you say?
'Woof, woof, woof!
Let's go and play.'



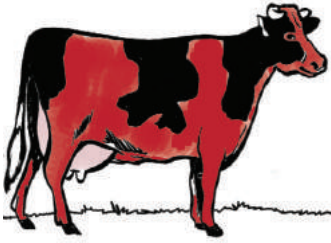
Kitty cat, kitty cat,
How about you?
'Meow, meow, meow!
And I purr, too.'

Pretty bird, pretty bird,
Have you a song?
'Tweet, tweet, tweet!
The whole day long.'



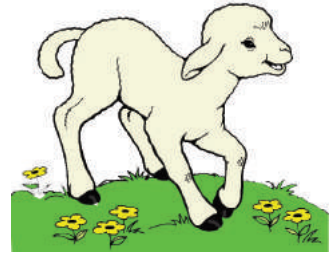
Who is the speaker of the poem?

Who answers the questions of the speaker?



Jersey cow, jersey cow,
What do you do?
'Moo, moo, moo!
And give milk too.'

Little lamb, little lamb,
What do you say?
'Baa, baa, baa!
Let's all play.'



What do the animals and bird say? Complete the table given below.
One is done for you.

Animal/Bird	Sound it makes	What it can do
little pup	woof, woof, woof	play

ACTIVITY 1

The fox's idea saved Billu. Billu was very happy. He ran to the forest and met the fox.

Continue the conversation.

Billu : Oh! My dear friend

Fox :

Billu :

Fox :

ACTIVITY 2

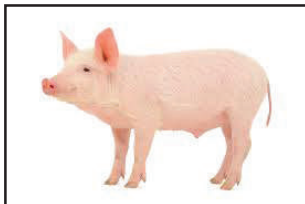
Billu served his master from the time he was a pup. The young one of a dog is called a pup or puppy. Complete the table given below suitably.

Animals	Young ones
dog	puppy
cat	
cow	
lion	
	piglet
elephant	
	duckling
horse	
	lamb
hen	
tiger	

ACTIVITY 3

The farmer and his family lived in a small house. The farmer made a kennel for Billu.

Where do the following animals and birds live? Match the animals with their homes by drawing connecting lines.



coop



shed



kennel



stable



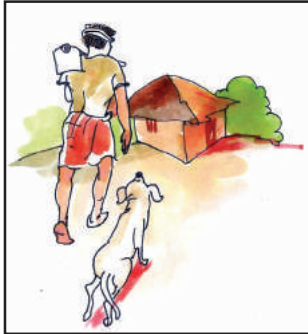
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ACTIVITY 4

Read the following sentence from the story.

The farmer went to the field *with his wife*.

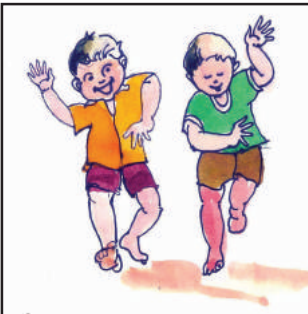
Now, look at the pictures and complete the sentences.



Billu is going home *with the farmer*.



Anu is going to school.....

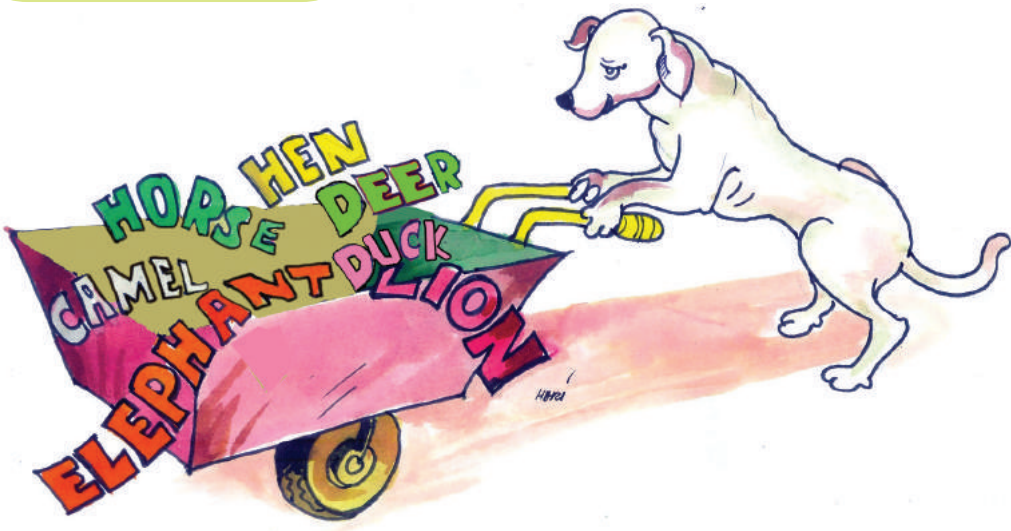


Rafeek ishis friend.



Jessy is sleeping

ACTIVITY 5



There are names of some animals and birds in Billu's trolley. Pick and place them in the boxes to complete the crossword.

						5	
1				6			
		2					
	3						
	4						

The following clues will help you.

Across

1. The largest animal on land.
2. The king of the forest.
3. An animal that eats grass and runs fast
4. The ship of the desert.

Down

3. Quacks.
5. Gives us egg.
6. Kings travel on its back.

ACTIVITY 6

Read the following sentences:

The thieves are not scared of him.

The thieves aren't scared of him.

What difference do you observe in these two sentences?

Which sentence of the two is used in the story?

Now, use the contracted forms of the words in the boxes and the expanded forms in the ovals.

Do not worry; I have an idea.

worry; I have an idea.

I won't throw him out.

I throw him out.

Let us go home.

go home.

Oh! Billu's attacking the fox.

Oh! attacking the fox.

What will I do now?

I do now?

I've an idea.

an idea.

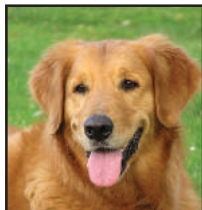
PROJECT WORK

Find out your friends' pets. List them as given in the table below. A sample is done for you.

Name of student	Pets	What it does	Where it lives
Suresh	dog	guards home	kennel

Now, write in your notebook about your friends' pets. Draw their pictures or paste photos along with the descriptions.

One is done for you.

<p>Suresh has a dog. It is called Pepper. It guards his house. It is kept in a kennel.</p>	
--	---


--

My Words

Trace the words you came across in the story from the puzzle given.


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

Now, arrange the words in alphabetical order. You may add in the list, new words you have come across. Refer to a dictionary and write the meaning of the words.






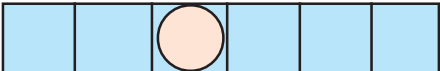
I CAN

1. I know that Billu saved the _____. 

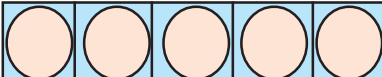
2. I know where the farmer worked. 

3. I know that Billu guarded the little child when it was _____.


4. I know where Billu lives. 

5. I know that finally the farmer understood his decision to throw Billu out was _____. 

Now, write the letters found in the circles together. You will get the name of the farmer's pet. Write it down here.





MY LEARNERS

My learner	
can retell the story using his/her own words.	
can construct meaningful sentences using the preposition 'with' in different contexts.	
can identify and use contracted forms of do not, will not, let us etc.	
can use words like 'sleep', 'pat', 'serve', 'frighten', 'shade', 'scare' etc. in meaningful contexts.	
can identify animals and their homes.	
can identify the names of animals and their young ones.	
can sequence pictures and narrate a story based on them.	
can do activities when instructions are given clearly.	
can participate actively in group activities, theatre games etc.	
shows eagerness to learn English.	

TEACHER'S PAGE

How to process the text

You may introduce the stories given along with each unit initiating a discussion showing a related picture/video/slide presentation or by asking learners to do an interesting activity. You may lead the discussion based on the introduction to the themes of the stories: caring for the old and the weak, resisting discrimination, adventure and fantasies and father-son relationship. The stories are subdivided into smaller units and separate titles are given. Moreover, on every page you can see questions for interaction with the learners. These questions mainly serve four purposes:

- to read the picture (e.g. *What do you see in the picture?*)
- to elicit the text (e.g. The text given on page 32 can be elicited by asking questions like: *Where did the butterflies live? Were they friends or brothers? What was the colour of each one? What were the three things they did in the garden?*)
- to connect the learners' own experiences with the events, persons, places or objects described in the story (e.g. *Have you seen butterflies of different colours? Do you know their names?*)
- to help learners predict what is going to happen next (e.g. *Will anyone help the butterflies? What will happen next? Who will come now? Where will the butterflies go now?*)

Learners may answer in their mother tongue, the questions you ask in English. Then, you may say the answers aloud in English



and write them on the blackboard or chart paper. Care should be given to write the letters legibly and neatly. You may invite the attention of learners to how words are formed and letters are written. Then, you may read aloud the text you have written with correct pronunciation and intonation, pausing at meaningful chunks.

How to interact with learners

Meaningful interaction with learners is the key to language acquisition. You may use simple English to interact with learners.

Classroom interactions like:

Why didn't you come yesterday?

Please show me your notebook.

Why are you late?

When is your birthday? will be better understood by learners if asked in meaningful contexts. But you can also use the mother tongue to give detailed instructions to do a task or play a game. Encourage learners to talk about their habits, likes, dislikes, favourite people/things/places etc.

How to deal with language activities and theatre games

Simple theatre games and interesting language games can greatly help learners acquire a second language. All the activities are not intended to be attempted at the end of the unit only. If you feel that some of the activities can be done while processing the story, you are free to do so. You may first present these activities as individual tasks with clear instructions. If necessary, you can assign the task to pairs or groups. Working and playing together in small groups will promote effective interaction, togetherness and team spirit. Theatre games also trigger learners' imagination and make learning a pleasurable experience. Simple games like



'Ding Dong Bell' help them expand their vocabulary in interesting ways. In this game, for instance, learners are made to stand in a circle and the teacher says that 'Ding' indicates classroom, 'Dong' indicates animals and 'Bell' indicates birds. The teacher walks round the circle and pointing to a learner says 'Ding'. Then he/she says the name of an object in the classroom.

Yet another interesting game you can attempt is 'Bingo'. In this game, you may write 15 words taken from any of the stories introduced in the class and read them out to the learners keeping an order. Then, learners are asked to write down any five words they like on a piece of paper. You then read out the 15 words again, this time, taking care not to keep any order. Learners put a tick mark against the words they have written when you read them out. Those who complete ticking all the five words they have written can stand up and say, 'BINGO'.

How to conduct learner assessment

Learner assessment is a continuous process and an integral part of learning. You can assess your learners at each stage of the learning process. Informal interactions, interaction questions, reading of the text, associating pictures with the text, language activities and theatre games give you ample opportunities for assessing your learners. Apart from these, you can see two separate sections in the textbook titled 'I can' and 'My Learners' meant for assessment alone. The first one is for the unit-end self-assessment of the learner. The second is for your assessment of learners.

How to use information communication technology

It is always a challenging task for a teacher to catch the attention of very young learners. Learners are exposed to the world of high quality digital audio-visual materials these days and



attempting to teach them using only 'chalk and talk' may not turn out to be a fruitful exercise. So you must think about bringing effective audio-visual materials to the classes. The internet is a rich source of such materials. For example, you can show amusing pictures of butterflies available in 'Google Images' and ask them to draw their own pictures of butterflies. While they are at work, you can interact with them in simple English.

For instance:

What colour is your butterfly?

Where are its wings?

Oh nice!

Excellent!

How many antennas does your butterfly have?

Most of the songs/poems included in the textbook are also available in 'YouTube'.



UNIT 2

THREE BUTTERFLIES

Join the dots. You will find who it is.

Don't forget to colour it.



Now, write its name in the boxes.

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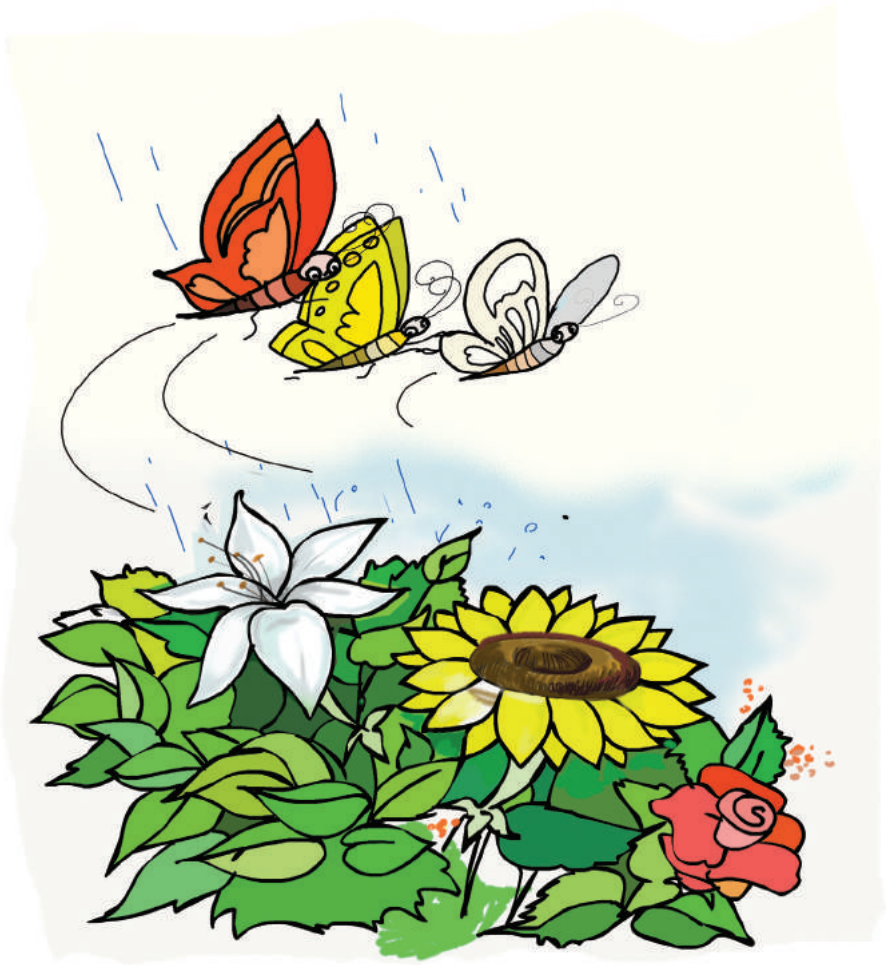
HAPPY FRIENDS



Three butterflies lived in a garden.
They were friends.
One was white, one red and one yellow.
They played together.
They danced together.
Together, they sucked nectar from the flowers.

What do you see in this picture?
Where did the butterflies live?
What did they do together?
Can you name the flowers?

THE RAIN



One afternoon, the butterflies were playing in the garden. It suddenly grew dark. A cold wind blew. 'It's going to rain. Let's stop playing,' said the red butterfly. Suddenly it started raining. The three butterflies got wet in the rain. They found it difficult to fly. They looked for a shelter. A sunflower was watching them curiously.

Why did the butterflies stop playing?
What will the butterflies do now?
Will anyone help them?

SEEKING SHELTER

‘Sunflower, sunflower,
it’s raining heavily.
Shall we stay here
till the rain is over?’
asked the butterflies.

The sunflower said:
‘My favourite fellows
the red and the yellow ones,
you can stay with me
till it stops raining.
But I can’t let in here
the white one.’

The yellow and the red butterflies replied:
‘No dear, no dear,
we won’t stay here,
sending away
our friend in dismay.’
The rain came down like pebbles
on the butterflies.



If you were the sunflower, what would you do?
‘We won’t stay here.’ Why did the butterflies say so?

A REQUEST

Then the butterflies saw a white lily.
'Good lily, good lily,
it's raining heavily.
Open your petals wide
and take us in to hide,'
the butterflies begged.

'My favourite one,
the white one,
you can stay with me
till it stops raining.
But I can let in here
only the white one,'
said the white lily.

'No dear, no dear,
I won't stay here,
sending away
my friends in dismay,'
replied the white butterfly.



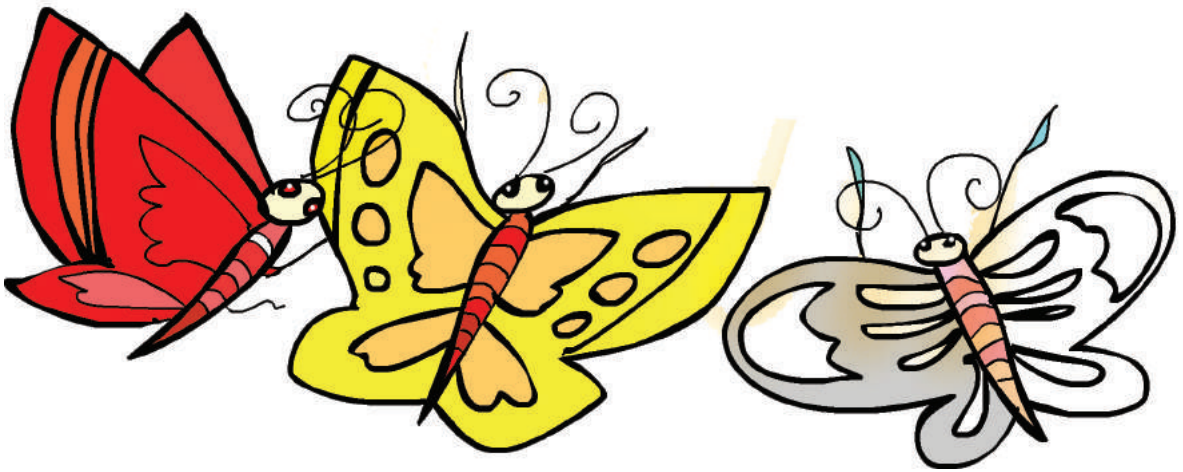
What will the butterflies do next?
Where will they go?

TRUE LOVE

The butterflies were totally wet. It was very difficult for them to fly. They looked at the sky. It was still cloudy. The sun was watching the butterflies from behind the clouds. He was pleased to see the love and care among the butterflies. So he chased the clouds away.

It stopped raining. The sun dried the butterflies' wings. The three butterflies were happy again. They danced in the garden among the flowers till evening.

When night fell, they went to sleep.



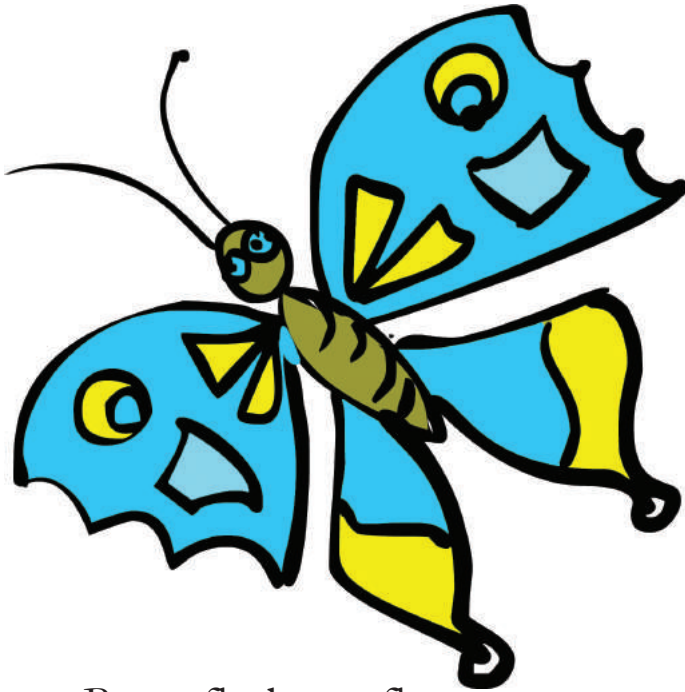
What do you see in the picture?

How does the sun look?

How did the sun help the butterflies?

Now, read the poem given below.

BUTTERFLY, BUTTERFLY



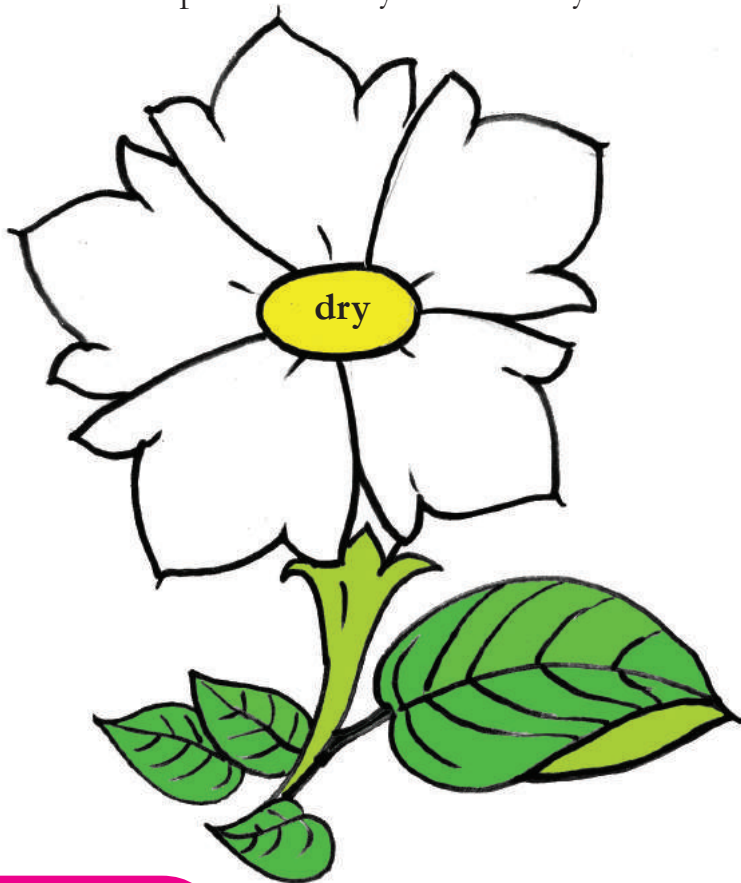
Butterfly, butterfly
Fly in the sky.
Butterfly, butterfly
Flies so high.
Butterfly, butterfly
Lands on my thigh.
Butterfly, butterfly
Motionlessly lies.
Butterfly, butterfly
Gracefully dies.

Adryan Bates

What does the butterfly do?
Where does the butterfly land to rest?
What happens to the butterfly in the end?

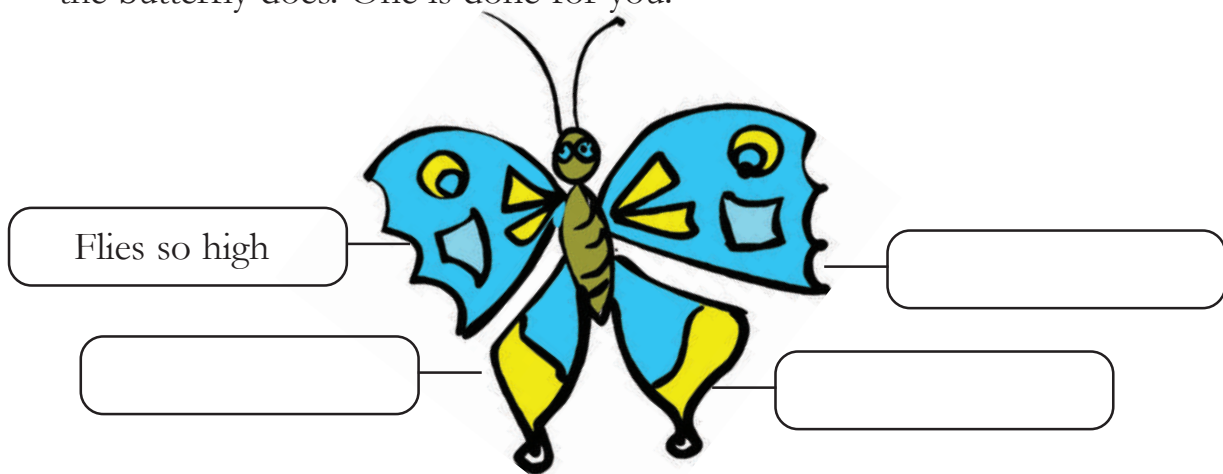
ACTIVITY 1

Write words from the poem that rhyme with 'dry' in the flower petals.



ACTIVITY 2

Fill in the boxes picking out phrases from the poem that show what the butterfly does. One is done for you.



ACTIVITY 3

Hearing the request of the butterflies, many friends in the garden offered them help.



The peacock said:
Butterflies, butterflies
Come with me.
We can play, we can dance
We can stay together.

*The sparrow jumped up and sang:
What would the sparrow tell the butterflies?*



.....

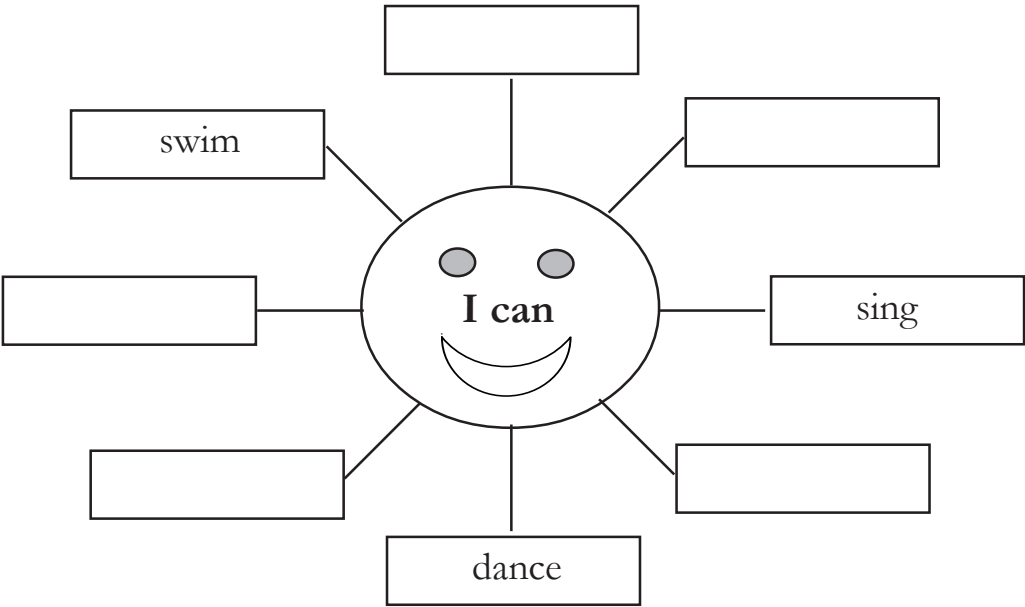
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ACTIVITY 4

A. The peacock can dance. The sparrow can sing. What can you do?
Complete the word-web.



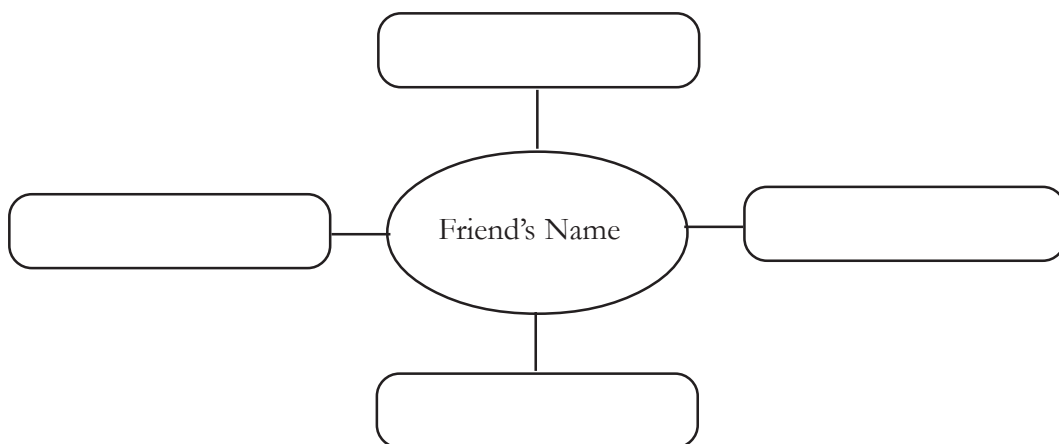
B. Write a song in the following pattern.
I can jump, I can swim
I can sing and dance

.....
.....
.....
.....

ACTIVITY 5

Who is sitting near you?
Write his/her name.

What can he/she do? Write them down.



Write in the box below, what you and your friend can do.

I	My friend

What are the things that your friend can do but you can't?

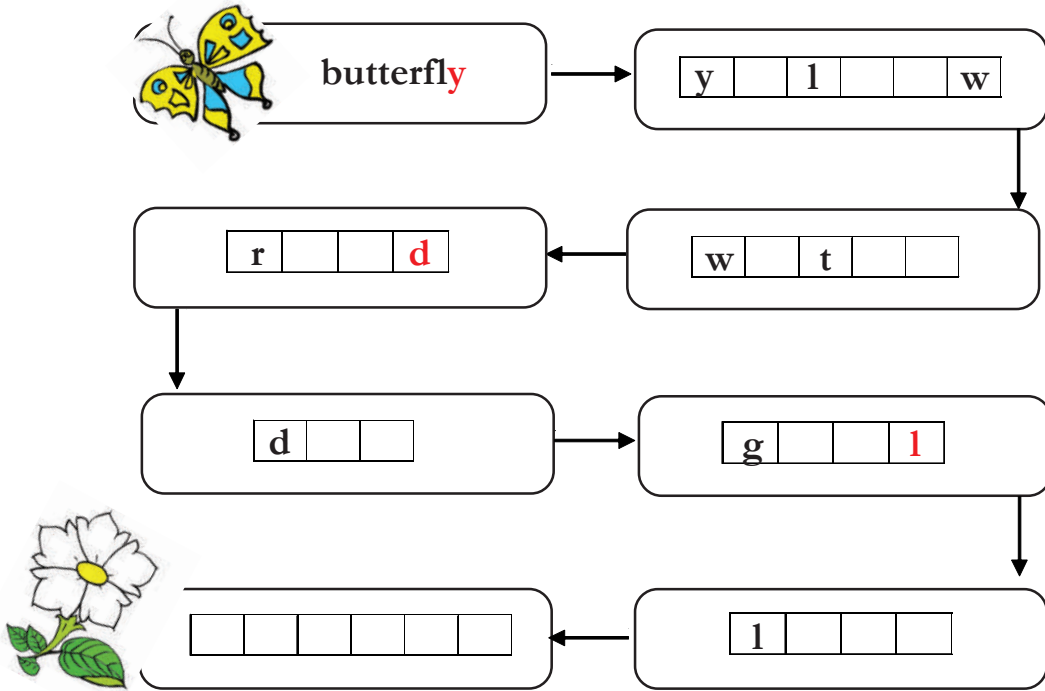
My friend can.....

But I can't.....

ACTIVITY 6

WORD CHAIN

Help the butterfly reach the flower by filling up the boxes. You may begin the next word with the last letter of the previous word.



ACTIVITY 7

Look at what the yellow butterfly says about herself and her friends.



I am a yellow butterfly. I live in a garden. There are two other butterflies like me in the garden. I have many other friends as well. They are frogs, dragonflies, parrots, sparrows and peacocks. We play and dance together. We are all very happy.

Now, write about yourself and your friends.

.....

.....

.....

PROJECT WORK

The butterflies are your friends. There are a lot of beings in and around your house. Collect their pictures and paste them in your notebook. Write a short description of each one of them. You may write its name, colour, size, other features of appearance, food habits, where they live etc.

You may also write whether you like them or not and give reasons.

MY WORDS

Look at the picture carefully and fill in the blanks in the passage with suitable words from the box given below.



cloudy
petals
motionlessly
pebbles
shelter
sucking
gracefully
chasing
wings

This is Ammu's garden. There are many flowers in the garden. Smooth white _____ fill the garden path. A butterfly is _____ flying round a flower. Another one is sitting on a flower _____. It is _____ nectar from the flower. The _____ of the flower are yellow. There is a kitten _____ a green grasshopper. The sky is _____. It may rain. A small bird is flapping its _____. It is flying towards its nest. The bird has found its _____.

Write the new words you have learned in the space provided. Use them in sentences of your own.



I CAN

Do you remember who said these?

No dear, no dear,
I won't stay here,
sending away
my friends in dismay.

Sunflower, sunflower,
it's raining heavily.
Shall we stay here
till the rain is over?

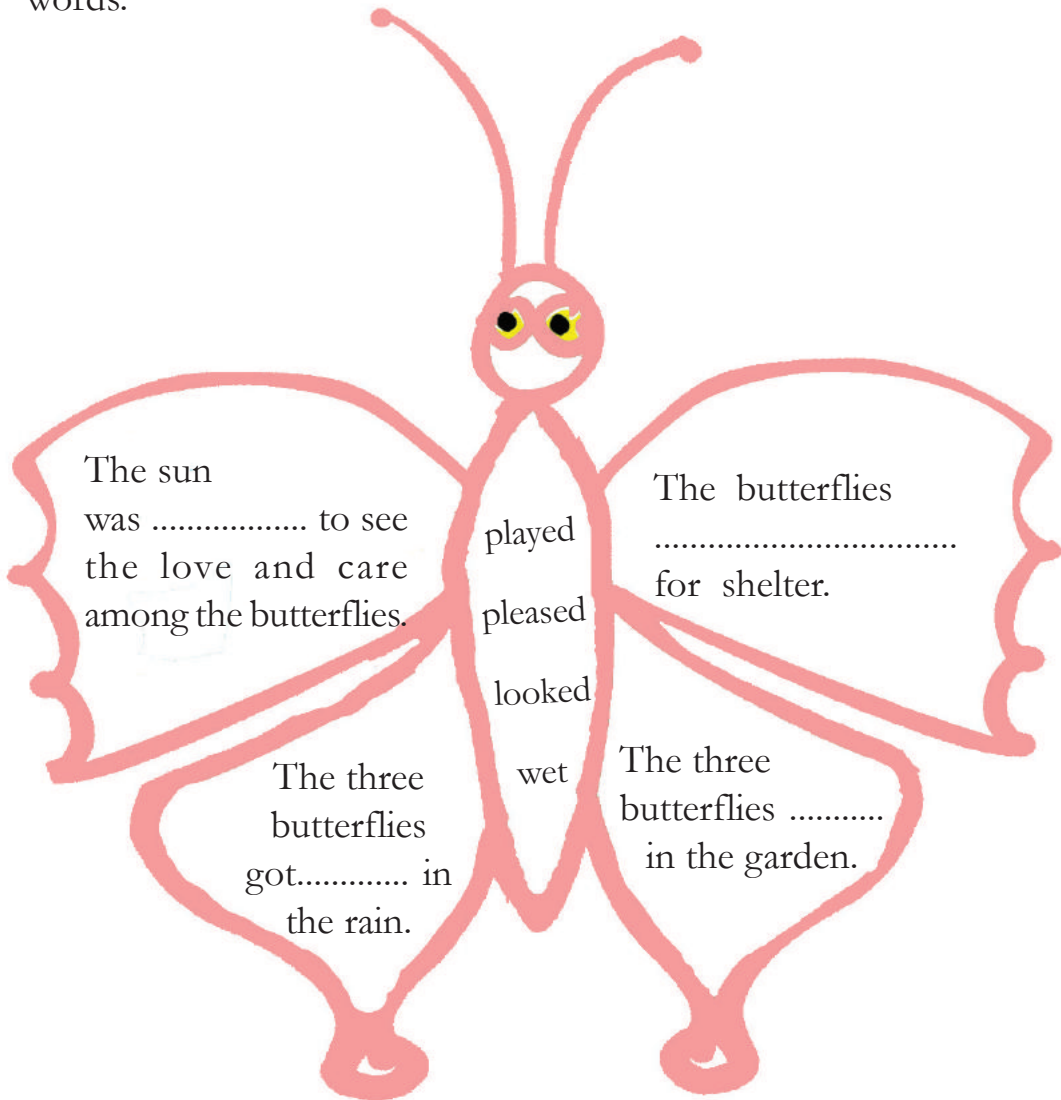
My favourite fellows
the red and yellow ones,
you can stay with me
till it stops raining.

But I can let in here
only the white one.



I CAN

I understood the story 'Three Butterflies'. I remember the events in the story. I can now complete the sentences by supplying suitable words.



Let me colour the wing with the first event of the story yellow, the one with the second blue, the one with the third red and the last one green.



MY LEARNERS

My learner	
can read words such as 'butterfly', 'garden', 'search', 'difficult' etc.	
can name flowers like 'lily', 'sunflower', 'rose', 'shoe-flower' etc.	
can use simple English while answering interaction questions.	
can understand simple questions like 'Why did the butterflies stop playing?' 'Will anyone help the butterflies?' etc.	
can identify rhyming words in a poem.	
can use the modal auxiliary 'can' to show ability in meaningful contexts.	
can write short descriptions about one's friends.	
can add lines to a poem following a set pattern.	
can participate actively in group activities, theatre games etc.	
can do activities in the textbook when instructions are given clearly.	
shows progress in learning English.	

UNIT 3

MOWGLI

Look at the pictures and read the story.



Bhageera, the panther finds a baby in a boat.



He takes the baby to a wolf.



The wolf's cubs peeped into the basket.

What will Bhageera tell the wolf?

What will happen to the baby?

Now, read on.

A SURPRISE

‘It is a man cub!’ said a cub.

‘It has no tail,’ said the second cub.

‘There is no hair on its body,’ said the third.

‘Hey, shall we take it home?’ the cubs asked their mother.

‘Why not? Take him with you,’ said the Mother-wolf.

The baby grew up with the cubs. They called him Mowgli. Now he is a young boy. The wolves love him very much. He loves them too.



Do you have any pets? What are they?
How do animals express their love?

THE JUNGLE SIGHTS

One day the wolves and Mowgli went into the deep forest. They saw streams and waterfalls. Tall trees touched the sky. Creepers wound around the trees.

‘What a beautiful place!’ said Mowgli.

They stopped under a tree. There were fruits on the tree. Sweet, ripe apples!

‘Mowgli, please get apples for us!’ the cubs said.



What fruits do you like? Write down their names.

A THREAT

Mowgli climbed up the tree.

‘Oh, such a lot of sweet apples!’ He plucked one.

‘Catch it,’ he threw it down.

He plucked another.

‘This is for you.’

One, two, three... Mowgli went on plucking apples.

‘Mowgli, come down! That’s enough,’ the cubs shouted.

‘Have as much as you can. They are very sweet.’

Mowgli came down and ate the apples with his friends.

‘Sssssssss....’ Suddenly they heard a hissing sound.



What could be the sound?

KAA, THE SNAKE

‘Run! It’s Kaa, the dangerous snake.’
The cubs cried as they ran.
‘Stop there! This is my tree.
How dare you pluck apples from my tree?’
Kaa, blocked their way.
It rushed towards them and hissed.



What will happen next?

THE FIGHT

Mowgli caught Kaa by the neck. Kaa tried to free himself. 'No, I won't let you go.' Mowgli held Kaa tightly. Kaa hissed fiercely. The birds on the tree flew away crying loudly. The cubs hid behind a tree and watched the fight. 'Will Mowgli win? Will Kaa bite Mowgli?'

They were terrified. No one came forward to help Mowgli. Kaa opened his mouth to swallow Mowgli. Mowgli pressed Kaa's neck with all his strength. Kaa choked and cried in pain. Mowgli let him go and he crawled away.



'Hurrah!' The cubs shouted. An elephant trumpeted. The birds chirped and flew back to the tree. The cubs howled with joy and hugged Mowgli. They were very happy. They ran towards their mother. Mother-wolf was waiting for them.

'Why are you late?' she asked.

What could be Mowgli's reply?

Complete the story by writing the conversation between Mowgli and the Mother-wolf.



Why are you late?



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Now, let's read a poem.

NOBODY'S FRIEND

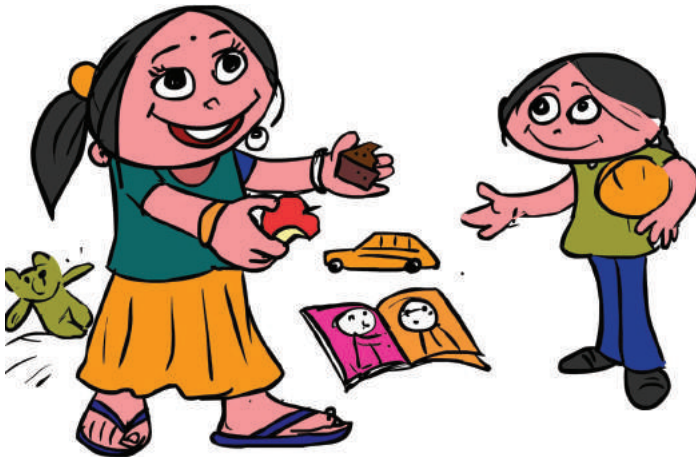
She had some sweets that she wouldn't share,
 She had a book that she wouldn't lend,
 She wouldn't let anyone play with her doll,
 She's nobody's friend!



He had some toffee, and ate every bit,
 He had a tricycle he wouldn't lend,
 He never let anyone play with his train,
 He's nobody's friend!



But I'll share all of my sweets with you,
 My ball and my book and my games I will lend,
 Here's half my apple and half my cake,
 I'm your friend!



Enid Blyton

How many children are there in the poem?
 Among them, who do you like most? Why?
 Do you share your things with your friends/others?

ACTIVITY 1

The good child in the poem is everybody's friend. What kind of a child are you? Complete the following.

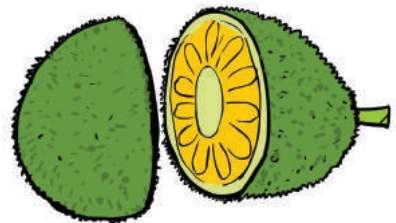
I'll share.....with you.

I'll lend

I am your friend!

ACTIVITY 2

Mowgli and his friends saw many fruits in the forest. Let's try to name them.



ACTIVITY 3

Mowgli is fighting with Kaa. Can you describe the scene?
Some hints are given below.



is fighting with



are



are away.



is



are the fight.

ACTIVITY 4

Let's make a mask.



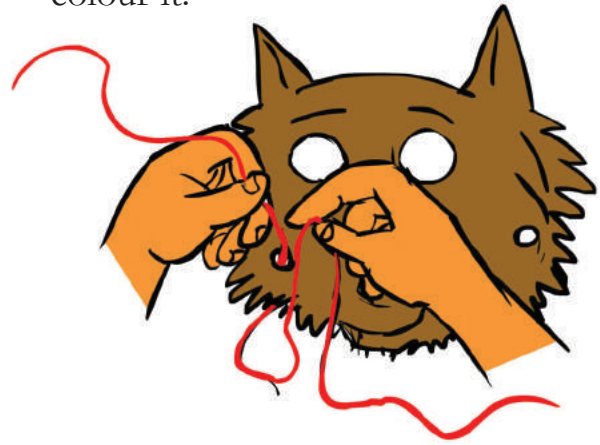
Get a sheet of white paper and paste it on a piece of cardboard.



Draw the face of an animal and colour it.



Cut through the line.
Make holes for eyes.



Tie a string.
Your mask is ready!

Funny Moments

Put on masks of different animals and act like them. Say a few sentences about them.



Grr.... Grr....
I am a tiger!



Hoo.... Hooo...
I am a fox!

ACTIVITY 5

Seeing the fight between Mowgli and Kaa, the birds and the animals cried loudly. Can you identify their cries?

Here are the names of a few animals. The words for their cries are also given. Match them correctly by drawing lines.



Fox

roars



Lion

trumpets



Elephant

growls



Tiger

howls



Donkey

chatters



Monkey

brays

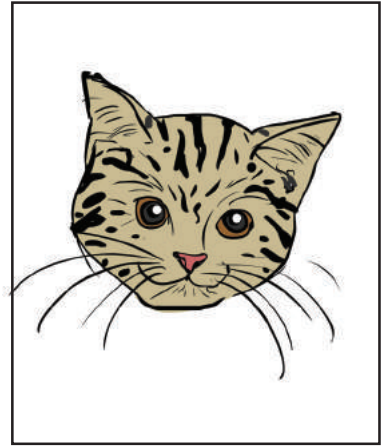
Your teacher will divide the class into two groups. The members of the first group will be given the name of an animal each. The members of the second group will be given the words for their cries. When the member of the animal group says 'I am the lion', the member of the other group who get the word 'roar' have to join the 'lion' and 'roar'.

ACTIVITY 6

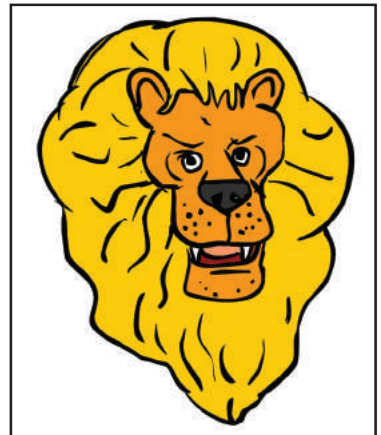
Who am I?

Match the description of the animal with the picture by drawing lines. You can add more details about the animal.

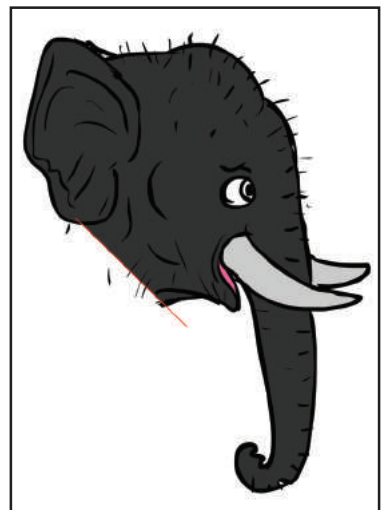
I am big.
I have a trunk.
I trumpet.
I am



.....
.....
I mew.
I am



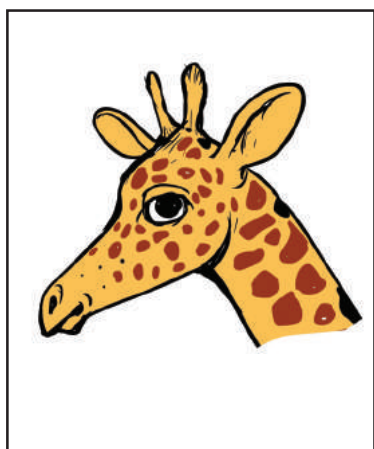
I am the king of the forest.
I am big and strong.
I live in a
I am



ACTIVITY 7

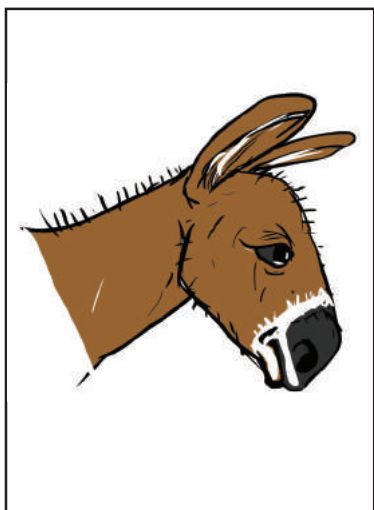
Riddle Corner

Look at the pictures and make riddles related to them.



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I am

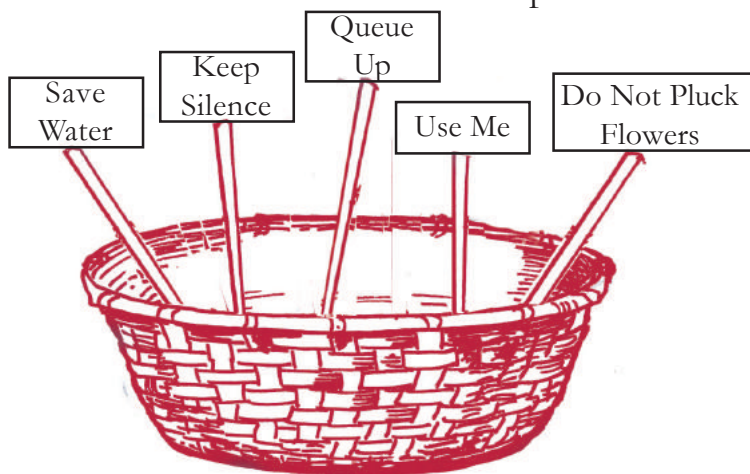
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I am



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I am

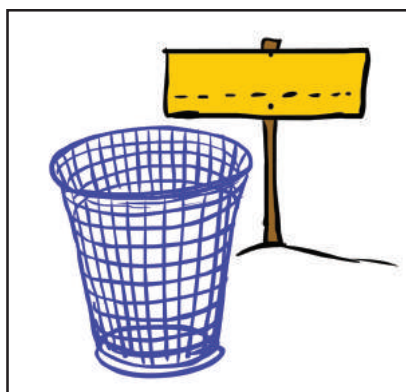
ACTIVITY 8

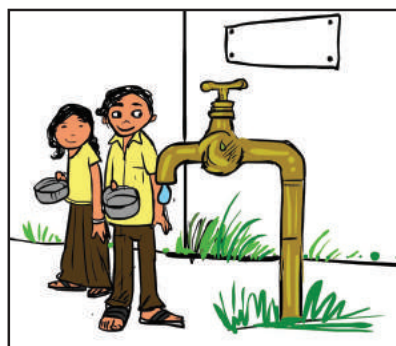
We can see sign boards and instructions like 'Silence Please', 'Don't Spit Here' etc. in public places like libraries and railway stations. Look at the following pictures and identify the places. Choose instructions from the basket and write them under the pictures.











Let's fix these cards at appropriate places in our school.

ACTIVITY 9

Mowgli is lost in the forest. The cubs are searching for him. Help them find Mowgli.



1. Go straight
2. Turn left
3. Turn right
4. Drink some water
5. Take rest for some time
6. Turn right
7. Beware of fire
8. Beware of Kaa

Picture glossary



Kiwi



Guava



Strawberry



Jamba



Mulberry



Dates



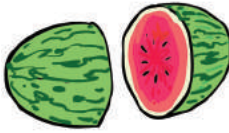
Grapes



Jamun



Chikku



Water melon



Papaya



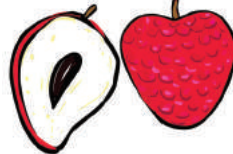
Pear



Plum



Cherry



Lichee



Cashew fruit



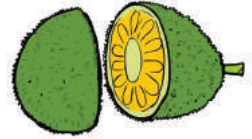
Gooseberry



Pomegranate



Pineapple



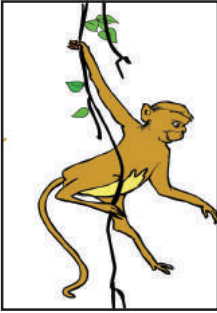
Jackfruit

PROJECT WORK

Prepare a glossary of animals. Classify them into domestic and wild animals.

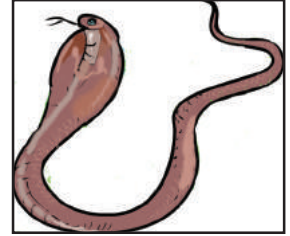
MY WORDS

Look at the following pictures and read the sentences given along with them.



A monkey is swinging on a creeper.

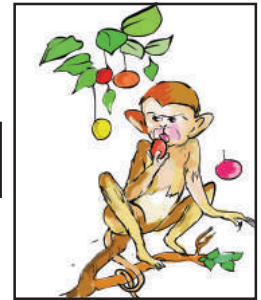
A snake is hissing.



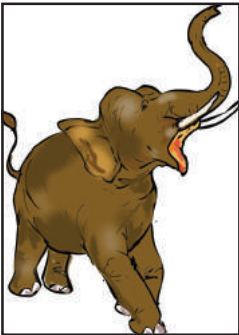
Birds are chirping.



Another monkey is plucking fruits.



An elephant is trumpeting.



Read the passage given below and fill in the blanks with the help of the words in the sentences given above.

One day Deepu and Unni visited a zoo. The _____ of birds welcomed them. There they saw many animals and birds. 'Look at the monkey. It's swinging on a _____. It's funny,' Deepu said to Unni.

'See, there is a monkey _____ fruits from a tree. It is throwing some fruits at the monkey on the creeper,' said Unni. 'Look, an elephant! It's _____,' said Deepu.

'Look over there, a snake. It's _____ at the monkey,' Unni said. They spent a lot of time enjoying the sights.

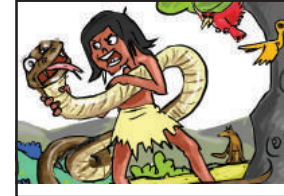


Read the following sentences and connect it with suitable pictures by drawing lines. Put a tick mark in the boxes if you have got the right combination.

☐ Mowgli is playing with the cubs.



☐ Mowgli and the cubs are sitting under a tree.



☐ Mowgli is fighting with Kaa.

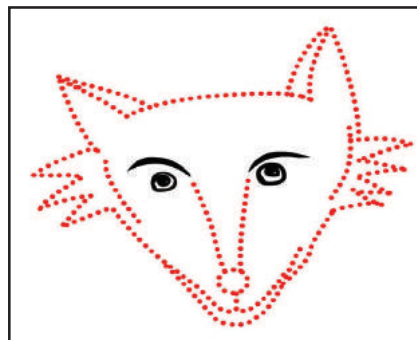
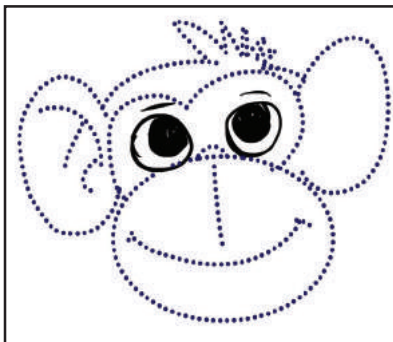
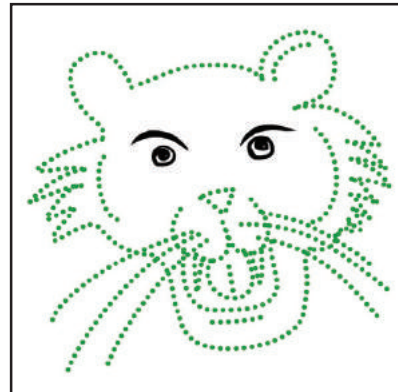
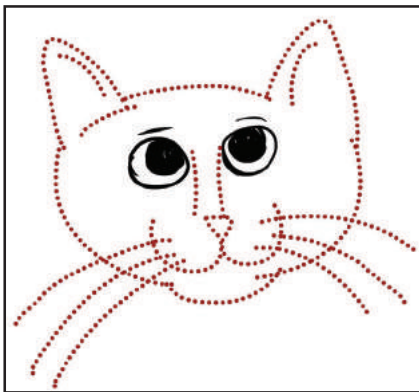


☐ Bagheera is carrying a baby.



How many tick marks did you get?

For every tick mark, join the dots and colour the mask.





MY LEARNERS

My learner	
can identify words such as 'grew', 'cubs', 'deep forest', 'streams', 'waterfalls', 'caught', 'dangerous' etc.	
can understand simple questions starting with 'what', 'who', 'can' etc.	
can answer in English during classroom interaction.	
can read and enjoy a poem.	
can add lines to the poem.	
can describe the picture.	
can write dialogues according to the context.	
can make simple riddles.	
can place instructions meaningfully.	
can undertake simple project work given.	
shows progress in learning.	

UNIT 4

THE MAGIC RING

Look at the picture given below.



What do you see in the picture?

AT THE SEASHORE

One morning, Abin went to the seashore with his father. 'Abin, sit here. I will be back soon.' Abin's father sailed away in a small boat for fishing. Abin sat on the shore waiting for his father.

Abin looked at the blue sea. He tried to count the boats. There were many. He began to dig a small pit in the sand. Waves came and filled it with water.



Hours passed. The fishing boats were coming back. He saw crows and kites flying close to the boats. The boats reached the shore and the fishermen filled their baskets with fish.

'When will my father come back?' Abin wondered.

Have you ever been to the seashore?

Describe any of your visits to the seashore.

A BEAUTIFUL FISH

Abin looked at the blue sea. A small boat came riding on a big wave.

‘It’s my father’s boat!’ Abin jumped with joy.

The boat came ashore. Abin ran towards the boat.

There was a big fish in the boat.



‘What a huge fish! How beautiful!’ Abin tried to lift the fish with both his hands.

‘We will take this fish to the market. We will sell it for a good price,’ Father said with a broad smile.

‘Wait here. I’ll go and get a basket,’ Father said and walked away.

What was Abin’s father’s plan?

Why did father walk away leaving the fish with Abin?

A RELIEF

Abin looked at the fish. He had never seen such a large fish alive. Its silver belly gleamed in the sun. Its fins and tail were blue. It opened its mouth at regular intervals. It twisted and turned. Abin held it tight. The fish looked helplessly at Abin with its pink eyes. It was gasping for breath.



'Poor fish. It will die soon!' Abin felt sad. He walked towards the sea. A huge wave swept against Abin's feet. Suddenly Abin let the fish into the sea. The fish happily glided through the waves. It went down into the deep blue sea and disappeared.

Why did Abin let the fish go?
How will Father react?

THE FURIOUS FATHER

Father came back with a big basket.

‘Where is the fish?’ he asked.

‘I let it go.’

‘What? Are you crazy?’ Father raised his voice.

‘Please Father, let it go,’ Abin said.

Father was furious.

‘Get out of my sight. I don’t want to set my eyes on you anymore,’ he shouted.



What will Abin do now?

Where will he go?

What would you do if you were in Abin's place?

GRATITUDE

‘What shall I do now?’ Abin had no idea.

He sat on the shore looking at the boats sailing away.

‘Thank you for saving my life!’ He heard a voice from the sea.

‘Who's that?’ Abin looked around in surprise.



Abin could not believe his eyes.

‘Can a fish speak?’ He stood on the shore like a statue.

‘Dear boy, I'll never forget your kindness,’ the fish said.

‘Take this. This is a magic ring. Rub it and see what it can do. Use this only when you are in need.’ The fish came near Abin and opened its mouth. There was a beautiful ring in its mouth. Abin took the ring and the fish swam back to the sea.

What will Abin do with the magic ring?

If you got a magic ring, what would you do?

INTO THE FOREST

Abin walked aimlessly. But he was not afraid. He had the magic ring with him. He could use it in need. He walked for a long time. He reached a dense forest with huge trees and bushes. He heard the chirping of birds and the cries of animals. Suddenly a deer darted in front of him. A pack of wild dogs were chasing it.



What will happen to the deer?
Will the wild dogs catch it?

THE MAGIC RING

‘How can I save the deer?’ Abin thought.

He remembered the magic ring.

‘Will it work?’

He took it out from his pocket, rubbed it softly and said, ‘Save the deer.’

Suddenly he noticed the trees swinging to and fro. Abin looked up at the sky. He saw a huge crane with wide wings. It came near fluttering its wings. It looked like a war plane. It lifted the deer and flew up. The scared dogs ran for their lives. The crane came down again and put the deer back in the bushes.

‘Wow! The magic worked!’ Abin cried out.



How did the magic ring save the deer?

Do you have any other idea to save the deer?

THE MAGIC WORKS AGAIN



Abin walked on. He was tired. He sat under a tree and soon fell asleep.

‘Grr...’ Abin heard a loud roar. It was a lion. It jumped at Abin. Abin rubbed the ring and said, ‘Magic ring, help me!’ The crane appeared once again in the sky. It flew towards Abin.

‘Come, hold on to my legs,’ the crane said. Abin jumped up and held on its legs tightly. Before the lion could do anything the crane flew high up into the air with Abin.

How did Abin wake up from his sleep?

How did the crane help Abin from the lion?

INTO THE VALLEY OF FRUITS

The crane flew above the trees and hills.

‘Where are we going?’ Abin asked.

‘To the valley of fruits,’ the crane replied.

The crane landed in a beautiful valley. The trees were all loaded with fruits. Abin and the crane sat on a rock and ate some sweet fruits.



‘Are you happy?’ the crane asked.

‘No...,’ Abin said in a sad voice.

‘Why? Are you still hungry?’ the crane asked.

‘I want to go home. I want to see my mom.’ Abin started crying.

Have you ever been to a place full of fruit trees?

What will you do if you go to such a place?

Even after eating sweet fruits Abin is not happy. Why?

THE FLIGHT

‘Don't worry, my little boy. I'll take you home soon,’ the crane said. The crane fluttered its wings. Abin clung to its legs. The crane rose into the sky again. They flew over mountains and across valleys.

‘Now we are flying over the sea,’ the crane said. Abin looked down. He saw the deep blue sea. The waves were playing with the wind.

‘My home!’ Abin cried. The crane flew down.



What did Abin see when he looked down?
Can you say where Abin has reached now?

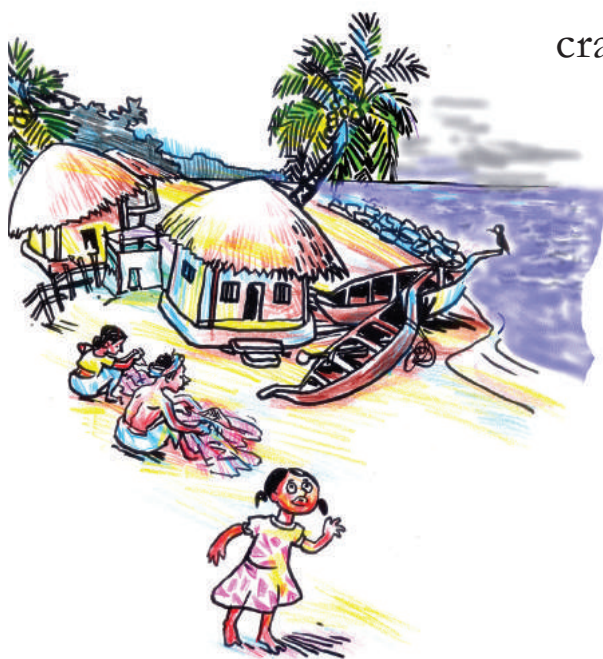
REUNION

Abin heard the sound of the waves.
'Look, that is my home,' Abin yelled
in joy. The crane almost touched the
ground.



'Mom...,' Abin called out and ran to
his home. Abin turned to say goodbye to
the crane. But the crane had disappeared in the sky.
Abin's father and mother came out.

'I'm sorry my dear. Where were you?' Father asked,
hugging Abin tightly. Abin wanted to tell
them all about the magic ring, the
crane, the deer, the lion.... But



nothing came out. Words
choked in his throat.

'Come dear, let's go inside,'
Mother said. Abin looked at
the sky again.

'Where has the crane gone?'
Abin looked up. He saw a
white feather floating in the
air. A smile appeared on
Abin's face.

How did Father react when he saw Abin?

Why could not Abin say anything about the magic ring?

Where did the crane go?

What would Abin do if he wanted to see the crane again?

Now, complete the dialogue between Father and Abin.

Father : I'm sorry my dear. Where were you?

Abin :

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Let's enjoy the poem

A MAGIC WAND

I have a magic wand
 The nicest one
 It beats the band
 And makes things done
 It brings me cookies
 And cakes to eat
 It gets me ice-creams
 And gives me a treat



I have a magic flute
 The prettiest one
 It blows so sweet
 And makes the world stun
 It loves me deep
 And takes me high
 It sings me lullabies
 And makes me sleep.

What does the magic wand bring?
 Who sings lullabies to the child?
 Does your mother sing lullabies to you?

ACTIVITY 1

The wand and the flute are working their magic. Two pictures related to what they do are given below. Find the appropriate lines from the poem which describe them and write them in the space given.



I have a magic

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ACTIVITY 2



What would you do if you got a magic ring?

Write any three things you would like to ask for.

You may begin with:

If I got a magic ring, I would ask for

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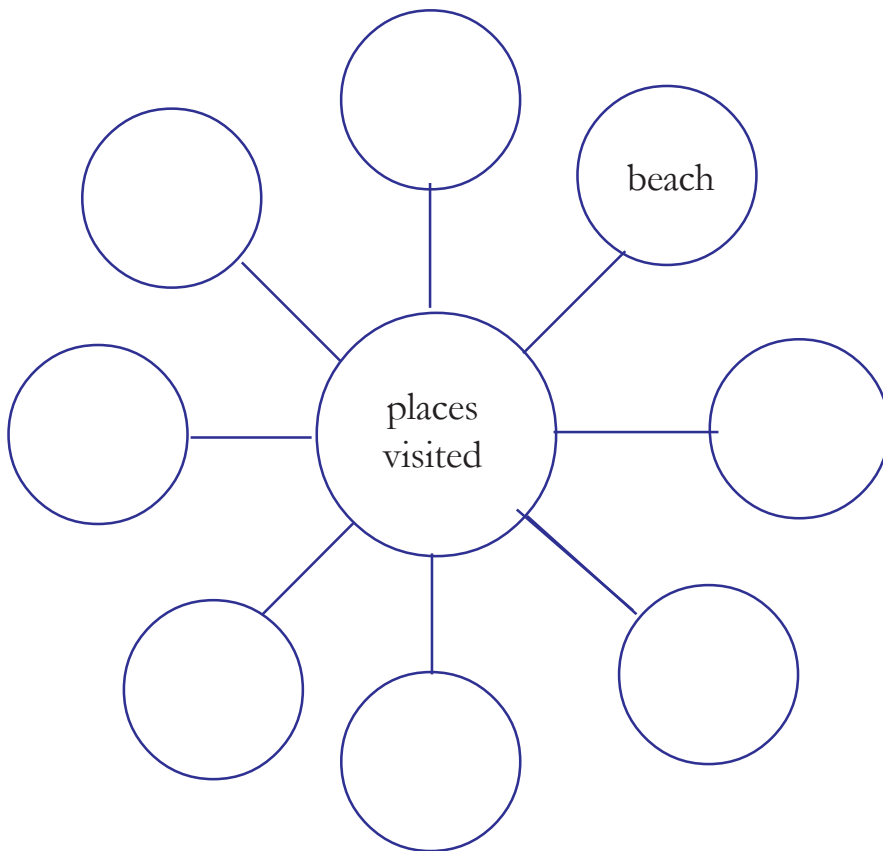
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ACTIVITY 3

The crane flew back home. Its young ones were waiting for her. She told them everything that had happened.

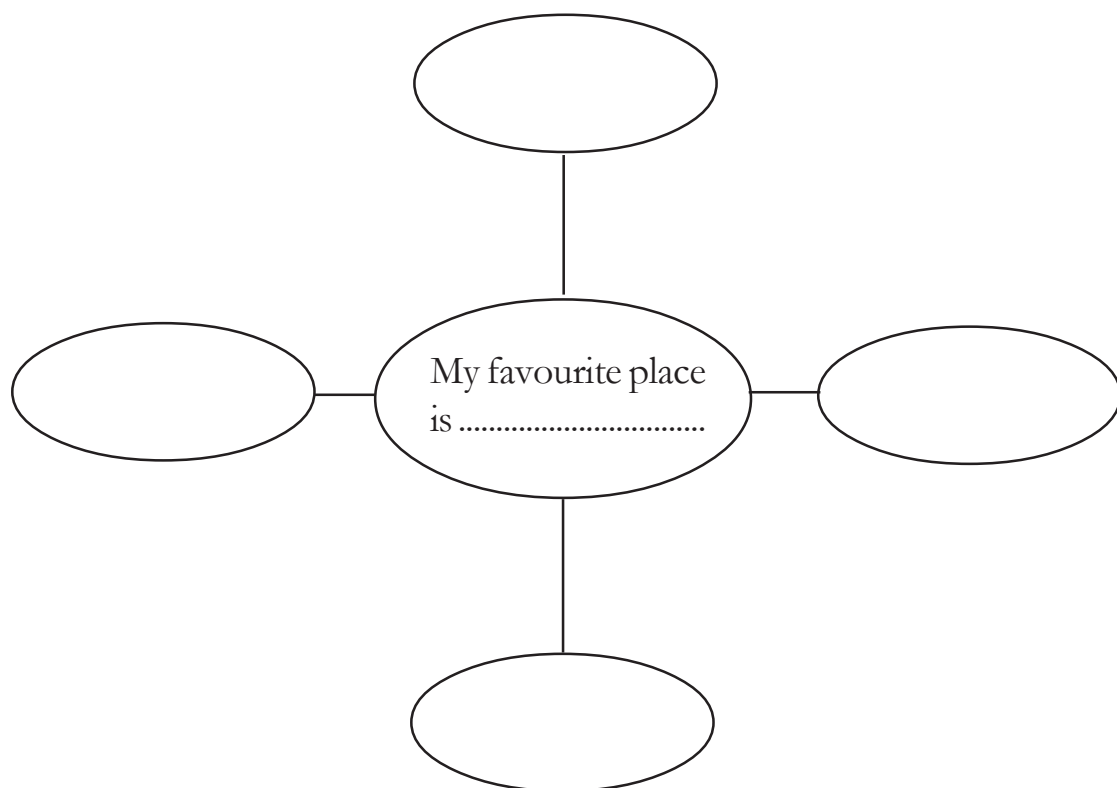
I met a boy today. His name is Abin. He is just eight years old. He lost his way. I helped him reach home safely. His home is on the seashore. It is a beautiful seashore. I saw many people, houses, boats and nets on the shore.

The crane took Abin to the seashore where he lived. The journey was like a tour to him. He saw many places on his way. You may also have visited many such places. List some of those places.



ACTIVITY 4

Which is your favourite place? Fill in the word web with further details of it.



Use the details in the word web and describe the place in the space given below.

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ACTIVITY 5

The beach is crowded. Deepu, Deepa, Arif and Sumayya are trying to make some sculptures with sand. Describe the children and their activities. One is done for you.



This is Deepu. He is in a blue shirt and yellow trousers. He is making a car. It looks cute.

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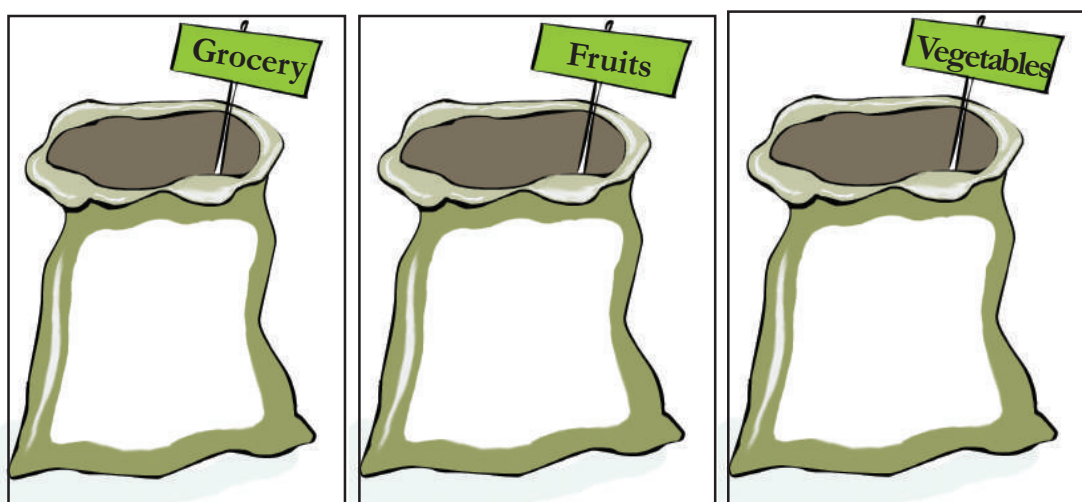
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ACTIVITY 6

Abin was very tired. He was hungry too. But there was nothing at home to eat. He thought of the ring. He touched the ring and said, 'Give me food'. What a surprise! A variety of food items appeared on the kitchen table. Help Abin fill them in three bags.

salt, apple, rice, cabbage, tomato, wheat, banana, onion, orange, green gram, chilly, sugar, pineapple, brinjal, tea, potato, chikku, dal, ginger, jackfruit.



Now, arrange the food items in alphabetical order.

1	apple	2		3		4	
5		6		7		8	
9		10		11		12	
13		14		15		16	
17		18		19		20	

PROJECT WORK

People around us are engaged in different jobs, aren't they? Some of them are doctors or teachers. Some are masons, some farmers and some carpenters. There are many other jobs too. What jobs are people in your locality engaged in? Let's conduct a survey.

1. Who are your neighbours?
2. Where do they work?
3. What do they do?

Collect details and complete the following table.

Sl.No.	Name	Age	Male/Female	Job

Prepare a brief description on any one of your neighbours. The following questions may help you.

- Who is your neighbour?
- How old is he/she?
- What is he/she?
- Where does he/she work?

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Your friends might have collected details of their neighbours too. Now, you can go through the details collected by your friends and fill the table given below.

Sl. No.	Job	Male	Female	Total

My findings

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MY WORDS

Who am I?

Read the sentences below. Fill the boxes with what they suggest.

I am a bird. I can fly high.

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Our home is the sea. We come to the shore and go back.

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I protect birds from heat and cold.
I give colours to the birds. My name starts with the letter 'F'.

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I am a white bird with a long beak.
I can catch fish easily.

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I am bigger than a hill. Rivers start from me.

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You can feel me but cannot see me. When I blow, the trees sway.

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People wear me on their fingers. I am round in shape.

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I am covered with fine sand. Waves come and hit me. Some collect shells from me.

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The fish gave Abin a magic ring.

Abin let the fish go.

Abin dug the pit in the sand.

Abin carried the big fish.

Father told sorry to Abin.

Abin saw kites and crows.

Abin counted the boats.

At the seashore

A b i n d u g t h e p i t i n t h e s a n d

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[illegible]

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[illegible]

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Pick out the letters from the coloured boxes above and write them in the boxes below.

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Is your work a success?



In the forest

A huge crane appeared.

The wild dogs chased the deer.

A lion attacked Abin.

The crane saved Abin.

The crane saved the deer.

Abin rubbed the magic ring.

T h e w i l d d o g s c h a s e d t h e d e e r

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Are you a winner?



MY LEARNERS

My learner	
can identify words such as 'dig', 'gasp', 'sweep', 'sight', 'regular', 'disappear' etc.	
can understand simple questions starting with 'where', 'why', 'how' etc.	
can answer in English during classroom interactions.	
can read and enjoy a poem.	
can match pictures with appropriate lines of a poem.	
can develop a word web based on places visited.	
can describe actions shown in a picture.	
can describe a place visited.	
can arrange words in alphabetical order.	
can undertake a simple project work.	
shows progress in learning.	

MY WORD LIST

You can write the new words you have come across in this textbook and find its meaning using a dictionary.

Word	Meaning