Marigold

BOOK THREE

Textbook in English for Class III

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STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
MIZORAM:AIZAWL

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

FOREWORD

The State Council of Educational Research & Training, Mizoram has always been committed to fulfilling its role as an academic think–tank to provide critical inputs to ensure quality education. With our role and responsibilities as the Academic Authority for Elementary Education in Mizoram as mandated by the Right to Education Act 2009, the task of developing the curriculum, textbooks and evaluation procedures following the principle and methodology of Continuous and Comprehensive Evaluation has assumed greater importance and significance.

I am grateful to the National Council of Educational Research & Training (NCERT), New Delhi for sharing the copyrights of the textbooks for necessary adaptations to make the books more meaningful for students in Mizoram.

I also extend my sincere gratitude to eminent scholars, educationists, dedicated teachers and my colleagues who have contributed significantly in developing these set of textbooks.

I am confident that the mandates of the RTE Act, fundamentals of education and the recommendations of the National Curriculum Framework 2005 are realised in good measure through such endeavour.

It is, therefore, my proud privilege to hand over these books to teachers and students of Mizoram. I am sure that the selection of child friendly materials will ensure that learning becomes a pleasurable journey for the child.

(CAROLINE ZORAMGTHANGI)
Director, SCERT
Mizoram:Aizawl

Aizawl
7th November, 2025

CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

Fundamental Duties – It shall be the duty of every citizen of India –

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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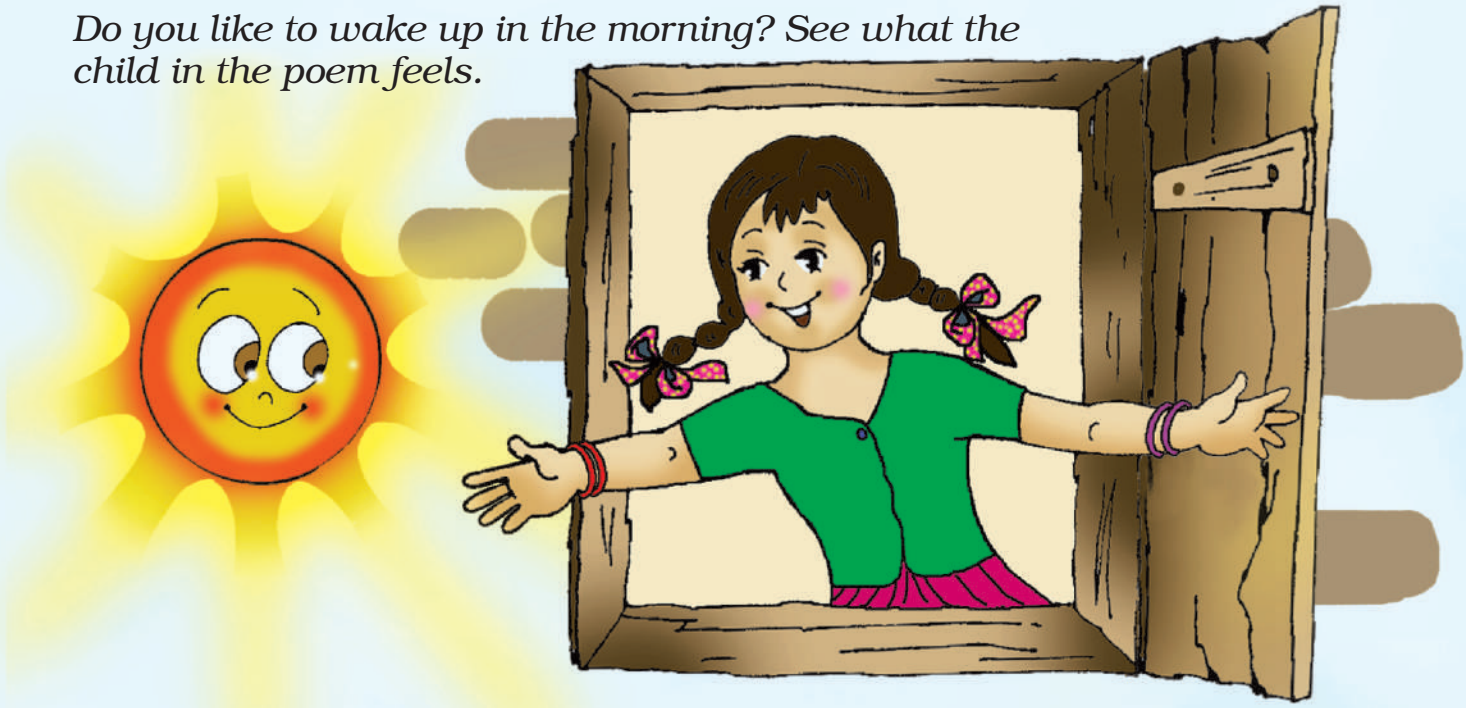
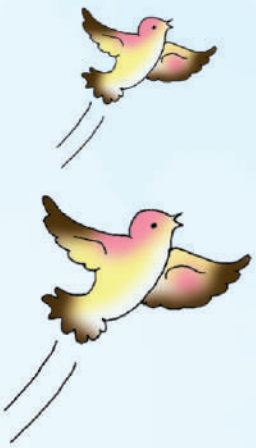
UNIT 1

Do you like to wake up in the morning? See what the child in the poem feels.



Good Morning

Good morning, sky;
Good morning, sun;
Good morning, little winds that run!
Good morning, birds;
Good morning, trees;
And creeping grass, and brownie bees!
How did you find out it was day?
Who told you night had gone away?
I'm wide awake;
I'm up now, too.
I'll be right out to play with you!

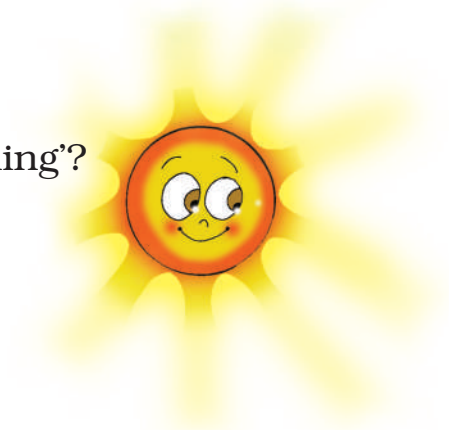


Fannie R. Buchanan

New words
creeping, awake, gone away

Reading is fun

1. Why is the child in the poem happy?
2. To whom does the child say 'Good Morning'?
3. What does the child want to do?



Talk time

1. In the morning I say, "Good morning"
   At night I say, "Good night"
   A dog says, "Bow-wow"
   A cow says, "Moo-moo"

   - Say 'Good morning' in your own language to
     i. your friends ii. your teacher

2. How would you wish them when you leave school in the evening?

Word building

1. **Let's say aloud**

   Find words in the poem which rhyme with

   bees _____ day _____ too _____

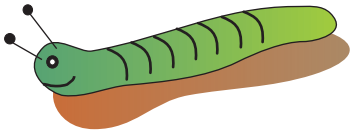
2. What do you see around you during the day and at night?
   Draw in the two boxes given below and colour the picture.

Day	Night

Write two words each from the two pictures you have drawn.

Day	Night
1. _____	1. _____
2. _____	2. _____

Team time



Dinner

This is mud.
A big fat worm lives in the mud.
A leaf falls in the mud.
It is the worm's dinner!

Form groups. Tell each other an interesting thing you have seen in the garden one day.

Song time

I like to sing when the sun is shining,

tra la la la la, tra la la la.

I like to sing when the sun is shining,

tra la la la la, tra la la la.

Traditional

THE MAGIC GARDEN

The magic garden was in a school playground. It was very pretty. Sunflowers and roses stood high against the wall. There were also marigolds, poppies and pansies.

The sunshine fell on this garden more than on any other and the flowers danced and sang happily. They said to one another, "We have hundreds of little gardeners." They were the children from the school.

One sunny morning the flowers were talking to the birds.

"I love all the children, but I love the dear little ones most of all," said a poppy. "I like them to bring their watering cans and water my thirsty roots."

"Yes," said the marigolds, "the boys are good to us too. They dig the ground so well!"

"We love the little children," said a tiny bird. "They are kind and they bring bread for us."

All the flowers said, "We must work hard to make our dresses very pretty, for the children will be here soon."

The sun said, "I will help you also, for nothing pleases me better than to see the children running about in the golden sunshine."

Suddenly, the children came out laughing and singing, and the flowers stopped their songs to listen to them.

"Oh, look at the tall sunflower!" said one child, and the sunflower lifted its head very proudly.

Another child said, "I love the marigold in its golden dress." The marigold smiled happily.

It was indeed a magic garden because it had fairies too. They danced and sang sweet songs which only the children could hear.

After a time the fairies came out dancing and talked with the children. Their dresses were made of flowers and their wings of sunshine.

The magic garden was quiet that night. The flowers and birds were asleep and dreaming of the next day when the children would come again.

Adapted from 'The Fairy Garden'
by Margaret H.Bolton

New words

magic, garden, gardeners, playground, sunshine, golden, dreaming

Reading is fun

1. Why did the flowers love the little children?
2. Why did the birds love the children?
3. Name five flowers growing in the magic garden.
4. What sounds could the children hear in the garden?

Talk time

Roses

I like roses
Most roses are red.
Some are white.
Some are yellow.
Are there blue roses?
I have not seen any blue roses!

Which one is your favourite flower? Learn its name in English.

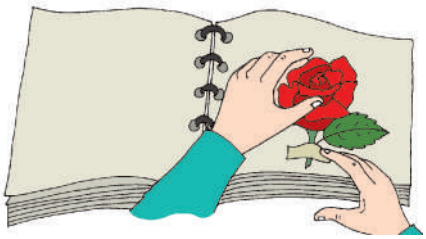
Say aloud

little	happily	slippery
people	sleepily	thirsty
purple	proudly	pretty

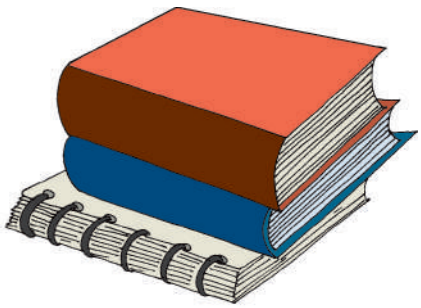
Team time

Activity – *Make a Flower Scrap Book*

1. Collect five flowers.



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



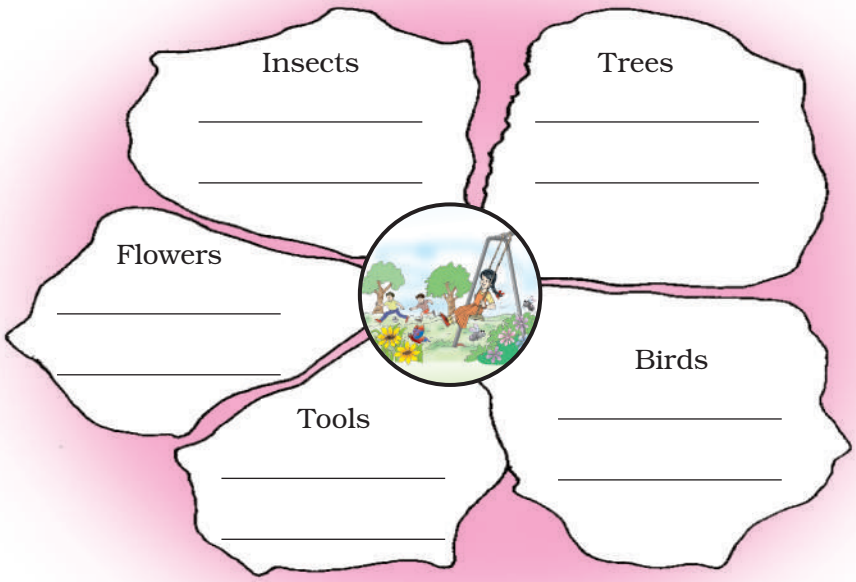
3. Place some heavy books on top of the old book. Leave it for some days.

4. Stick the pressed flowers carefully in your scrap book.

5. Write the name of each flower.

Word building

Name two words in each petal which you see in a garden.



Let's write

1. Imagine you have a big garden. What would it look like? Draw a picture here.

2. 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 _____.

This is your page which you can use as a reference. All teachers can think of situations to 'motivate' students. Suggestions for teaching, making classes interesting and stimulating, management as well as outlines of each unit are given on this page. Please use these pages as much as you can.

THEMES

- The child and nature
- The world around
- Appreciation of beauty in nature

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the pre-reading questions aloud to introduce the theme and mood of the poem. Read the poem aloud with appropriate actions.
- Ask the children to look at the picture and describe it.
- Read the story aloud slowly and with expressions.
- Encourage the children to look at their books as you read. Read it aloud many times and on consecutive days. Repeated reading helps the child to understand the language and to learn to read.

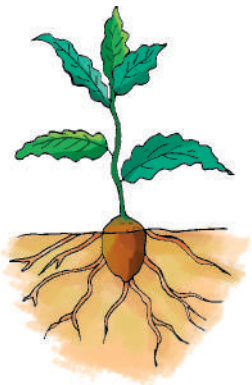
FOR TEAM TIME

- Make children form five or six groups. The song 'when the sun is shining' can be followed by 'when the rain is falling' and 'when the wind is blowing'.
- Children can start a small garden in pots or outdoors and grow seeds. This activity can continue over several weeks.
- Encourage children to make a Flower Scrap Book. Help them to label the flowers and leaves which they collect and press.
- Use the blackboard to put down new words. The child can have a notebook for new words. New words can also be put up on chart paper or on the walls. As the activity progresses you can change the charts to accommodate word-families like adjectives, adverbs, nouns, prefixes and suffixes. You can put up tenses, opposites etc. Put up new words (about 10) each week.

UNIT 2

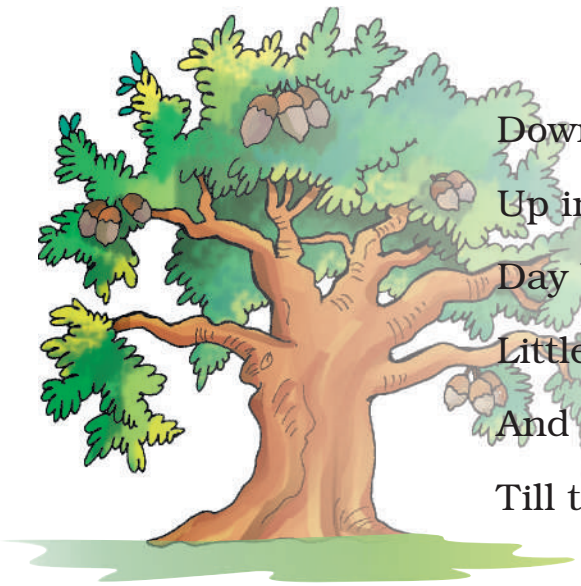
0324CH03

Even the biggest trees begin life as tiny seeds.
Read about how the little acorn grew big.



Little by Little

"Little by little," an acorn said,
As it slowly sank in its mossy bed;
"I am improving every day,
Hidden deep in the earth away."
Little by little each day it grew,
Little by little it sipped the dew.



Downward it sent out a thread-like root
Up in the air sprang a tiny shoot;
Day by day, and year by year,
Little by little the leaves appear,
And the slender branches spread far and wide
Till the mighty oak is the forest's pride.

New words

hidden, slowly, downward, slender, mighty, branches, pride, improving, sipped, shoot

Reading is fun

1. Name the tree that the acorn grows into.
2. What things does a seed need to grow?
3. How many describing words can you find in this poem?

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 the trees give us.

_____

_____

_____

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

_____

_____

_____

_____

_____

What are the different parts of a tree. Write them in the given space.

_____

_____

_____

_____

_____

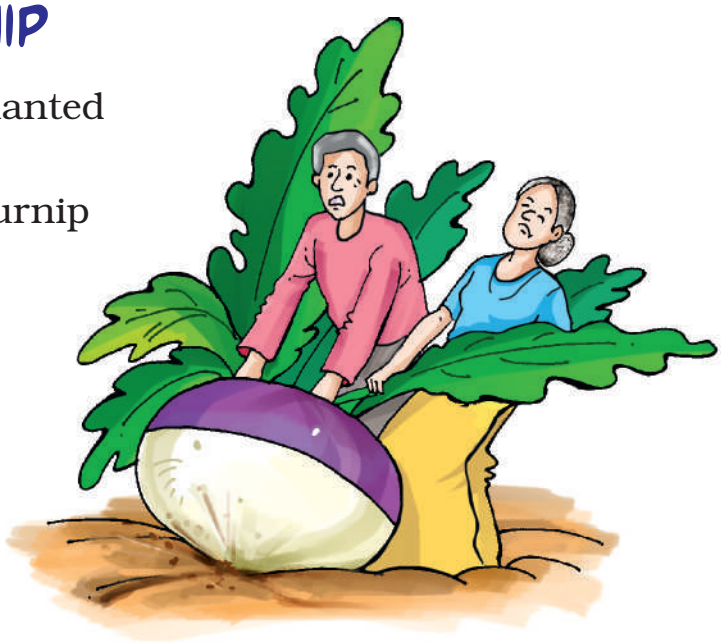
_____

_____

Match the opposites. One has been done for you.

downward	weak
slowly	night
little	upward
slender	fast
mighty	fat
day	big

THE ENORMOUS TURNIP



Once upon a time, an old man planted some turnip seeds.

The turnip seeds grew. The turnip seeds grew and grew.

"I want to pull up the enormous turnip," said the old man.

The old man pulled and pulled. But he could not pull up the enormous turnip.

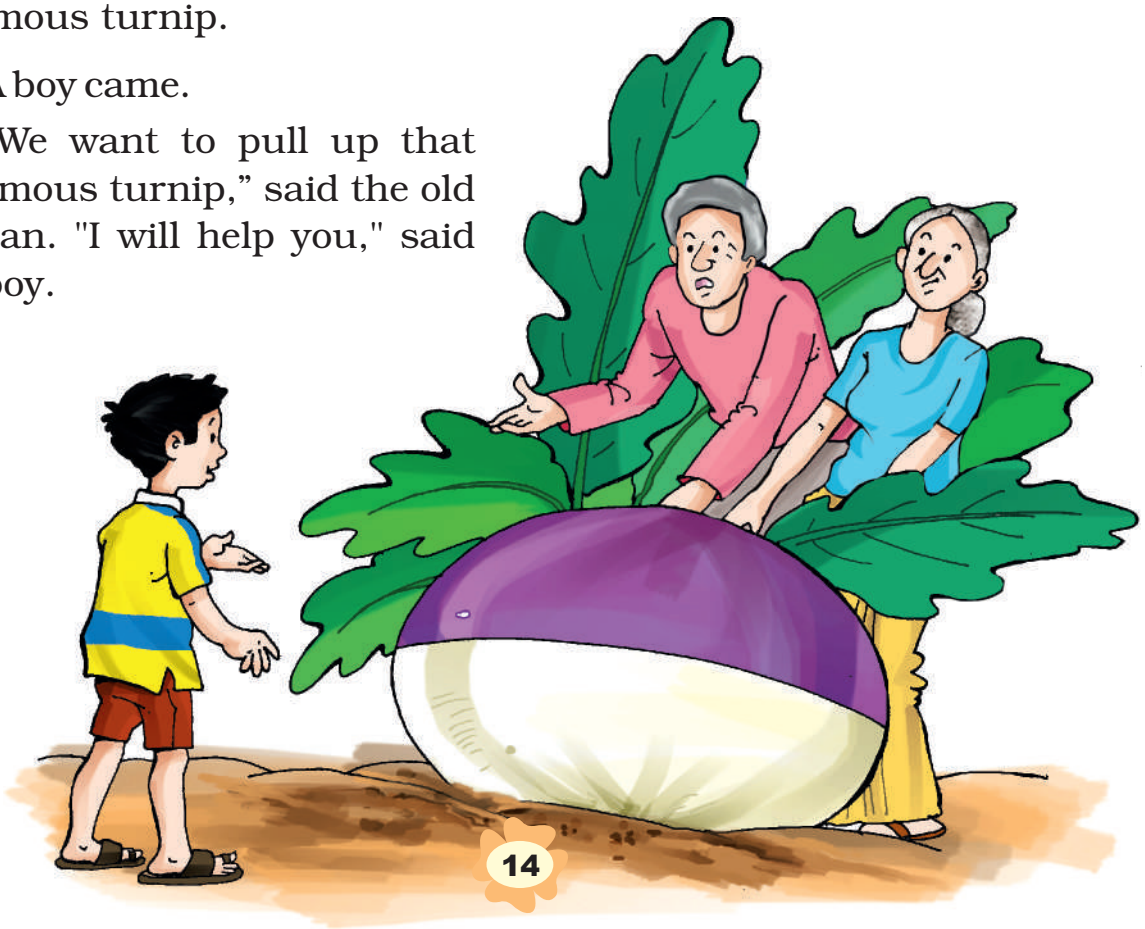
An old woman came.

"I want to pull up that enormous turnip," said the old man.

"I will help you," said the old woman. The old man and the old woman pulled and pulled. But they could not pull up the enormous turnip.

A boy came.

"We want to pull up that enormous turnip," said the old woman. "I will help you," said the boy.



The old man and the old woman and the boy pulled and pulled.

But they could not pull up the enormous turnip.

A girl came. "We want to pull up that enormous turnip," said the boy. "I will help you," said the girl.

The old man and the old woman and the boy and the girl pulled and pulled.

Up came the enormous turnip.

"We will help you to eat the enormous turnip," said the old woman and the boy and the girl.

And they did!

New Words

enormous, turnip, old man, old woman, pulled

Reading is fun

1. What did the old man plant?
2. Why was it difficult for the old man to pull up the turnip?
3. Who helped him to pull up the enormous turnip?
4. Who ate the enormous turnip?

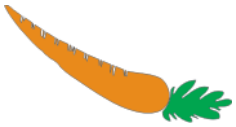
Talk time

i. Name and draw four vegetables that have to be pulled out from the earth. Now name them in your own language.

ii. Let's go shopping!

How many vegetables can you find in this maze? Draw a circle around each word. One has been done for you.

Carrot



Peas

Beans

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

Turnip

Tomato

Potato

iii. A Game of Opposites

The entire class can be divided into two groups where one group says one word and the second group says the opposite word.

Group I	Group II
eg. pull	push
black	_____
true	_____
right	_____

This is how the game goes on. Some words are suggested here. You may pick up some more words from the lesson.

far	good	dark	up	old

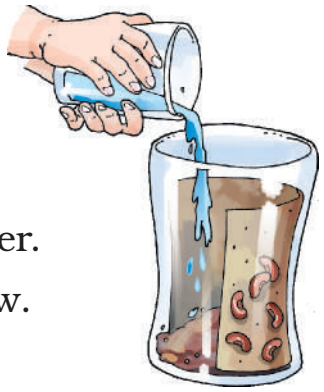
Team time

Activity: *Grow a plant*

Things required — A glass, blotting paper, some sand, some seeds of beans or *rajma.*

Method

1. Line the blotting paper inside the glass.
2. Place the sand in the glass.
3. Wet the sand.
4. Place a few seeds between the blotting paper and the glass.
5. See that the seeds are separate from each other.
6. See how the roots and shoots of the seeds grow.



Make a Friendship Salad

Things required —
Carrots-2, Tomatoes-2, Peas-2 spoonfuls, Lemon-1.

Method

1. Wash all the vegetables well.
2. Cut the carrots, tomatoes and lemon.
3. Mix the peas, carrots and tomatoes together.
4. Squeeze lemon juice on top.
5. Add salt.
6. Mix well.
7. Share your salad with your friends.

Let's write

i. How do you like to eat these vegetables — raw or cooked? Say why.

Vegetables	***Raw***	***Cooked***
carrot	_____	_____
turnip	_____	_____
potato	_____	_____
onion	_____	_____
beans	_____	_____

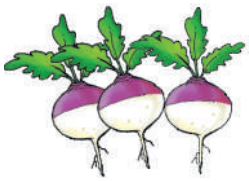
ii. Name four vegetables you ate last week. Write their names here.

_____ _____

_____ _____

iii. Complete these columns.

One	Many
carrot	carrots
turnip	_____
onion	_____
potato	potatoes
tomato	_____



Vocabulary

One word in each of the following sets is different from the others. Circle the odd one out.

i. turnip, potato, tomato, sunflower, carrot, brinjal (*clue – vegetables*)

ii. cow, horse, goat, fox, kangaroo, melon (*clue – animals*)

iii. banyan, neem, peepal, mango, snake, apple (*clue – trees*)

iv. rose, lily, sunflower, lotus, cauliflower (*clue – flowers*)

v. peacock, parrot, lizard, crow, woodpecker (*clue – birds*)

Say aloud

pull	cool	cut
full	root	but
put	shoot	shut

THEMES

- Plants, trees, vegetables
- Growth
- The importance of trees and plants in our lives.

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the poem aloud so that children appreciate the beauty of the words and phrases. Let children recite the poem.
- Help children with the materials for the plant growing activity. You can use blotting paper, damp cotton wool or muslin cloth placed on a plate.
- Discuss the importance of plants and trees and all the things we get from them. Encourage children to help you make a list on the blackboard.
- You can also emphasise how plants help to keep the air fresh and clean.
- Let the class talk about the cutting of trees around where they live. Let them imagine a world without trees (Where will the birds go? etc.).
- The story must be read out for enjoyment. In telling the story the imagination of the child should be so raised that he actively participates, is ready to enjoy the text and is certain that success will follow.

- A story with repetitions is always loved by children and is found to be more useful in dramatisation. The children can use their own words to make a new sentence. This language experience has more life and meaning.
- Tell the class why vegetables are good for us. You could ask the children to bring one vegetable each to the class. This can help them in the writing activity.
- Encourage children to guess the meanings of difficult words, before you explain them.

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
went	small	gave	outside	bitter	lost

found lost took _____

hard _____ big _____

inside _____ came _____

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)

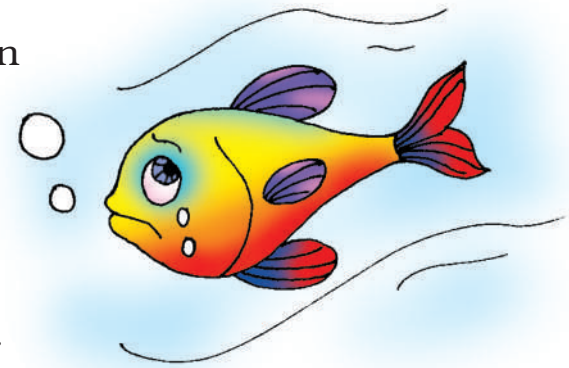
Say aloud

She sells sea-shells.

She sells sea-shells on the sea-shore.

A LITTLE FISH STORY

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

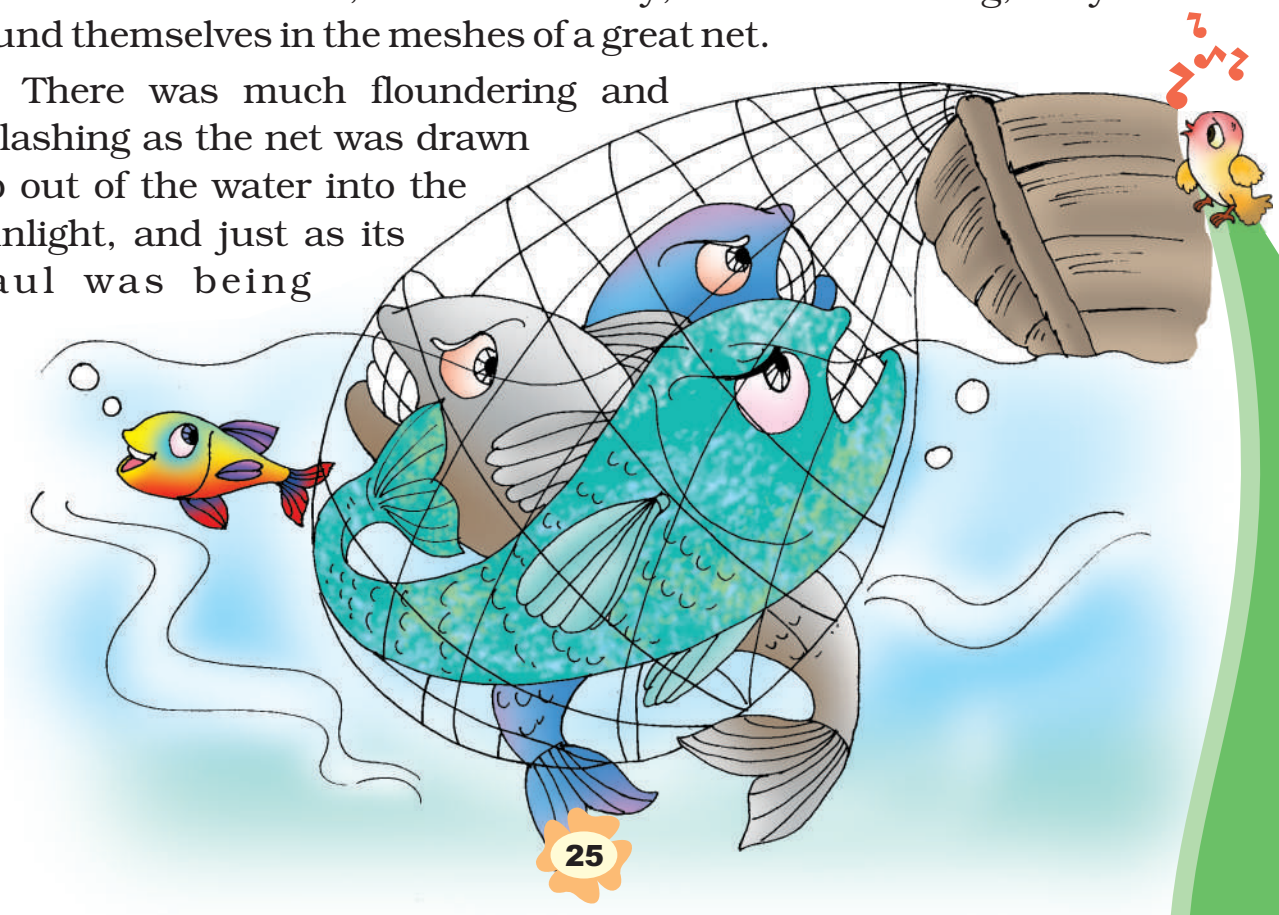


Now this little fish had everything in the seas to make him contented, but he was not happy. You will laugh when I tell you why he was not. He was unhappy because he was so very small.

"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 the rest of his school and thinking, no doubt, how much more the larger fish had to be thankful for than he, when suddenly, with no warning, they found themselves in the meshes 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 school 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.

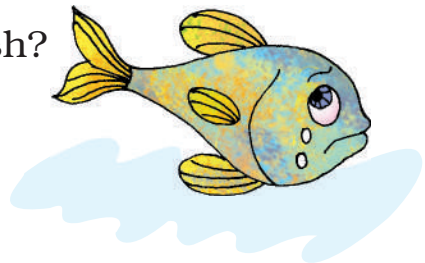
Enos B. Comstock

New words

million, floundering, meshes, 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 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 might see around you.
2. In your class, talk about the time you were caught doing something you were not supposed to do. You can discuss in your own language as well as in English.

Word building

1. Look at the pattern and fill in the blanks.

look	looked	talk	_____
pick	_____	wish	_____
bark	_____	pull	_____
want	_____	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 in 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?

Zova sings a little song.
Thanga looks at him.
"Why are you crying, Zova?" he asks.
Zova says, "I'm not crying.
I'm singing an English song!"

Choose the right words.

1. Zova sings a _____ (long/little) song.
2. Thanga _____ (looks/shouts) at him.
3. Thanga thinks Zova is _____ (crying/laughing).
4. Zova is _____ (singing/saying) a song.
5. The song is in _____ (Mizo/English).

THEMES

- Water, Sea and Sounds
- The Importance of Water in Our Lives
- Life in the Sea

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the poem aloud.
- Encourage the 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 the children to make different sounds.
- The story can be read aloud with expression 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 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 the children whether they eat fish. Tell them about the different kinds of fish in the sea and other water animals, big and small, and about their life underwater.
- This unit can introduce the important issue of water pollution by man and its harmful effects on sea life.

UNIT 4

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

The Balloon Man

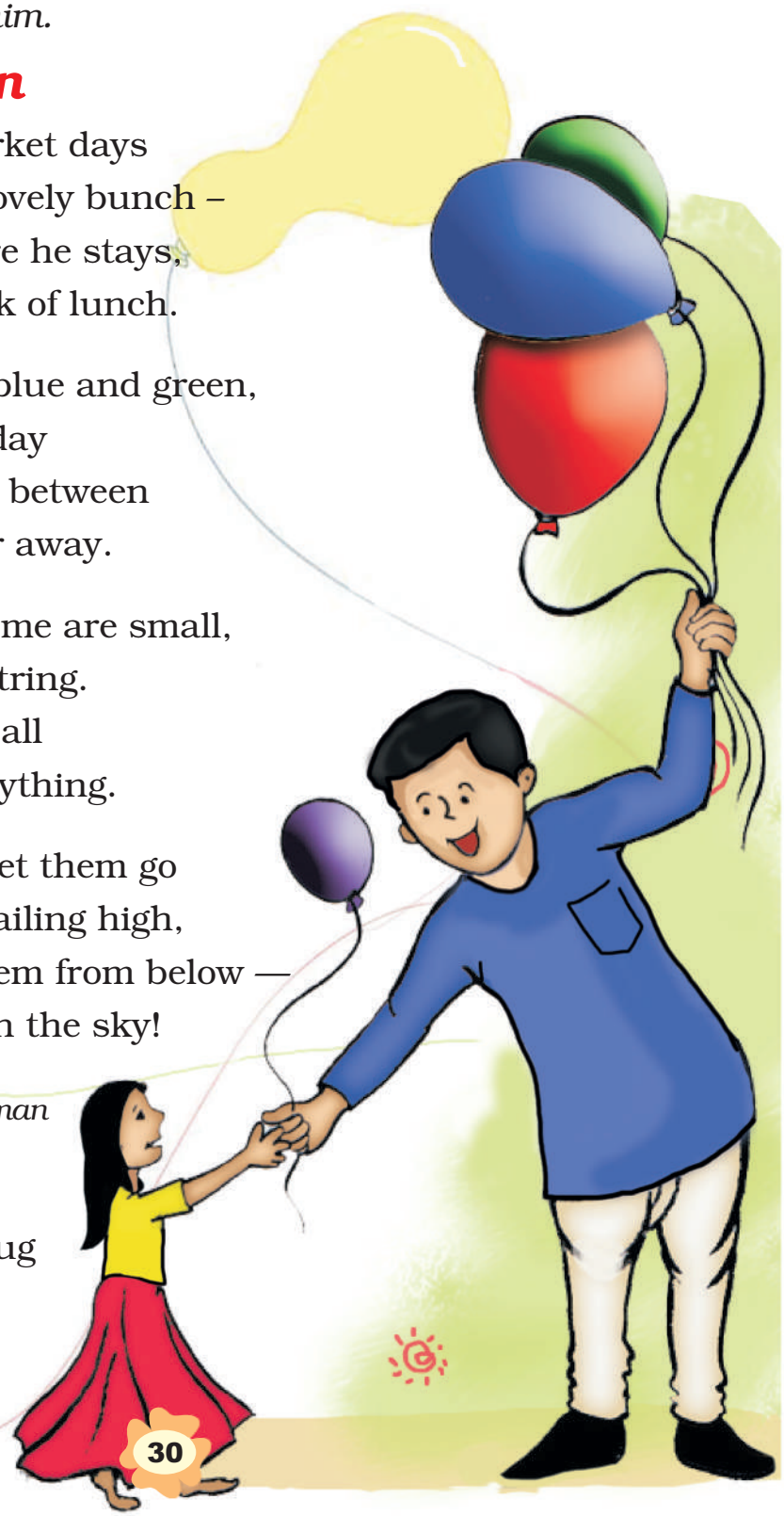
He always comes on market days
And holds balloons – a lovely bunch –
And in the market square he stays,
And never seems to think of lunch.

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 there is a wind?
3. What does the child like to see the balloon man do?

Talk time

1. How high can balloons fly?
2. What do you like about this poem?

Word building

i. Identify the words from the jumbled letters and write the word in the space provided.

llaboons _____ cunlh _____

ulbe _____ ploeep _____

wolbe _____ crat _____

ii. Put the words given in the box into the following groups.

(a) nature _____ _____

(b) food _____ _____

(c) colours _____ _____

wind	turnip	purple	pineapple	sky
green	grass	white	yellow	rice

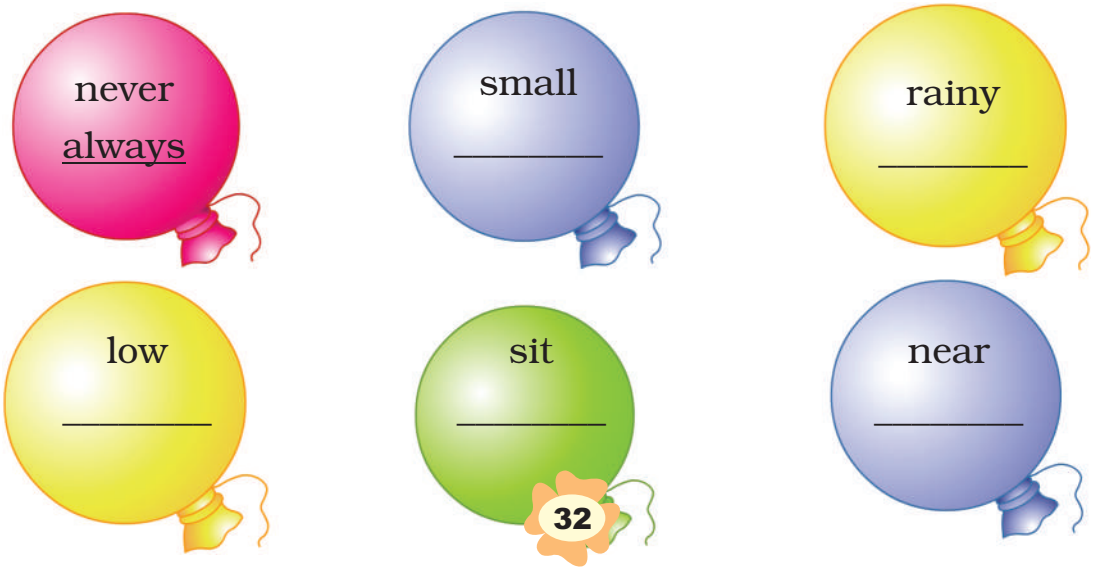
iii. How many colours can you find hidden in this maze? Write their names below.

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. _____ 5. _____

3. _____ 4. _____ 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.



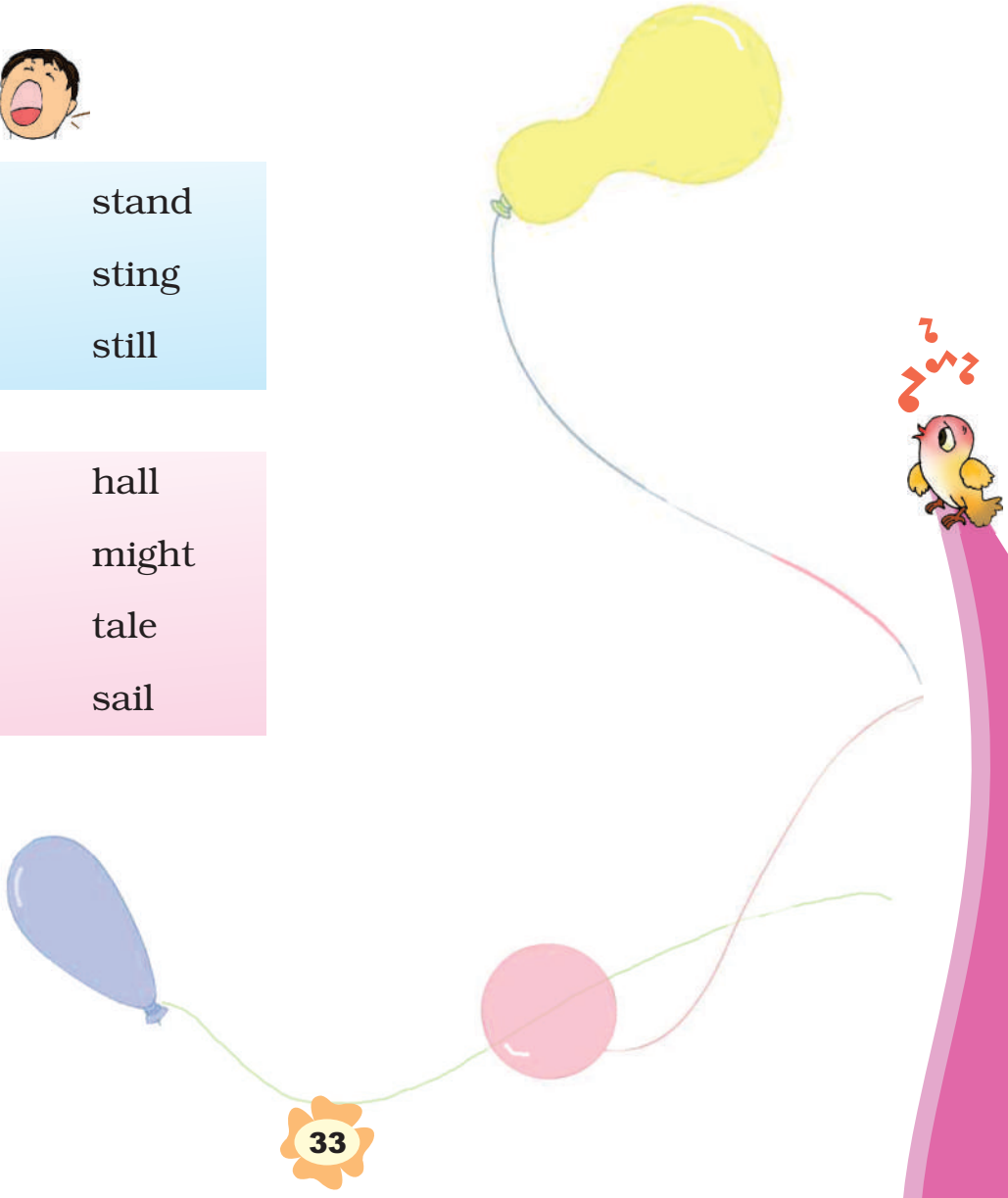
Team time

- 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 MONKEY AND THE BEAR

Yes! But, let me check the rope first.
All right Mr. Monkey.
Heh...Heh... I'll make a cut in the rope so that it will break as soon as he sits on the swing.
You can now sit on the swing.
Thank you.
I haven't eaten for a while. Now, I'll prepare a nice dinner for myself.
CRACK
THUD
If he falls and die, I will make a delicious meal of him.

Meanwhile...
Yeah! ha..ha..
But then...
CRACK
THUD
What's that sound?... I think the bear has fallen.
THUD
Oh.. I hope he is dead.
And the monkey rushed towards the tree.
Oh no! He looks angry.
Grr... How dare you trick me?
Grr... Harumph.
I am so scared... But I will not show it.
What happened? Did you fall? Are you hurt?
Yes, I fell. Of course, I'm hurt.
I am sorry. Would you like to have the food I've made?

What? I don't believe you Grr... I am going to bite you. Grr...
Oh no! I better climb the tree quickly.
The monkey got away from the bear and climbed the tree.
Hey! Come back here.
Oh! I've lost everything. Now my swing is broken and I cannot play.
Okay, Stay there. I am going to eat your food. Ha..ha..
The monkey watched the bear while he ate his food.
chomp chomp
I've lost the food I've prepared too. Boo..hoo..hoo..
END

Reading is fun

Fill in the blanks using the words given below.

big long small broken tall

1. The monkey is _____
2. The bear is _____
3. The rope is _____
4. The swing is _____
5. The tree is _____

Talk time

1. Imagine you are a little monkey. Describe what you see from the top of the tree.
2. Work in pairs. Discuss with your friend the kind of games that you love to play.

Word building

1. Pick the rhyming words from this box and pair them in the spaces below.

meal eaten feel beaten meat eat bear wood tear good

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____

2. Fill in the blanks with the opposite word choosing from the box below.

light die happy full stand slowly

heavy _____ sit _____

hungry _____ sad _____

live _____ quickly _____

Say aloud

shadow shy shelter shade share

Song time

'Humpty Dumpty'

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the King's horses
And all the King's men
Couldn't put Humpty Dumpty
Together again.

Choose the right words.

1. Humpty Dumpty sat _____ (on/in) a wall.
2. Humpty Dumpty had a _____ (great/little) fall.
3. _____ (All/Every) the King's horses.

Let's write

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

first then after this finally

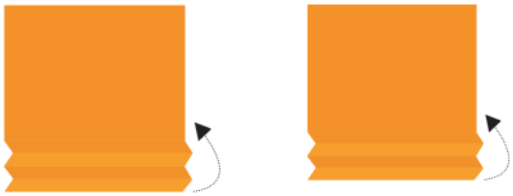
1. Finally, I dress up and go to school.
2. Then I brush my teeth and have a bath.
3. First of all, I get out of bed.
4. After this I eat my breakfast.

Team time

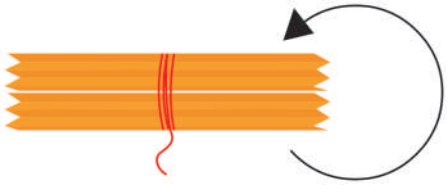
Activity: *Paper fun*

Let's make a butterfly.

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

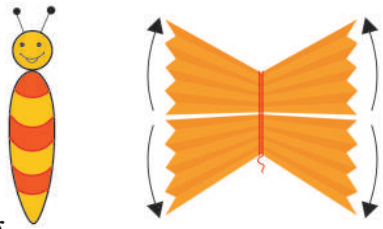


2. Fold them like a fan.



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. Put 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 buttons, beads or sequins on it.

THEMES

- Sky, colours, insects
- Appreciation of natural beauty

SUGGESTIONS FOR CLASSROOM TEACHING

- With a new poem, ask children to remember words and outstanding lines. While reading, let children look for lines they like best, enjoy them and make a picture of them "in their minds".
- 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 let them leave the balloons and watch them fly up with the breeze. Talk about how high 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.
- The story must be read in a clear voice, and appropriate expressions so that it is told well and will live in the memory of the children.
- 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 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 *spaces* and later *a long word, a sentence* etc. Jumbled sentences can be presented in some attractive way to be corrected by the child.

Have you travelled on a train? Read and enjoy this poem.

Trains

Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

Carrying passengers,
Carrying mail,
Bringing their precious loads
In without fail.

Thousands of freight cars
All rushing on
Through day and darkness,
Through dusk and dawn.

Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

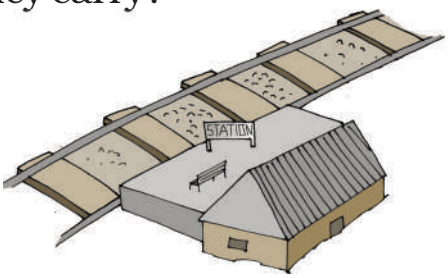
James S. Tippett

New words

mountains, passengers, rivers, precious, mail, plains, dusk, dawn

Reading is fun

1. Where do the trains run?
2. What are the "precious loads" that they carry?
3. When do the trains run?
4. What is 'dusk' and 'dawn'?



Talk time

1. Do you enjoy train rides?
2. If you had to travel over a long distance, how would you like to go and why?
3. If you had to spend the night on a train, what would you need to take with you?

   Draw and name the things you would need in this suitcase.

Let's write

Describe an interesting train or bus journey you have taken, or would like to take. Write four sentences about your journey. You can use some of the following words and phrases.

many people	crowded tea stalls
station/bus station	river
window	big and small trees
seat	hills
ticket	loud whistle

Example : I went to the railway station with my father...

_____

_____

_____

_____

Word building

i. Sort out these different means of transport into correct groups. One is done for you.

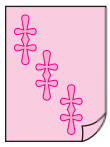
Bus	Car	Aeroplane	Ship	Boat
Train	Bicycle	Helicopter	Truck	Steamer

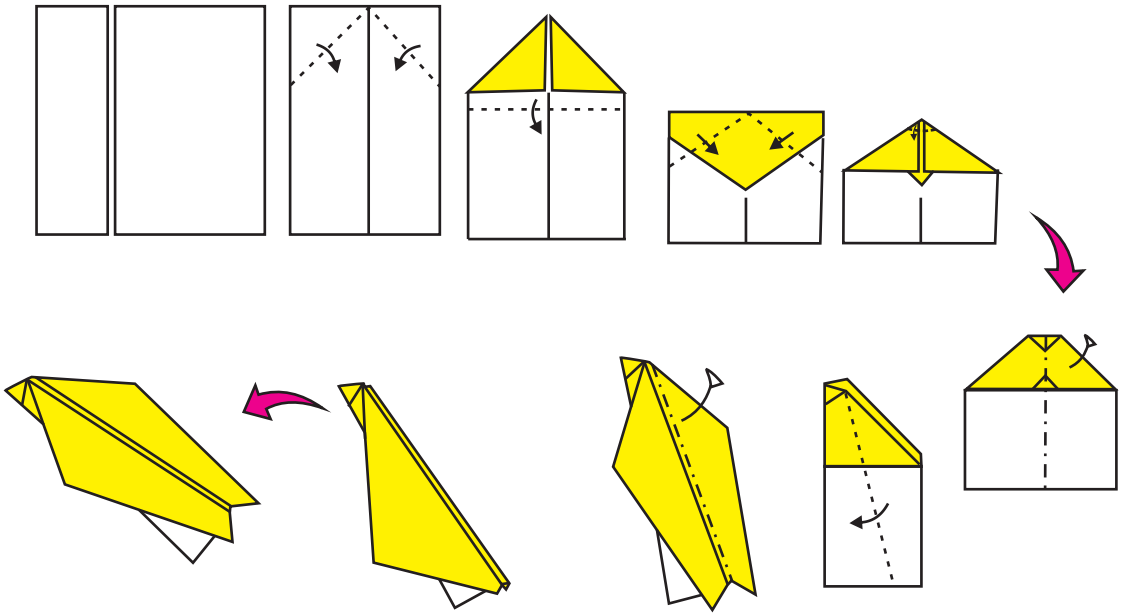
Land	Air	Water
Bus	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ii. Complete the sentences.

1. Give me some _____ to eat. (food/clothes)
2. Play with _____. (me/grey)
3. Swim across _____. (the river/the boat)
4. Let's get on the _____. (train/dawn)

Paper fun





Let's Move

Crouch low, then rise, take off and move around the room. Come down like a rocket and dance to:

Up, up, up in a rocket, up we'll go, up we'll go,
Up, up, up in a rocket, A-way-up high we'll go.

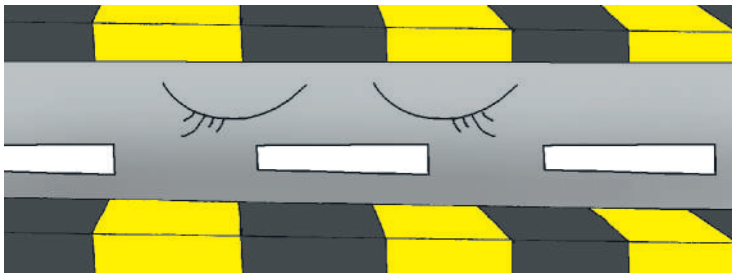
Say aloud

mail	dawn	plains
fail	on	trains

Engine, Engine Number Nine

Engine engine number nine,
When she's polished she will shine
Engine, engine number nine
Ten will ride on the Shimla line.

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," says 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.

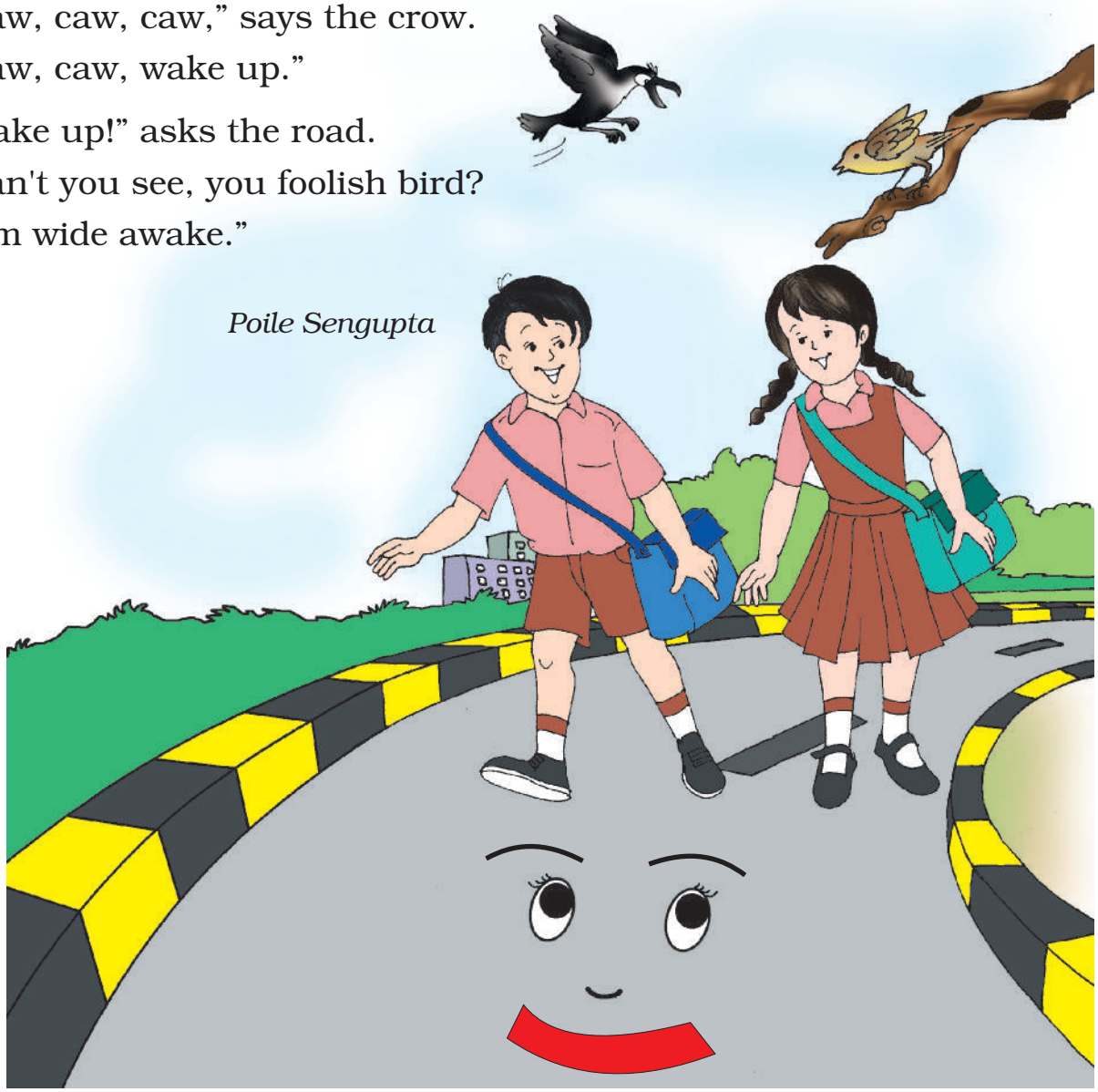
Tramp, tramp, tramp, tramp.
Chatter, chatter, chatter, chatter.
Who are these?

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



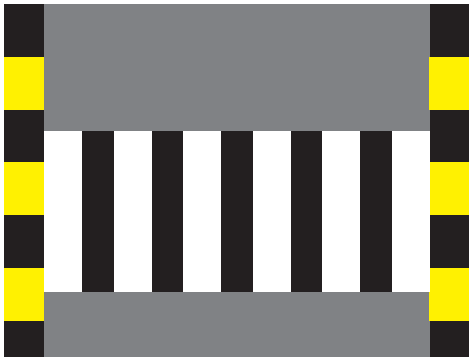
New words

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.

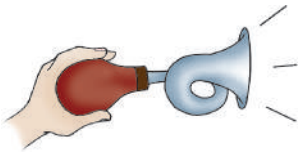
   I _____ hear the clock.

   I _____ hear the sound of feet.

   I _____ hear the sound of moving of chairs.

   I _____ hear the dogs barking.

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...*

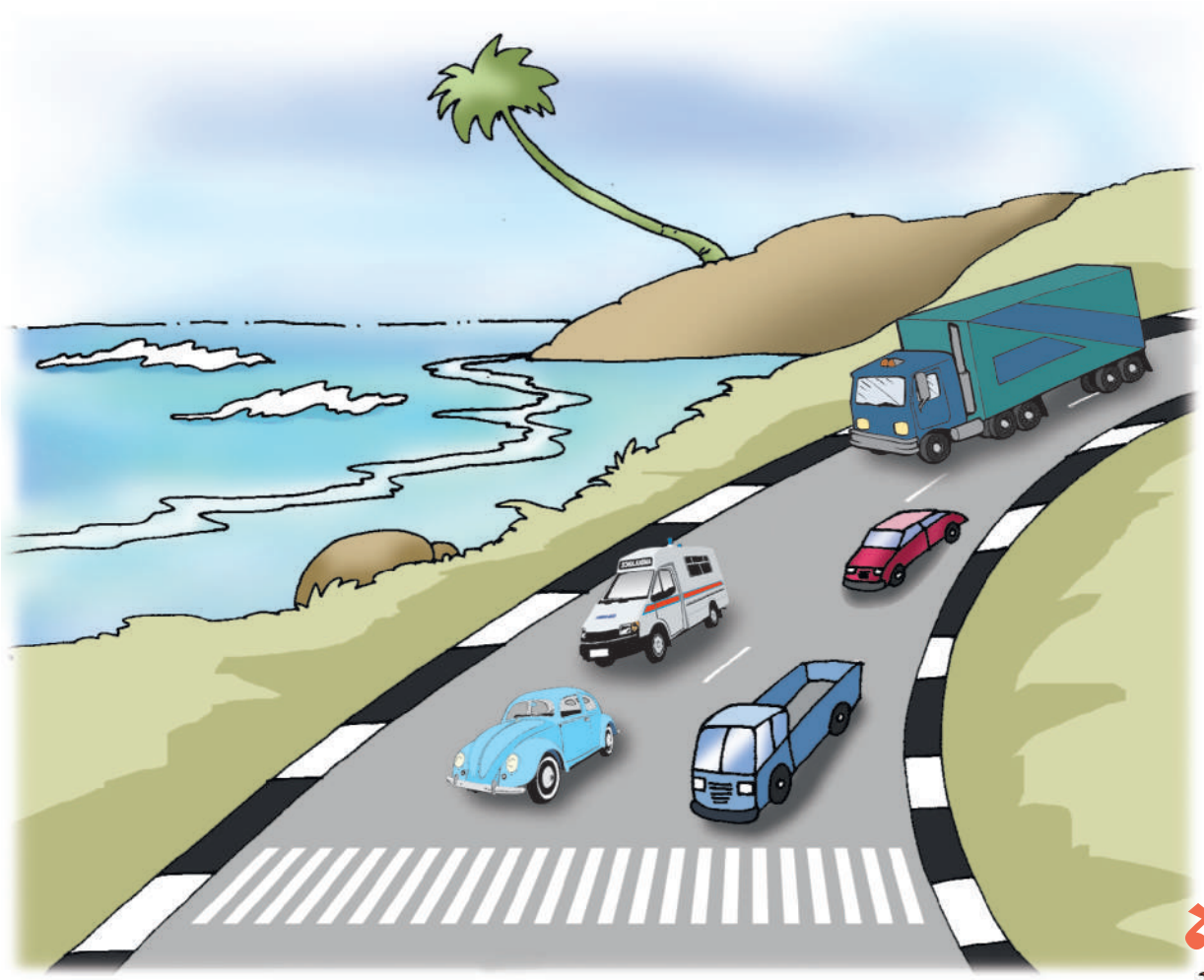
(Traditional)

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. _____

THEMES

- Land and land forms
- Travel

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the poem aloud with appropriate expressions. Explain the difficult words in the text like *freight cars, precious, plains, dusk, dawn,* etc.
- 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 here e.g. bullock carts, camels, cycles, buses, scooters, etc.
- Cut out some sheets of paper in squares for the paper folding activity and give one piece to each child. You may even use old newspapers for making an aeroplane. Do allow the children to enjoy the activity by flying them in the class/ground for one period. However, make sure that the children pick up all the bits of paper once the activity is over.
- Emphasise the importance of cleanliness of one's surroundings. Dustbins should be kept in the classroom and in a corner of the school playground for all waste paper, fruit peels, wrappers, etc.
- Help the children to enact *The Race.*
- The class can also be made to enact a scene from a railway station (have characters like porters, vendors, passengers, etc.).
- Let children enjoy moving to a beat and playing instruments in rhythm. They can sing to the accompaniment of rhythmic sounds made with their hands, feet, mouth, etc. with other parts of their bodies.

UNIT 7

Enjoy the rhythm of this poem.

Puppy and I

I met a Man as I went walking;
We got talking,
Man and I.

'Where are you going to, Man?' I said
(I said to the Man as he went by).
'Down to the village to get some bread.
Will you come with me?' 'No, not I.'

I met a Horse as I went walking;
We got talking,
Horse and I.
'Where are you going to, Horse, today?'
(I said to the Horse as he went by).
'Down to the village to get some hay.
Will you come with me?' 'No, not I.'

I met a Puppy as I went walking;
We got talking,
Puppy and I.
'Where are you going this fine day?'
(I said to the Puppy as he went by).
'Up in the hills to roll and play.'
'I'll come with you, Puppy,' said I.

A.A. Milne

New words

village, hills, bread, hay, roll, play

Reading is fun

1. Who is the 'I' in the poem?
2. Where was the Man going?
3. Why didn't the child go with the Horse?
4. Why did the child go with the Puppy?

Talk time

1. Do you have a pet?
2. Talk about three things that you and your pet do together.
3. How do you look after your pet? Tell the class first in your own language, and then in English.

Say aloud

bread	hay	roll
said	today	pole

Who am I?

Buanga

Buanga is my friend
Buanga has four legs.
Buanga has a long tail.
Who is Buanga?

Buanga barks.
Buanga wags his tail.
Buanga is happy.
Who is Buanga?

Buanga is my dog!

Let's draw

Look at the dogs in the picture and write about them. You might begin: I am a little brown dog. My name is_____

_____ _____

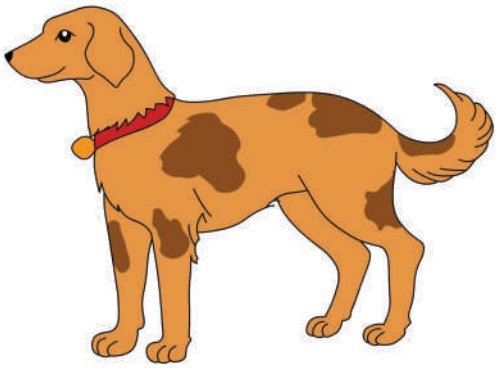
Bull Dog

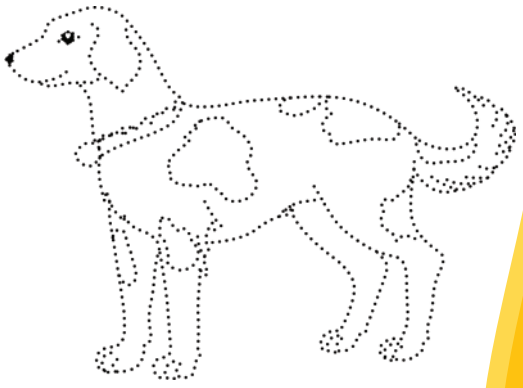
Boxer

German Shepherd

Doberman

Join the dots and colour and name your dog.





Let's write

1. Match the animals with their sounds.

A	B
a horse	trumpets
a dog	bleats
a sheep	neighs
a cat	roars
an elephant	moos
a tiger	barks
a cow	mews

2. List these animals under **Domestic Animals** and **Wild Animals**.

jackal	fox	tiger	dog	cow
elephant	bear	sheep	goat	buffalo

Domestic Animals	**Wild Animals**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Fill in the blanks with rhyming words.

Hill	_____	_____
Hay	_____	_____
Fine	_____	_____
Get	_____	_____
Going	_____	_____
Hare	_____	_____

4. **Bruno**

Bruno is my pet puppy.
He breaks his dish.
He is sad.
Daddy gives him milk.
But Bruno is sad.
Mummy gives him a new dish.
Now Bruno is happy.

Choose the right words.

1. Bruno is my _____. (pet/dish)
2. He breaks his _____. (dish/fish)
3. Daddy gives him _____. (water/milk)
4. Mummy gives him a new _____. (fish/dish)
5. Bruno is now _____. (sad/happy)

LITTLE TIGER, BIG TIGER

There was a mother tiger and her small tiger cub. They lived near a river in a shady jungle. When the sky was dark, the mother tiger hunted for deer and pig. The tiger cub stayed close by his mother's side.

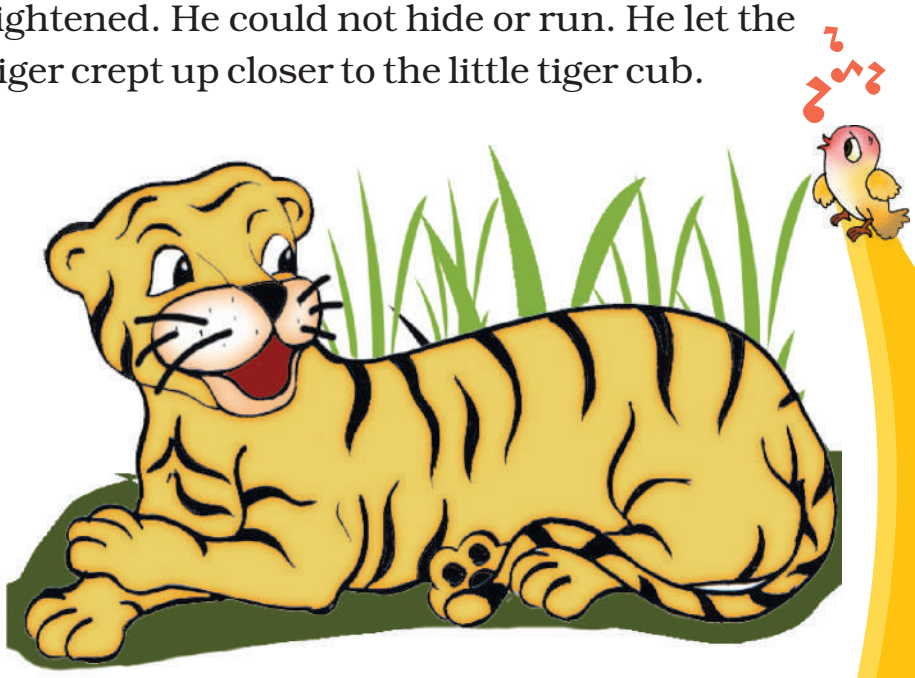
When the Langur monkey saw her, he called a loud, harsh call: "Watch out! A tiger is coming!" The sambhar deer bellowed, the kakar deer barked, and sometimes the game got away. She hunted then for jungle fowl, for pheasant and for frog, or went to the river for fish. But she did not hunt every night.

If the moon was bright, the mother tiger lay down and waited for the dawn. She twitched the tip of her tail, and the tiger cub pounced on her tail again and again.

If he went too far away, the mother tiger called him with a low, quiet grunt. The tiger cub came back, but he did not like to stay near his mother in the jungle at night.

One night the mother tiger was tired and closed her eyes. The tiger cub saw a tiny frog, hopping along the ground. The tiger cub pounced, but the frog hopped away. He chased the frog and caught it, and turned to show his mother. But she was not in sight. Instead he saw a tiger, bigger than his mother, near him in the jungle.

The tiger's green eyes glistened as he watched the tiger cub. The tiger cub was frightened. He could not hide or run. He let the frog hop away. The tiger crept up closer to the little tiger cub.



But a roar filled the jungle, the roar of the mother tiger! She faced the other tiger and he went away. The mother tiger liked to roar, a loud, big tiger roar, to tell all the other animals in the jungle that she was there. All the other animals in the jungle kept far, far away.

The tiger cub also liked to roar, a loud tiger-cub roar, to tell all the other animals in the jungle that he was there.

But all the other animals in the jungle were not afraid at all and none of them ran away.

But, there came a year when the small tiger cub was a full-grown tiger. He walked for miles alone, hunting for game at night. When he roared to tell all the other animals in the jungle that he was there, all the other animals in the jungle kept far, far away. And the great big tiger that had been a small tiger cub, hearing his own loud roar, smiled to himself a great big tiger smile.

Lois Hamilton Fuller

New words

shady, bellowed, twitched, pounced, grunt, game, glistened, roared, pheasant, fowl

Reading is fun

1. Tick the right answer.

   i. Where did the mother tiger and her small tiger cub live?
      a. near a river c. near a forest
      b. near a mountain d. near a sea

   ii. What did the mother tiger hunt when the sky was dark?
      a. sheep and goats c. deer and pigs
      b. fish and frogs d. donkeys and horses

   iii. What did the tiger cub catch one night?
      a. a deer c. a pig
      b. a frog d. a cat

2. What happened to the little tiger cub when he chased the frog?

Word building

i. Match the animals with their young ones.

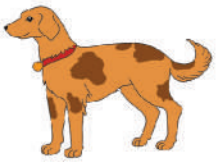
horse	kitten
dog	calf
cat	colt
cow	puppy
pig	cub
tiger	piglet
sheep	kid
goat	duckling
duck	lamb

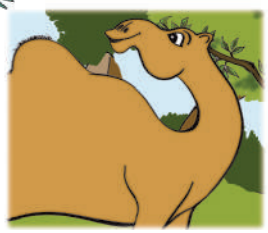
ii. **Who am I?**

Look at the pictures and read the clues. Then complete this crossword puzzle. The first clue is done for you.

			5				
		3	O				
1 S	2 H	E	E	7 P			
						9	
				8		A	
			6				
		4	O				

1. I give wool
2. I lay eggs
3. I give you milk
4. I carry loads
5. I neigh
6. I am man's best friend
7. I live in a sty
8. I bleat
9. I am the Ship of the Desert





THEMES

- Pets, animal homes and animal friends
- The importance of animals in our lives

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the poem aloud. Let the children appreciate its rhythm.
- Encourage children to guess the meanings of difficult words, before you explain.
- Talk to the children about the different kinds of pets/animals they may have — a dog, goat, cow etc. Let them tell the class how they feed and keep them clean and healthy. They can talk about their love for their pets. Also talk of the emotional bonding between animals and their young ones.
- Discuss animals of the jungle and what they eat, where they live, etc. Also talk about different animal homes.
- While teaching this Unit you must emphasise the importance of showing care and respect to all animals big or small, domestic or wild. Children should understand how important it is to protect all animals.
- You can discuss with them the decreasing number of tigers and other wild animals because of hunting and killing. Talk of a world where there may be no animals in the future.
- Ask children to draw and paint different animal masks out of thick paper for the role-play activity.
- Encourage the children to watch animal-based programmes on television. Let them talk about these in the class.
- Ask the children to draw their favourite animals or a scene from one of their favourite stories about animals.
- Encourage the children to tell stories about animals as they have heard from their elders.

UNIT 7

MY SILLY SISTER

Mother, your baby is silly! She is so 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 quickly about her in excitement and thinks that 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 so 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 the baby does?
2. Do you think 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,

Heads are for nodding,

Elbows are for moving,

Mouths are 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.

children	they	bell

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

   _____ are playing 'catch-me-if-you-can.'

   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 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)

   c. My sister is _____ . (baby)

Let's write

Write five sentences on how you help at home.

I help mother _____

I help father _____

I also help my brother in _____

I also help my sister with _____

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!

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 children to guess the meanings of difficult words, before you explain.
- Ask the children to bring one envelope each. Show them on the blackboard where to write the address. Ask them to write a letter with a proper beginning and ending. This can be done in pairs.
- 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, email, 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 so good, so delightful. You must remember that to be friends with your story you must grasp it, feel it, and share it with the children.
- Let children talk about their brothers, sisters, cousins etc. Bring out the concept of caring and sharing, and emotional bonding within families.

UNIT 8

Are there some 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 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

a.	January	goose	gem	jam
b.	jacket	giraffe	grow	July
c.	giant	grapes	grey	June

Let's know these signs

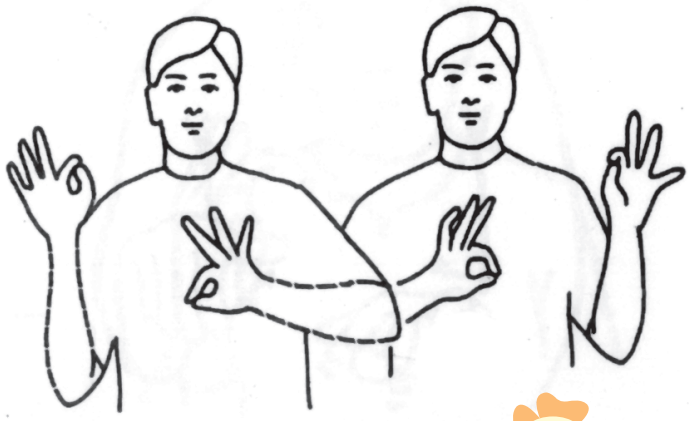
Sign Language is a visual language, consisting of signs, gestures, finger spelling and facial expressions.

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. Sign language is a part of total communication method used with people who are hard of hearing. In addition to sign language the Total Communication method involves other modes of communication like lipreading, voice amplification, writing, gesture and visual imagery (pictures). 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, facing in 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 to 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.

THEMES

- Growing up, expressing emotions and feelings.

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the pre-reading questions aloud to introduce the theme of the poem. 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 reason 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.
- This 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 expression with signs and speech.

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

How Creatures Move

The lion walks on padded paws,

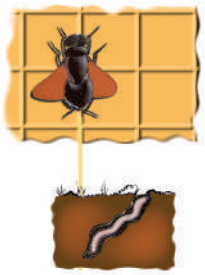
The squirrel leaps from limb to limb,

While flies can crawl straight up a wall,

And seals can dive and swim.

The worm he 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	**Column B**
Lions	wiggle
Squirrels	hop
Flies	swing
Seals	leap
Worms	walk
Monkeys	crawl
Birds	dive

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

Example — The seals <u>dive</u> 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?

Hmingi sings a song when she is bored.

Sawma reads a book.

Tluanga talks to his friends.

Dini writes a story.

Rami goes for a walk.

Chhana goes to sleep.

What do *you* do when you are bored?

THE SHIP OF THE DESERT

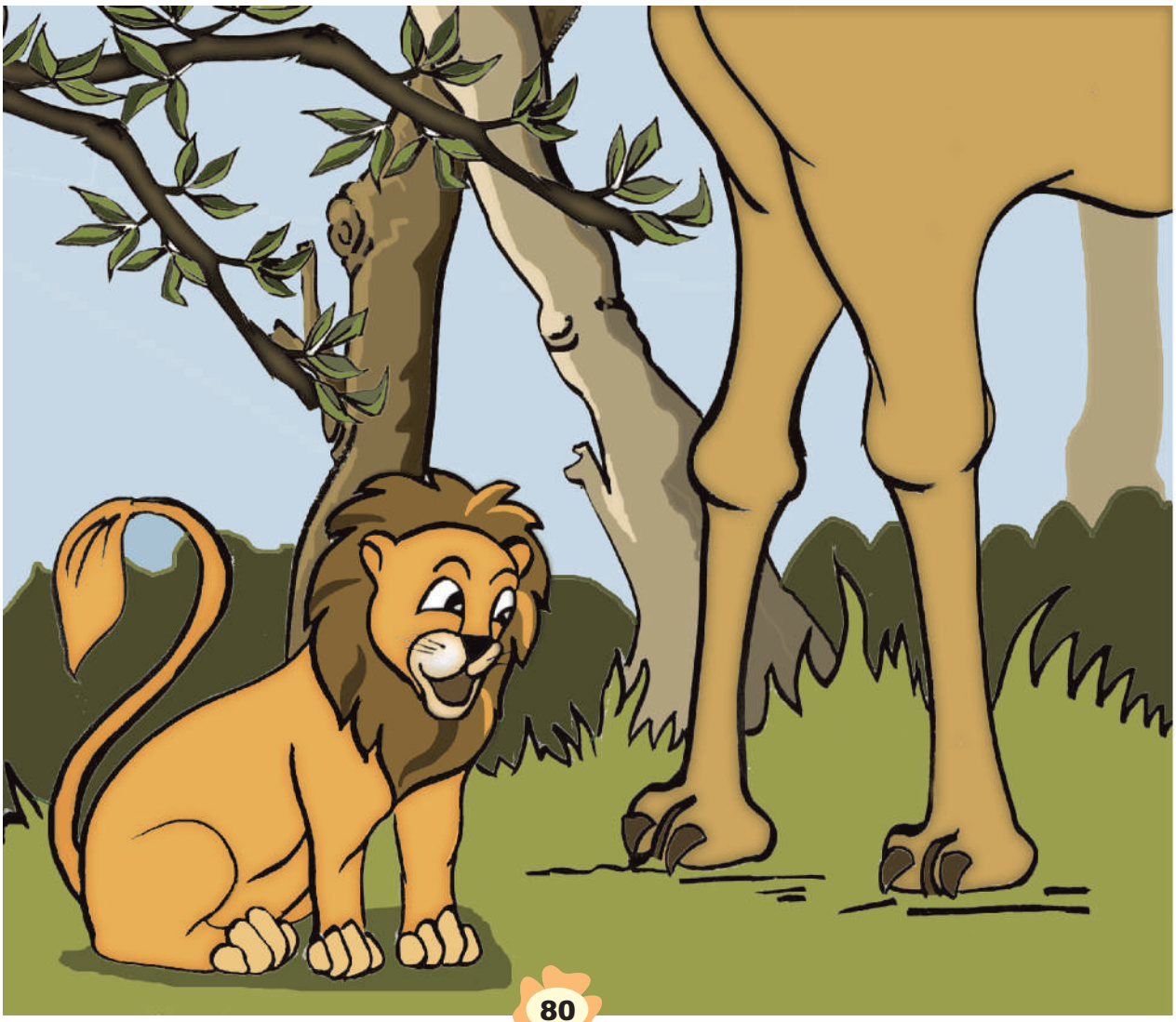
Lion *(roaring)*: Who are you?

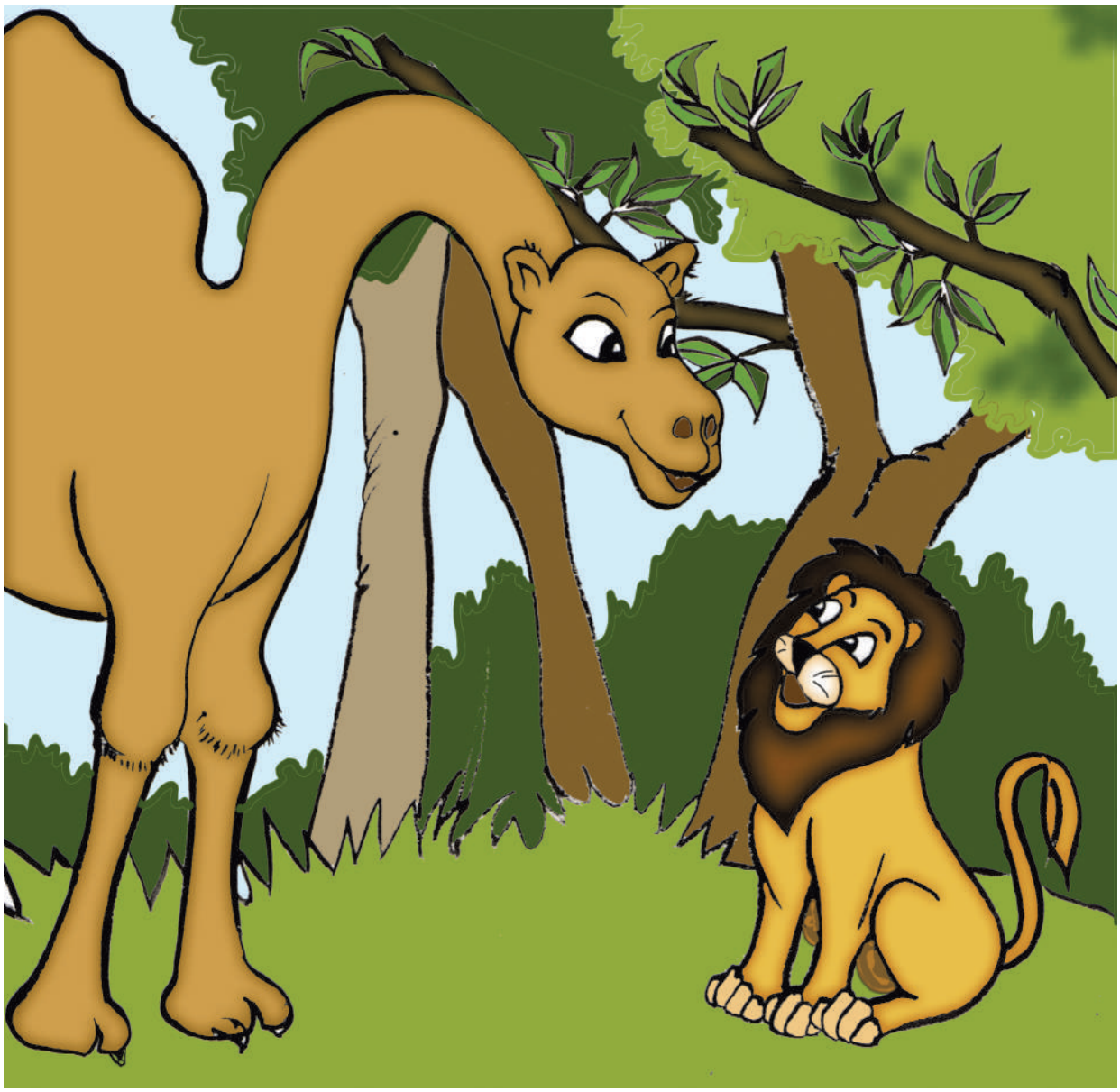
Camel *(looking down at the Lion)*: I am the Ship of the Desert. Who are you?

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.

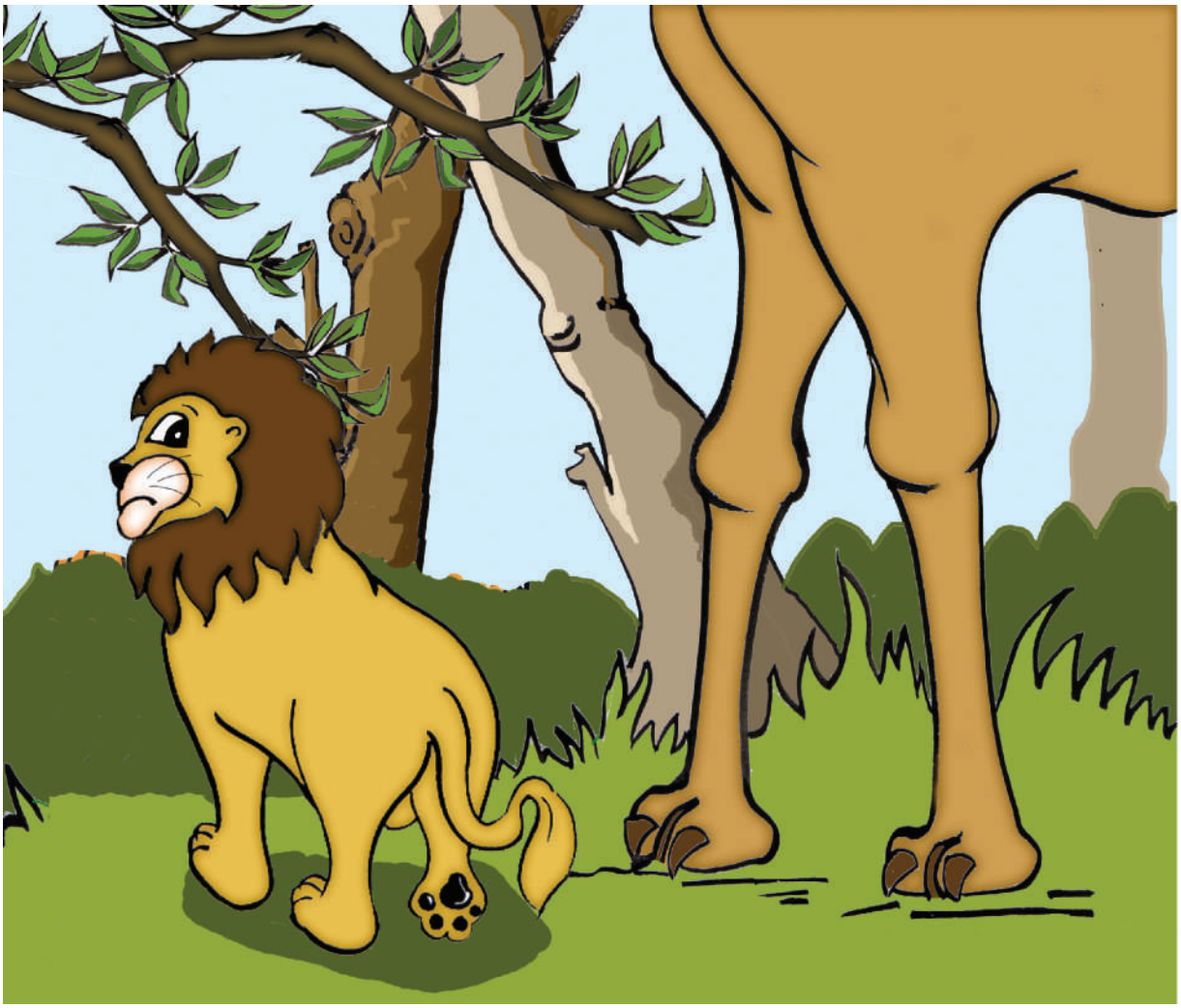
Lion: I can't believe it.

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 a 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 a desert.

Lion: What do you eat there?

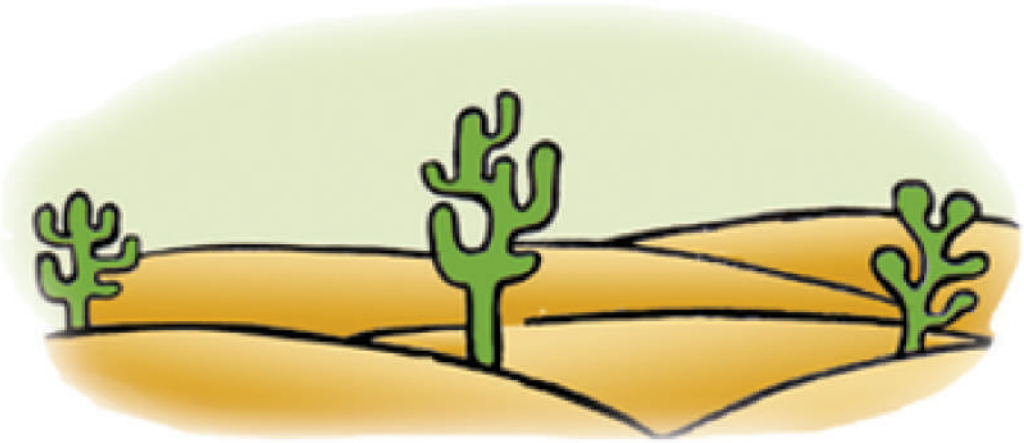
Camel: There are thorny bushes in the desert. I eat the thorns. The thorns don't prick my thick tongue.

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 within the given words.

The first one is done for you.

ROARING	IN	RAN	ROAR
FROWNING	_____	_____	_____
BLINKING	_____	_____	_____
WONDERINGLY	_____	_____	_____

Match the pictures with the words given below

tusk beak mane whiskers

hoof feet fin paw

_____

_____

_____

_____

_____

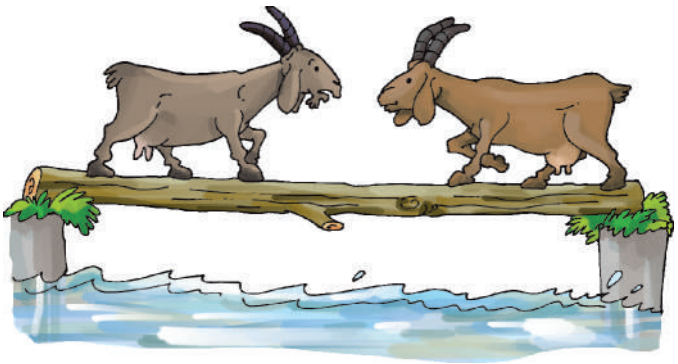
_____

_____

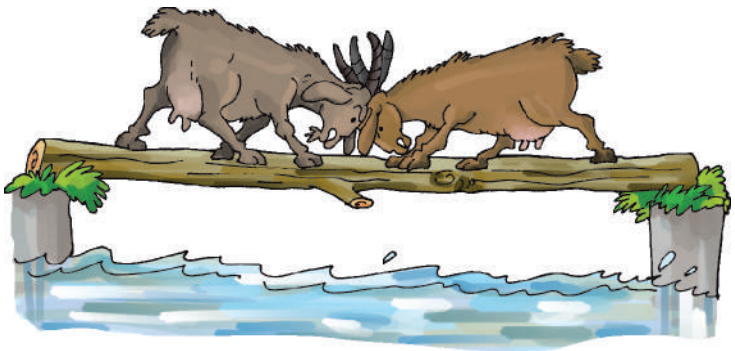
_____

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 sentences with each word.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Team time

Find out which animals live in

i. icy cold regions

ii. hot wet regions

iii. dry hot regions

THEMES

- Animals — Animal habitats
- Different regions
- Through this unit, introduce the class to different regions like desert areas, cold mountains, hot jungles etc. Then discuss with the children which animals are found in these places. Show the class, 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 class can take turns to 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!"
This is what he'll say.

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!"
This is what she'll say.