

TULIP SERIES

Book - III

Textbook

of

English Language

For Class – III



*The Jammu and Kashmir State Board of School
Education Srinagar/Jammu.*

Published by

Jammu and Kashmir State Board of School Education, Srinagar / Jammu.

Phone / Fax : 0191-2585480, 0194-2494522

E-mail : directoracad@jkbose.co.in, directorjkbose@gmail.com

© Copy right Reserved

All rights are reserved. No part of this publication may be reproduced, stored in any form by any means, electronic, mechanical, photocopying or otherwise, without first obtaining written permission of the copyright owner.

Disclaimer

Every care has been taken by the compilers and publishers to give correct, complete and updated information. In case there is any omission, printing mistake, or any other error which might have crept in inadvertently, neither the compiler nor publisher or any of the distributors shall take any legal responsibility.

Revised Edition: 2018

Reprint : September, 2019 - 78.1T

Reprint : January, 2020 - 30.9T

Free Distribution

Printed at: Aravali Printers & Publishers Pvt. Ltd., New Delhi

Foreword

Curriculum is a dynamic concept that needs review and revision after regular intervals. Developing a textbook is not a one time job that absolves us of our responsibilities after the textbook has been developed but curriculum updating is a continuous process and accordingly the Jammu and Kashmir State Board of School Education has been making every effort to update the school curriculum. As a part of this drive, revision and review of the textbook of English for 3rd primary has been taken up in order to bring the contents of the textbook close to the child's life both at home and at school. While deciding the contents of English textbook entitled *Tulip Series Book-III*, an attempt has been made to rely on the child's experiences and observations so that due space is provided to his imagination. A variety of themes have been presented in a playful way and lots of pictures have been incorporated to evoke and sustain the interest of children. An endeavour has also been made to lessen the burden of pupils. For the first time, grammar which has been a neglected domain, has been introduced in a systematic manner. Grammar work is a regular feature of all lessons and teachers are expected to take it up in all earnestness. The grammar incorporated in this textbook is expected to form a firm base in it and, therefore, has been comprehensively worked out. Lots of exercises supplemented with pictures have been comprehensively worked out. The motto is to give an edge to the student to speak and write correct English and also to sensitize him to the four skills of language: listening, speaking, reading and writing. Poems have been incorporated to sensitize children to the concept of rhythm and rhyme. Stories have been incorporated to let the students evaluate and derive inferences from them. However, teachers have choice to supplement the contents by developing the low cost/no cost material as per the specification of the locale of the pupil and the material available with them. Thus contextualization will definitely make the learning and teaching process more interactive and, therefore, more effective and meaningful.

Developing a textbook, particularly for lower primary classes, is not an easy task. A broader framework emerges once the textbook goes into the hands of the students. Whatever new concepts both in terms of contents and pedagogy emerge in the actual classroom transaction, it is hoped that teachers will share that with us. Any suggestion/ recommendation for the improvement of the textbook is always welcome and will be highly appreciated since BOSE is open to suggestions and constructive criticism particularly from the stakeholders.

I highly appreciate the efforts of the Academic Division of Jammu and Kashmir State Board of School Education in developing this textbook. I place on record my thanks to *Secretary, J K BOSE, Deputy Director (Academics), and Ms. Naila Neelofar (Academic Officer, English)* for their *cooperation*.

Chairman

J & K State Board of School Education.

Acknowledgement

The textbook of English titled *Tulip Series - Book III* is the outcome of the continuous efforts *and* dedication of the Academic Division. The textbook was developed after due consultation *and* deliberations with the subject experts whose expertise helped in the making of the textbook. I am highly grateful to them for taking the *pains and for giving valuable suggestions and feedback. I appreciate the cooperation extended by Deputy Director Academics and Ms. Naila Neelofar, Academic Officer, English.*

The following resource personnel were consulted & involved in deciding the contents of the textbook:

1. Mr. Jan Mudasir Gul, Lecturer, GBHSS, Pampore.
2. Mrs Abida Khan, Teacher, Kothi Bagh Hr.Sec.School.
3. Mrs Asmat Ara, Teacher, Govt Middle School, Chattabal.
4. Mrs Radifa Nazir, Teacher, Delhi Public School.
5. Mr. Mohd Shafi Kar, Master, GHSS, Sopore.
6. Mr. Abid Ali, Lecturer, GHSS, Ganderbal.
7. Ms Suraya Nabi, Lecturer, GHSS, Nowgam.
8. Ms Atifa Nazir, Lecturer, GHSS, Beerwah.

The Academic Division acknowledges the use of material from NCERT English textbook titled Marigold - III.

Secretary

J & K State Board of School Education.



Contents

Unit 1

Happy Trees	1-9
Nina and the Baby Sparrows	10-23

Unit 2

How Creatures Move	24-26
The Ship of the Desert	27-46

Unit 3

My Home	47-49
Where There Is a Will There Is a Way	50-62

Unit 4

Rain of the Night	63-64
The Story of The Road	65-79

Unit 5

Don't Tell	80-82
He Is My Brother	83-93

Unit 6

Sea Song	94-97
A Little Fish Story	98-106

Unit 7

The Balloon Man	107-110
The Yellow Butterfly	111-119

Unit 8

What's the Mailbox	120-123
My Silly Sister	124-130



UNIT I

Happy Trees

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



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



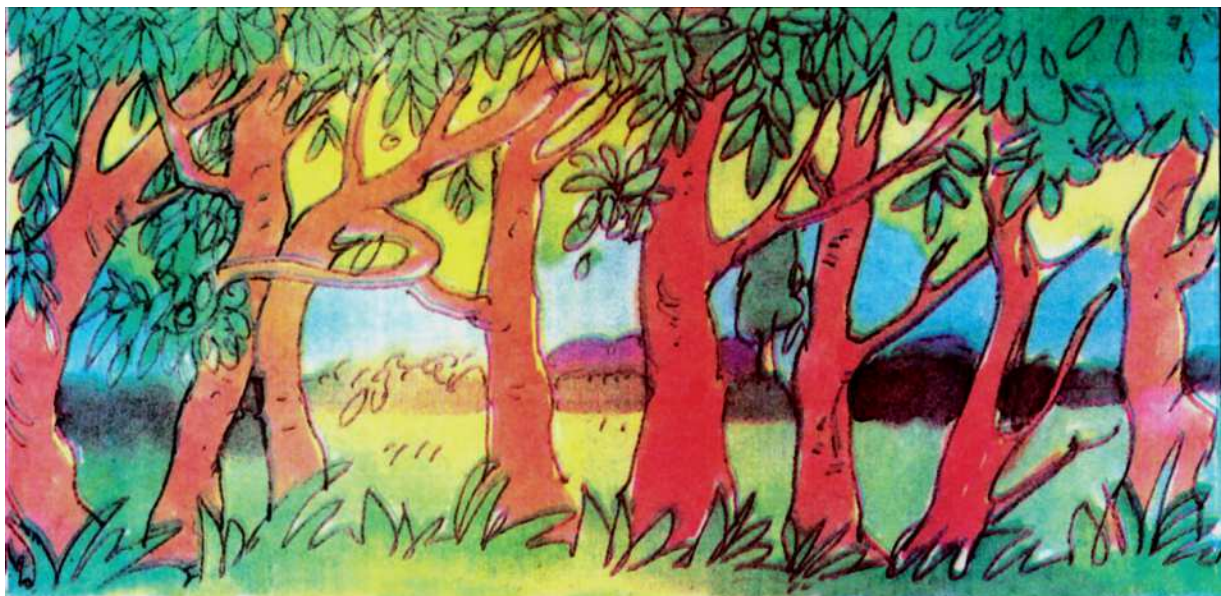
Birds and squirrels
Will have nowhere to stay.
There would be no shade
In which to stand
And the burning sun
Will turn the earth to sand.”

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

Shafali Ray

New Words

saws pleaded folded paws squirrel away
sway





Talk time



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



Picture 1
I give you all this.



Picture 2
What do you give me?

Let's write



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

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



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

stem _____

bark _____

leaves _____

branches _____

twigs _____

root _____

shoot _____

Match the opposites. One has been done for you.

downward	weak
slow	night
small	upward
slender	fast
mighty	fat
day	big



Reading is fun



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

Say aloud



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

Talk Time



Roses

I like roses.

Most roses are red.

Some are white.

Some are yellow.

Are there blue roses?

I have not seen blue roses.



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



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

- Should we cut trees?

- Should we pluck flowers?

Team time



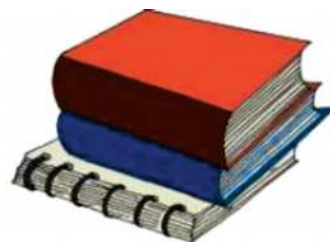
Activity – Make a Flower Scrap Book.

1. Collect five flowers.



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

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



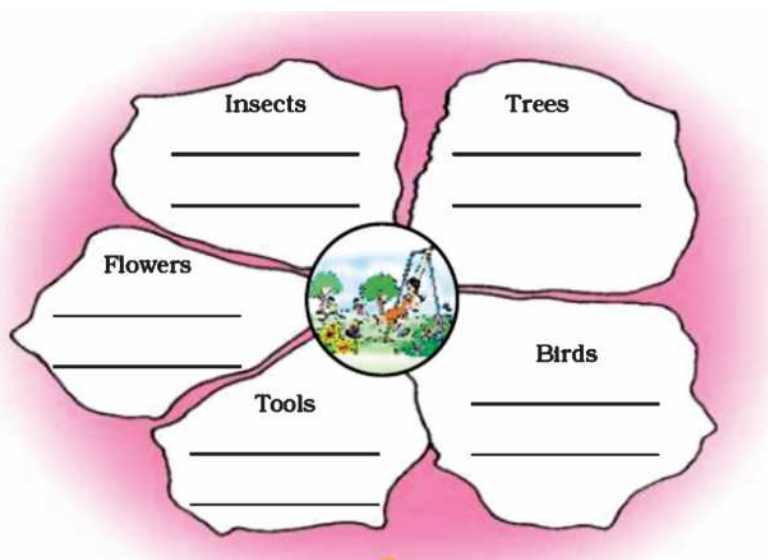
4. Stick the pressed flowers carefully in your scrap book.

5. Write the name of each flower.

Word building



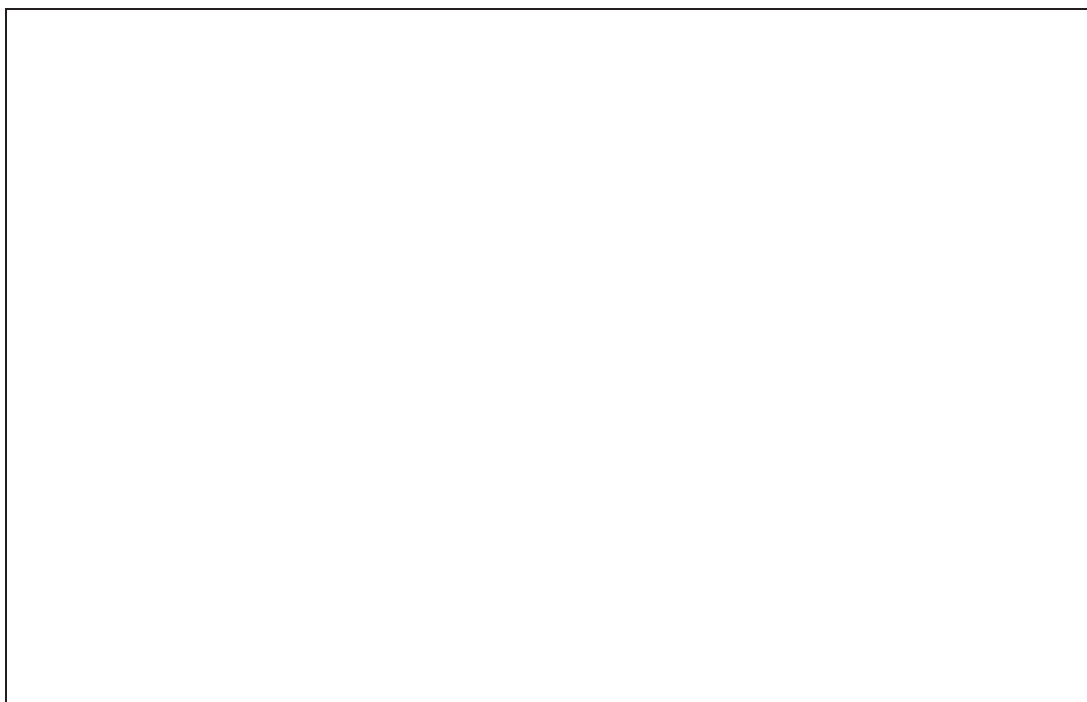
Recall the things which you see in a garden and write the names of two things on each petal.



Let's draw



1. Draw the pictures of two flowers that you have seen :





2. Complete the following :

Trees give us _____, _____, _____.

Trees gives us _____ which we breathe in.

Trees keep our environment _____.

3. What would you like to grow in your garden? Write the names of the flowers that you like to grow there.

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

2. _____.

3. _____.

4. _____.

4. Draw your favourite tree.



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



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



NINA AND THE BABY SPARROWS

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

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

“What colour would you like?” the mother asked.

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

“*Salwar-kameez* then?”

Nina shook her head.

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

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

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

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





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

“But why?”

Nina said nothing.

Instead, two big tears rolled down her cheeks.

The mother put her arms around Nina. “Don’t

cry, my pet,” she said.

“Why don’t you tell me what’s bothering you?”

More tears rolled down

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

“I see...”, said the mother.

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

“I see!”, said the mother.

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

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

“Oh! can we, mother? Can we? Really!”

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





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

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

New Words

market bother problem dress upset remove wedding lovely plump

Reading is fun



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



Talk time



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

I would also like to wear_____.

Picture story



Number the jumbled picture story correctly.

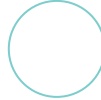
Then write the story in a proper order.



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



Nina is
happy again.



Nina is sad.



Nina does not
want to leave the baby
sparrows alone.



Mother asks why.



Write the story here:

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



Team time



Would you like to have birds visiting you everyday?

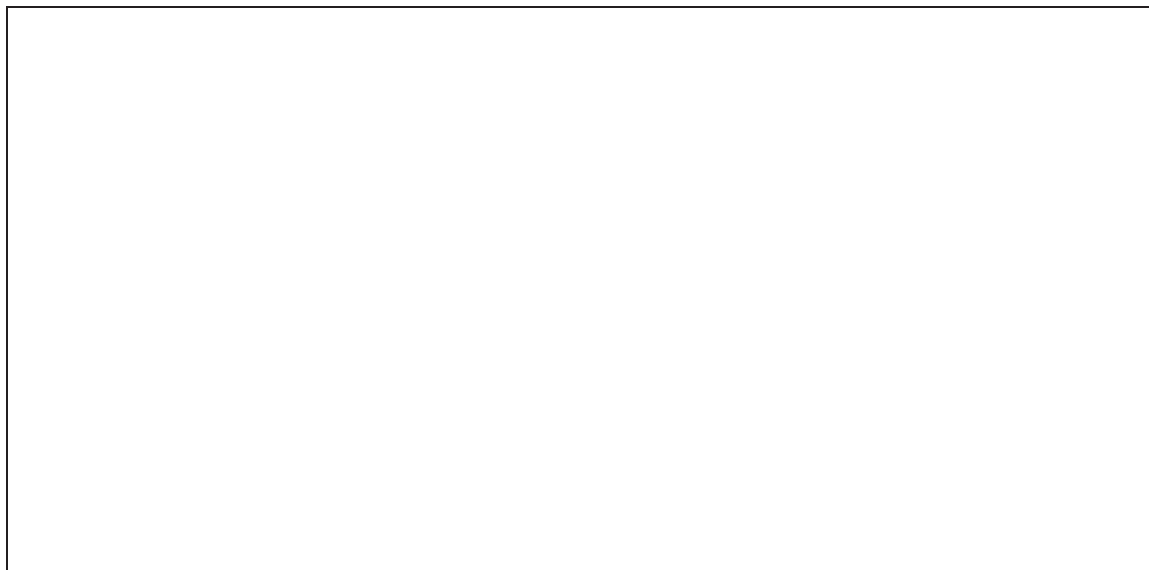
Try making a bird-bath and a feeding corner for birds.

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

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

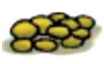


Let's draw and colour a bird.



Activity – *Let's make a bird*

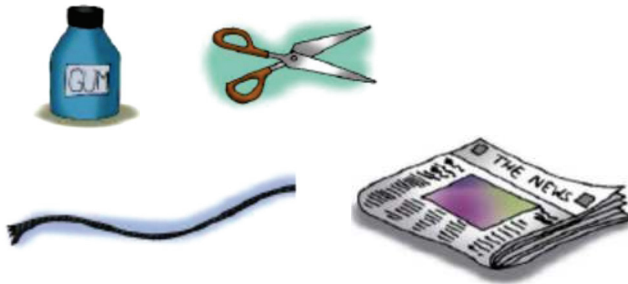
Things you need:

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



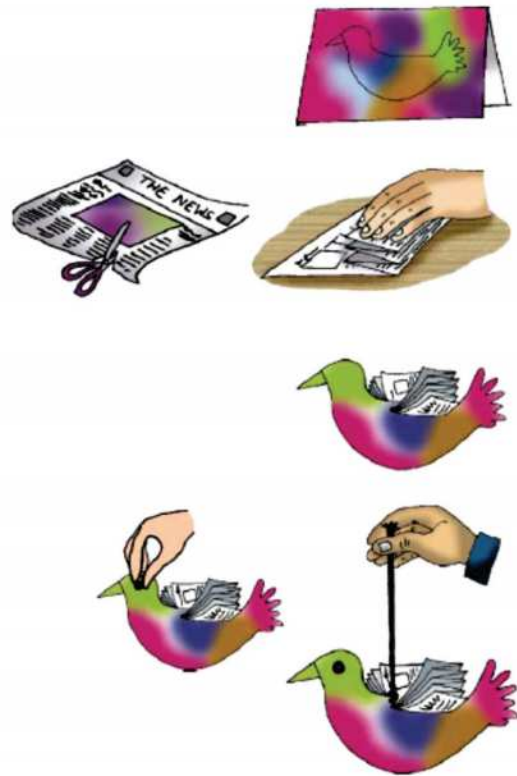


- Scissors
- Gum
- Old newspaper
- Old shoelace



Steps

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



Word building



Pick up the words from the list given below and label the pictures :

rose boy woman peacock man board



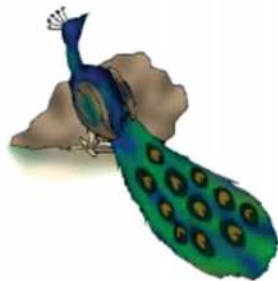
A _____



A _____



A _____



A _____



A _____



A _____

Now describe these pictures in your own language.

Say aloud



spoil	sparrow	school	skirt	scold
sport	speak	scout	skip	skin

Grammar Work



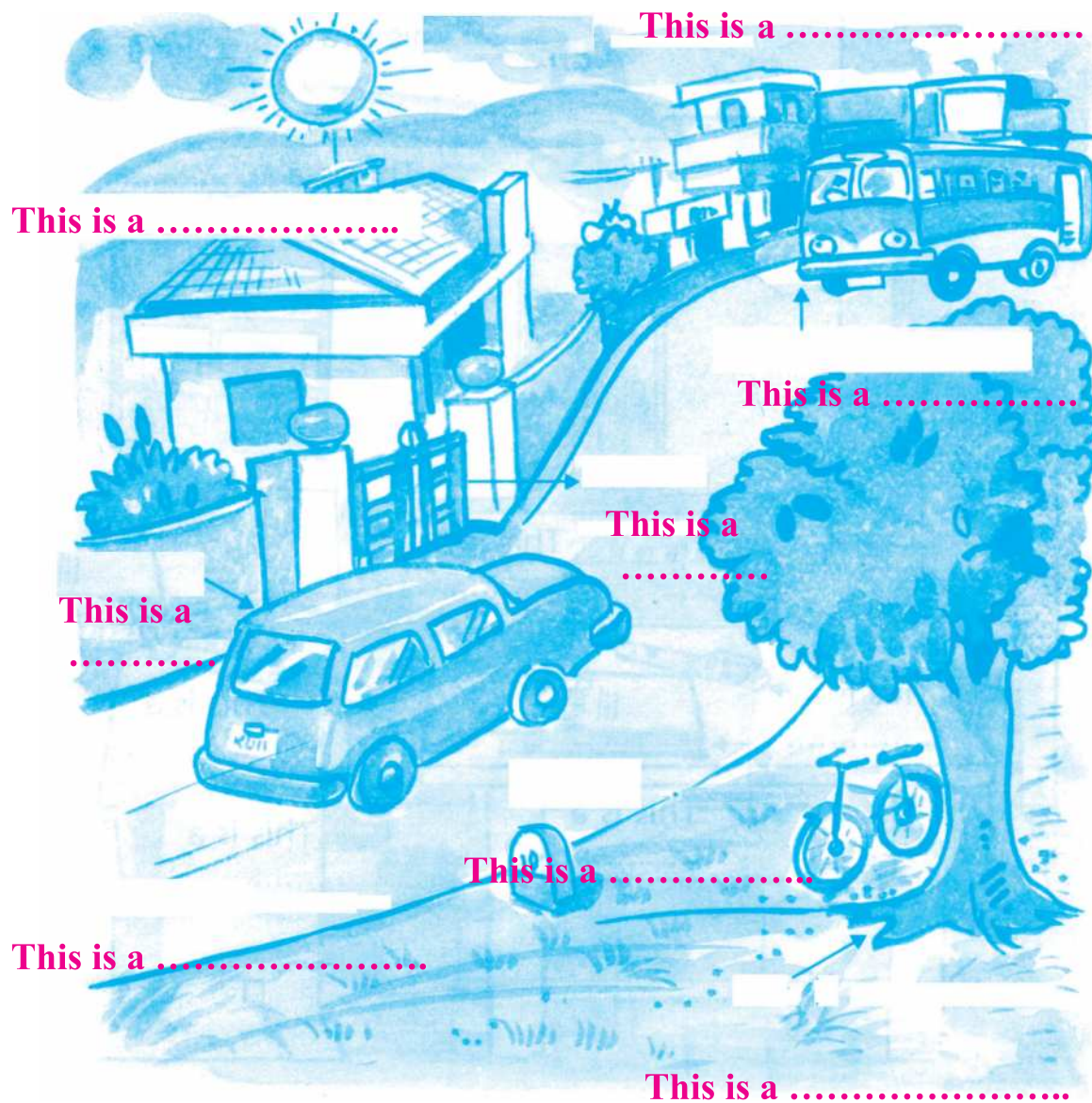
A noun is the name of a person, place or thing.

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

Now pick out at least ten nouns from the story.



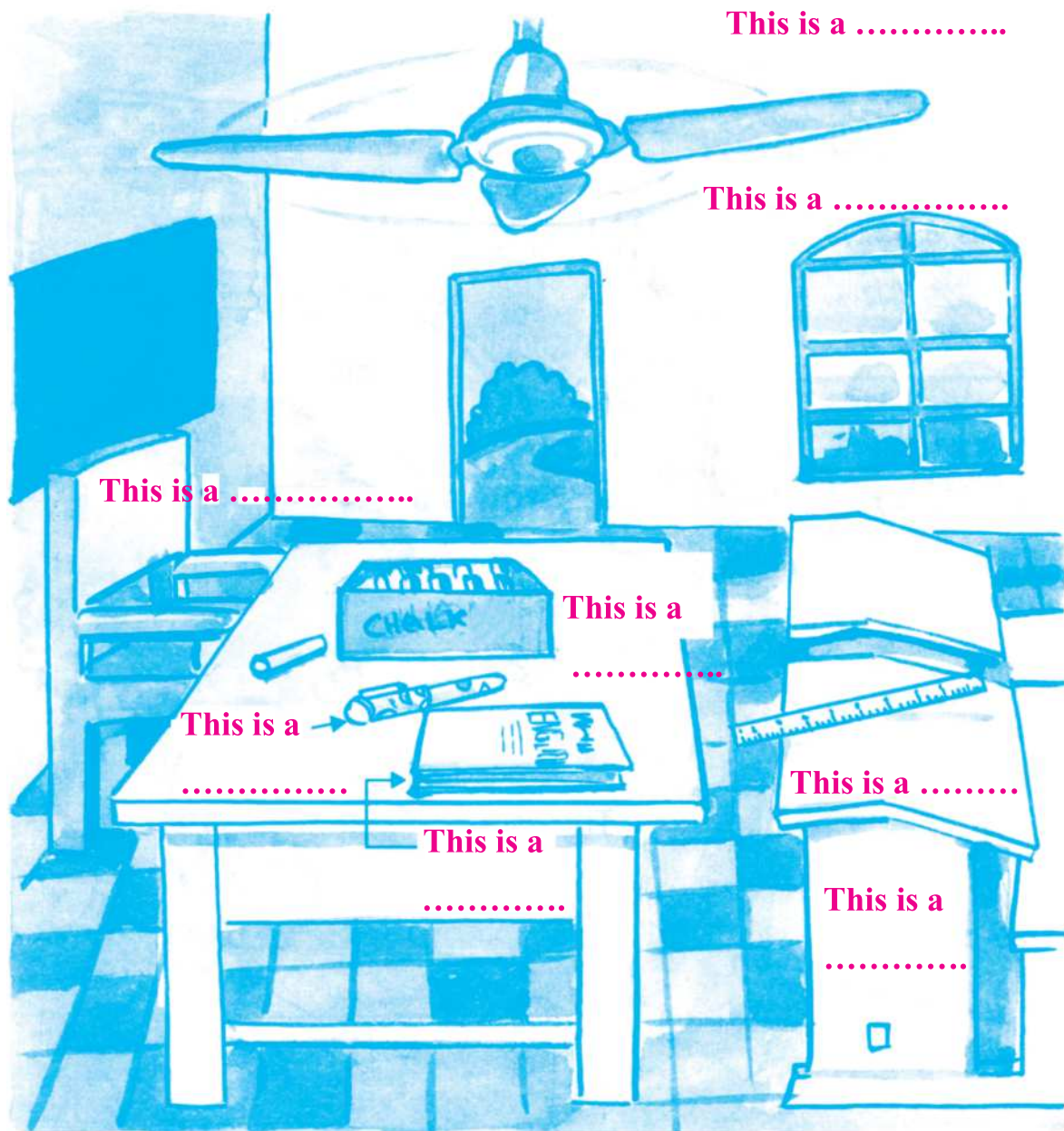
How many things do you see in this picture? Do you know their names?



bus	road	cycle	tree	house	car	sun	gate
-----	------	-------	------	-------	-----	-----	------



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



chalk fan pen desk ruler window book chair



Grammar work



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

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



One Star



Two Stars



One Cup



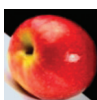


_____ Orange





_____ Apple





_____ Tree





_____ Doll





_____ Flower



_____ Triangle

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

E.g., Sheep, Deer, Fish etc.

There is a sheep near the mango tree.

There are many sheep near the mango tree.

Raja saw a deer in the jungle.

Rahi saw three deer in the zoo.

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

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

Raja gave his friend two good bits of advice.

The news is that girls outshine boys in board exams.

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

These scissors are very sharp.

Beena's trousers are worn out.

Ali always wears good clothes.

Riches do not always bring happiness.

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

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



Classroom

Classrooms

Fisherman

Fishermen

Make the following sentences plural:

1. This workman works very hard.

These _____

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

These _____, those _____

3. I saw this beautiful deer in the woods.

4. Rahul has caught one fish today.

_____ many _____

5. The bookcase is very pretty.

Singular and Plural

You can make plurals in the following ways:

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

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

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

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

Singular**Plural**

1. One tiger

two tigers

2. One buffalo

three buffaloes

3. One fly

four flies

4. One child

six children

**Make plurals of the following words:**

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

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

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



TEACHER'S PAGE

Unit I

THEMES

Trees

Love for nature

Suggestions for Classroom Teaching

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

The teacher should be more particular about the constructive approach of learning which strikes the cords of experience, observation and imagination.

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

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





UNIT II

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

How Creatures Move



The lion walks on padded paws,

The squirrel leaps from limb to limb,



While flies can crawl straight up a wall,

And seals can dive and swim.



The worm wiggles all around,

The monkey swings by his tail,



And birds may hop upon the ground

Or spread their wings and sail.



But boys and girls

Have much more fun:



They leap and dance

And walk and run.



New words

padded, limb, crawl, dive, wiggles





Reading is fun



Underline all the action words in the poem.

Talk time



Why do boys and girls have the most fun?

Let's Write



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

Column A

lions

squirrels

flies

seals

worms

monkeys

birds

Column B

wiggle

hop

swing

leap

walk

crawl

dive



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

Example — The seals dive into the icy water.



3. Arrange these movement words from slow to fast :
run walk hop crawl
4. Underline the letters which are silent in the following words:
walk straight more caught calm
talk

Say aloud



squirrel

question

queen

quilt

quiet

quite

Squirrel, squirrel on the tree

Running quiet as can be.

Quickly, quickly

Come catch me !

What do you do when you are bored?

Minu sings a song when she is bored.

Ali reads a book.

Gopal talks to his friends.

Anjali writes a story.

Misbah goes for a walk.

Raja goes to sleep.

What do you do when you are bored?



THE SHIP OF THE DESERT

Lion (*roaring*): Who are you?

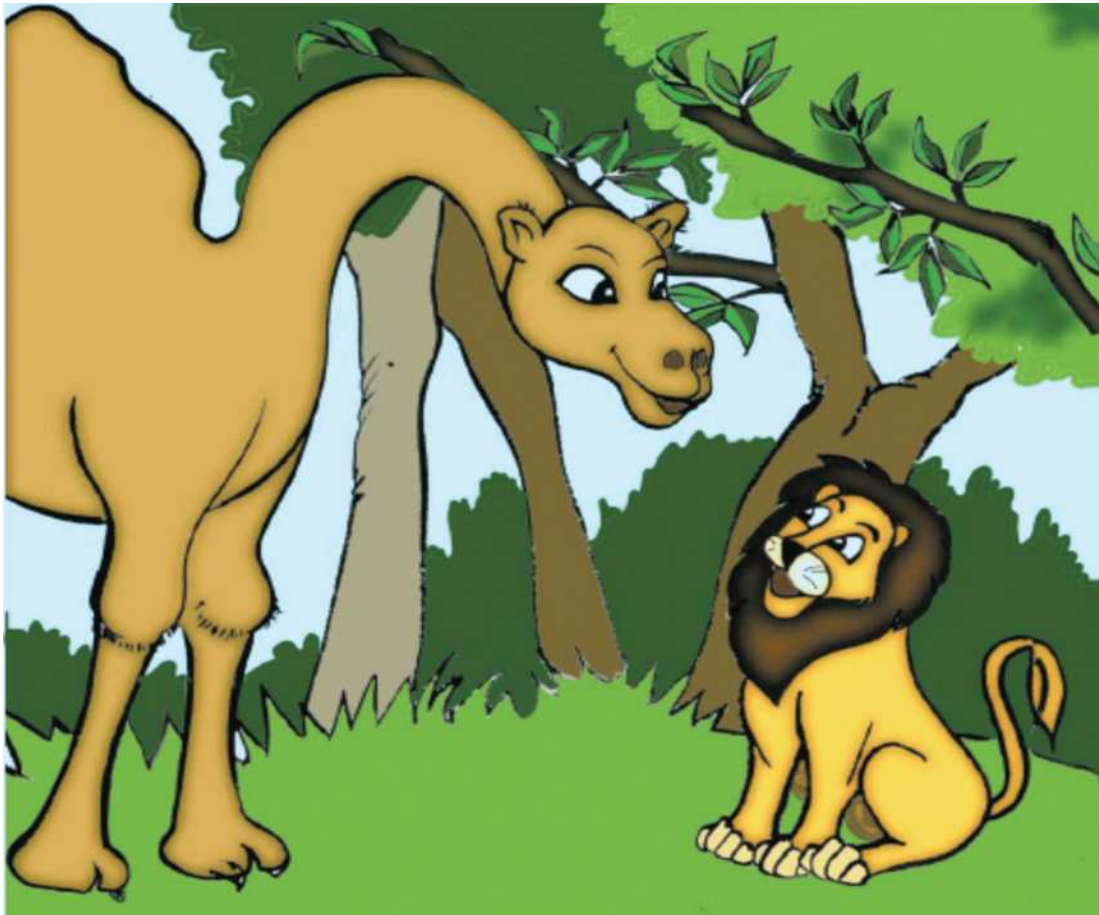
Camel (*looking down at the Lion*):

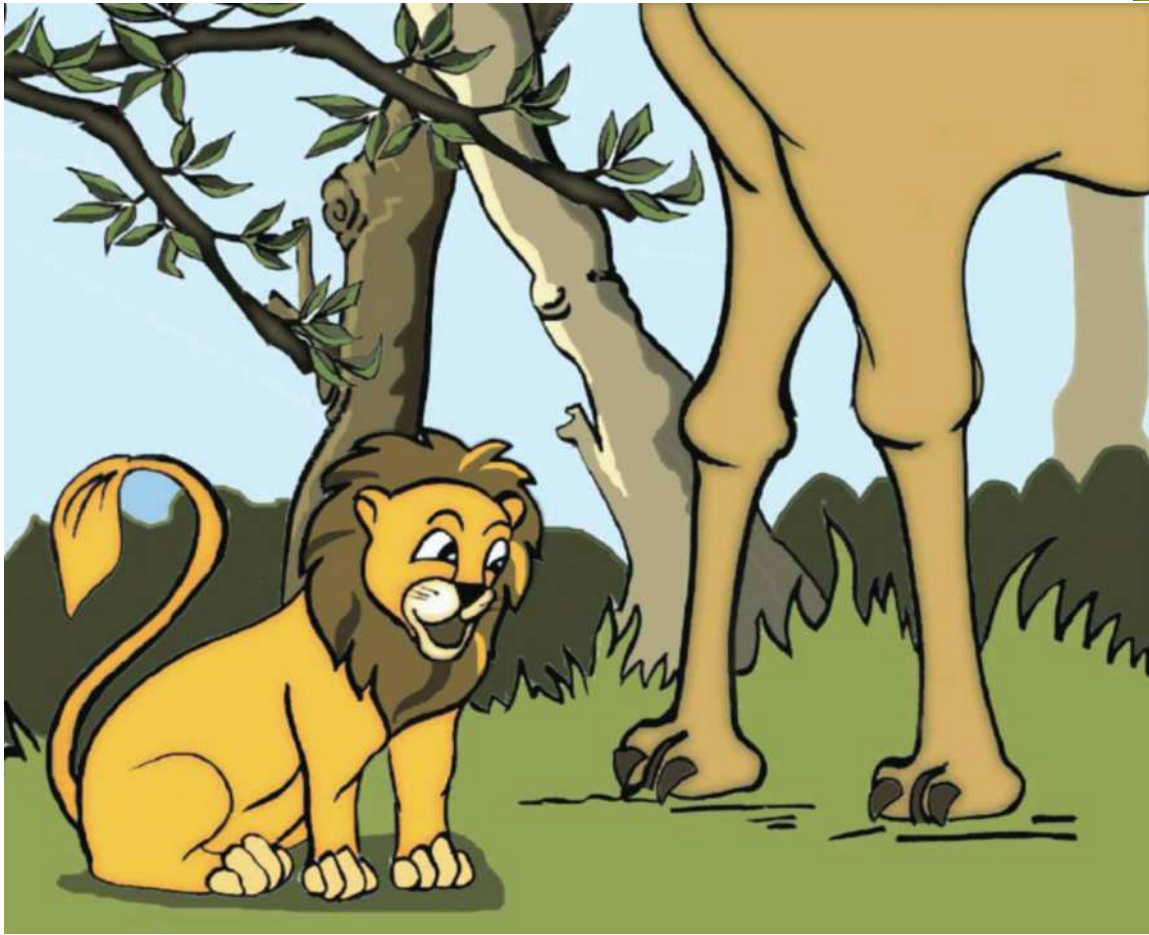
I am the Ship of the Desert. Who are you?

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

Camel: Are you? Oh, I see.

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





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

Lion: I can't believe it.

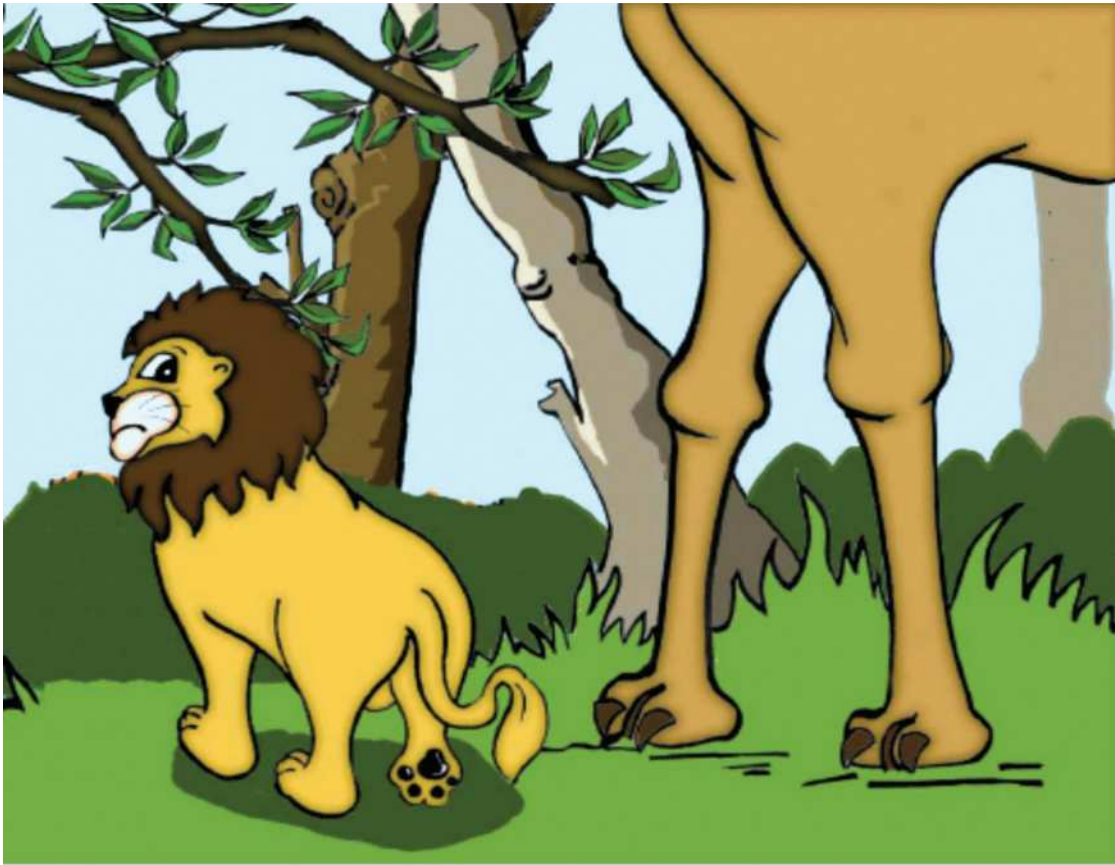
Camel: Can you walk across a desert?

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

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

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

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



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

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

Lion: May be not but....

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

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

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

Lion: Really! You must have a big stomach!

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



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

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

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

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

Lion: What do you eat there?

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

Lion: How funny!

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

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

S.K. Ram



New words

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



Reading is fun



1. Why is the camel called the Ship of the Desert?

2. For how many weeks can a camel store food in its hump?

3. What does the camel eat in the desert?

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



Word building



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

(The first one is done for you.)

ROARING

IN

RAN

ROAR

FROWNING

BLINKING

Match the pictures with the words given below and write the words under the correct picture :

tusk

beak

mane

whiskers

hoof

feet

fin

paw





Draw your favourite bird.



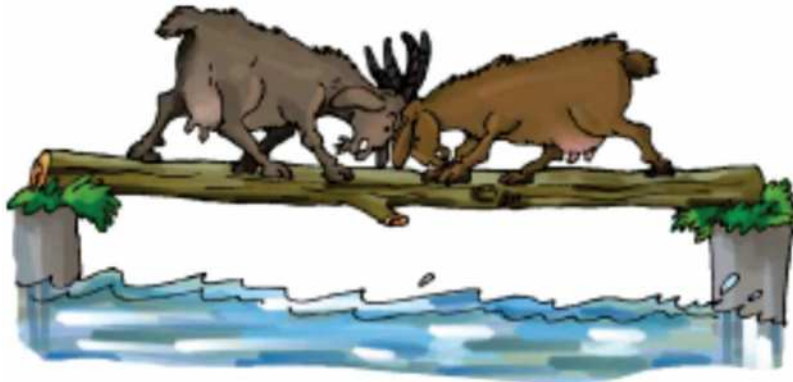
Let's write



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



1. _____



2. _____



3. _____



Talk time



Read these words aloud, paying attention to their spellings.

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

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

1.

2.

3.

4.

5.

Team time



Find out which animals live in:

(i). icy cold regions. _____

(ii). hot wet regions. _____

(iii). dry hot regions. _____

(iv). J&K _____

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

What is it famous for?

(a) Tiger

(b) Hangul

(c) Bear

(d) Kangaroo



Grammar Time



Pronouns are words which are used in place of nouns.

Rahim is a boy. He studies in Class III.

Raja, draw a picture of a kangaroo. You can do it.

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

Underline the pronouns in the following sentences:

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

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

(The first one is done for you.)

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

Sineen said that she is a good girl.

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

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

4. Bobby sings. Bobby also paints.

5. Ali and Wali went on a picnic. Ali and Wali bought many toffees.



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

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

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

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

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

II. A/ An/ The

Look at these examples:

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

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

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

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

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

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

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

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

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

1. I want _____ pencil.



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

Use of 'the'

Look at the sentences:

1. He bought a bag.



2. He put his books in the bag.



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

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

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

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

Write the vowels here :,,,,,

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

B. Now write above words in column A. Write the vowels from each word in column B as shown below.

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



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

Find them and complete the list below:



d _ _ g

f _ _ sh

c _ _ t

l _ _ _ n

sw _ _ n

g _ _ _ t

c _ _ ck

f r _ _ g

h _ _ rs _ _

b _ _ rd

m _ _ _ s _ _

s h _ _ _ p

The missing letters in the words are vowels.



Look at these words:

egg apple orange igloo umbrella

They all begin with vowel sounds – vowels.

For such words we say:

an egg **an** eagle **an** apple
an igloo **an** orange **an** umbrella



Now look at these words:

desk chair table chalk
 boy girl baby lady

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

For these words we say:

a desk a chair a table a chalk
 a boy a girl a baby a lady

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

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



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

_____ elephant and _____ ant lived in a jungle.

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

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



Once _____ hunter came to the jungle.

He was going to shoot the elephant. The

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



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

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



Capitals

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

Names of people and places always begin with capital letters.

Do you remember capital letters and small letters?

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

Little Tommy Tucker sat for his supper.

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

All the other letters are small letters.

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

All the other letters of the surname are small.

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

Abid Khan stays in Srinagar.

Saba Begum lives at Gulmarg.

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

Now write your name here:

Write the name of your school:

Write your sister's/brother's name:



Stop! Stop! -I

Read these words.

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



Do these words make any sense?

Now read these words below.

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



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

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

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

1. I many friends have

.....

2. Ravi Zeba go and to school

.....

3. rainbow colours many has a

.....

4. long neck a giraffe has a

.....

5. mouse ran the cheese away with the

.....



Write them if you can...

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

1. mother my food cooks good

.....

2. live I with parents my

.....

3. love I playing in park the

.....

4. go to school I

.....

5. Lily blue dress has a

.....

6. cat is the sleeping

.....

7. mouse is the cheese eating

.....

8. whale the lives in sea the

.....

9. love I eat to cakes

.....

10. Ruksat play water in loves to

.....



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



It is heavily.

The children are



Asif is on the grass.

Sabiya loves eating



The dog is chasing the

.....

Mita is reading a



TEACHER'S PAGE _____ UNIT II

THEMES

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

SUGGESTIONS FOR CLASSROOM TEACHING

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

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

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





UNIT III

My Home

Let's Read

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



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

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



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

(Henry Hallam Tweedy)

LET'S UNDERSTAND

1 Answer these questions:

1. What does the child do in his house?

.....
2. What do the father and mother do to make the house "a happier place" ?

.....
3. Who lives in the house?

a) Only boys.

b) Only girls.

c) Both.

4. Name five things that you can find in your house.

.....
5. What feelings does this house give to the child? Pick out the words/ phrases that tell you so.

.....

FUN WITH WORDS

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

A

toil

happier

roam

safe

warm

lest

B

away from harm.

giving a feeling of love.

in case.

hard work.

go from one place to another.

full of joy and fun.



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

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

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

Say aloud :

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

best	play	home	fair	toys
boys	roam	rest	clay	hair

East or West home is the best.



Where There is a Will, There is a Way

"Come children, sit here! I will tell you the story of a boy who worked very hard to do what he loved the most" Grandma said.

"Who was that boy, Grandma? And what did he love the most?" asked Mukesh.

"His name was Rafi
and he loved to study"
Grandma said.
Then Grandma told
Rafi's story to the children.



Rafi was ten years old. He was studying in fourth class when he had to quit school. His father had died and his mother was not well. He had two younger siblings. So he had to work to support his family.

He started working in a garage where he cleaned cars and prepared tea for his master. After some time he learnt to repair cars. But Rafi still missed his school, his friends and his books. His love for studies did not die out.



From a small salary of five hundred rupees per month, Rafi saved some money to buy books. He worked at the garage during the day and studied at night. On Sundays, he would go to the school headmaster's home. The headmaster helped him in his studies and encouraged him to do better. He made him join the school again and allowed him to do his work and studies at the same time.



With a lot of hard work, Rafi passed his examination at school level. Now he wanted to join the college for further studies. But he did not have enough money for the admission and the books. He had to work to earn.

"At this point of time, the headmaster introduced Rafi to your 'Grandpa', Grandma told the children. "He saw Rafi's passion for studies and agreed to help him."

And Grandma continued Rafi's story.

Rafi was so passionate about his studies that he passed his college exams with good marks.

He joined the university and gave private tuitions to earn money for himself and his family.

Rafi topped the university exams and was appointed as a teacher in the university. He always wanted to become a teacher. With strong will and hard work Rafi achieved his goal.

"So children, what do we learn from Rafi's story?" Grandma asked.

"Where there is a will, there is a way", Mukesh was quick to reply.



Do you know that Abraham Lincoln was a very poor boy. But he worked very hard. He became the President of the United States of America. He was poor and walked several Kilometres to attend his school.

New Words

siblings, family, repair, encouraged, allowed, passion

Reading is fun



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

Talk time



Name the games you play.

I play _____

What do you want to become in life?

I want to become _____



Let's write



poor boy

car

siblings

topped

hardwork

worked hard

study

1. Rafi was a _____.
3. He had two _____.
4. He worked at a _____ shop.
5. He _____ to pass his exams.
6. He would work during the day and _____ during the night.
7. His _____ paid him. He _____ the exams.

Fill in the blanks:

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

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

name

fame

health

palm

house

eat



Grammar work



Adjectives....

An adjective is a part of speech which adds something to the meaning of a noun/pronoun. *Adjectives are also called qualifying words.*



Look at this picture.

The naughty boy is teasing the kitten.

'Boy' is a noun.

The word 'naughty' adds something to the boy.

It **describes** the boy.

Encircle the adjectives in the sentences below:



The old lady is sitting in the park.

Hint: Naming word lady. What kind of lady?



The girl is wearing a pretty dress.

Hint: Naming word dress. What kind of dress?



The boy is flying a white kite.

Hint: Naming word kite. What kind of kite?



The happy children are making a lot of fun.

Hint: Naming word children. What kind of children?



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



The children are watching
a film



The children ran
out of the school.



Thedog
growled at the small one.



The cat chased
the mouse.



Reema made a
painting



We drink
drinks on a day.

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



Encircle the qualifying words in each of these sentences:

The tall man was walking with a white dog.

Shama loves juicy fruits.

Aashiq bought some ripe mangoes.

Salma and Zeba are good friends.

Nuri loves ghost stories.

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



A



B



C



D



E

Match each naming word with a qualifying word:

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



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



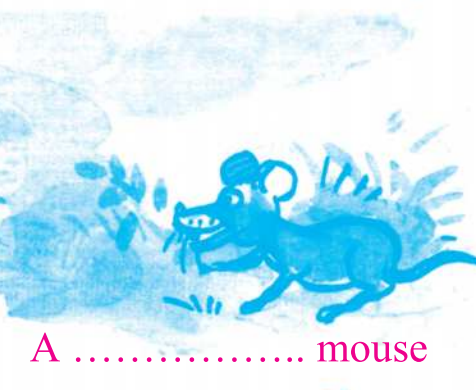
A giraffe



A bear



A elephant



A mouse



An Lion



A snake

tall

fat

small

black

angry

grey



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

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

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

Nouns

Adjectives

Man

tall, handsome, old

Nouns

Adjectives

Flower

.....

Dress

.....

Market

.....

Teacher

.....

House

.....

Voice

.....

Face

.....

Weather

.....

Food

.....



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

bright	dark	hot	blind	kind
tasty	strong	comfortable	beautiful	difficult

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

LET'S WRITE

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



I have lost my *tiffin box*.

It is blue and white in colour.

It has a picture of two boys on it.

It is made of plastic.





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

Pick out the adjectives that describe the *tiffin box*.

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

Activity

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

The Lion and the Mouse

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



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

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

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

“You are so little. Ha ha ha!.



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

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

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

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

woke

eat

me

roared

ran

help

net

saved

thank you

go



TEACHER'S PAGE _____ UNIT III

Recite the poem to pupils.

The poem offers a sound base to understand it from the perspective of child's experiences/observations. The poem is child centric.

Ask pupils what home feels like.

Ask pupils about their activities at home.

Read the story aloud to pupils.

Make them understand the theme of the story.

Encourage them to guess the meaning of the difficult words.

- Ask them about the lesson/inspiration they get from the story.
- Give them updated information about child labour.
- There are millions of children in India who are engaged as child labourers in coal mines, factories, organizations, offices, shops, railways and other different institutions.



Ask them if they know any such child. Would they like to help such a child?



UNIT IV

Rain of the Night

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

Reading is fun



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



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

long --- song

street --- feet

Now find the rhyming words for these two words:

kitty ---

might ---

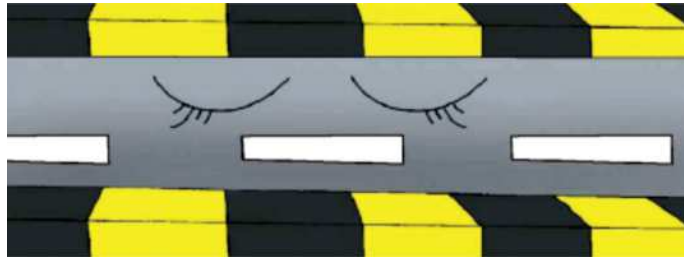
ACTIVITY

Draw a scene of a rainy day:



THE STORY OF THE ROAD

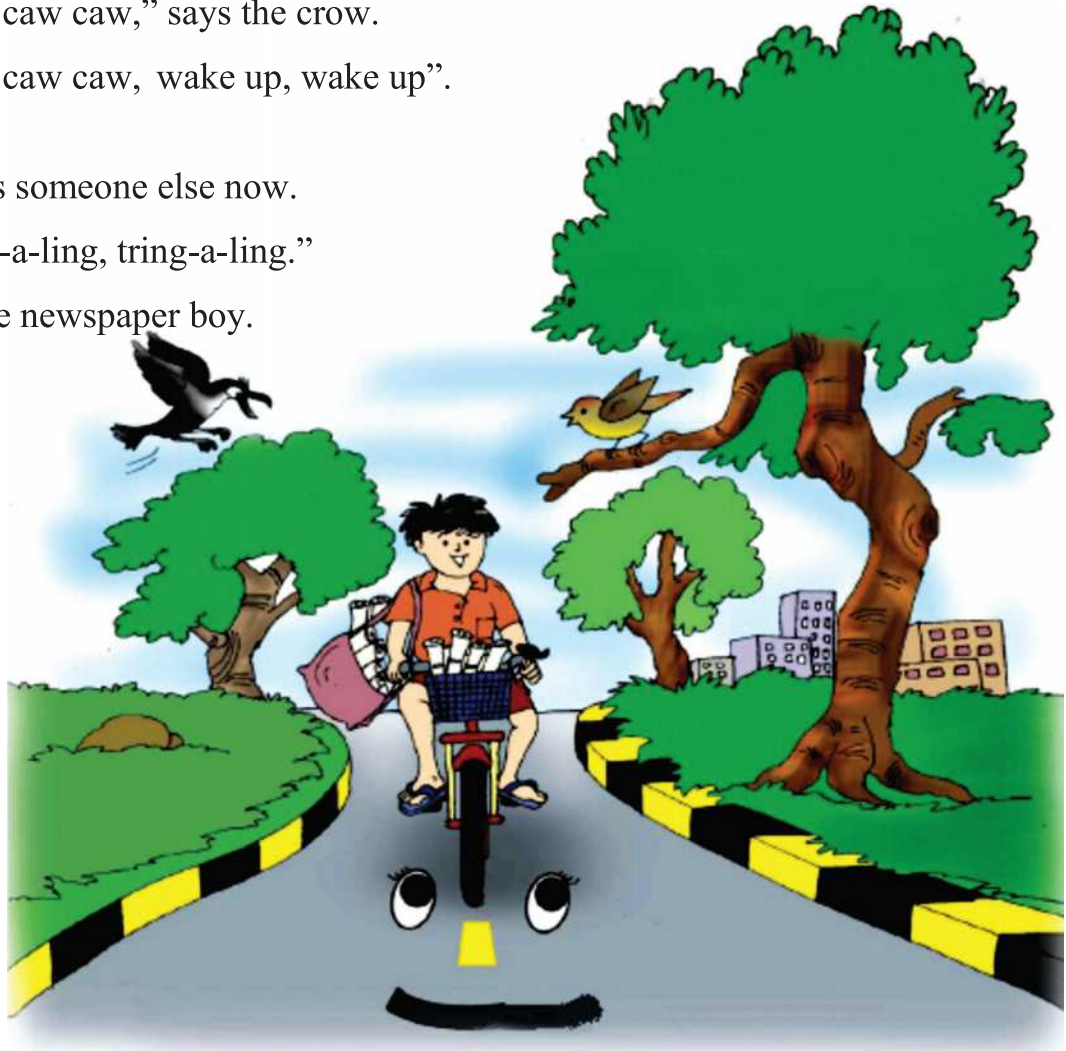
It is early morning.
The road is asleep.
Everything is quiet.



But listen!

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

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





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

“Tring-a-ling, wake up.”

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

“Chirrup, Chirrup.”

“Caw, caw,” say the crow, “wake up.”



Who is this coming now?

It is the vegetable man.

“Peas, cauliflowers, cabbages”,

says the vegetable man.

“Potatoes, cucumbers, radishes, carrots”.

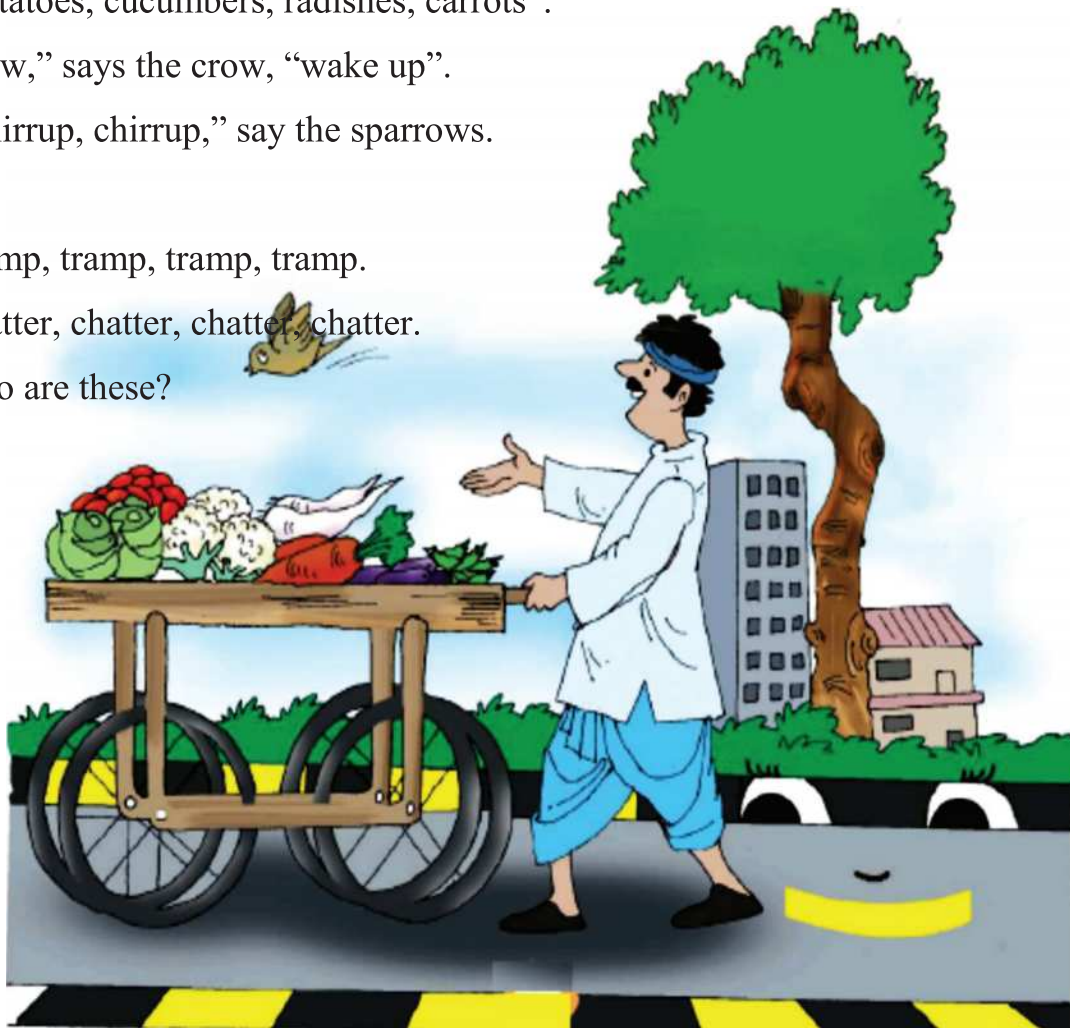
“Caw,” says the crow, “wake up”.

“Chirrup, chirrup,” say the sparrows.

Tramp, tramp, tramp, tramp.

Chatter, chatter, chatter, chatter.

Who are these?





They are children going to school.

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

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

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

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

“Caw, caw,” says the crow, “wake up”.

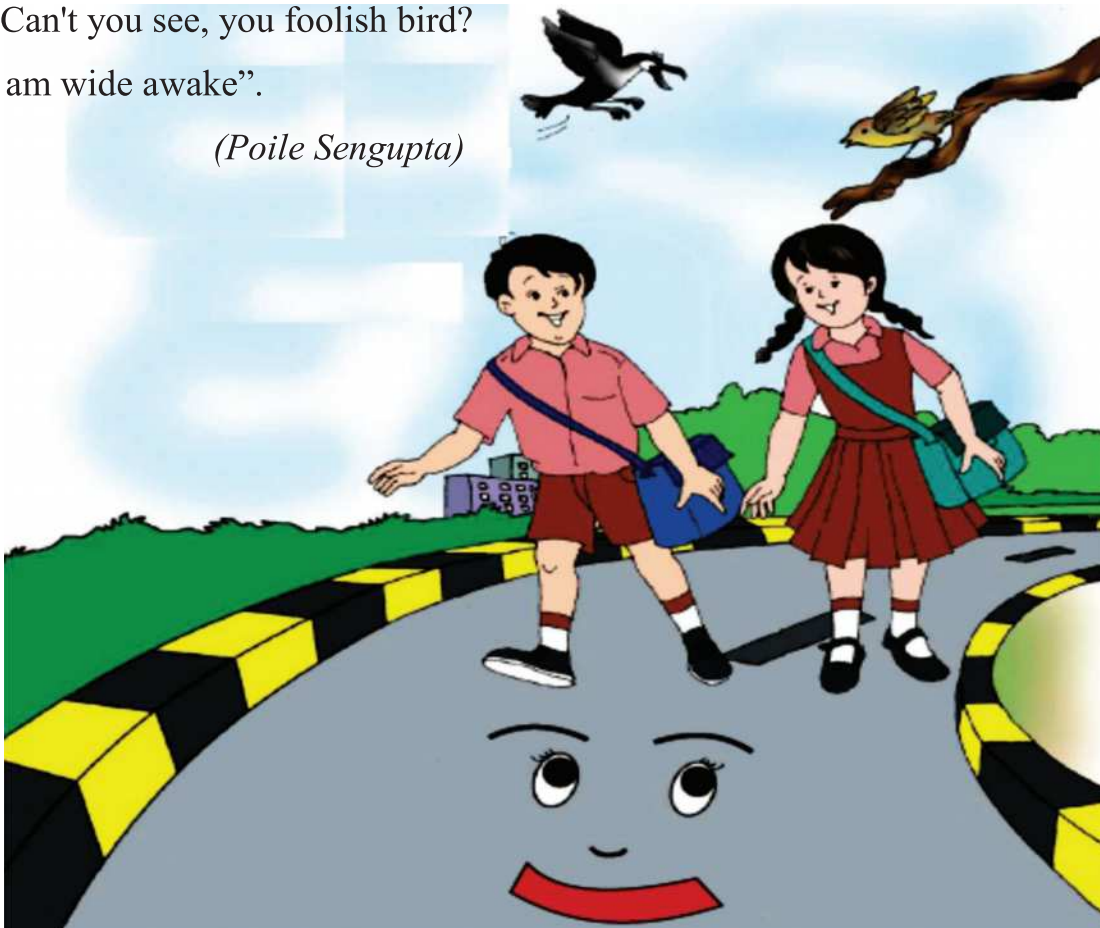
“Caw, caw, caw”, says the crow.

“Caw, caw, wake up”.

“Wake up!” asks the road.

“Can't you see, you foolish bird?
I am wide awake”.

(Poile Sengupta)



New words

newspaper

cucumber

cabbage

potato

radish

cauliflower

foolish



Reading is fun



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



Talk time



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

Stop, Look and Listen

Before you cross the street.

Use your eyes, use your ears

And then use your feet.

Talk about how you would cross the road.

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

I _____ hear the sound of cars.

I _____ hear the train whistle.

I _____ hear the wind blow.

I _____ hear the clock.

I _____ hear the sound of feet.

I _____ hear the sound of moving of chairs.

I _____ hear the dogs barking.

I _____ hear the speech of angels.



Zebra Crossing



Song time



Let's sing

'The Bus'

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

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

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

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

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

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

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

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

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

(Traditional)

Team time

Let's Act



The Race

I am going home in a bus.

There is a railway line alongside the road.

Look, there is a train coming.

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

Go faster than the train!"

But the driver slows down.

There is a railway gate.

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

The train whistles loudly.

"I am first!" it says.



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

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



Let's write



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

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

Day: its antonym is night.

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

A	B
1. remember	heavy
2. cold	cowardly
3. young	hot
4. daring	forget
5. light	old
6. immense	small

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

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

e.g., cowardly, fearful;

brave, daring

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

Grammar work



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

Kamal plays.

Rainu washes clothes.



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

Fill in the blanks with the following verbs:

erected, embraced, rolled down, looked, crawling

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

Activity time



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





Fill in the blanks with verbs:



drinking

sleeping

singing

crying

reading

dancing



Fill in the blanks with verbs :



The two girls are



The boy is



The girl is



The baby is



The boy is



The children are

painting

writing

eating

talking

swinging

crawling



What do these animals do?



crows	mews	brays	moos	buzzes	barks
--------------	-------------	--------------	-------------	---------------	--------------

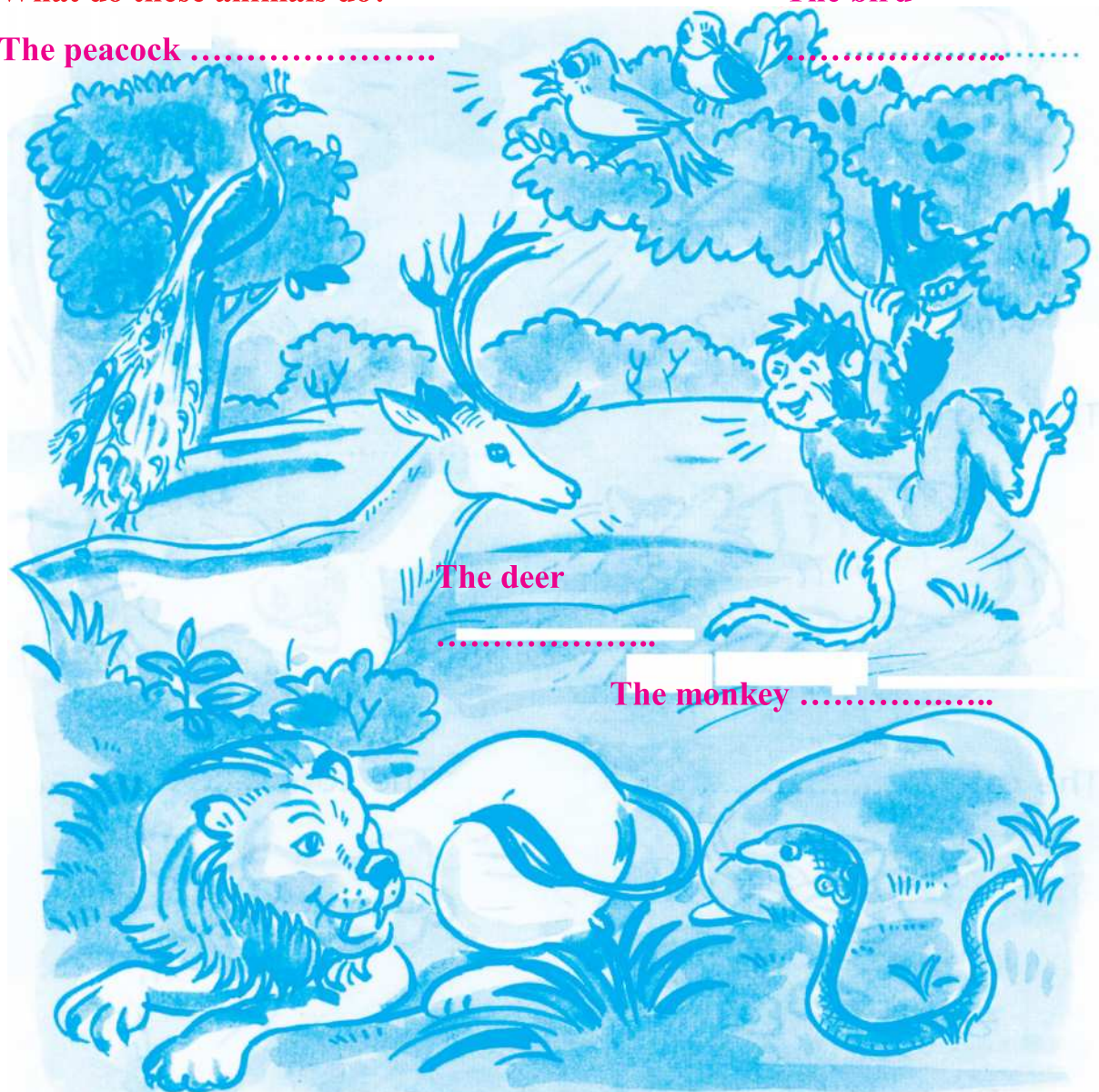


Take a guess.....

What do these animals do?

The bird

The peacock



The deer

The monkey

The lion

The snake

roars

screams

chirps

chatters

hisses

grunts



Take a guess.....

What do these people do?



The children are



The man is



The girl is



The man is



The boy is a kite.



**The boy is
a pram.**

fighting

pushing

cooking

flying

riding

driving



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



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



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



**The children are talking/
shouting.**



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



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



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



TEACHER'S PAGE _____ UNIT IV

THEMES

Seasons

Travel

SUGGESTIONS FOR CLASSROOM TEACHING

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





UNIT V

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

Read about what this child feels.

Don't Tell

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



(Irene Yates)

New words

enough,

chance,

giant,

patient



Reading is fun



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

Talk time



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

Word building



1. Using the letters of the given word, make three words.
One is done for you.

blackboard	mother	vegetable	thousand	helicopter
black	_____	_____	_____	_____
board	_____	_____	_____	_____
back	_____	_____	_____	_____

2. Look at these words in the poem:

Don't I'm I'll

Here are their full forms:

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



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

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

What's _____ That's _____

- ii. Make sentences using the following:

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

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

You can begin like this :

When I grow up I'll _____

Team time



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

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

Say aloud



giant goose

jam grey

gym gold

June gum

Choose and tick the words with a 'j' sound

January goose gem jam

jacket giraffe grow July

giant grapes grey June



HE IS MY BROTHER



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

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

his face was as fresh as morning dew.

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

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

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

(Based on a story by Sanat Kumar Bhatt)



New words

understand, climbed, holy, slowly, sorry, load



Reading is fun



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

Talk time



Choose the correct answer.

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

Let's write



Fill in the blanks using the correct word given below:

rat sip box rug cot den pit

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



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

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

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

Team time



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

Activity – A Game

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



Let's know these signs

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

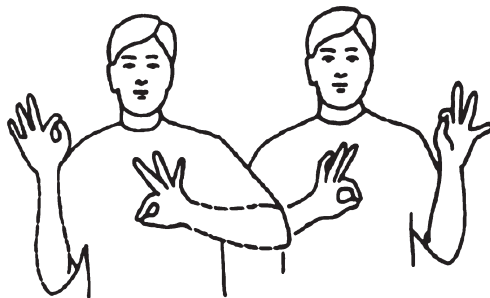
Children who cannot hear may use sign language for communication. Sign language uses the hands to send information and the eyes to receive them. It is a visual manual language system with its own sentence structure and word order. Usually, words are signed and spoken at the same time. Using this method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

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



Sing

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



Dance

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

**Read**

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

**Write**

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

**Win**

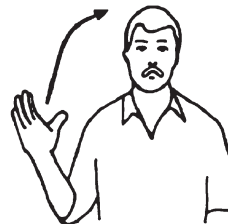
Right “thumbs-up” hand, move up to right shoulder from front of chest.

**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.



Grammar work



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

Look at these sentences carefully:

The dog barked loudly.

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

The children are singing sweetly.

How are the children singing? – Sweetly

It is raining heavily.

How is it raining? – Heavily.

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



Rahul was eating



Sumi rubbed her eyes.....



Heena laughed



Amir sat

loudly

softly

hungrily

quietly



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



**My grandmother walks
slowly/rapidly.**



The sun shines brightly/dimly.



The car moved noisily/quietly.



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



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



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



Read the following sentences:

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

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

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

Adverbs are formed in a variety of ways.

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

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

The first one has been done for you.

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

Words which end with **-l** change to **-lly**.

2. Make adverbs from this list of words:

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



Words which end in - y, change to -ily

3. Complete this list:

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

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

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

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

5. Complete the sentences with the correct adverbs.

Remember to check the spelling.

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

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

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

**LET'S WRITE**

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

wearily	proudly	hurriedly	easily	selfishly	slowly
merrily	quickly	politely	rudely		

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



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

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



TEACHER'S PAGE _____ UNIT V

THEMES

- Growing up, expressing emotions and feelings.

SUGGESTIONS FOR CLASSROOM TEACHING

- Teachers will prepare questions with regard to the prescribed lesson and will pose those questions to students before taking up the lesson with the students. This is called brain storming session. Let the children talk individually about something they want to do very much but which their adults won't let them do. You can then ask them to think about why adults seem to be behaving unreasonably and if there might be some reasons behind *their refusal* 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 meanings of difficult words, before you *tell them*.
- Discuss and help them with activities. You may explain short forms of the words and their significance in our conversation, e.g., are – 're, will – 'll. Listing of contractions may be done on the blackboard.
- After this unit is completed, children can tell the class about their ambitions, i.e., what they want to be when they grow up.

For teaching sign language

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





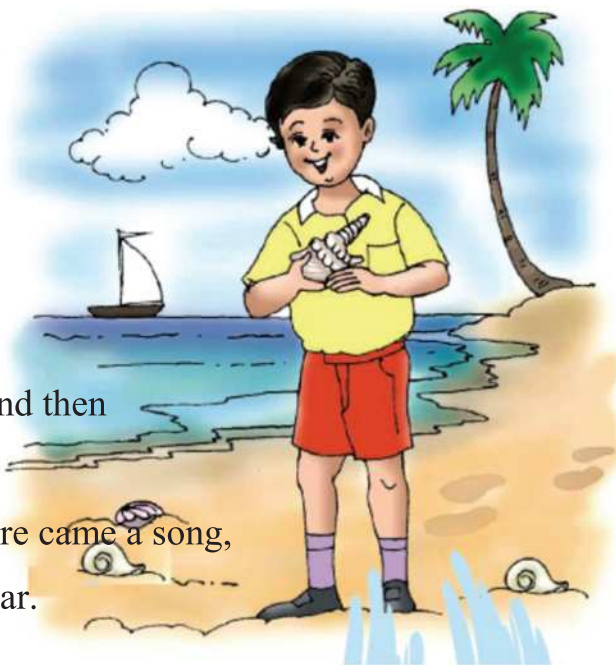
UNIT VI

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

Sea Song

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

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



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

New words

shell, held, surprised, curly, clear

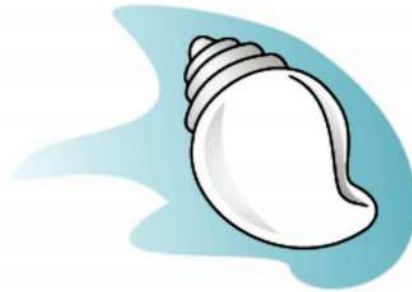




Reading is fun



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



Word building



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

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

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

hot	false	short	straight	drop	soft
go	small	give	outside	bitter	lost

found	lost	take	_____
hard	_____	big	_____
inside	_____	come	_____
pick	_____	cold	_____
true	_____	sweet	_____
curly	_____	tall	_____



Let's write



The Sea is Big

The sea is big.

It is very, very big.

You cannot see the other side of the sea.

You can cross the sea in a ship,

But you must go for many, many days.

Choose the right words:

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

Say aloud



She sells sea-shells.

She sells sea-shells on the sea-shore.



Read the following:

Silence

Birds sing.

Phones ring.

People talk.

Dogs bark.

Cows moo.

Cocks crow.

Bees buzz.

Children hush!



Match the phrases with the picture:

A singing bird



A mooing cow



A ringing phone



A barking dog



A crowing cock

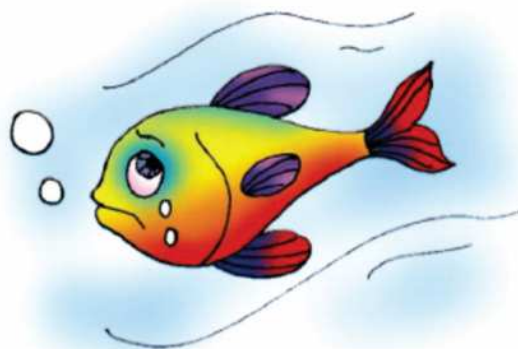




A Little Fish Story

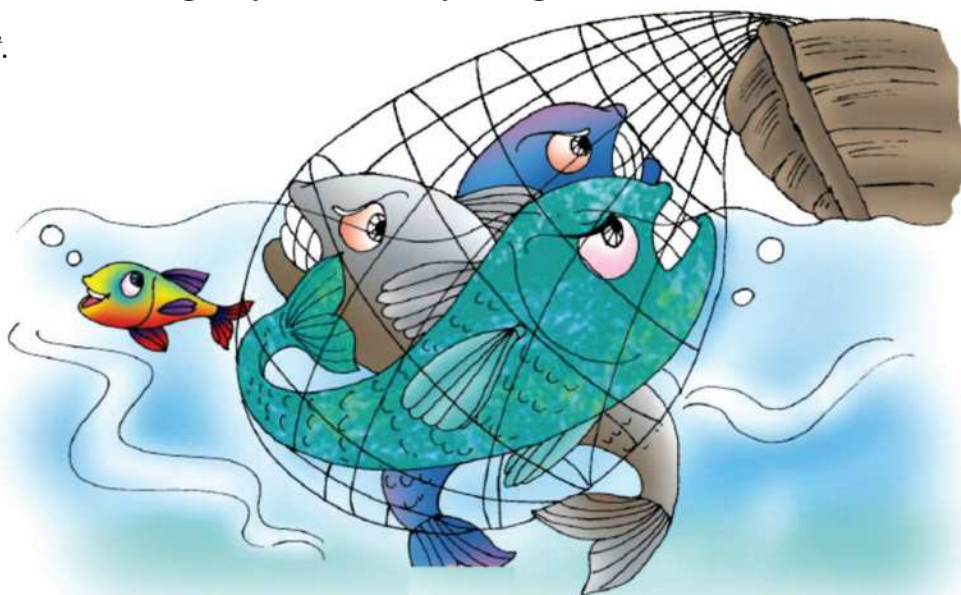
There are a great many million fish in the sea, but this story is about just one of them, and a very small one.

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



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

One day he was swimming along with the rest of his school and thinking, no doubt, how much more the larger fish had to be thankful than he, when suddenly, with no warning, he found himself along with his shoal 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 shoal wriggled through the mesh and slipped back into the cool clear water. How good it felt!

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

(Enos B. Comstock)



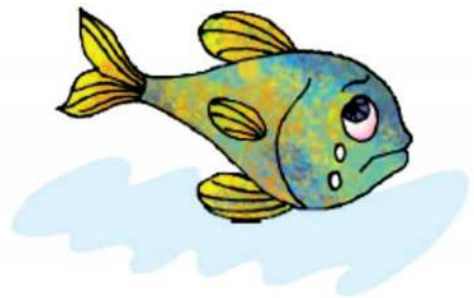
New words

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

Reading is fun



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





Talk time



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

Word building



look looked

pick _____

bark _____

want _____

talk _____

wish _____

pull _____

help _____

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

paper	flowers	water	matches	cows	wolves
-------	---------	-------	---------	------	--------

a glass of _____

a bunch of _____

a box of _____

a herd of _____

a sheet of _____

a pack of _____

Let's write



Look at the following sentence:

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

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

taller	thinner	smaller	cleverer	younger	older
--------	---------	---------	----------	---------	-------



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



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

Say aloud



blunder wonder thunder plunder flounder

Song time



Singing or Crying?

Irfan sings a song.

Venu looks at him.

“Why are you crying, Irfan?” he asks.

Irfan says, “I’m not crying.

I’m singing an English song!”

Choose the right words from the sentences given below:

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



Grammar Work



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

The rose is a flower. *The rose* is the king of flowers.

Rose is a flower and the king of flowers.

Now join the sentences given below by using a conjunction:

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

A. Complete the following sentences:

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



‘And’, the joining word

Read these sentences:

I love to sing. I love to dance.

Can you join these sentences together?

Hint: Think of the easiest way to do so!

Here it is –

I love to sing and dance.

‘**And**’ is a word which joins sentences.

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

Let us see how this works.

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

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

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

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

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

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

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

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



Use ‘and’ to join the following sentences:

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



.....

.....

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

.....

.....

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

.....

.....

.....

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



.....

.....

.....

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

.....

.....

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



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

.....

.....

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

.....

.....

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

.....

.....

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

.....

.....





TEACHER'S PAGE _____ UNIT VI

THEMES

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

SUGGESTIONS FOR CLASSROOM TEACHING

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





UNIT VII

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

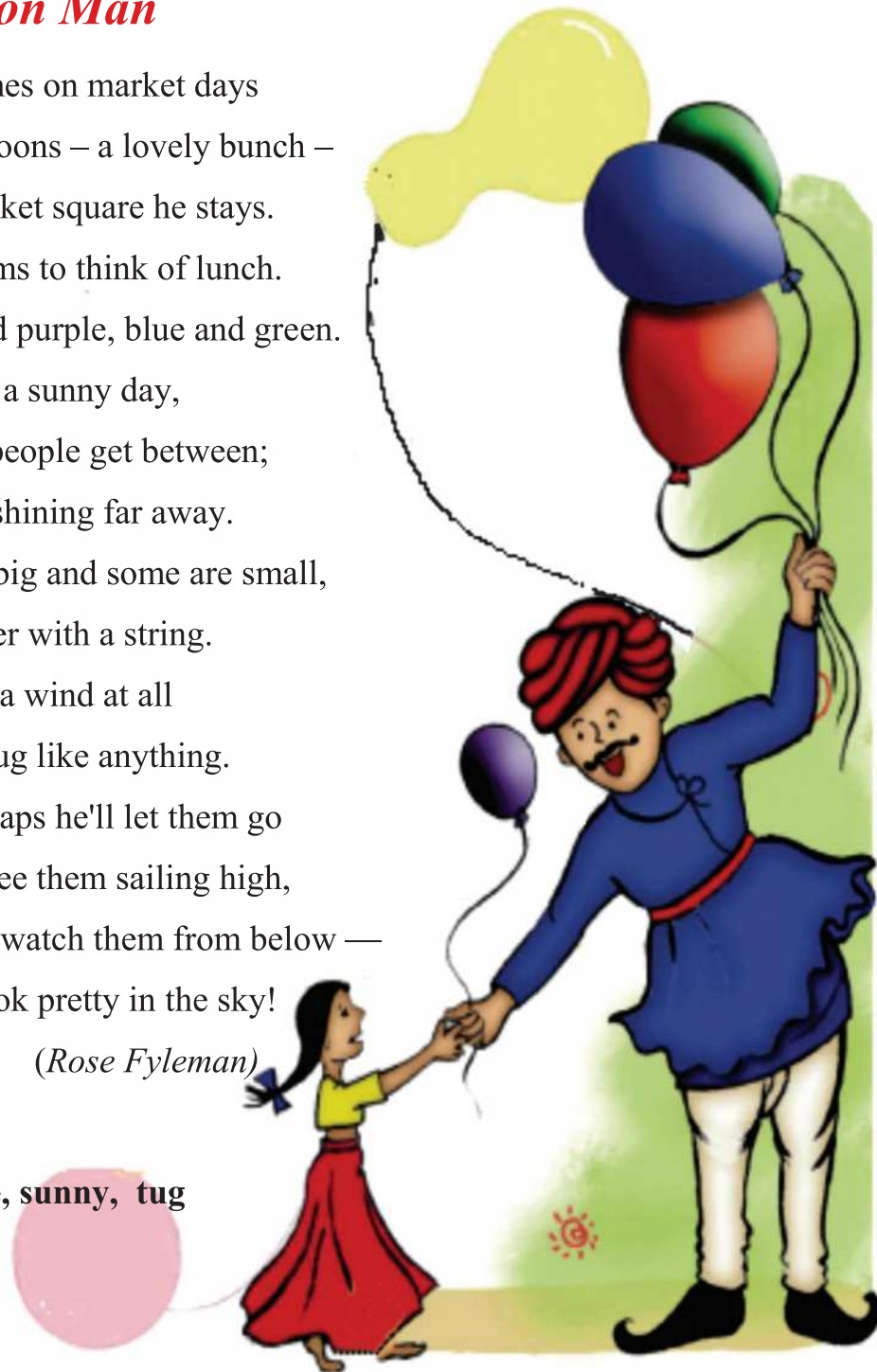
The Balloon Man

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

(Rose Fyleman)

New words

bunch, square, sunny, tug





Reading is fun



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

Talk time



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



Word building



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

llaboons _____	cunlh _____
ulbe _____	plocep _____
wolbe _____	crats _____

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

(a) nature _____	_____	_____
(b) food _____	_____	_____
(c) colours _____	_____	_____

wind	turnip	purple	pineapple	sky
green	grass	white	yellow	rice



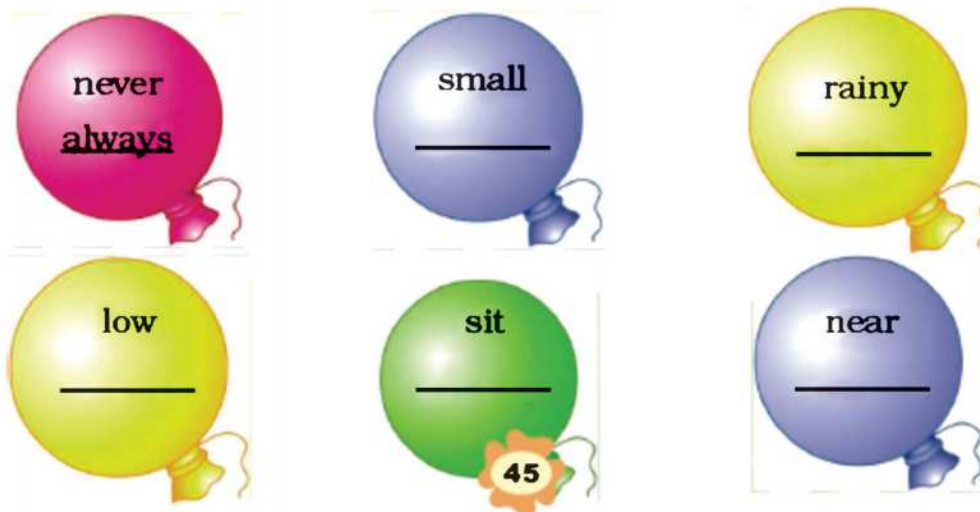
iii. How many colours can you find hidden in this maze?

Write and encircle the words and the names of colours:

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

1. _____ 2. _____ 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.

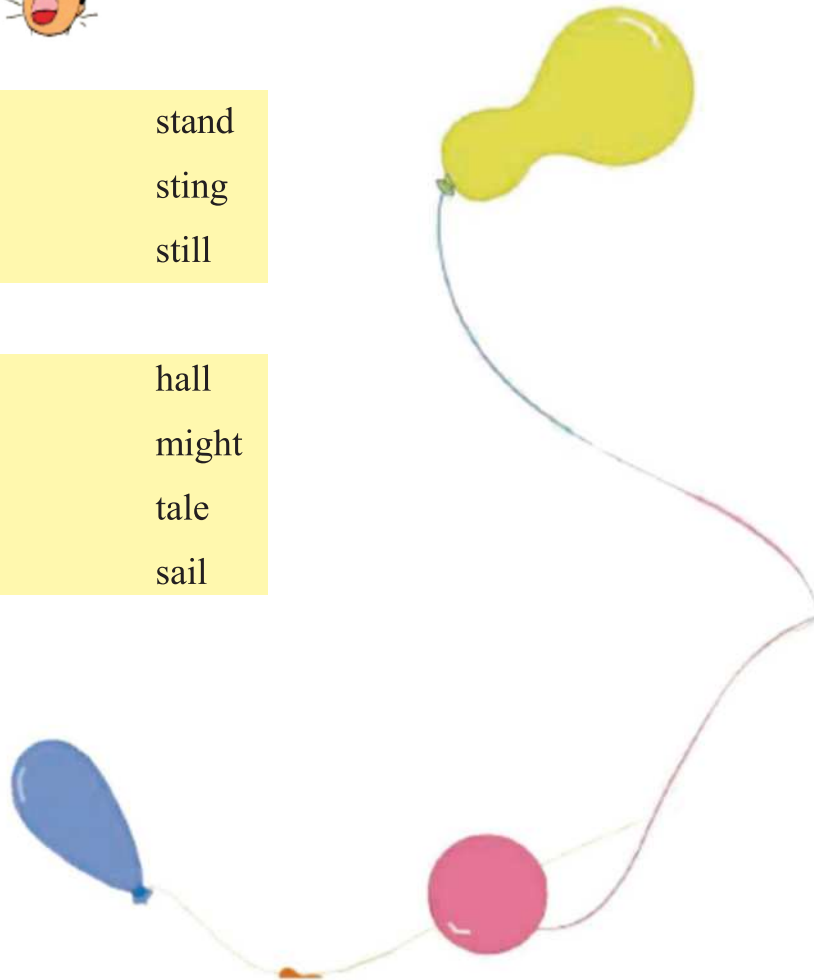


Say aloud



string	stand
stream	sting
strong	still

haul	hall
mite	might
tail	tale
sale	sail





THE YELLOW BUTTERFLY

A yellow butterfly flew around in Sonu's garden.

Sonu saw the butterfly. He ran to catch it.

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



“Now I can catch it!” said Sonu.

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

Where did the butterfly go?

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

Around it grew round leaves.

They floated in the water.

The butterfly sailed on a floating leaf.

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

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

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

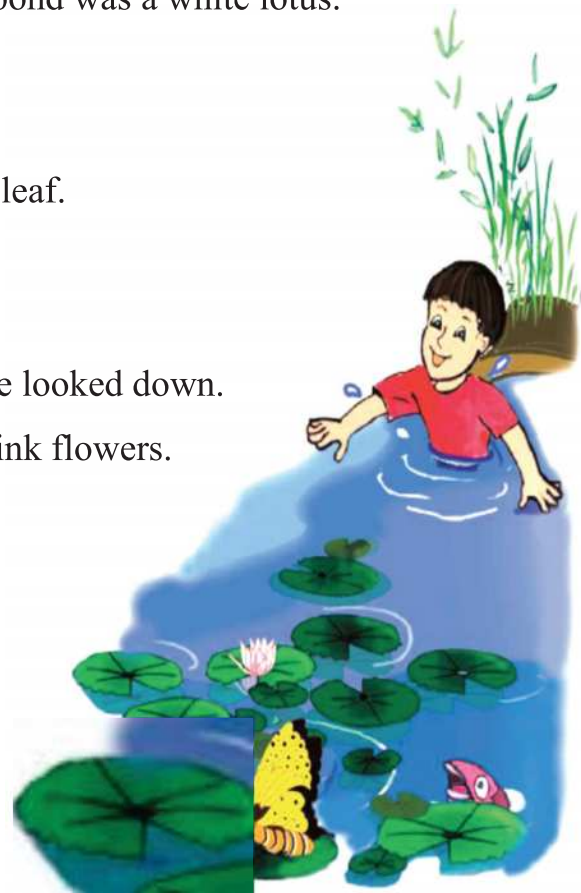
The butterfly sat on a pretty flower.

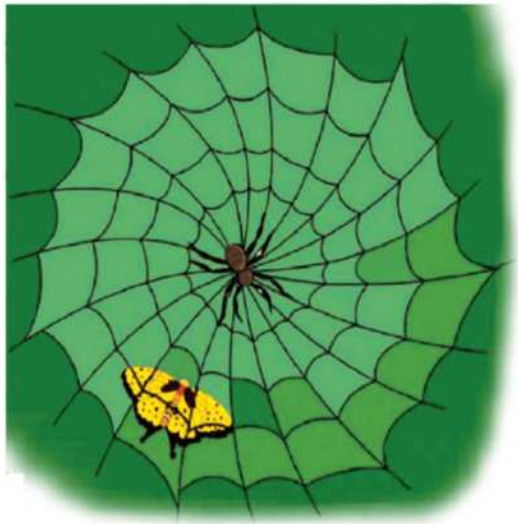
“I can catch you!” shouted Sonu.

He climbed up the tree.

Up, up he climbed, but

back it flew, down from the tree.





Sonu jumped down too. He chased the butterfly,

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

He could not catch the butterfly.

Sonu could not see it at all.

He looked everywhere. At last he saw the butterfly.

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

Poor butterfly!

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

It wanted to catch the butterfly.

Closer and closer crawled the brown spider.

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

he caught the butterfly!

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

Sonu loved the little butterfly.





But it looked sad in Sonu's hand.

Sonu wanted it to be happy.

“Go,” said Sonu,

“fly away!”

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

flower to flower.

Sonu watched it fly and fly.

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

(Nilima Sinha)

New words

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

Reading is fun



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

Talk time



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



2. Say these sentences aloud:

Butterflies fly.

Birds fly.

Kites are flown

Aeroplanes are flown.

Can we fly?

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



Let's write



Write the sentences in a proper order:

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

Team time



Activity: Fun with paper

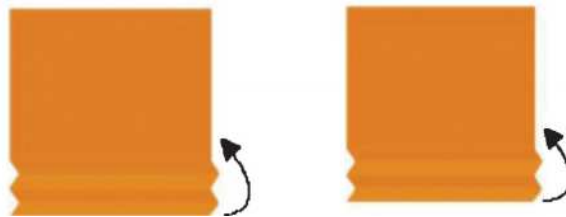
Let's make a butterfly.

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



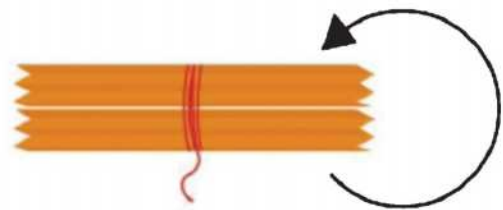


2. Fold them like a fan.

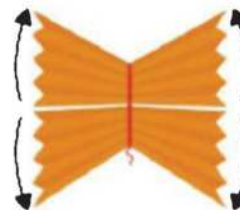


3. Hold both the folded squares and tie a thread in the middle.

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

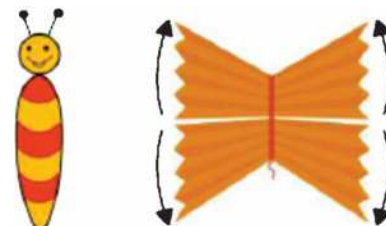


5. Cut the body of the butterfly and draw its eyes.
Draw a smile on its face.



6. Stick it on the wings and your butterfly is ready.

7. You may decorate your butterfly by sticking some bindis, beads or sequins on it.



Word building



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

butterfly

butter

fly

everywhere

inside

outside

sunlight

E.g., The book is on the desk.
 ↓ ↓ ↓
Subject preposition object

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

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

Look at the pictures.



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



The ducks are in the pond.



The bird is flying over the tree.



The girl is inside the house



*The car is parked outside
the gate.*

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



Choose the correct proposition to fill in the blanks:

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



in	under	on	over	outside	inside	into
----	-------	----	------	---------	--------	------



Teacher's Page _____ UNIT VII

THEMES

Sky, colours, insects.

Appreciation of natural beauty.

SUGGESTIONS FOR CLASSROOM TEACHING

- With a new poem, ask children to remember words and their meanings. While reading, let children look for lines they like the most, and help them visualize pictures.
- You can bring a packet of bright coloured balloons and thread to class. Take children out into the playground. Let each child blow one balloon and tie it tightly with a piece of thread. Now make them run and leave the balloons and watch them fly up with the breeze. Talk about how long they will fly in the sky. Talk also about the other things one can see in the sky including birds, butterflies, balloons, clouds, *etc.*, and their different colours. Tell pupils about rainbow.
- The story must be read in clear voice, and with appropriate expressions so that it is conveyed vividly to pupils and will live in the *memory*.
- Take children outdoors if possible, where they see butterflies on flowers and tell them about how they feed on nectar. Draw the body of a butterfly on the blackboard. Talk to children about its different parts.
- *Paper folding activity:* Give every child a square piece of paper. Let them colour it with dots and lines before making a butterfly.
- Help children to make colourful balloons by cutting pictures from old magazines and newspapers. They can stick these on chart papers and put them up in the class. Help children to find out the colours in the maze by encircling the words and by reading the letters vertically and horizontally.
- Explain the difficult words in the text. You can supply pictures for them. Write new sentences on the blackboard. This way you can also teach *words* and *sentences* and later *a long word*, *a sentence*, *etc.* Jumbled sentences can be presented in some attractive way to be corrected by child. But give structures to pupils and try to get structures from pupils and not broken sentences.





UNIT VIII

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

What's in the Mailbox?

Most always, when the postman comes

With letters, two or three,

They're for my Mother or my Dad

But never one for me.

I'm going to *write* some letters, though,

That's what I'm going to do,

And then my friends will answer me

And *I'll* get letters too!

New words

letters, always,
never, though





Reading is fun



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

Talk time



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

Read this letter carefully

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

*Gandhi Nagar,
Jammu.*

26 April 2006

Dear Grandfather,

Thank you for the beautiful book of the Panchatantra stories.

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

With love,

Devu.



Let's write



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

You can use some of these words:

classrooms, children, bell, blackboard, teacher, building

Paper fun



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

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



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

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

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



Word building



Here are some people who help us.

Let's try matching A with B.

A



1. A postman



2. A cobbler



3. A librarian

4. A driver



5. A dramatist

6. A teacher



7. A nurse

8. A musician

9. An astronaut

10. A clown

B

drives a motor vehicle.

teaches in a school.

looks after patients.

writes plays.

travels in a spacecraft.

makes people laugh.

mends our shoes.

plays musical instruments.

works in a library.

brings our letters.





MY SILLY SISTER



Mother, your baby is silly!

She 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 a b c, she tears the pages with her hands and roars with joy at nothing. This is your baby's way of doing her lessons!





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

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

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

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

Mother, your baby is silly. She is 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 that the baby does?
2. Do you think that the baby sister is really silly? Why?



Let's move and dance

Hands are for clapping,

Feet are for walking,

Hips are for shaking,

Arms are for stretching,

Eyes are for blinking,

Head is for nodding,

Elbows are for moving,

Mouth is for talking.

(You can make similar verses of your own.)





Word building



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

s i _____ y

p e _____ l _____ s

s t r _____ e t s

s _____ o l d

l e _____ o n s

n _____ u _____ h t y

e x c _____ t _____ m _____ n t

d _____ n k _____ y

2. Write similar words from the story:

Foolish _____

Stones _____

Mischievous _____

Fetch _____

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

children	they	bell
-----------------	-------------	-------------

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

_____ are playing hopscotch.

The _____ has rung. It is time for lessons.



4. Fill in the blanks:
- i. One child, many _____ .
 - ii. One fox, many _____ .
 - iii. One duck, many _____ .
 - iv. One goose, many _____ .
5. Add –‘ful’ to make a word.
- a. The children are _____ . (play)
 - b. The flowers are _____ . (beauty)
 - c. The books are _____ . (use)
 - d. The vegetables are _____ . (plenty)
6. Add –‘ly’ to make a word
- a. The pair of new shoes are _____ . (love)
 - b. He is _____ smart. (real)
 - c. We s^hould eat _____ . (s^low)
 - d. Let us sing _____ . (soft)
7. Add –‘ish’ to make a new word.
- a. That girl is always crying. She is _____ . (child)
 - b. I slipped on a banana peel. I feel _____ . (fool)



Let's write



Write five sentences on how you help at home:

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

Say aloud



donkey	sister
monkey	mother
turkey	father

I'm a popcorn.

Put me in a pan.

Shake me and shake me

As fast as you can.

And I'll pop!

Grammar work



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

Hurray! We have passed the examination.

Alas! Ram has failed.

Oh! Is that true?

Vow! This is beautiful.



TEACHER'S PAGE _____ UNIT VIII

Themes

- Communication and Letter Writing .
- Games and Play.

SUGGESTIONS FOR CLASSROOM TEACHING

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

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

