

THE STORY OF THE ROAD

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

But listen!

The birds are calling softly.

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

“Chirrup, chirrup, chirrup,”

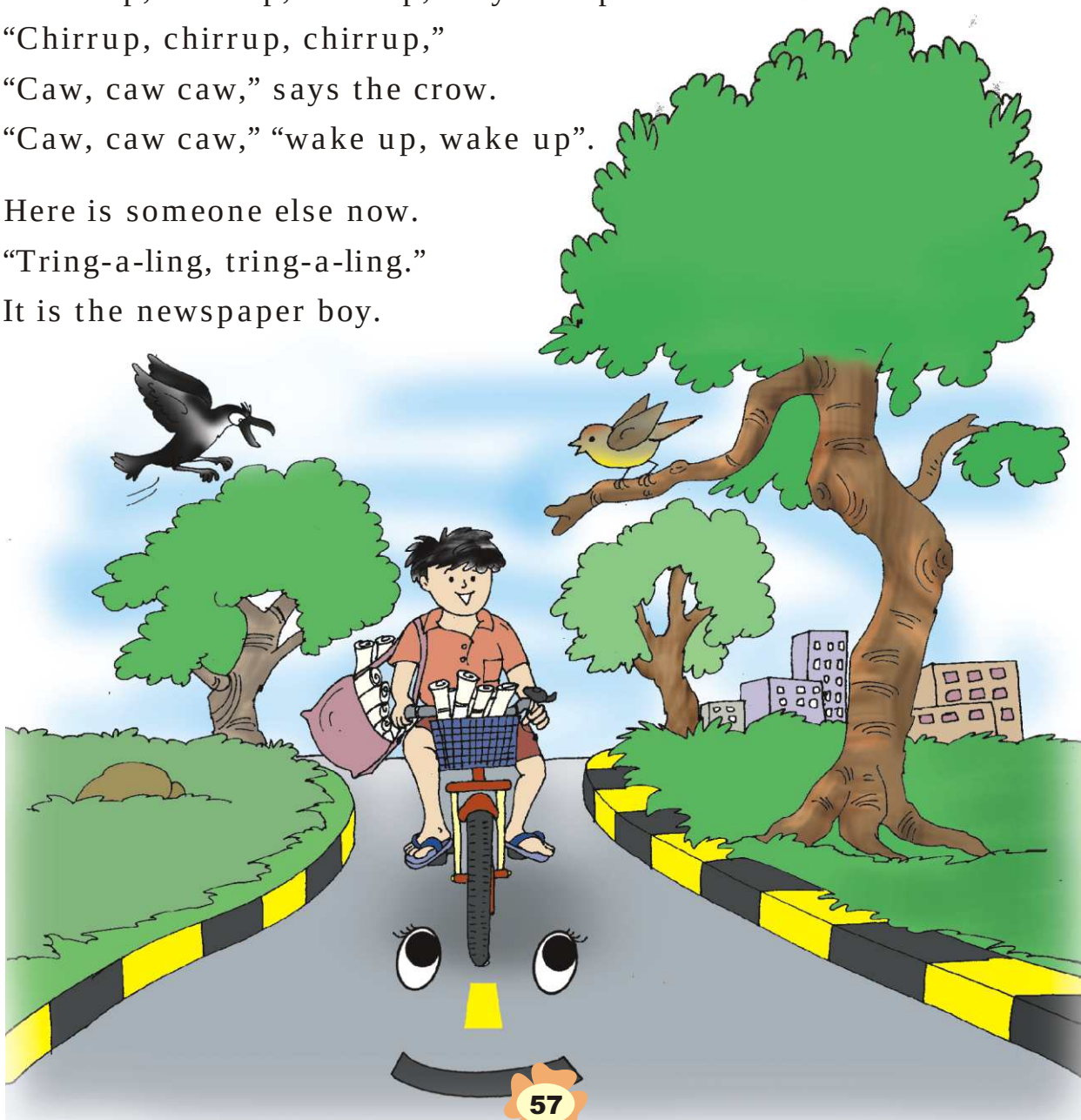
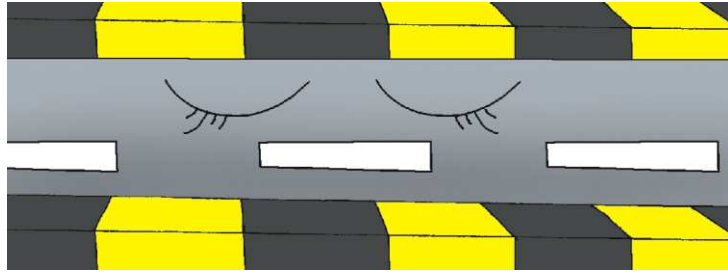
“Caw, caw caw,” says the crow.

“Caw, caw caw,” “wake up, wake up”.

Here is someone else now.

“Tring-a-ling, tring-a-ling.”

It is the newspaper boy.



"Tring-a-ling, tring-a-ling," says his bicycle.

"Tring-a-ling, wake up."

"Chirrup, chirrup, chirrup", say the sparrows.

"Chirrup, Chirrup."

"Caw, caw," say the crow, "wake up."

Who is this coming now?

It is the vegetable man.

"Peas, cauliflowers, cabbages",

says the vegetable man.

"Potatoes, cucumbers, radishes, carrots".

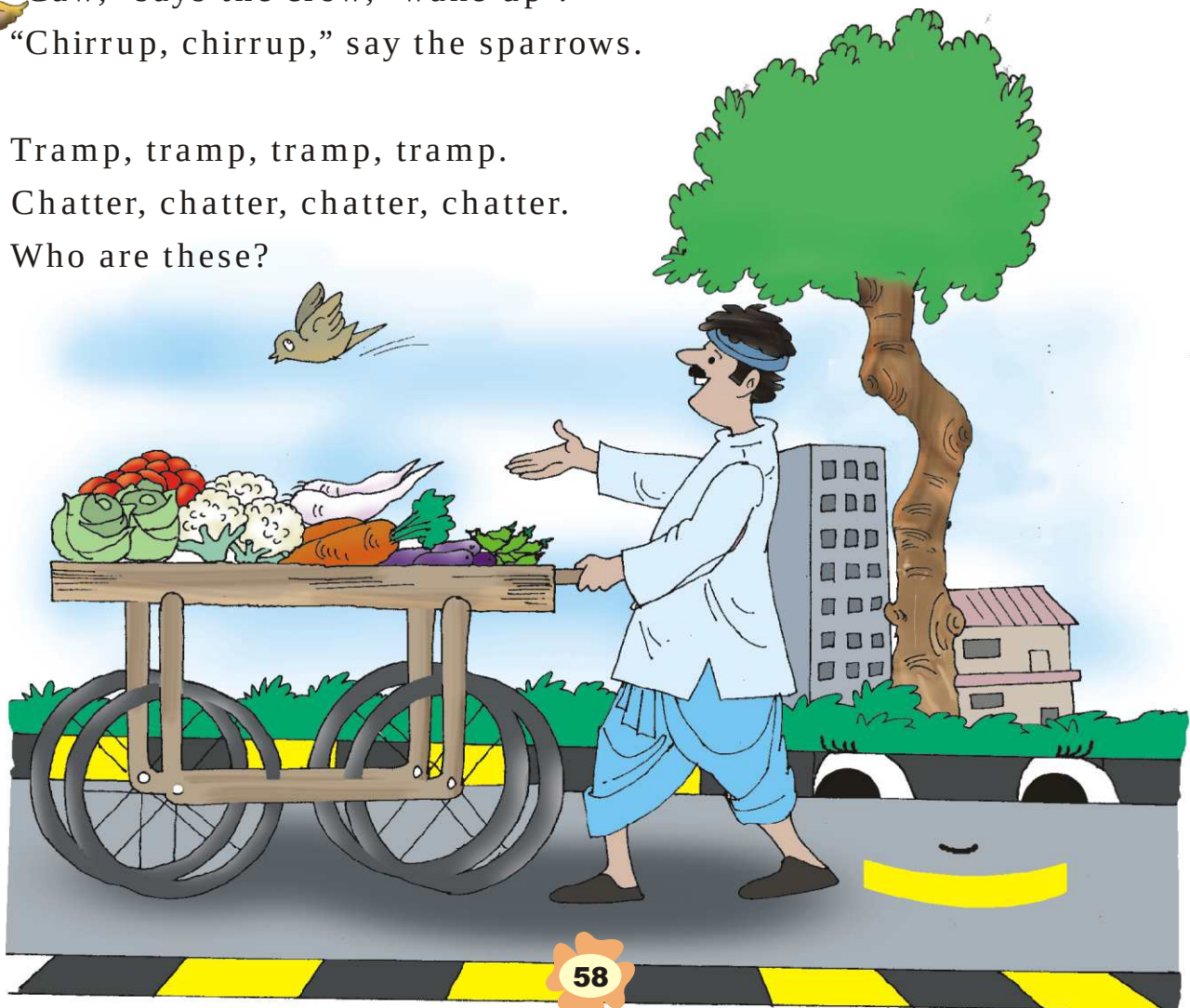
"Caw," says the crow, "wake up".

"Chirrup, chirrup," say the sparrows.

Tramp, tramp, tramp, tramp.

Chatter, chatter, chatter, chatter.

Who are these?



They are children going to school.

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

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

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

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

“Caw, caw,” says the crow, “wake up”.

“Caw, caw, caw”, says the crow.

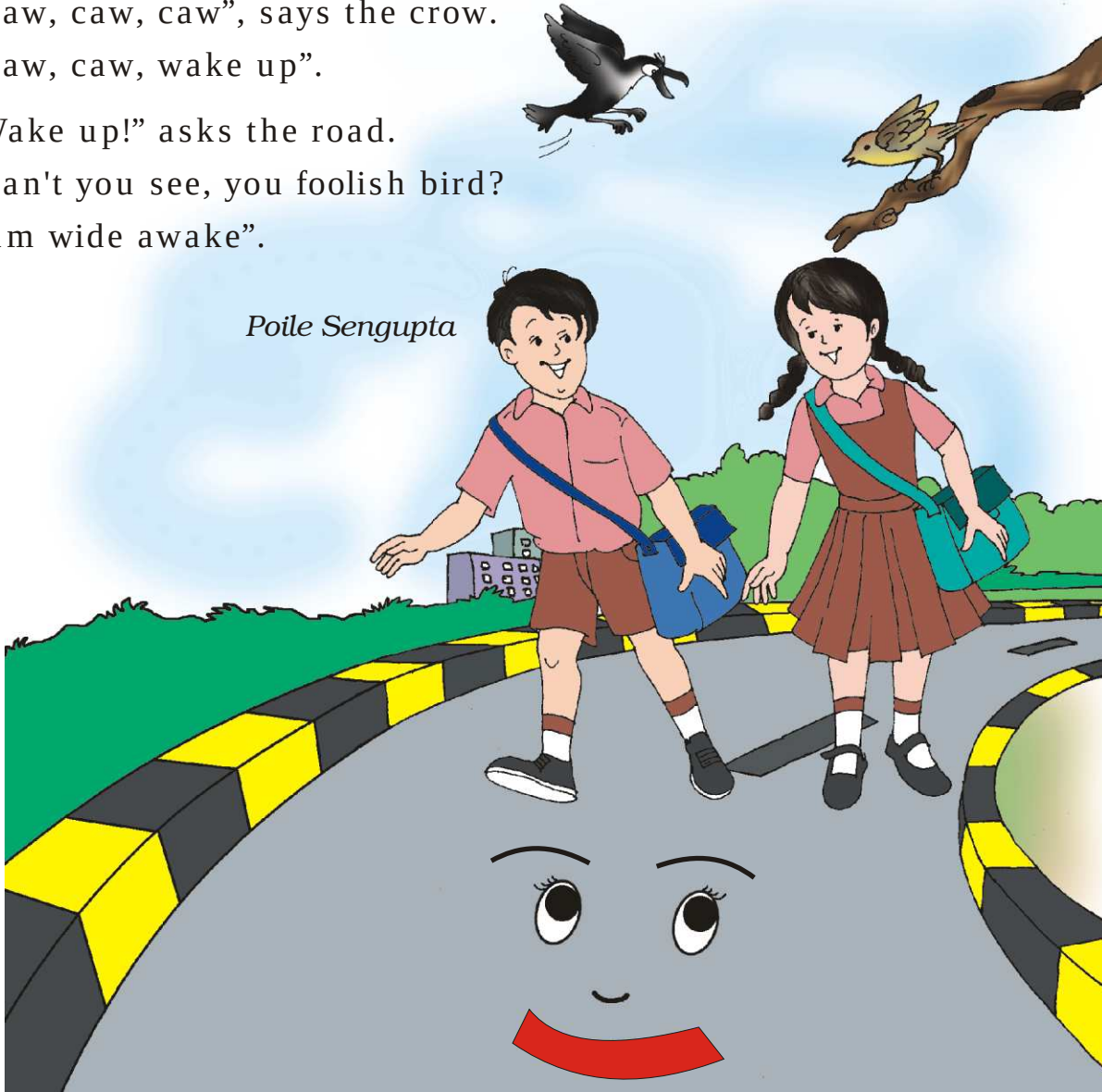
“Caw, caw, wake up”.

“Wake up!” asks the road.

“Can't you see, you foolish bird?

I am wide awake”.

Poile Sengupta



New words

newspaper, cucumbers, cabbage, potatoes, radish,
cauliflower, foolish

Reading is fun



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



Talk time



1. *Stop, Look and Listen*
Stop, Look and Listen
Before you cross the street.
Use your eyes, use your ears
And then use your feet.



Talk about how you would cross the road.

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

I _____ hear the sound of cars.

I _____ hear the train whistle.

I _____ hear the wind blow.

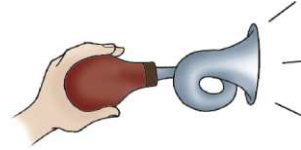
I _____ hear the clock.

I _____ hear the sound of feet.

I _____ hear the sound of moving of chairs.

I _____ hear the dogs barking.

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...*

Team Time



Let's Act

(Traditional)



The Race

I am going home in a bus.

There is a railway line alongside the road.

Look, there is a train coming.

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

Go faster than the train!"

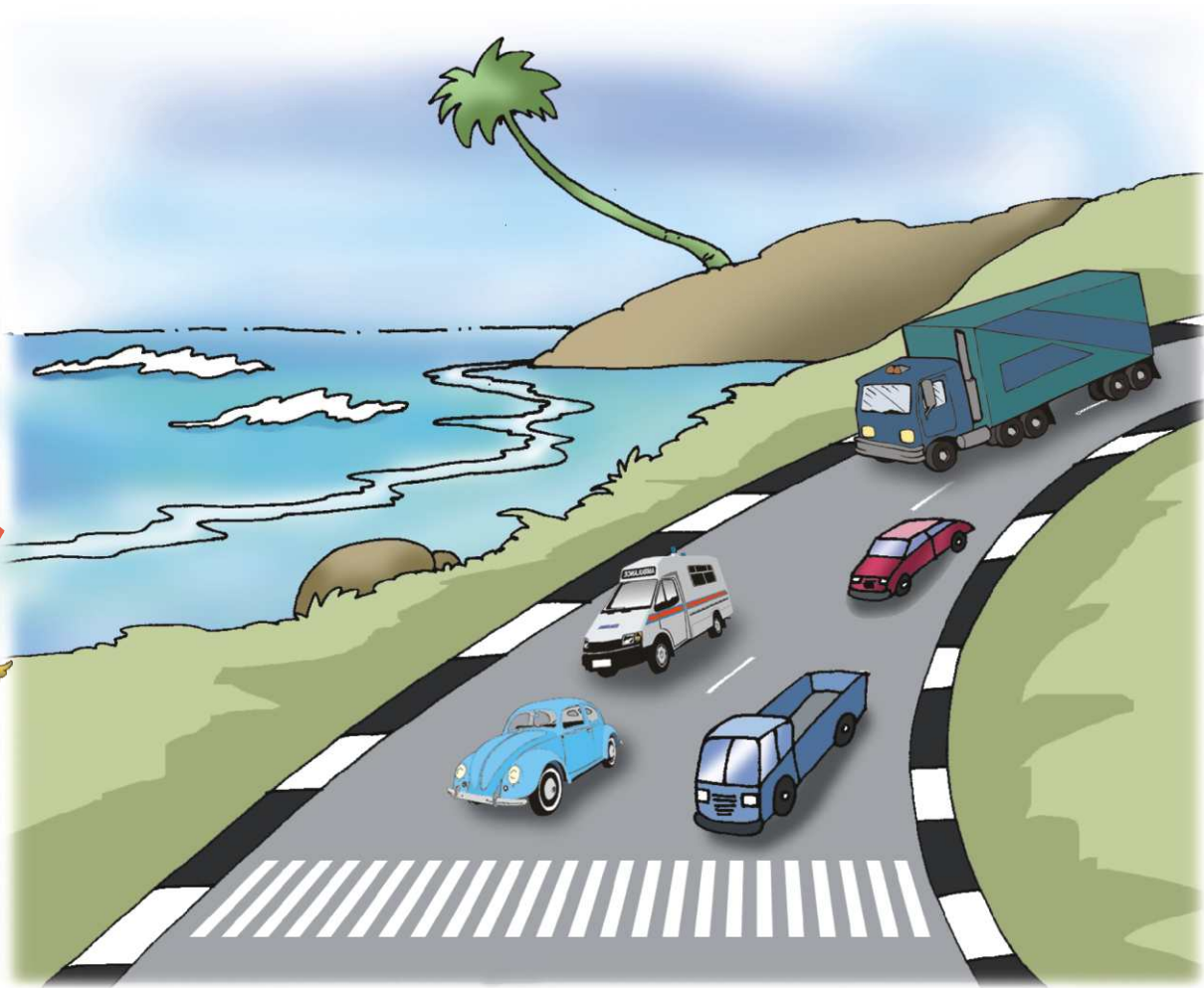
But the driver slows down.

There is a railway gate.

"*I must stop,*" says the driver

The train whistles loudly.

"I am first!" it says.



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

1. I can see a tree.

2. _____

3. _____

4. _____

THEMES

- Land and land forms
- Travel

SUGGESTIONS FOR CLASSROOM TEACHING

- Read the poem aloud with appropriate expressions. Explain the difficult words in the text like *freight cars*, *precious*, *plains*, *dusk*, *dawn* etc.
- Give information about different land forms like mountains, plains, valleys etc. Talk about places where trains can run and where they cannot (eg. high mountains). You can discuss different modes of transport on land. You can also talk about the different kinds of roads around your town or village and the local modes of transport used here eg. bullock carts, camels, cycles, buses, scooters etc.
- Cut out some sheets of paper in squares for the paper folding activity and give one piece to each child. You may even use old newspapers for making an aeroplane. Do allow the children to enjoy the activity by flying them in the class / ground for one period. However, make sure that the children pick-up all the bits of paper once the activity is over.
- Emphasise the importance of cleanliness of one's surroundings. Dustbins should be kept in the classroom and in a corner of the school playground for all waste paper, fruit peels, wrappers etc.
- Help the children to enact *The race*.
- The class can also be made to enact a scene from a railway station (have characters like porters, vendors, passengers, etc.).
- Let children enjoy moving to a beat and playing instruments in rhythm. They can sing to the accompaniment of rhythmic sounds made with their hands, feet, mouth, etc. with other parts of their

