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Dear Educator

We are delighted to bring to you this Teacher Resource Book for Wow English!

This resource book is specially designed for the convenience of the teachers. It provides a wide range teacher support tips and activities for skill based hands on learning. The book contains reproduced pages from the textbook to assist efficient absorption of tips and strategies. Surrounding these pages are suggestions, strategies and answers for the respective topic. The lesson plans are designed to provide step-by-step guidelines for effective classroom teaching and learning in tandem with the content prescribed in the textbook.

The suggested activities and games aim at making learning of the concept more engaging and facilitate lasting retention. They are practical and easy to carry out and can be edited or adapted as per the students’ needs and classroom requirements.

We wish you an enriching, engaging and rewarding teaching experience with the Wow English series.
An Overview

Language learning becomes a natural outcome when we create a language rich environment. The ultimate aim of language acquisition is to prepare self-reliant learners.

Wow English, the ELT series, is based on an approach which progressively leads learners to connect the language to life. It includes a pragmatic presentation of the aspects of the language in adherence to the guidelines of the National Curriculum Framework (NCF) 2005. In addition, the international principles of learning are followed in planning the progression of the various elements in a unit, to ensure that the student gains the most.

Language is a child’s vehicle to the world. The purpose of teaching a language to the child is to equip him/her with the skills to listen, read, write and express effectively. This series has been designed to stimulate a child’s thinking abilities and encourage participatory learning. The programme aims to enable the child to become a self-reliant learner, adept at proper use of the language and good communication.

Age and language-appropriate thematic literature has been selected to stimulate content-based academic learning. This approach is beneficial to young learners because it provides contextual knowledge and cultural information. It offers opportunities to acquire language skills by the use of integrated and thematic curriculum.

Create a Supportive Learning Climate

In order to groom the students into fluent and confident learners, we need to focus not just on developing a desire for academic enquiry through a pedagogically sound teaching plan but also, provide a safe and supportive learning environment.

To be comfortable in expressing themselves fully; they don’t want to be scared of making a mistake, and they should be dealt with the utmost compassion.

Practicing a language out loud might expose their weaknesses to their peers and teachers. This might make them hesitate to speak in front of everyone and really hone their language skills. Encourage them to speak up and correct errors carefully (sometimes it’s best to let things slide if the overall sentence is correct).

Though as a teacher, you feel the need to draw attention to certain language errors, yet be mindful of being critical and judgmental. Students need to feel safe and supported in order to express Give them time to form their answers, and patiently wait for a response – don’t move on to another student when you can see that they’re thinking about the best way to answer your question. It is imperative that you reward good work and effort to encourage students to keep learning. As their teacher, it’s your responsibility to create a supportive climate in which they can learn, practice and flourish without fear.
Learning in Action

**Remember**
Recall or retrieve from the learnt facts and concepts

- Showing
- Naming
- Listing
- Restating
- Finding
- Recognizing
- Choosing
- Matching
- Relating

**Understand**
Construct meaning from the given information and explain ideas or concepts

- Organizing
- Discussing
- Interpreting
- Paraphrasing
- Extending
- Outlining
- Reviewing
- Inferring
- Showing

- Can you recall...?
- Where is...? Who is...?
- Can you list four...?
- How would you describe...?
- How could you explain...?
- Which of these is true...? false...?

**Apply**
Carry out procedures or use information in new situations

- Practicing
- Choosing
- Planning
- Implementing
- Operating
- Developing
- Interviewing
- Solving
- Generalising

- What would happen if...?
- How could you clarify...?
- Who do you think...?
- Which approach would you...?
- How would you use...?

**Analyze**
Break down the ideas and concepts into parts and draw connections among ideas

- Classifying
- Investigating
- Dissociating
- Simplifying
- Dividing
- Discovering
- Differentiating
- Researching

- Why do you think...?
- What is the relationship...?
- Can you compare...? contrast...?
- What idea is relevant to...?
- How would you categorize...?
- What can you infer...?

**Evaluate**
Judge and justify a stand or decision

- Validating
- Debating
- Assessing
- Justifying
- Monitoring
- Prioritizing
- Critiquing
- Selecting
- Rating

- Which is more important?
- Is there a better solution to...?
- Can you defend...?
- What are the pros of...? cons..?
- Why is... of value?
- How would you feel if...?

**Create**
Combine ideas to produce a new or original work

- Building
- Combining
- Formulating
- Changing
- Adapting
- Producing

- What is an alternative...?
- Could you invent...?
- Can you compose a...?
- What is your theory about...?
- How can you imagine...?
- What could you design to...?
1. The Wonderful Nature 7
2. My Family 25
3. The Animal Kingdom 40
4. Friendship 52
5. Travel 66
6. Jungle Tale 80
7. Celebrations 95
8. Feelings and Emotions 111
9. Magical World 126
10. Time Flies 138
LESSON TARGETS

**Getting started and listening**
- Vocabulary development – identifying words with pictures
- Enhance fine motor and creative capacities
- Listen and follow instructions.

**Phonics**
- Identify the /sh/ sound
- Pronounce and spell words with the /sh/ sound
- Read and sort out words with the /sh/ sound

**Language ladder: One and Many**
- Understand basic rules to form plurals of noun
- Use the singular and plural forms of nouns correctly in conversation

**Reading: The Wind And The Sun**
- Grasp meaning of words, phrases and sentences in context
- Develop correct reading habits, read silently
- Engage in role-play
- Develop empathy and a sense of humility

**Understanding**
- Make inferences based on comprehension
- Discuss and answer questions

**Vocabulary: synonyms**
- Define the term synonym
- Use synonyms in meaningful contexts

**Practising grammar: One And Many**
- Recapitulate and reinforce the concept of noun numbers
- Identify singular and plural forms
- Use, sort and list the words as instructed

**Speaking: When There Is No Sun ...**
- Think creatively and express oneself
- Speak effectively and confidently
- Writing: dialogue completion
- Understand the concept by reading a small conversation
- Complete a dialogue with the help of cues provided.

**Celebrating poetry: The Wind**
- Recite a poem with proper rhythm and intonation
- Identify some phenomena of nature by the means of a poem

**Poem appreciation: The Wind**
- Respond to the questions based on the poem
- Understand structure of the poem by identifying rhyming words.

**Enrichment**
- Develop life skills empathy and care

**I can read**
- Read independently and correctly
- Reinforce plural nouns
The sun shines brightly and begins to shine brightly. The man feels very hot. The sun blazes and makes the heat. After some time, the man starts sweating. He finally takes off his shirt and sits under a large tree. The sun beams brightly to be strongest that the wind.

Understanding

1. State true or false. Correct and rewrite the false statements.
   a. The wind challenges the rain.
   b. The wind thinks he is the strongest of all.
   c. The sun and the wind see an animal passing by.
   d. The sun wins the challenge.
   e. When the wind blows, the traveler holds his hat firmly.

The wind pulls and pulls us blow away the mock shirt. The man looks up and says, "Is that..."
<table>
<thead>
<tr>
<th>S.no</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Exercise (page 7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Listening: Listening for detail</td>
<td>• Listening for instructions</td>
<td></td>
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<tr>
<td>3</td>
<td>Phonics: /sh/ sound</td>
<td>• Read and identify the /sh/sound</td>
<td>Activity (page 7)</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>• Exercise on (page 9)</td>
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<td></td>
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<td></td>
<td></td>
<td>• Activity 1</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Grammar: One and Many</td>
<td>• Forming plural nouns (Pg. 10)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Activity 2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Pre-reading Reading</td>
<td>• Think, discuss and do</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 3</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• In-text comprehension</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Understanding</td>
<td>• Exercise 1 and 2 (page 12)</td>
<td>Activity (pages 8-9)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary: Synonyms</td>
<td>• Understanding synonyms</td>
<td>Activity (page 10)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (Page 14 &amp; 15)</td>
<td></td>
<td></td>
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<td></td>
<td>• Activity 5</td>
<td></td>
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<tr>
<td>8</td>
<td>Practising Grammar: One and Many</td>
<td>• Exercise: (Page 15 &amp; 16)</td>
<td>Activity (pages 11-12)</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Speaking:</td>
<td>• Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Writing: Dialogue completion</td>
<td>• Exercise (Page 17)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Celebrating Poetry</td>
<td>• Recitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understanding</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Poem Appreciation</td>
<td>• Exercise 1 and 2 (page 18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Enrichment</td>
<td>• Exercise (page 19)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• I can read</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Project Work</td>
<td>• Windsock Craft</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 7</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
1. There are yellow curtains on the window.
2. The bed has a green bed sheet.
3. There is a pink pillow on his bed.
4. The blanket is pink in colour.
5. There is an orange lamp next to the bed.

Integrated Learning:
Ask students ‘What is ‘nature’?

Elicit the names of things in nature like, the sun, moon, stars, river, trees, flowers, air, mountains, etc.

Ask: What do we learn from these parts of nature? Provide them with the examples given below to get them started.

Trees teach us to give. They give us so many things but never ask anything in return.

Flowers teach us to be happy.

Mountains teach us to be strong. etc.

Elicit more examples from students.

Read the introductory text.

Teaching Trail

• Logical thinking - Naturalist, Reasoning
• Communication – Speaking clearly

Teaching Trail

• Read the words in the box aloud with students.
• Ask students to name the things that they see in the picture.
• Discuss the importance and characteristics of each of these things.
• Allow time to colour the objects listed in the box.

Integrated Learning: Ask students to share their experiences of going to a park/garden. Lead the discussion towards the problem of garbage all around. Ask how they can keep the surroundings clean and show that they care for nature. Accept all answers.
Listening Café

Sound: Pronunciation

Sh: The /ʃ/ sound is made through the mouth and it is made by directing a stream of air with the tongue towards the sharp edge of the teeth. To produce the sound, we clamp together the teeth lightly and pull the tongue away. Then air is pushed though the teeth.

Activity 1

Make a list with /ʃ/ sound at different position in different words:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>shoe</td>
<td>washing</td>
<td>fish</td>
</tr>
<tr>
<td>shape</td>
<td>cushion</td>
<td>wash</td>
</tr>
<tr>
<td>shine</td>
<td>pushing</td>
<td>push</td>
</tr>
<tr>
<td>shell</td>
<td>wishing</td>
<td>cash</td>
</tr>
</tbody>
</table>

Help students pronounce the words correctly with proper stress.

Activity 1

Ask them to search for words with /ʃ/ sound from the story and list them in their notebooks.

Listening effectively:

- Follow instructions

Communicating – Articulating

- Demonstrate the ‘sh’ sound to students.
- Say: Let’s read the poem. Conduct modelled reading where you read a line and students recite it after you.
- Continue in the same way with the words in the box on page 8.
- Ask students to name the pictures in Exercise 1. Allow then to complete the task on page 9.
- Read the words in the grid for Exercise 2. Ask students to shout out the /ʃ/ words. Guide them to do the related task.
What’s the plural?

**Requirement:** A dice and a marker

Directions: On a board draw a grid as shown here. (You can modify the shape as you wish.) Ask students to throw the dice by turn, and read the word on the space the dice lands. Ask them to change it into the plural. Record their responses on the board and declare the result after the activity is over.
• Ask students if they have seen wind. Tell them that though we can't see wind, it is there and is necessary for many things.
• Ask them to talk about the usefulness of the sun and wind.
• Write their responses on the board and complete the task in pre-reading on page 10.

The words that name more than one person, animal, thing or place are called **plurals**.

- **adding - 's'**
  - for most words add 's'
    - boy + s → boys
    - clock + s → clocks
    - teacher + s → teachers
    - dog + s → dogs

- **adding - 'es'**
  - for words ending in ch, sh, s or x, add 'es'
    - church + es → churches
    - dress + es → dresses
    - wish + es → wishes
    - box + es → boxes

**Teaching Trail Answer Key**

Answers may vary. Accept all appropriate responses.

**Sun:**
- gives us light
- gives us heat
- helps plants to make food
- helpful in forming day and night

**Wind:**
- dries clothes
- brings rain
- makes the weather cool
Before you start reading, ask students which season they like the most.

Read the title aloud and ask them to guess what the story is about.

Read the text.

As you read each part, explain difficult words and ask comprehension questions given alongside.

Before moving further, ask students to predict the end of the story.

At the end have a language drill revising the phonic sound 'sh'. Encourage students to say some more such words.

Critical Thinking - understanding and responding, Analysis

Comprehension Questions:
1. Who boasted about his powers?
2. What did the sun say?
3. Who was passing by?
4. What did the wind want to do?
5. Was the wind successful?

Teaching Trail

Comprehension Questions:
1. Who was more polite - the sun or wind?
2. What does the man do as the sun shines brighter?
3. Who was stronger?
The sun smiles gently and begins to shine brightly. The man feels the heat. The sun smiles and raises the heat. After some time, the man starts sweating. He finally takes off his shirt and sits under a shady tree. The sun proves himself to be stronger than the wind.

1. **State true or false. Correct and rewrite the false statements.**
   a. The wind challenges the rain. ________
   b. The wind thinks he is the strongest of all. ________
   c. The sun and the wind see an animal passing by. ________
   d. The sun wins the challenge. ________
   e. When the wind blows, the traveller holds his shirt firmly. ________

2. **Revision:** Write the story in jumbled sentences on the board. Ask students to read the sentences and put the story in the correct order.

3. **The wind thought that it was the strongest of all. He could bend the tops of trees.**

4. **We can make people do what we want with a smile but not with force.**

**Answer Key**

1. a. false - The wind challenges the sun.
   b. true
   c. false - The wind and the sun see a traveller passing by.
   d. true

2. a. ii  b. ii  c. i  d. i

3. The wind thought that it was the strongest of all. He could bend the tops of trees.

4. We can make people do what we want with a smile but not with force.

---

**Activity 3**

Ask students to follow as you read the text. Reread the text replacing some of the words in text with their synonyms. Encourage students to identify the words you have replaced. It will enhance their vocabulary and language skills as well. Some of the suggested words to replace are: start - begin; powers - strength, bow - bend; equal - the same; etc.

**Differentiated Learning**

**Level 1:** Find all the naming words (nouns) in the story and categories them as person, place or thing.

**Level 2:** Find the nouns and write their plural forms.

**Level 3:** Make plurals of the naming words (nouns) and use them in sentences.

**Integrated Learning**

Ask students about the uses of the wind from the pre-reading activity. Discuss the power of things in nature. Have a discussion about seasons.

**Teaching Trail**

Explain to students what they have to do. Discuss the answers to the exercise on pages 12 and 13, before they attempt the task individually.
Read the conversations on page 14. Point to the words in blue and explain the meaning of the term synonym.
Write more examples on board.
Read the examples in the box along with the students.
Explain what students have to do in Exercise 1. Allow them to complete the task individually.
Read the sentences in Ex 2 with the students. Ask them to tell you which words in the box mean the same as the underlined word. Let students complete the exercise.

Activity 5
Ask students to work in pairs or small groups. Tell them to open any chapter from their textbook and make a list of at least 10 words that they know the synonyms of. Ask them to write the words and their synonyms. You can ask them to make sentences using the words to extend the activity.

Answer Key
Exercise 1.
close - shut 
large - big 
happy - glad 
fast - quick 
small - little
Exercise 2.
a. glad 
b. shout 
c. hop 
d. talk 
e. shut
Teaching Trail

- Recapitulate the topic with the help of Let’s Catch Up.
- Ask students to provide examples of one and many on their own.
- Read the words in Exercise 1 along with the students to make sure they know them.
- Ask students to do the exercises on pages 15-16 and let them peer check their work.
- Correct them, wherever required.

Answer Key

Exercise 1.

<table>
<thead>
<tr>
<th>a. coins</th>
<th>b. goats</th>
<th>c. bottles</th>
<th>d. rings</th>
<th>e. notes</th>
<th>f. foxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. watches</td>
<td>h. brushes</td>
<td>i. buses</td>
<td>j. crosses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2.

One object - car, key, lamp, butterfly, orange

More objects – boxes, flowers, bananas, hats, pens
Skills in focus

- **Communication** – Speaking clearly,
- **Creative thinking** – naturalistic, critical evaluation

### 2. List the names of the objects under the correct headings:

![Objects](image)

<table>
<thead>
<tr>
<th>One Object</th>
<th>Many Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
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</tbody>
</table>

**Speaking** 🎤 When there is no Sun...

The sun goes on a holiday today. How are things different today? Describe it in a few sentences.

**Helping Hand**

- The sun did not rise today. It is ...
- The sun is on a holiday. There is ...

---

### Teaching Trail

- Ask students how they spend their holidays. Ask: How are they different from other days?
- Talk about the importance of things in nature and ways to care for them as a prompt for the activity.
- Divide the class into small groups. Ask students to discuss what would happen if the sun went on a holiday.
- Give preparation time.
- Let each member of the group say one sentence on the topic.

### Integrated Learning

- Inform the students about the benefits of getting enough sunlight. Speak about solar power and how it can help us.
**Teaching Trail**

- Initiate a discussion about seasons. Ask students to name their favourite season and why they like it.
- Have them work in pairs and role play the conversation on page 17.
- Next, they will complete the dialogues and write them in their notebooks.

**Skills in focus**

- **Creative thinking-** Reasoning, collaboration, collaborative learning
- **Communicating -** expressing views
- **Communicating -** creative writing

---

**Activity 6**

- Put the students in pairs. Ask them about places they like. The place can be library, market, shopping mall, restaurant, etc. Tell students they have to take turns to ask their partner the following questions:
  - What does the place look like?
  - How do they feel there?
  - What do they like the most about the place?
  - What do they do there? Etc.
- Write the questions on the board. After they finish the task, some pairs can come forward and role-play the dialogue with their partner. Correct them wherever necessary.

---

**Writing ** Dialogue Completion

**Read the dialogues:**

- Hey, what is your favourite season?
- Why is that?
- My favourite season is spring.
- The spring season is not so cold and not so hot.

**Now, complete the following dialogues. You can take help from the words and phrases in the box.**

**Helping Hand**

- came here last year, mountains, also like them, did you come
- How beautiful are these
- Yes! here earlier?
- Yes! I
- Yes! last year with my parents.

---

**Answer Key**

- How beautiful are these mountains!
- Yes! I also like them.
- Did you come here earlier?
- Yes! last year with my parents.
Teaching Trail

- Recite the poem with expression and ask students to follow you.
- Ask students to point out the rhyming words in the poem.
- Ask simple comprehension questions:
  1. What did the wind do?
  2. What did the wind do to the clouds?
  3. What happened to the ships as the wind blew?
- Discuss the questions in Poem Appreciation and let students do them independently.

What are Grandmas For

Grandmas are for stories about things of long ago.
Grandmas are for caring about all the things you know...
Grandmas are for rocking you and singing you to sleep.
Grandmas are for giving you nice memories to keep...
Grandmas are for knowing all the things you’re dreaming of...
But, most importantly of all, grandmas are for love.

Poem Appreciation

1. Fill in the blanks:
   a. Grandmas are for __________ about things of long ago.
   b. Grandmas are for giving you nice __________ to keep.
   c. Grandmas are for ______ all the things you’re dreaming of.

2. Find rhyming words for each of the following words from the poem:
   a. ago - __________  b. sleep - __________

3. Complete the word web by writing what your grandmother does for you.

   My grandmother

   ____________________________
   ____________________________
   ____________________________
   ____________________________

Answer Key

**Exercise 1.** (Encourage full sentence answers.)

a. The wind came out to play one day.
b. The umbrella blew away, and the leaves flew away.
c. The wind made the trees bend low.

**Exercise 2.**  

a. way b. too c. me d. away
ENRICHMENT

Look at the pictures. Tick the ones that show acts of kindness.

![Picture 1]  ![Picture 2]  ![Picture 3]  ![Picture 4]

Have you ever shown kindness to someone? What did you do?
Share your experience in the class.

Skills in focus
- Interpersonal, interpersonal, kindness, empathy,
- Communication – linguistic Speaking Clearly

Teaching Trail
- Have students observe each picture and discuss what is being shown.
- Let them decide whether each is right or wrong.
- Discuss the given questions and elicit answers from the students.

I can Read
- Ask students to read the text in ‘I can Read’ first silently and then loudly together.
- You can also steer the discussion towards their favourite story books.
- Ask them to find the singular and plural nouns.

I CAN READ

Riya is a little girl.
Her grandma gave her a book.
It has lots of stories and big pictures.
Riya reads it every night before going to bed.
She has learnt many stories from the book.
Riya reads out the stories to her little brother.
She loves her storybook.

Project Work

Windsock Craft

Material:
- a disposable glass  • colourful paper ribbons  • string  • glue

a. Glue some colourful paper ribbons on the open rim of the disposable glass.
b. Insert a string at the centre of the base of the glass. Make a loop and fasten it with a knot.
c. Decorate the glass. The windsock is ready to rustle in the wind.

You can begin with explaining the working of the windsock. The paper ribbons rustle because of the blowing wind. We can determine the direction of the wind with its help. Ask:

What will happen to the windsock if there is no wind?
Have you ever seen a windsock? Where did you see it?

Wrap up the activity by telling students that windsocks are mostly used at airports to indicate the direction and strength of the wind to pilots.
Workbook Answer Key

Activity 1: Phonics and Spellings

Exercise 1

1. skirt, shell, seal, chilli
2. sheep, shed, socks, shop

Exercise 2

ship, shells, shore, shirt, shark

Activity 2: Understanding

Exercise 1

1
2
3
4
**Exercise 2.**
a. The wind, the sun and the traveller are the three main characters in the story.
b. The man is wearing a shirt and a pair of trousers.
c. The winds puffs and puffs to blow away the man’s shirt.
d. The sun smiles gently and raises the heat.
e. The sun wins the challenge.

**Exercise 3.**
The sun is stronger because he got the man to remove his shirt.

**Activity 3: Vocabulary**

**Exercise 1**

<table>
<thead>
<tr>
<th>large-big</th>
<th>little-small</th>
<th>smart-clever</th>
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<tbody>
<tr>
<td>speak-talk</td>
<td>noisy-loud</td>
<td>run-race</td>
</tr>
<tr>
<td>shut-close</td>
<td>yell-shout</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 2**
a. The girl has a lovely face.  
b. Shahrukh Khan is a popular actor.  
c. This answer is right.  
d. I saw a pretty peacock outside my house.  
e. There is a large tree in our school playground.

**Activity 4: Grammar**

**Exercise 1**

**Down** | **Across**
---|---
1. Girls | 4. Snakes
2. Bushes | 5. Socks

**Exercise 2**
a. trees | c. snakes | e. pancakes | g. gardens
b. beds | d. benches | f. birds | h. stars

**Exercise 3**
a. cars | c. cats, bushes | e. chairs
b. girls | d. babies | f. matchsticks

**Activity 5: Writing**

**Exercise 1**
What are these children doing?
The boy is climbing the ladder to save the kitten.
The black kitten is so cute.
Exercise 2
Answers may vary.

What do you see?
I see two pigeons eating grain.

What are you doing?
I am watering the plant.

Activity 6: Unseen Comprehension

Exercise 1
a. T  b. F  c. F  d. F

Exercise 2
a. The family of the Sun is called the solar system.
b. The Sun is made up of very hot gases.
c. The Sun gives us heat and energy.
d. Yes, the Sun is a star.
LESSON TARGETS

Getting Started and Listening
- Vocabulary development – identify words for family members and label their pictures
- Listen a to description and follow instructions.

Phonics
- Identify the /ch/ sound
- Pronounce and spell words with /ch/ sound
- Identify words with /ch/ sound

Language Ladder: A/An/The
- Understand the basic rules for using articles a/an/the
- Use the singular and plural forms of nouns correctly in conversation

Reading: Grandpa Lost his Glasses
- Grasp meaning of words, phrases and sentences in context
- Develop correct reading habits, read silently
- To create interest in reading by reading for pleasure

Understanding
- Make inferences based on comprehension of a text
- Discuss and respond to content of the text

Vocabulary: Male-Female
- Introduce words used for males and females
- Complete male female pairs using the appropriate words

Practising Grammar: A/An/The
- Provide practice in using a/an/the
- Enhance knowledge about basic grammar rules

Speaking: I have Found ...
- Work collaboratively to solve a problem
- Speak effectively and confidently

Writing: Paragraph Writing
- Guided writing
- Improve written communication

Celebrating Poetry: What are Grandmas for
- Recite a poem with proper rhythm and intonation

Poem Appreciation
- Respond to the questions based on the poem

Enrichment
- Appreciate the importance of being thankful

I Can Read
- Read independently
### SUGGESTED TEACHING PLAN

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
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<tr>
<td>1</td>
<td>Introduction and Getting Started</td>
<td>• Activity 1</td>
<td></td>
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<td></td>
<td></td>
<td>• Exercise (page 20)</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Listening for detail</td>
<td>• Listening to a description</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Phonics: /ch/ sound</td>
<td>• Reading and identifying the /ch/ sound (page 21)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 22)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>• Activity 2</td>
<td>Activity 1 (page 16)</td>
<td></td>
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<td>• Understanding the use of a/an/the</td>
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<td>5</td>
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<td>• Describing people</td>
<td></td>
<td></td>
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<td>Reading</td>
<td>• In-text comprehension</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>6</td>
<td>Understanding</td>
<td>• Activity 4</td>
<td>Activity 2 (page 17-18)</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>• Exercise (page 26)</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Vocabulary</td>
<td>• Learn male-female words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 27)</td>
<td></td>
<td></td>
</tr>
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<td>Activity 3 (page 19)</td>
<td>1</td>
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<td>Practising Grammar: A/an/the</td>
<td>• Recap the use of articles.</td>
<td></td>
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<tr>
<td></td>
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<td>• Exercise: (page 28)</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Speaking: I have found...</td>
<td>• Speaking exercise: Providing and comprehending simple instructions</td>
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<td>S.no.</td>
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<td>Task</td>
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<td>Teaching Periods</td>
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<td>• Comparing times then and now</td>
<td>Activity - 5</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>• Exercise (page 29)</td>
<td>(page 22)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Celebrating Poetry</td>
<td>• Recitation and understanding</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Poem Appreciation</td>
<td>• Exercises (page 30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Enrichment</td>
<td>• Learning about gratitude and respect</td>
<td></td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>• Making a ‘Thank you’ card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Project Work</td>
<td>• Family String</td>
<td></td>
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</tr>
</tbody>
</table>
**Activity 1**

Initiate a discussion about family. Let students talk about what makes a happy family. Ask them to think of the things they do together as a family.

Students already know what a family tree is. Tell them to complete the family tree. They can paste pictures of their family members. Let students make a family tree chart.

**Skills in focus**

- **Critical thinking:** Identifying, problem solving,
- **Communication:** speaking confidently, providing enthusiasm

**Teaching Trail**

- Initiate a discussion about students’ families.
- Ask them to talk about some good times with their family members, especially grandparents.
- Instill in them a feeling of respect for grandparents and elders in the family.
- Read the introductory text.
- Let the students attempt the Getting Started exercise.

**Answer Key**

Provided in the course book page
Listening Text

Listen to the description. Circle the grandpa who matches the description.

The grandpa is ready to go for a walk. He never forgets to wear glasses. He takes his walking stick along. He wears a pair of black shoes. He wears a blue shirt and brown pants.

Answer Key

Reading Café

Sound: /ch/

Pronunciation: The /ch/ (tʃ) sound is produced by keeping the teeth together, the corners of the lips in, and the rest of the lips flared. The tongue is moved up and till it presses the roof of the mouth. As the air builds up, the tongue is released. As the air comes through the /ch/ sound is made.

Activity 2

Divide the class into groups of four. Ask them to find and underline /ch/ sound words from page 26 to 31. Allot them time and see which group finds the most words.

Skills in focus

Communication -
Listening actively

The grandpa is ready to go for a walk. He never forgets to wear glasses. He takes his walking stick along. He wears a pair of black shoes. He wears a blue shirt and brown pants.

Communication:
Articulating correctly

Critical Thinking:
making connections and determining relationships

Teaching Trail

- Demonstrate the /ch/ sound to students by reading the words with the /ch/ sound given in book.
- Pronounce the sound and ask students to repeat after you.
- Ask students to read the words on page 21.
- Ask students to identify the pictures before they complete the exercise.

Answer Key

Exercise 1: chips, chat, cheese, pitcher, bench
Exercise 2: chocolate watch switch teacher children
Critical Thinking: making connections, understand and apply a concept

- Revise consonant and vowel sounds before starting the topic.
- Say aloud a few words with both the sounds and ask students if the beginning sound is a vowel sound or a consonant sound.
- Ask students to give you words beginning with both sounds.
- Use the text to explain the usage of a/an/the.
- Write some nouns on the board and ask students to use a/an/the with the words. Correct them wherever necessary.

Teaching Trail

2. Name the pictures. Circle the letters with /ch/ sound in each word. Read aloud.

![Image of words: watch, chocolate, teacher, switch, children]

Language Ladder A/An/The

Read the sentences.
A boy is sitting on a bench. The boy is eating an apple.

We use a/an/the with:

- Any object begins with consonant sound: A
- Any object begins with vowel sound: An
- Particular object both consonant and vowel sounds: The

Pre-Reading

Look at the picture and describe grandpa in your own words.
Can you describe the expression on his face? Does he look like your grandpa? How are they similar?

Teaching Trail

- Ask students to observe the picture of the old man and compare it with the appearance of their grandfather.
- Encourage students to describe their grandfathers. Ask:
  (i) Is your grandfather tall or short?
  (ii) Is his hair white?
  (iii) What type of clothes does he like to wear?
  (iv) Does he wear spectacles?
- Let them share their responses and do the task in the Pre-Reading section on page 22.
Critical Thinking: reflecting, evaluating and concluding, making predictions, judgements and inferences

Skills in focus

Read the story about a grandfather who lost his glasses:

Grandpa was not in a good mood today. He was busy searching for something.

He came into the kitchen and asked Grandma, ‘Have you seen my glasses?’

Grandma continued stirring the soup in the saucepan and said, ‘No, I haven’t. Did you leave them in the bathroom?’

“I looked for them there. And I looked everywhere. But I didn’t find them. Can you help me to find them?” asked Grandpa.

‘I’m busy making lunch for the children. Why don’t you ask them to help you? You can tell them that it’s a game,” said Grandma.

“Good idea!” said Grandpa.

‘Children!’ he called. ‘I have an interesting game for you.’

Vinny, Ali, Hina and Rohan came running from the garden.

“What is the game, Grandpa?” asked Vinny.

Grandma said, “The lunch is nearly ready. Your game should be a quick game.”

“It will be a really quick game,” answered Grandpa. He continued, “I have hidden my glasses somewhere in the house. The first one to find them will get...”

“An extra ice-cream?” asked Ali.

“Maybe!” laughed Grandpa.

“I am going to Grandpa’s bedroom.” said Hina.

All the children started looking for the glasses.

They looked in the bedroom.

They looked in the bathroom.

They looked in the dining room.

“We can’t find them anywhere,” cried Rohan.

“Why don’t you look in the kitchen?” said Grandpa.

Page 23

Comprehension Questions:

1. Why was Grandpa not in a good mood?
2. Did Grandma help in searching for the glasses? Why/Why not?
3. What did Grandma ask Grandpa to do?

Teaching Trail

Before moving further, ask students to look at the picture on page 24 and try to find the solution to Grandpa’s problem.

Page 24

Comprehension Questions:

1. What were the name of the children?
2. What was the game?
3. Where did they look for the glasses?
4. Can you tell where the glasses are?
Comprehension Questions:

a. Where did the children look for the glasses?
b. Did they find the glasses?
c. Who found the glasses?
d. Where were the glasses?

Activity 3

Ask students to list all the nouns in the story. Then they have to add a/an/the before them.

Differentiated Learning

Level 1: Same as above.

Level 2: List all the nouns in the text. Make sentences using these words with the correct article.

Level 3: Look around you and write the names of the things that you see. Try to write as many words as you can. Make 5 sentences using these words with the correct article.

Integrated Learning

- Talk about types of families – big and small. Ask students if they live in a small or big family.
- Ask them if they help members of their family. Talk about ways to help their parents and to keep their homes neat and clean to be healthy and happy.

Activity 4

Play a game of Who said that. Speak a sentence from the story and ask students who said that. Once the students identify the character, ask questions related to the sentence spoken, for example, Why did he/she say that? Who is he/she talking to? and so on.

Teaching Trail

Discuss the answers before students attempt the task individually. For Exercise 3, discuss with students how they spend time with their grandparents. List the activities on the board so students have help completing the exercise.
Divide the class into two teams.
Ask each team one by one to say a male/female naming words.
The other team will give the corresponding male/female word for that noun.
The team which gives a wrong answer loses a point. Play the game for 4-5 rounds giving each team a chance to ask and answer.

• Ask students to read the words for male and female family members given on page 27. Read the words for male and female animals.
• Write more examples on the board.
• Ask them to look at the pictures for exercise 1 and name them. Let them complete the exercise individually and discuss responses.

Answer may vary, accept all appropriate responses.

Exercise 1
lion and lioness, bride and bridegroom, peacock and peahen, man and woman, witch and wizard, boy and girl

Exercise 2
a. The game was to search for Grandpa’s glasses.
b. All the children helped Grandpa.
c. Grandma called them for lunch.
d. Everyone laughed as Grandpa’s glasses were on his head.

Exercise 3

Exercise 1
a. true  b. false  c. false  d. true  e. false

Exercise 2

Teaching Trail
- Ask students to read the words for male and female family members.
- Write more examples on the board.
- Ask them to look at the pictures for exercise 1 and name them.

Answer may vary, accept all appropriate responses.

Critical thinking, decision making, making connections and determining relationships

Skills in focus

Vocabulary

Members of a family

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>grandfather</td>
<td>grandmother</td>
</tr>
<tr>
<td>father</td>
<td>mother</td>
</tr>
<tr>
<td>uncle</td>
<td>aunt</td>
</tr>
<tr>
<td>brother</td>
<td>sister</td>
</tr>
<tr>
<td>nephew</td>
<td>niece</td>
</tr>
</tbody>
</table>

The words in the blue box are the male members of a family.
The words in the pink box are the female members of a family.

There are male and female members in the animal kingdom also.

Exercise 1

1. Look at the pictures. Complete the pairs.

- _____ and lioness
- _____ and bridegroom
- _____ and peahen
- man and _____
- king and _____
- witch and _____
- boy and _____

Answer Key

Exercise 1

lion and lioness, bride and bridegroom, peacock and peahen, man and woman, witch and wizard, boy and girl
**Teaching Trail**

- Revise the use of a/an/the. Ask students to suggest examples of naming words with suitable articles.
- Allow students to complete the exercises on page 26 individually.
- Discuss answers.

---

**Answer Key**

**Exercise 1**

b. a  c. an  d. an  

**Exercise 2**

a. Meeta bought a dress. The dress is very beautiful.

b. The hen laid an egg.

c. I had a test. The test was very easy.

d. This is a table.

e. Seema is a dancer.

---

**Practising Grammar** A/An/The

1. Choose the correct option (a, an, the) to complete the sentences:

   a. I bought ___ a ___ pair of shoes.
   b. There is ___ cat in that tree.
   c. Geeta eats ___ apple every day.
   d. I found ___ old box in the cupboard.
   e. What is ___ date today?
   f. This is ___ rose. ___ rose is very pretty.

2. There is a mistake in each sentence. Rewrite the correct sentences.

   a. Meeta bought a dress. An dress is very beautiful.

   b. A hen laid a egg.

   c. I had an test. An test was very easy.

   d. This is an table.

   e. Seema is a dancer.

---

**Speaking** I Have Found

Get into pairs. Take turns to hide and find objects. Give instructions to your partner to help him/her find the hidden object.

Inform the class about the object you have found in a sentence. Use ‘a’ or ‘an’ with the object.

I have found a book.

---

**Teaching Trail**

- Divide the class into pairs. Ask each pair to talk in brief about the places where children in the story looked for Grandpa’s glasses. Discuss briefly position words (on, under, in, etc.) to help them carry out the activity effectively.

- Read the instructions on page 26. Ask students to read together the hints given in Helping Hand. They must use these sentences when giving instructions to their partners.

- Let students carry out the activity and monitor them. They can use the objects they have with them such as book, notebook, pencil box, etc.

---

**Skills in focus**

- **Critical thinking:** making connections, applying concepts
- **Creativity:** Generating original ideas
- **Communication:** Utilizing clear and articulate speech
Writing Paragraph Writing

Your grandparents lived at a time when there was no computer, Internet or gadgets. Interview your grandparents and write a few lines about their life when they were young. You can ask questions using hints from the help box.

- Where did you live?
- What was your home like?
- How did you go to school?
- What all you used to do in your free time?
- What games did you play?
- Did you help your parents with the housework? What did you do?

Yesterday Words

- was
- lived
- played
- cleaned
- served
- helped
- washed

Teaching Trail

- Talk about the things that we use today that were not there a few years ago. Ask: How have things changed? Talk about the types of houses, hobbies, means of communication, etc.

- Read the questions in the help box with the class.

- Tell students they have to interview their grandparents by asking them these questions. They must write the answers in their notebooks.

- Have them focus on yesterday words and use their notes to write the paragraph in their notebooks.

Activity 6

Instruct students to name some common things they have in their homes or they see outside (television, light bulb, telephone, watch, band aid, cars, aeroplanes, trains, etc.). List them on the board. Ask them to work in groups and choose any two of the objects listed. They must find out who invented these things. Did they look different? They can get pictures and make a chart with the information. Ask groups to talk about their charts.

Answer Key

Answers may vary

SAMPLE: There was no computer when my grandfather was young. He went to school on foot. There were no TVs or computers to play games on. In their free time, they played football and cricket. There were no mobile phones and most people did not even have landlines. My grandmother loved to read books. She spent her free time painting and drawing.
Communication: providing expression and enthusiasm, listening actively

**Answer Key**

**Exercise 1.**
- a. stories
- b. memories
- c. knowing

**Exercise 2.**
- a. know
- b. keep

**Exercise 3.** Open ended question. Accept all appropriate responses.

**Activity 7**

Divide the class into pairs, the students have to think of an activity that they enjoy doing with their grandmothers. Tell them to write the word in jumbled form on a slip of paper and exchange it with their partners. Then they have to solve the word. Once all of them are done, have them read their responses one at a time. The partner will say yay/nay for correct/incorrect words. You can also write the words on the board to reinforce their spellings.

**Teaching Trail**

- Let students look at the picture and describe their own grandma.
- Recite the poem and students will follow you.
- Draw students’ attention to the rhyming words in the poem.
  - Ask: 1. What kind of stories do grandmas tell?
  - 2. How do grandmas help you sleep?
  - 3. What is the best thing about grandmas?
- Discuss the questions in Poem Appreciation on page 30 and let students answer independently.
- Ask: What does your grandma do for you? Write responses on the board to help students complete Exercise 3.
- Ask them to find and learn any other poem about family as homework.
Creativity: seeking appropriate modes, materials and resources to produce work that is visually appealing and interesting

Communication: expressing thoughts with words and images

Teaching Trail

- Have students read the slogan and what the child in the picture says.
- Ask them what they do for their grandparents to make them happy.
- Tell them to make a thank you card for their grandparents/parents/any other member of the family.
- Ask students to see what they wrote in Exercise 3 on Page 30. They can use those points to write in their cards.
- Write the following format on the board:
  Dear __________________
  Thank you for
  Reading to me
  Telling me stories
  Taking me to the park.
  I love you – ____________
  (your name)
- Tell students to decorate their cards with pictures or drawings.

PROJECT WORK

Family String

Ask the students to choose a shape they particularly like (star, moon, heart, etc.) and provide them cut-outs or several copies for the chosen shapes. They have to glue a picture of each family member on their shapes. Then tell them to write the family member’s name and their relationship to that family member below each picture. Now, string these shapes on a thread.

- The teacher can also put up questions to students about their family. Such as:
- What is your mother’s name? What does she do? What do you like the most about her?
- What is your father’s name? What does he do? What do you like the most about him?
- How many siblings do you have? What are their names? What is their age?
- Do your grandparents live with you? How do you spend time with them?
- Do you have any pet? How do you take care of it?
- How do you help your parents and other family members at home?
Activity 1: Phonics and Spellings

Exercise 1

Exercise 2
a. Chinu  b. chips  c. cherries  d. cheese  e. chart  f. chicken chops

Activity 2: Understanding

Exercise 1
a. glasses  b. lunch  c. game  d. Vinny  e. glasses

Exercise 2
a. Grandpa said the given lines.  b. He said these lines to Grandma.

Exercise 3
a. Grandma said the given lines.
b. She said these lines to Grandpa.
c. The children had to help Grandpa to find his glasses.

Activity 3: Vocabulary

Exercise 1
5. Hen  6. Woman

Exercise 2
a. niece, witch  b. princess, mother  c. priestess, bride
d. woman, aunt  e. empress, queen

Activity 4: Grammar

Exercise 1
a. an a cat  b. a - an apple  c. An, an - the chair; the chair
d. a - an umbrella  e. an, the - a loaf; a kilo  f. An - A dog  g. the, a - a dog
Exercise 2

An ant went to the bank of a river to drink some water. It fell into the water and was about to drown. A dove sitting on a tree was watching all this. It plucked a leaf and dropped it into water close to the ant. The ant climbed onto the leaf and floated on it. Then, a hunter came and stood under the tree. He aimed his arrow at the dove, sitting on a branch. The ant saw him and stung him in the foot. The hunter screamed in pain and ran away.

Activity 5: Writing

Exercise 1: Answers may vary. Accept all appropriate responses.
Exercise 2: Answers may vary. Accept all appropriate responses.

Activity 6: Unseen Comprehension

Exercise 1:  
- Pankaj- Thirty-eight years old  
- Reena- Thirty-six years old  
- Mala- Six years old  
- Teena- Six years old  
- Rohit- Twelve years old

Exercise 2:

- a) F  
- b) T  
- c) F  
- d) T  
- e) T

3. Mala and her family live in Delhi.

4. Yes, Teena has a sister. Her name is Mala.
LESSON TARGETS

Getting Started and Listening
• Checking Previous knowledge – Observe, discuss and describe
• Listen to a poem and fill in the blanks

Phonics
• Identify the /ng/ sound
• Pronounce and spell words with the /ng/ sound
• Completing words using -ing, -ong, -ung or -ang

Language Ladder: Action Words
• Explain the concept of action words
• Identify different action words
• Use action words correctly in sentences

Reading: The Two Goats
• Grasp meaning of words, phrases and sentences in context
• Develop correct reading habits
• Create interest in reading by observing the pictures
• Enhance intrapersonal skills and instill a feeling of cooperation

Understanding
• Make inferences based on comprehension of text
• Discuss and respond to content of the text

Vocabulary: Antonyms
• Introduce antonyms
• Use the knowledge gained to carry out the practice work

Practising Grammar: Action Words
• Provide practice in using action words
• Learn action words with -ing
• Teaching rules of sentence construction and make sentences using -ing action words

Speaking: Asking questions
• Develop the skill of questioning and answering
• Enhance team spirit by engaging in pair work
• Listen and speak effectively and confidently

Writing: Completing a Story
• Give practice in guided writing
• Enhance creative capacities and language skills

Celebrating Poetry: Animals
• Recite a poem with proper rhythm and intonation
• Introduce onomatopoeic words
• Talk about love and empathy for animals

Poem Appreciation: animals
• Identify and distinguish pet animals
• Identify rhyming words
• Analyse a poem and respond to questions based on it

Enrichment
• Develop problem solving and decision-making skills

I Can Read
• Read and draw following the given instructions
# SUGGESTED TEACHING PLAN

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>Picture reading (page 32)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Listening</td>
<td>Listening exercise: Listen to a poem and fill in the blanks</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Phonics: /ng/ sound</td>
<td>Reading and identifying the /ng/ sound (page 33)</td>
<td>Activity 1 (page 24)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise on page (page 34)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Grammar: Action words</td>
<td>Understanding action words</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using action words correctly (page 34)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pre-reading Reading</td>
<td>Problem solving and conflict resolution</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-text comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Understanding</td>
<td>Answering comprehension questions</td>
<td>Activity 2 (page 25)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise (page 37)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary</td>
<td>Introducing antonyms</td>
<td>Activity 3 (page 26)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise (page 37-39)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Practising Grammar: Action words</td>
<td>Using -ing action words</td>
<td>Activity 4 (page 27)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise: (page 39-40)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Speaking: Asking questions</td>
<td>Asking and answering questions</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pair work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Writing: Paragraph writing</td>
<td>Completing a paragraph</td>
<td>Activity 5 (page 29)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise (page 41)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Celebrating Poetry</td>
<td>Recitation and understanding</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enjoying the poem</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding sound words (onomatopoeic)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Appreciating Poetry</td>
<td>Exercise (page 42)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Enrichment</td>
<td>Discussing the picture and solving the problem (page 43)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I Can Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Project Work</td>
<td>‘Share the problem’ box</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Critical Thinking: Problem solving, Critical analysis,
Effective Communication: Social, Linguistic,

Teaching Trail

- Tell students the story of the two cats and the chapatti. (Two cats see a chapatti left on a plate – both fight over chapatti. Clever fox offers to divide the chapatti fairly. Breaks it in half – say – one half too big and takes a bite, then says other half too big- takes a bite. In this way eats up the whole chapatti.)
- Ask students what the moral of the story is. Ask: Do you think we can solve a problem without fighting over it?
- Accept all answers.

Teaching Trail

- Ask students to look at the picture and talk about what the two goats are trying to do.
- Ask: Do you think they are going to fight? What do you think they should do?
- Write on the board:
  » Simply do nothing and go away from there.
  » Start crying.
  » Start fighting.
  » Try to find a solution to the problem by thinking over it.
- Have students share their responses with the class.

Answer Key

In jumping and tumbling
We spend the whole day,
Till night, by arriving,
Has finished our play.
What then? One and all,
There is no more to be said,
As we tumbled all day,
So we tumble to bed.

Listening Text

In jumping and tumbling
We spend the whole day,
Till night, by arriving,
Has finished our play.
What then? One and all,
There is no more to be said,
As we tumbled all day,
So we tumble to bed.
Teaching Trail

- Demonstrate the /ŋ/ sound to students by reading the words on Page 33.
- Pronounce the sound and ask students repeat it after you.
- Ask students to identify the pictures. Explain that when something is very shiny, we say it is bling.
- With students, read the words above and below each picture, and ask them to circle the correct words. Read the /ŋ/ words out loud.

Reading Café

**Sound:** /ŋg/

**Pronunciation:** The /ŋ/ sound is produced when the back part of the tongue reaches up and touches the soft palate. The front part of the tongue lightly touches the bottom front teeth. Teeth and the lips are parted while making the /ŋ/ sound.

Listening 🎧

Listen to the poem. Fill in the blanks.

**Tumbling**

In ________ and tumbling
We spend the whole ________
Till ________ by arriving
Has finished our ________
What then? One and all,
There’s no more to be said,
As ________ tumbled all day,
So we tumble to ________

Phonics Fun Aa /ŋ/ sound

Read the words that have the /ŋ/ sound:

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<th>o</th>
<th>i</th>
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</thead>
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<td>sang</td>
<td>rung</td>
<td>song</td>
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<td></td>
<td>fang</td>
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<td>wrong</td>
</tr>
</tbody>
</table>

1. Identify the pictures. Circle the correct word. Read them aloud.

bling, finger, fling, bangle, tango, sling, cling, singer, sting, jungle, bring

**Answer Key**

1. words to be circled: bling, finger, sting, jungle, tango, sling
2. bang, ring, hang, string, sting, cling, tong, gang, ping
3. Answers may vary. Accept all appropriate responses.
Teaching Trail

- Call out the following commands: wave your hands, bend down, tap your fingers, move your head, etc. Put stress upon the action words in the above commands, such as come, bend, tap and move.
- Explain what are action words. Read aloud the definition and the action words on Page 34. Read the conversation on page 32 and ask students to repeat after you.

Activity 1

- Divide class into groups of 3-4. Assign the name of a place to each group, such as Park, School, Restaurant, Shopping mall, Home, etc.
- Each group has to write the action words related to each place. Assign a time for the activity.
- Each group will come forward and say the words written by them. The group to write the most new words will be declared winner. As an extension of the activity, students can be asked to draw pictures for some action words.

2. Complete the words using -ing, -ong, -ung or -ang. Read them aloud.
   a. b________ b. r_______ c. h_______
   d. str_______ e. st_______ f. cl_______
   g. t_________ h. g________ i. p_______
   Are there any words that can be completed in more than one way? Circle them.

3. Think of five more words that have the /ng/ sound and speak aloud in the class.

   Language Ladder

   Action Words

   

   Read the conversation:

   Let us play on the swing. Come and run to the swing.
   Sure. But first put your books here. We will read them later.

   The words in blue indicate actions done in the sentence.

   The words which show actions are called Action Words.

   Read some more action words.

   blow  listen  eat  sit

   sleep  drive  read  climb

   Pre-Reading

   Rohan and Anuj share the same desk at school. But they always seem to argue over space.

   What would you suggest to resolve this everyday fight?
   Discuss in the class.

   Teaching Trail

   - Ask students to think of a situation when they had some misunderstanding with a friend. Ask them to share the issue in class.
   - Ask them the result of the misunderstanding. Did they fight? Did they stop talking to each other? Were they able to solve the differences? How did they become friends again?
   - Guide the discussion towards the need to sort out differences wisely and peacefully. At this stage, recapitulate the story of two cats and monkey to teach how others take advantages of your fight.
Communicating: Linguistic, Critical Thinking: problem solving, decision making, understanding

Teaching Trail

• Read the story with expression and intonation. As you read, explain new words.
• Pause to ask comprehension questions.

Page 23

Comprehension questions
1. What were the goats doing?
2. What did the goats decide to do?
3. Could the goats cross the bridge? Why/Why not?

Open ended questions
• Do goats know how to swim?
• What would happen if one of the goats were to fall off the bridge?

Page 24

Comprehension questions
1. What did the goats do at first?
2. How did the goats solve their problem?
3. What lesson do you get from the story?

Open ended questions
• Do you think the bridge is unsafe? Why or why not?
• How could you make it safer?

Teaching Trail

• Before moving further, ask students to look at the picture on page 24 and try to guess what the goats did.
• Continue reading with reference to the pictures, rousing the interest of students.
• Ask comprehension questions to check their understanding.
• Once the story has been read, ask students to read the text and underline and call out action words from the story.
• Have a language drill with –ng words.
**Activity 2**

Divide the class into three groups. Assign each group a task according to their learning abilities.

**Level 1:** Recapitulate rhyming words in brief. Ask students to find words from the story that rhyme with the /ng/ sound. They will say their words aloud after writing them down. Correct them wherever necessary.

**Level 2:** Students choose any five /ng/ words of their choice from the story and write two rhyming words for each.

**Level 3:** Students write action words with the /ng/ sound from the story and write two rhyming words for each. They may be asked to make sentences using the action words.

---

**Integrated Learning**

- Ask students to name some wild and pet animals.
- Let them talk about their pets, if any and how they take care of them.
- Ask if any of them have visited a zoo. Have them say the names of animals they saw there. Check their knowledge about the food habits of different animals by having a discussion in class.
- Tell them to name some animals that are useful for us in many ways.

---

**Activity 3**

Narrate the summary of the story and ask students to listen carefully. Make changes to the story in your summary. Students have to raise their hand whenever they spot an error or the summary does not match the story.

---

**Answer Key**

1. Fill in the blanks:
   a. There were two goats on the _______ banks of the river.
   b. They decided to _______ the river.
   c. Over the river, there was a narrow _______.
   d. There was no _______ for them to cross each other.
   e. The argument between the goats turned into a _______.

2. Answer the questions:
   a. What were the two goats doing on the banks of the river?
   b. Why did they begin to fight?
   c. What did the goats do to solve the problem?

---

**Vocabulary & Antonyms**

Look at the pictures. Read the sentences.

'This is a wide bridge. This is a narrow bridge.'

My tail is long.
My tail is short.

The highlighted words are **antonyms**.

**Antonyms** are the words that have opposite meanings.

---

1. a. opposite   b. cross   c. bridge   d. space   e. fight
2. a. The goats were grazing on the banks of the river.
   b. They both wanted to cross the bridge. Since there was not enough space to cross, and none of them wanted to go back, they started fighting.
   c. They found a simple solution to their problem. One goat lay down on the bridge and the other goat crossed over the first to get to the other side.
Teaching Trail

- Ask students to recall what synonyms are and give some examples. (walk, stroll) Tell them that synonyms are words with similar meaning while antonyms are words with opposite meanings.
- Explain with the help of examples on page 37.
- Ask students to look at the pictures and say what they see. Ask questions to elicit the answers that are the jumbled words.
- Students to work in pairs complete the exercises.

Activity 4

- Divide the class into small groups of 3-4 students.
- Ask each group to find words from the story and write their antonyms.
- Encourage them to use the dictionary if they have any difficulty.
- Guide them in the task as and when required.
- The group with the most number of words wins.

2. Rewrite the sentences with the antonym of the underlined words.

 Helping Hand: 
slowly quiet big tiny white full wide

a. Tina wore a black dress.

b. A big cat ran after a tiny mouse.

c. The jug is empty.

d. The class was very noisy during the lunch break.

e. She ran quickly to catch a bus.

f. The bridge is too narrow.

Practising Grammar

Action Words

Let’s Catch Up

The words that tell about the work done are called action words.

1. Complete the sentences:

 Helping Hand:
play live teaches bakes cleans write

a. The man ________ his car in the morning.

b. My grandparents ________ in Mumbai.

c. My mother ________ cakes for us.

d. I ________ in park.

e. The children ________ in their notebooks.

f. The teacher ________ the children.

Answer Key

1. a. sad- happy  
b. heavy- light  
c. fast- slow  
d. tall – short  
e. thin- fat  
f. costly – cheap

2. a. white b. tiny, big  
c. full d. quiet  
e. slowly f. wide

Activity 4

- Tell students that they will play Simon says.... Tell them that you are Simon and will give commands and students have to follow those commands. Start with saying: ‘Simon says jump’.
- Now call out different commands using different action words.
- Tell students that when you point to a student, they have to say what she/he is doing. The could say: Niti is jumping. Continue with the activity.
- Read the words in the Helping Hand box and allow students to complete the exercise 1 on Pages 39.
- Explain that when we want to talk about what someone is doing, we use an action verb+ing. Read the example from the Learning Link box and help students to complete exercise 2.

Communicating: Articulating clearly;
Critical thinking: identifying and classifying

Skills in focus critical analysis, classifying and categorizing

Skills in focus

Articulating clearly; critical analysis, classifying and categorizing

in focus
Communication– interpersonal, Speaking clearly: Asking and answering questions;
Creative thinking– Analysing, responding

Teaching Trail

• Read the conversation on page 41 and ask students to follow in their books.
• Let them role play the sample conversation given on page 41 before carrying out the task.
• Divide the class into pairs. Ask each pair to ask and answer questions in turns on various topics that they are familiar with. For example- their daily routine, their favourite book, their hobby, their favourite picnic spot, etc.
• Provide inputs with regard to the correct usage of question words and the position of action words in a question.

Creative thinking, collaboration– collaborative learning, Communicating– creative writing,

Answer Key

1. a. cleans b. live c. bakes d. play e. write f. teaches
2. Ravi is sitting.
3. Adi is exercising.
4. Rahul is running.
5. Daisy is walking.
6. Ali is standing.
7. Tarun is fishing.
8. Naman is swimming.
9. Priya is reading.
10. Mohit is cycling.

Answer Key

The two goats decide to cross the bridge but none wants to give way to the other. They start fighting with each other. After a while they realise that instead of fighting it is better to find a way to cross the bridge. One goat squats and the other crosses over the other. Thus, they are able to cross the bridge.

Skills in focus

Teaching Trail

• Hold a story telling session in the class where students narrate brief stories from memory. Help them whenever necessary.
• Discuss the writing task on page 41. Ask students to read aloud the sentences in the Helping Hand box. They must choose the blanks to fill keeping in mind the sequence of the story. They can do the task in pairs.
Let students look at the picture and name the animals they see. Ask them to imitate the sounds of some animals and describe their features too.

Recite the poem and have students follow you.

Draw students’ attention towards the rhyming words in the poem. Draw their attention towards the way these words sound and are written. (Onomatopoeic – purry, buzzy) Introduce some more such words without explaining the term.

Ask simple comprehension questions to check students’ understanding of the poem:
1. Name some furry animals.
2. Name some animals that are slippery.
3. Which animal is humpy?
4. Name some pet animals that you like.

Discuss the questions in Poem Appreciation on page 42 and let students attempt the exercises independently.

Discuss the answers.

Ask them to find and learn any other poem on animals as homework.
**Communicating:**
Interpersonal, intrapersonal, linguistic;
**Critical Thinking:**
decision making, problem solving

---

**Teaching Trail**

- Have students look at the picture and ask students if what they see is right or wrong.
- Ask them what they do in case of a fight with their friends or siblings.
- Read the text and discuss the questions.
- Guide them in making an ‘I am Sorry’ card for any person they had an argument with recently.

---

**I Can Read:**

Ask students to read the text in ‘I can Read’ first silently and then aloud in class. Let them draw accordingly. Ask them to describe a bug first for the whole class to get an idea of the things to be done. You could draw the pictures of the bugs described on board for students to copy.

---

**PROJECT WORK**

Children at this age need to be given right directions at each step. There may be some smaller issues with their friends, siblings or other people they come in contact with. Put up a ‘Share the Problem’ box in class. Every week or fortnightly, you can carry out this activity in class. Tell children to write their problems on slips of paper and drop them in the box. When enough slips are collected, take them out one by one and read aloud. Ask the class to figure out ways to solve each problem. It will instil in them team spirit and a caring attitude.
ACTIVITY-1: PHONICS
1. Accept all rhyming words.
   - Name - Swing rhyming word - string
   - Name - wing rhyming word - thing
2. a. king, ring
   b. going, fishing
   c. song, spring
   d. wrong
   e. strong

ACTIVITY-2: UNDERSTANDING
1. a. F   b. F   c. T   d. F
2. a. c   b. d   c. e   d. b   e. a
3. 1. There were two goats on opposite sides of the bridge. They both wanted to cross the river.
    2. They both argued about who would go back, and even tried to push each other back. Finally they found a solution. One goat lay down on the bridge so that other could walk over it.

ACTIVITY-3: VOCABULARY
   6. Large 7. Hot
2. a. short   b. cold   c. bad   d. wise   e. cheap   f. small

ACTIVITY-4: GRAMMAR
1. 1. wash, clean, said 2. took, ate 3. jumped, fell 4. sold, bought 5. leaned
2. 1. babies -cry 2. rain- falls 3. fish – swim 4. wind – blows
   5. bells – ring 6. ants- crawl
3. a. eat   b. reads   c. buys   d. roars   e. paints
   3. Pg 28 • sailing   • collecting   • making   • playing
   • sitting   • talking   • blowing   • enjoying

ACTIVITY-5: WRITING
1. One day, a lion was sleeping in a forest. A mouse came and started playing on it. The lion was disturbed and he woke up from his sleep. It caught the mouse angrily and tried to crush it to death. The mouse prayed to the lion to leave him go and promised to help him when needed. The lion laughed at the tiny mouse and let him go.

One day, the lion was caught in a net spread by a hunter. It roared and tried to escape in vain. The mouse heard the lion’s roaring and came there. It started cutting the net with its teeth. The lion escaped and thanked the mouse.

ACTIVITY-6: UNSEEN COMPREHENSION
Q1.a. Shovel, watering can, bucket   b. Cabbage and cauliflower are grown in this garden.
     c. The house is situated behind the fence.
     d. Yes, it is a farmhouse because it is situated on a farm.
LESSON TARGETS

Getting Started and Listening
• Revise naming words
• Listen and put the pictures in sequence

Phonics
• Identify and pronounce the /th/ sound
• Write /th/ sound words

Language Ladder: Common and Special Names
• Explain the difference between common and special names
• Revise naming words and define common and special names

Reading: Ravi Breaks His Leg
• Grasp meaning of words, phrases and sentences in context
• Develop correct reading habits, silently
• Create interest in reading by observing the pictures
• Enhance empathy and intrapersonal skills to instil a feeling of cooperation

Understanding
• Discuss and respond to content of the text

Vocabulary: Group Names
• Introduce group names
• Use groups names correctly

Practising Grammar: Common and Special Names
• Recapitulate common and special Names
• Use common and special names correctly

Speaking: You and Your Friends
• Compare and contrast
• Enhance team spirit by engaging in pair work
• Listen and speak effectively and confidently

Writing: Diary entry
• Writing a diary entry with the help of clues
• Enhance creative capacities and language sills

Celebrating Poetry: Friends are Special
• Recite a poem proper rhythm and intonation
• Recapitulate rhyming words
• Use describing words for people

Poem Appreciation: Friends are Special
• Analyse and answer
• Use describing words for persons

Enrichment
• Instil values and respectfulness
• Develop a caring attitude for each other
• Doing a role play

I Can Read
• Read for fun and enjoyment
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Identify the pictures and label (page 44)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Listening</td>
<td>• Listening to steps and arrange in order (Page 45)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Phonics: /th/ sound</td>
<td>• Reading and identifying /th/ sound (Pg.45)</td>
<td>Activity -1 page 31</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 45-46)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Grammar: Common and Special names</td>
<td>• Understanding the concepts (Pg. 46)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pre-reading Reading</td>
<td>• Problem solving and conflict resolution</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cooperation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• In-text comprehension</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Activity 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Understanding</td>
<td>• Activity 4</td>
<td>Activity 2 pages 32-33</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (Page 48-49)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary</td>
<td>• Introducing Group Names</td>
<td>Activity -3 page 34</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (page 49)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Practising Grammar: Common and Special names</td>
<td>• Exercise: (Page 50-51)</td>
<td>Activity-4 pages 35-36</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Speaking: You and your friend</td>
<td>• Pair work</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Writing: Diary entry</td>
<td>• Exercise (Page 52)</td>
<td>Activity -5 page</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Celebrating Poetry: Friends are Special</td>
<td>• Recitation and understanding</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Enjoying the poem understanding the rhyme and rhythm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Poem Appreciation</td>
<td>• Exercise (Page 53)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Enrichment</td>
<td>• Discussing the picture and learn life skills (Page 54)</td>
<td>Activity 6 page 38</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Project Work</td>
<td>• Naming Words Scrap Book</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Critical thinking - Observation, Identification, Recalling. Effective Communication - Linguistic

Teaching Trail

- Ask: When you are unhappy or sad, whom do you talk to? Accept answers.
- Read the introductory text and discuss the questions in it with the class.

Skills in focus

Critical thinking - Observation, Identification, Recalling. Effective Communication - Linguistic

Teaching Trail

- Initiate a discussion about the things that they see around them and ask students to name them.
- Ask students to read the name of the lesson. Then ask them to look at the picture. Ask - Who broke his leg? Let students look at the picture on page 44 and label it using words in Helping Hand. Discuss answers.
- Ask students to guess what two the friends are talking about. Accept relevant answers.

Answer Key

Provided in the course book page

Skills in focus

Communicating: Listening effectively, Linguistic

Teaching Trail

Ask students to look at the pictures before playing the audio. Play the audio twice for students to check answers and discuss answers afterwards.

Listening Text

He places the gift on the wrapping paper.
Then, he wraps the gift with the paper.
After this, he places a ribbon under the gift.
Finally, he ties the ribbon around the wrapped gift.
Tarun is packing a gift for his friend. Listen to the steps. Number the pictures in correct order.

Phonics Fun /th/sound
Read some /th/ sound words:

1. Colour the /th/ sound words:

<table>
<thead>
<tr>
<th>throw</th>
<th>thick</th>
<th>turkey</th>
<th>think</th>
</tr>
</thead>
<tbody>
<tr>
<td>den</td>
<td>hut</td>
<td>tree</td>
<td>rose</td>
</tr>
<tr>
<td>kite</td>
<td>big</td>
<td>thin</td>
<td>Math</td>
</tr>
</tbody>
</table>

2. Look at the picture clues and complete the crossword:

<table>
<thead>
<tr>
<th>th</th>
<th>h</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>u</td>
<td>n</td>
<td>b</td>
</tr>
<tr>
<td>d</td>
<td>e</td>
<td>r</td>
</tr>
</tbody>
</table>

Sound: /th /

Pronunciation: The /th//θ/ sound is produced when we place the tip of the tongue between the top and bottom front teeth.

Teaching Trail
• Demonstrate the /th/ sound to students by reading the words with /th/ sound given in book.
• Pronounce the sound and have students repeat after you.

Exercise 1: Along with students pronounce the words on page 45 correctly. The ask students to colour the correct boxes.

Exercise 2: Guide students to look at the pictures on page 46 and solve the crossword puzzle.

Activity 1
Divide the class into three groups named start, middle and end. Read words with the /th/ sound, if the /th/ sound comes in the starting of the word, the group named start have to repeat the word and guess its spelling, other groups do the same for their words.

Words starting with the /th/ sound: thigh, thorn, thumb, thick, thrill, thread, thrash, theme, thief, thug

Words with the /th/ in the middle: bathtub, panther, ether, lethal, pithy, ethic, method athlete, bathrobe, toothpick

Words ending with the /th/ sound: breath, math, worth, faith, booth, myth, teeth, wrath, fourth, month
• Revise naming words by asking students to suggest some examples.
• Write them on the board.
• Read the sentences on page 46 and explain common and special names.
• Ask students to say the special name for each naming word that you wrote on the board earlier.
• Write each special name with the related common name.
• Correct wrong responses. With students, read aloud the lists on the board.

Skills in focus

Communicating:
Linguistic, Critical
Thinking: understanding and responding

Teaching Trail

Activity 2

• Divide the class into groups of 3-4 students. Assign a category to each group, such as Park, School, Restaurant, Shopping mall, Books, Jobs, Monuments, Rivers, etc., etc.
• Each group has to write special names for the category assigned to it. Assign a time for the activity.
• After the activity finishes, a representative from each group will come forward and say the words written by them. Ask suggestions from other groups as well to add to each other’s list.
• The group to write the most special names will be declared winner.

Language Ladder

Common and Special Names

Read the sentences:
My brother and friend took the dog to the park.
The words in red are common names.

Johny and Ryan took Fluffy to Woodland Park.
The words in blue are special names.

A common name refers to a general person, animal, place or thing.

A special name refers to a specific person, animal, place or thing.

Pre-Reading

Look at the picture. What is happening in the picture? Do you help your friends? Discuss in the class.

Teaching Trail

• Have students observe the picture and guess what is happening in it.
• Encourage them to explain the picture in their own words.
• Ask them to think of a situation when they were in trouble.
  » What had happened?
  » Who helped them at that time?
  » Ask them to share the incident in class.
• Guide the discussion towards the need to help each other in times of need.
Before you start reading, ask students to say something about their best friends. They can be asked questions like:

a. Who is your best friend?
b. What do you do together?
c. How do you help each other?
d. What do you like the best about your friend?

Read the text explaining the new words as you read.

Ask comprehension questions as you read.

Once you have read and explained the text, ask students to read the text silently and call out all the naming words- common and special names. Have a language drill with –th words.

Teaching Trail

Comprehension questions
1. Who were the two friends? What were they doing?
2. What does Ravi like to do?
3. What happened to Ravi?
4. What did Rohan promise Ravi?

Open ended questions
1. What game do you like to play with your friends?
2. What swing do you like to play on the most?
Comprehension questions
1. What story did Rohan read to Ravi?
2. Do you think Ravi misses his friend at school?
3. Who help Ravi to his seat?
4. Describe Rohan.

Open ended questions
- Do you read story books? Name your favourite story books.
- Suggest games and activities that Ravi and Rohan could do together.

Differentiated Learning

Level 1: Recapitulate naming words in brief. Ask students to find naming words in the story. They will write the words in their notebook.

Level 2: Students have to write common names and special names separately. They will then note down 10 action words also from the story on the basis of learning from the previous chapter.

Level 3: Students will note down common names from the story and write two special names for each. They will make sentences using the special names.

Integrated Learning
- Ask students to talk about their favourite games. Check their knowledge regarding outdoor and indoor games.
- Instruct them to write a few lines on the importance of games and sports.
- You can also discuss in brief some basic first aid measures in case of an injury they get while playing.

Activity 4
Transcribe a short summary of the story one slips of paper or index cards. Make 4-5 such sets. Divide the class into 4-5 groups and distribute the slips of paper/index cards to each group. Let the groups put the slips in the right order. Discuss the correct sequence once everyone is done. Once the story has been revised, help students do the exercise on pages 48-49. Discuss the answers before they complete the task individually.
Answer Key

1. a. Ravi and Rohan are at the playground.
   b. Ravi gets hurt because his hands slip from the swing and he falls to the ground.
   c. Rohan takes Ravi home. He visits Ravi every day, and reads him story books. Rohan also plays games with Ravi.
   d. Rohan feels sad after school because he misses his friend Ravi.
2. a. Ravi said this to to Rohan
   b. Ravi’s mother said this to Rohan.
   c. Rohan said this to Ravi.

3. Find the special names of the given naming words from the story.

<table>
<thead>
<tr>
<th>Naming Words</th>
<th>Special Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td>_________</td>
</tr>
<tr>
<td>game</td>
<td>_________</td>
</tr>
<tr>
<td>storybook</td>
<td>_________</td>
</tr>
<tr>
<td>doctor</td>
<td>_________</td>
</tr>
</tbody>
</table>

Vocabulary: Group Names

Notice the highlighted words in the phrases:
a flock of sheep
a crowd of people

The highlighted words are group names.

The words that name a group of people, animals or things are called group names.

1. Fill in the blanks with suitable group names.

choir  class  army  flock  pride  troupe

A group of soldiers is called an ________.

A large group of dancers is called a ________.

Skills in focus
Linguistic, critical thinking, identifying and classifying, collaborative learning

Teaching Trail

- Read the sentences on page 9 and explain collective nouns.
- Explain groups names with the help of examples and the definition on page 49. Provide more practice with the help of an oral drill – call out some group names and students will follow you.
- Ask them to do the exercise on page 50. They can do the work in pairs and each pair can cross check each other’s work. In case of any difficulty, guide them suitably.

Activity 4

- Divide the class into two teams – Team A and Team B.
- Write some group names on slips of paper and fold them. (army, choir, flock, pride, class, troupe, colony) Put the slips in a box named A. Collect or draw some pictures of animals, persons or things that take the group names you wrote earlier. Put these pictures in a separate bowl or box named B.
- Members of team A will pick one slip each from Box A and members of team B will pick one slip each from Box B.
- Now, students have to look for and match their group names with the correct picture within the assigned time.
- Check their responses and carry out remediation task at the end, if necessary. Appreciate their efforts.
Invite the class to play a very simple game – person, place, animal or thing. Ask students to make four columns in their note book. They must label the columns Name, Place, Animal, Thing. Call out any letter of the alphabet randomly. Students must write a special name under the column Name, and fill all other columns with a name beginning with the letter called. Call out a few more letters. Allow peer checking in pairs.

Linguistic, Critical Thinking: identifying, classifying and categorizing

Activity 6

Recapitulate the concept as explained earlier. Call out common names and students have to give a corresponding special name. Write their responses on the board.

Tell them to carry out the tasks on page 51.

Practising Grammar

Let's Catch Up

A common name refers to a general person, place or thing.
A special name refers to a specific person, place or thing.

1. Identify and write the naming words under the correct heading.

<table>
<thead>
<tr>
<th>school</th>
<th>Nidhi</th>
<th>park</th>
<th>Taj Mahal</th>
<th>Delhi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pen</td>
<td>cat</td>
<td>boy</td>
<td>November</td>
<td>Canada</td>
</tr>
<tr>
<td>Special Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mouse</td>
<td>book</td>
<td>book</td>
<td>school</td>
<td>park</td>
</tr>
<tr>
<td>Special Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>apple</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. For each common name in the first row, write a special name. The first one has been done for you.

<table>
<thead>
<tr>
<th>Common Names</th>
<th>Movie</th>
<th>School</th>
<th>Boy</th>
<th>Teacher</th>
<th>Cartoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Names</td>
<td>Krrish</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer Key

1. Special name - Nidhi, Taj Mahal, Delhi, November, Canada, Sunday, Mount Everest, Christmas
Common name - school, park, pen, boy, book, umbrella, cat, mouse, apple

2. (Answers may vary. Accept all appropriate responses.) Happy School, Aman, Shalini, Tom & Jerry
Speaking You and Your Friends

Get into pairs. List the similarities and differences between you and your best friend. Share them with the class.

Helping Hand
• I like ________, He/She likes ________ (dish)
• I prefer ________, He/She prefers ________ (game)
• I want to be ________, He/She wants to be ________ (profession)
• I love ________, He/She loves ________ (any activity)

Writing Diary Entry

Complete the diary entry that Ravi wrote about his friend, Rohan.

Helping Hand: glad, school, takes care, every day, tells, helps me, plays and studies

15th September
Dear Diary,
I am so ________ to have a friend like Rohan. He helps me and ____________ of me as I cannot walk.
He visits my place ________ to spend time with me. He ________ with me. He gives me company. He ________ me about the ________. He ________ with my studies. Rohan is my best friend.
Ravi

Teaching Trail

• Initiate a discussion in class about friendship.
• Let students work in pairs with their friends.
• Let them talk about the differences and similarities in their food habits, choice of clothes, hobby, favourite book, movie, etc.
• On the basis of their discussion, let them do the task on page 52. After they finish writing, each student will read what he/she has written. Encourage them to say their lines without looking into their books.

Communication-interpersonal, Creative thinking-compare and contrast

Skills in focus

Creative thinking, collaboration-collaborative learning, Communicating-creative writing.

Answer Key

glad, takes care, every day, plays and studies, tells, school, helps me
Teaching Trail

- Read the poem with proper rhythm and rhyme and ask students to recite the poem after you.
- Draw students’ attention towards the rhyming words in the poem.
- Ask simple comprehension questions to check students’ understanding of the poem:
  1. Friends are special when ........................
  2. Night and day, friends ..........................
  4. Write names of some of your good friends.
- Discuss the questions in Poem Appreciation on page 53 and let students complete the task independently.
- Ask them to find and learn any other poem on friendship as homework.

Skills in focus

Communicating:
- Linguistic, musical

Answer Key

1. a. sing together
   b. the whole day
2. Answers may vary, accept all appropriate responses.

Friends are Special
Friends are special when they sing together:
   They can sing the whole day,
   They can sing the night away.

Friends are special when they laugh together,
   They can laugh the whole day,
   They can laugh the night away.

Friends are special when they dream together,
   They can dream the whole day,
   They can dream the night away.

Poem Appreciation

1. Tick (✓) the correct options to complete sentences:
   a. Friends are special when they:
      i. sing together.   ii. walk together.
      iii. eat together.  iv. dance together.
   b. Friends can dream together:
      i. the whole day.  ii. only in morning.
      iii. only in afternoon.  iv. only in evening.

2. Choose and write the words to describe your friend.

   sweet loving intelligent naughty smart
   caring tall short helpful hardworking

   ___________________  ___________________
   ___________________  ___________________
   ___________________  ___________________
   ___________________  ___________________
   ___________________  ___________________

   My Friend
Communicating: Interpersonal, intrapersonal, linguistic; Critical Thinking: decision making, problem solving

Skills in focus

As a class drill, read the sentences below each category. Call out a category and students must shout out a sentence in answer.

Ask them to read the situations given and prepare responses to the short, simple dialogues to have with their friends. Guide them appropriately.

Sample sentences

A: Can you help me?
B: Yes, please tell what can I do for you?

A: I won’t do it again.
B: No problem. Let’s play.
A: Thank you.

Teaching Trail

I Can Read:

Let students read the text silently and then aloud together with rhythm and intonation.
Ask students to imitate the sounds of some animals. As an extension, ask them to say the names of animals’ babies too.

PROJECT WORK

Ask students to make a scrap book where each page will be assigned to a letter of the alphabet. They will write naming words starting with each letter on each page of the scrap book. To extend the activity, ask them to draw or paste pictures for each word.
ACTIVITY-1: PHONICS
1. • Bath • Path • Three • Moth • Math
2. a. think b. thin c. smooth d. birth e. mouth
   f. south g. – h. mouth i. thank j. throw

ACTIVITY-2: UNDERSTANDING
1. c, d, b, a, e 2. • fracture • crutches • cast • school • storybook
3. a. mother b. fracture c. classroom d. crutches e. play
4. a. ravi tumbled to the ground because his hand slipped from the swing.
   b. ravi fractures his leg.
   c. rohan offers to help when ravi got injured.
   d. ravi has crutches which help him to walk.
5. a. Ravi b. Rohan said this. c. Ravi said this.

ACTIVITY-3: VOCABULARY
1. • A bowl of rice • A heap of garbage
   • A flock of birds • A stack of papers
2. a. A crew of sailors b. A bunch of bananas c. A school of fish
   d. A swarm of bees e. A school of whales f. A bouquet of flowers
   g. A flock of sheep h. A group of students
3. a. Pack b. Pride c. Litter
   d. Bunch e. Herd

ACTIVITY-4: GRAMMAR
1. • SPECIAL NAMES
   Jupitar, Italy, June, Marya ,Raman, Kavita, Jammu, Diwali.
   • COMMON NAMES
   goat, library, stable, school, museum, eraser, candy.
2. a. Let's have lunch at McDonalds.
   b. December is the coldest month in a year.
   c. My favourite movie is Spiderman.
   d. My sister studies at Little Angels Public School.
   e. I live in a small town in Bhopal.
   f. My cousin lives in Canada.
   g. I want to visit Goa in my summer break.
   h. Mr Sharma is staying in a hotel.
   i. I have a check-up with the doctor on Friday.
   j. We saw whales in the Pacific Ocean.
3. a. cab b. book, monuments c. spider, web d. books, bed
   e. plates, spoons , forks and table.
4. Answers may vary. Accept all appropriate responses.
5. Students will do this exercise themselves.

**ACTIVITY-5: WRITING**
1. (Accept all appropriate responses.)
   30th September
   Dear Diary
   I came back from my school picnic yesterday. We went to the famous water park of our city. I was really excited to go there with my buddies. We sang songs and chatted throughout the journey. The water park had amazing swings, water slides, large swimming pools and a zoo inside it. We decided to go on the water slides first. After that, our teachers called us to have refreshments. Then we all went to the zoo to see animals in their natural surroundings. We saw crocodiles in a pond, a Bengal tiger in cage, and a few peacocks and deer. What a fun-filled day we had.

**ACTIVITY-6: UNSEEN COMPREHENSION**
1. • Both are six years old.
   • Both like to read storybooks
   • They like to play with dolls and ride on swings.
   • English is their favourite subject.
2. Reena
   Reena has black eyes and brown eyes.
   Reena likes to eat cupcakes.
   Meena
   Meena has brown hair and black eyes.
   Meena likes to eat ice cream.
4. a. Reena is Meena’s friend.
   b. They first met each other in a park.
LESSON TARGETS

Getting Started and Listening
• Vocabulary development: Identify and name pictures
• Listen to and follow the instructions

Phonics! the /ou/ sound
• Identify words with the /ou/ sound
• Pronounce and write words with the /ou/ sound

Language Ladder: Pronouns
• Define pronouns
• Identify and use pronouns

Reading: A Trip to Kerala
• Grasp meaning of words, phrases and sentences in context
• Develop correct reading habits
• Learn how to express personal experiences
• Familiarize students with cultural and regional diversity of the country

Understanding
• Reorder and rearrange
• Make inferences based on comprehension of a text
• Answer questions based on the text

Vocabulary: Travel words
• Introduce travel words
• Comprehend, read and write words related to travel

Practising Grammar: Pronouns
• Explain personal pronouns
• Use this/that; these/those correctly

Speaking: Ordering food
• Order food at a restaurant
• Role play to order food
• Listen and speak effectively and confidently

Writing: Travel brochure
• Guided practice in writing a travel brochure
• Enhance creative capacities and language sills

Celebrating Poetry: Giant Jumbo Jet
• Recite a poem with proper rhythm and intonation
• Recapitulate rhyming words

Poem Appreciation: Giant Jumbo Jet
• Analyse and answer

Enrichment
• Learn about manners and civic sense
• Pair work

I Can Read
• Read a story
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
</table>
| 1   | Getting Started | • Identify the pictures and label (page 55)  
• Activity 1 | | 1 |
| 2   | Listening | • Listening for details  
• Exercise (Page 56) | | |
| 3   | Phonics: /ou/ sound | • Reading and identifying the /ou/ sound (Pg.56)  
• Exercise on (page 56-57)  
• Activity 2 | Activity -1 (page 39) | 1 |
| 4   | Grammar: Pronouns | • Understanding pronouns  
• Activity 3 | | 1 |
| 5   | Pre-reading Reading | • Talking about travel  
• Talking about past  
• Narrating experiences  
• In-text comprehension  
• Activity 4 | | 4 |
| 6   | Understanding | • Answer questions  
• Exercise (Page 62) | Activity 2 (page 40-41) | 2 |
| 7   | Vocabulary | • Introducing travel words  
• Exercise (page 63)  
• Activity 5 | Activity -3 (page 42) | 2 |
| 8   | Practising Grammar: Pronouns | • Exercise: (Page 64)  
• Activity 6 | Activity-4 (page 43) | 2 |
| 9   | Speaking: Ordering food | • Reading a menu  
• Pair work - ordering food  
• Activity 7 | | 1 |
| 10  | Writing: Travel brochure | • Exercise (Page 65)  
• Activity 8 | Activity -5 (page 44-45) | 1 |
| 11  | Celebrating Poetry: Giant Jumbo Jet | • Recitation and understanding  
• Enjoying the poem understanding the rhyme and rhythm | | 1 |
| 12  | Poem Appreciation | • Exercise (Page 66) | | |
| 13  | Enrichment | • Learning life skills - civic sense and good manners  
• Reading picture story | | 2 |
| 14  | Project Work | • States of India | | 1 |
Teaching Trail

- Read the introductory text.
- Initiate a class discussion along the following lines:
- Everyone loves to travel. Where would you like to go on your summer vacation? Discuss with your friends their travel plan. Talk about your own too. Include the following points in your discussion:
  » place to go
  » number of people going
  » reason for choosing the place
  » for how many days
  » things to take

Critical Thinking:
Observation, Identifying, Problem solving;
Communicating: Linguistic, Interpersonal, naturalist

Skills in focus

Teaching Trail

- Read the words in box.
- Let students work in pairs and identify the pictures. Ask them to label the pictures.
- Help them, wherever required. Discuss answers when everyone is done.

Activity 1

Initiate a discussion about different Indian states. Encourage children to talk about their special festivals, clothes, food, music, etc.

Answer Key

Provided in the course book page

Listening Text

Veena and her family went for a meal at Kerala Café.
Veena had dosa with coconut chutney. It was really yummy.
Her mother enjoyed idly with sambar.
Her father liked appam the most.
Her brother ordered idiyappam. All the dishes were extremely tasty.
Answer Key

1. house, mouse, count, mouth, loud, cloud

2. words to be coloured: round, out, loud, house, cloud, mouth, about, found, route

Teaching Trail

- Demonstrate the /ou/ sound to the students by reading words with the /ou/ sound.
- Pronounce the sound and ask the students to repeat it after you.
- Ask students to read the words on page 56 in a class drill.
- Make sure they pronounce the words correctly.

Activity 2

- Make the word grid shown below on the blackboard.
- Students will have to join two groups of words to make words with the /ou/ sound. They will write the words in their notebook.

<table>
<thead>
<tr>
<th>ho</th>
<th>lo</th>
<th>mo</th>
<th>bl</th>
<th>pr</th>
<th>lo</th>
<th>cl</th>
<th>gr</th>
<th>r</th>
<th>f</th>
<th>s</th>
<th>kn</th>
<th>t</th>
<th>g</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>use</td>
<td>oud</td>
<td>ound</td>
<td>own</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Trail

- Revise naming words by asking students to give some examples.
- Write on the board: Shelly loves cakes. Shelly bakes tasty cakes.
- Explain how repetition of a noun can create confusion and make the writing uninteresting. Read the sentence in the text and explain. (as given in the book).
- Define pronouns by relating them to different nouns—male, female, singular, plural, non-living, etc.
- Help them understand the concept better by going through the explanation given on pages 57-58.
- Encourage them to provide examples on their own based on the explanation.

Activity 3

- Divide the class into two teams.
- Write the pronouns you want to teach on the board. For example—he, she, it, you, they, we, this/that, these/those.
- Now explain the rules of the game to students. You will call out a pronoun. Members of each team will have to ‘show’ that specific pronoun.
- In case you call out ‘she’. They have to show the picture of a girl or point to a girl from the group.
- Similarly, they will ‘show’ each of the pronouns you speak.
- For this/that, these/those, they have to point out towards a particular noun and say the sentence.
- The game can be easily played using the things children have with them like, books, pencil, crayons, etc.

Skills in focus

Communicating: Linguistic, Critical thinking: understanding and doing

Language Ladder

2. Colour the words with the /ou/ sound:

<table>
<thead>
<tr>
<th>round</th>
<th>out</th>
<th>you</th>
<th>soup</th>
<th>group</th>
</tr>
</thead>
<tbody>
<tr>
<td>loud</td>
<td>house</td>
<td>cloud</td>
<td>young</td>
<td>mouth</td>
</tr>
<tr>
<td>about</td>
<td>home</td>
<td>found</td>
<td>four</td>
<td>route</td>
</tr>
</tbody>
</table>

Read the sentences about Rohan.

Rohan likes to play football. Rohan plays football every day.

When we talk about a person or a thing. We do not want to keep repeating the naming word.

Now read these sentences.

Rohan likes to play football. He plays football every day.

He is the goalkeeper of the team.

The special name ‘Rohan’ is replaced by a pronoun, ‘he’.

The pronouns that are used in place of specific persons or things are called personal pronouns.

<table>
<thead>
<tr>
<th>Pronouns for one person/thing</th>
<th>Pronouns for many people/things</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, he, she, it</td>
<td>we, you, they</td>
</tr>
</tbody>
</table>

57
Share your favourite travel experience in the class. You can talk about:
- Where did you go?
- What did you do there?
- Whom did you go with?
- What did you enjoy the most?

Read the words.

<table>
<thead>
<tr>
<th>Present (Now)</th>
<th>Past (Before)</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>was</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
</tr>
<tr>
<td>has</td>
<td>had</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
</tr>
<tr>
<td>love</td>
<td>loved</td>
</tr>
<tr>
<td>hire</td>
<td>hired</td>
</tr>
<tr>
<td>reach</td>
<td>reached</td>
</tr>
<tr>
<td>click</td>
<td>clicked</td>
</tr>
<tr>
<td>shout</td>
<td>shouted</td>
</tr>
</tbody>
</table>

We use past tense to talk about actions that happened in the past.

Abha and Abhay went on a trip to Kerala with their parents. They travelled by train.
Kerala is in South India. Many tourists from all over the world come to see this beautiful place. “Mummy, when will we reach?” asked Abhay.
“We will reach there in ten hours,” replied the mother. The railway journey was fun.
Next morning, they reached Alappuzha. They took a taxi to the hotel. Abha and Abhay sat near the windows to enjoy the view. Alappuzha is famous for its beautiful backwaters and beach.

Abha and Abhay went on a trip to Kerala with their parents. They travelled by train.
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“We will reach there in ten hours,” replied the mother. The railway journey was fun.
Next morning, they reached Alappuzha. They took a taxi to the hotel. Abha and Abhay sat near the windows to enjoy the view. Alappuzha is famous for its beautiful backwaters and beach.

Integrated Learning
Ask students to make a scrap book. They will paste pictures of famous Indian monuments and write the name of the place, where they are situated, under each picture. Alternatively you can ask them to visit historical monuments in their city with their parents or plan a field visit. This task can be assigned as homework.

Communication:
Speaking confidently,
Using appropriate vocabulary

Teaching Trail
- Have students talk about the places they visit/visited during holidays. Let them describe any interesting incident during their visit.
- Guide them to carry on the activity by referring to the pre-reading task in textbook.
- In a class drill, read with students the present and past tense forms of the verbs given.
- Explain in brief the use of the past tense while narrating the incidents that have happened some time ago.
- Write on the board sentences in the present tense and ask students to give the sentence in the past tense. (Eg. We go to Kerala. We went to Kerala; We swim in the pool – We swam in the pool; etc.)

Teaching Trail
- Read the story and explain new words. Help students to pronounce difficult word correctly.
- Draw their attention towards certain words specific to travel.
- Once you think that they have understood a part of the text, ask them comprehension questions.

Comprehension questions
1. Where did the children go and how?
2. What is Alappuzha famous for?
3. How did they reach the hotel?

Open ended questions
- Have you ever been on a train? Do you like travelling by train?
- What is your favourite mode of transport? Why?
Comprehension Questions
1. What did the children first do in Alappuzha?
2. How did the children enjoy the beach?
3. Describe the houseboat.

Open ended questions
Have you seen a houseboat? Where did you see it?

Teaching Trail
• Before continuing to read further, ask students to observe the pictures and say something about them.
• Encourage students to read about different places in India and find out more about them.
• Finish reading the text as mentioned earlier.

Comprehension questions:
1. What did Abha see on the hill?
2. Which dance of Kerala did they see?
3. What was the last thing that Abhay saw in Kerala?

Open ended questions:
What would you like to see the most in Kerala? Why?
Integrated Learning

1. There are few things to keep in mind while you travel by train or any other public transport. Write ‘R’ for right things and ‘W’ for wrong things.
   - Taking your seat after pushing others and making your way. _____
   - Putting your baggage on the seat near you. _____
   - Keep your hands inside the window. _____
   - Throw garbage on the floor of the vehicle. _____
   - Don’t accept eatables from total strangers. _____

2. For the things marked above as ‘W’, write the right thing to do.

Activity 4

- Recapitulate the rules for writing a diary entry.
- Ask students to imagine themselves as Abha/Abhay.
- They will have to think that they have come back from their trip.
- They will write their experience of the trip to Kerala in their notebooks.

Teaching Trail

Revision: Discuss the main points of the text to help the students do the exercise on page 62. Discuss the answers before they attempt the task individually.

Differentiated learning

Level 1: Write some nouns from the story and replace them with suitable pronouns. For example, the beautiful place- it

Level 2: Use the pronouns from the level 1 activity in sentences of their own.

Level 3: Make sentences in the present tense and change them to the past tense.

Answer Key

2. a. Kerala
   b. backwaters and lighthouse
   c. houseboat
   d. hill station
   e. Kathakali

3. a. Kathakali is a famous classical dance of Kerala.
   b. Munnar is famous for its tea plantations.
   c. They built sandcastles and played in the sea.
   d. They saw a Kalaripayattu performance.

1. Abha, Abhay and their parents visited many places in Kerala. Number the places in the order they visited them.

   - Alappuzha Houseboat in backwater
   - Alappuzha Lighthouse
   - Munnar tea gardens
   - Martial art show
   - Kathakali performance
   - Hotel in Alappuzha

2. Fill in the blanks:
   a. Many tourists from all over the world visit ________.
   b. Alappuzha is famous for its beautiful ________ and ________
   c. Abha and Abhay’s father hired a ________ at the backwater.
   d. Munnar is a beautiful ________ in Kerala.
   e. ________ is a classical dance form from Kerala.

2. Answer the questions:
   a. What is Kathakali?
   b. What is Munnar famous for?
   c. What did Abhay and Abha do at Alappuzha beach?
   d. How did they end their trip to Kerala?
**Skills in focus**

**Creativity:** Generating original ideas, seeking appropriate modes to produce work that is visually appealing and interesting

---

**Teaching Trail**

- Ask students to give the names of things they need while travelling.
- In pairs ask students to read the list of things on Page 63. They must tick the things they need as they read.
- Guide them suitably and evaluate their work.

---

**Activity 5**

- Students will work in groups for this activity. They must prepare a list of common vocabulary related to train travel.
- They can also draw pictures for some words to make the task more interesting.
- Ask each group to read their list and write the words on the board so that they can correct their spellings.

---

**Practising Grammar**

**Pronouns**

Let's Catch Up

Pronouns are placed in place of naming words.

1. Replace the underlined naming words with the correct pronouns:

   be they we it she

   a. Ria and Sheila are friends. ____________
   b. The man asked Mr Sharma to bring his bag. ____________
   c. Meena spoke to her family. ____________
   d. My mother, Meena and I are having dinner. ____________
   e. The sandwich is fresh. ____________

2. Look at the picture. Fill in the blanks with the correct pronouns:

   ____________ is my house. ____________ is Ravi’s house. ____________ are the bushes. ____________ are the trees.

---

**Exercise 2:**

- As a class drill, read out he words in the box with the students.
- In pairs ask them to complete the exercise.

---

**Teaching Trail**

- Recapitulate the concept of pronouns as explained earlier.
- Ask students to say aloud some nouns and the pronouns used for each.
- Tell them to carry out the tasks on page 64.

---

**Activity 6**

Call out a pronoun and ask a student to give a noun for it. The class says yes if the student’s response is correct and no if it is incorrect. Continue till most of the class has participated.
Lesson 6

Activity 7

- Ask students to think that they are going to open a restaurant.
- Let them choose a nice name for their restaurant.
- They will decide upon the food to be served there.
- Decide the price and design the menu card.
- Instruct them to work in groups of 3-4 and role play a conversation between the customers and the service staff.
- Arrange the desks and chairs as if in a restaurant (sitting arrangements for 2-4 people)
- Provide hints regarding pronunciation, intonation and dialogue delivery.
Teaching Trail

- Read the poem aloud with proper rhythm and rhyme and students to repeat after you.
- Draw students’ attention towards the rhyming words in the poem.
- Ask simple comprehension questions to check students’ understanding of the poem:
  1. How can you say that the Jumbo Jet was ready for flight.
  2. Does the engine make a lot of noise? Which line tells us this?
  3. How does the jet look?
- Discuss the questions in Poem Appreciation on page 66 and let students do the exercise independently.
- Ask them to find any other poem on means of transport as homework.

Skills in focus

**Communication:** Listening actively, Providing expression and enthusiasm

---

**Poem Appreciation**

1. Find rhyming words for words from the poem:
   a. flight - ___________________
   b. fine - ___________________
   c. glow - ___________________

2. Complete the sentences:
   a. One giant jumbo jet, ___________________
   b. The wings are all a-silver, ___________________
   c. Pull back the joystick, ___________________

---

**Answer Key**

1. a. tight          b. line          c. go
2. a. ready for the flight. b. the jets are all a-glow. c. and up we go.
ENRICHMENT

Abha and Abhay’s parents have prepared the list of etiquette to be followed while travelling.

- Do not push others in the queue.
- Do not run around in a bus, train or an aeroplane.
- Do not eat in public transport.
- Throw garbage in a bin and not in the bus or train.
- Do not fight, scream or make noise while on a journey.
- While visiting different tourist places make sure you don’t dirty the places.

Now, get into pairs and list at least two more rules that one should follow while travelling.

1. ____________________________
2. ____________________________

Skills in focus

- Have students read the list of etiquettes and ask if they follow them.
- Ask them to work in pairs and write more rules as suggested.

Critical Thinking

Making judgements and decisions

Teaching Trail

- Have students read the list of etiquettes and ask if they follow them.
- Ask them to work in pairs and write more rules as suggested.

Answer Key

1. Answers may vary. Accept all appropriate responses.
   Do not write on the walls of monuments and buildings.
2. Keep your tickets and money in a safe place in your bag.

I Can Read:

Ask students to name the pictures in the passage. Ask them to give the spellings of the words for the pictures, and write them on the board. Allow them to read the story with a partner.

PROJECT WORK

- Ask students to find the names of Indian states and their capitals.
- Tell them to make a project based on any four states with regard to their tourist spots, famous food, traditional clothes, festivals, famous personalities born there, language, etc.
- You can assign this work as homework and in groups of 4-5 to make it simpler, easier and informative.
- Ask them to draw or stick suitable pictures.
ACTIVITY-1: PHONICS
1. • mouse  • count  • shout  • couch  • house
2. (Accept all rhyming words.)
   • blouse  • mount  • bout  • ouch!  • mouse
3. Chou is very happy. Her family is moving to a new town. Chou has to pack her bags. She is also sad as she will have to leave her mouse in the old house. Chou packed her things in a big brown box. She also folded her favourite blouse. The blouse was given to her by her aunt. She also put her bouncy balls in the box. She also packed her table clock which made a loud sound. It was time to go. Chou frowned as she had to leave her mouse behind. She gave it to her friend Larou. Larou thanked Chou for the mouse. She decided to make a house for the little mouse.

ACTIVITY-2: UNDERSTANDING
1. a. Abhay and his family were going to Kerala.   b. They travelled by train.
   c. It is on Alappuzha beach.   d. It is famous for tea plantations.
2. a. Abhay’s mother said this.
   b. Abha said this.
   c. Abhay said this.
3. a. Backwater  b. Lighthouse  c. balcony  d. exclaimed
4. • Dance  • Famous  • Beach  • Breakfast  • Kitchen  • Special
5. Answers may vary. Accept all appropriate responses.
6. a. Kathakali is one of the oldest classical dance forms in Kerala.
   b. The houseboats has furnished bedrooms, toilets, a kitchen and even a balcony.
   c. Alappuzha lighthouses is also one of the famous tourist spots.
   d. Abhay and Abha clicked many pictures and built sandcastles.

ACTIVITY-3: VOCABULARY
1. Palm tree, bungee jumping, sandcastle, umbrella/beach, camera, tourist, umbrella/beach, cabin, sun lotion, hiking, canoeing, trunks/shorts.
2. ![Word Search Puzzle]
ACTIVITY-5: GRAMMAR
1. a. it     b. him    c. him    d. them   e. them   f. her
2. a. them   b. it     c. him    d. her

ACTIVITY-5: WRITING
Answers may vary. Accept all appropriate responses.
Name of the place: Kerala
You can reach the place by plane or train.
Things to do:
• Can enjoy Kathakali dance and traditional martial arts of Kerala.
• Stay in a houseboat
• Enjoy south Indian food.

Sights to see:
• Hilly areas like Munnar.
• Beautiful beaches and backwaters.
• National park and wildlife sanctuary.

ACTIVITY-6: UNSEEN COMPREHENSION
1. a. dream  b. paper  c. fire    d. eight   e. france
2. a. The first hot air balloon was made of paper and cloth.
   b. To make the balloon float, they built a fire inside a basket and hung the basket below the balloon.
   c. A duck, a rooster and a sheep.
WHY MONKEYS HAVE RED BOTTOMS

UNIT 6

LESSON TARGETS

Getting Started and Listening
• Recite a poem and join the dots to complete the picture
• Listen and writing about animals’ home

Phonics
• Identify the sound of /oi/ and /oy/ words
• Read and write /oi/ and /oy/ words

Language Ladder: Comparing words
• Adding ‘er’ to compare describing words

Reading: Why Monkeys Have Red Bottoms
• Grasp meaning of words, phrases and sentences in context
• Develop correct reading habits
• Read for enjoyment
• Enhance imagination and curiosity

Understanding
• Identify true or false
• Answer in-text comprehension questions

Vocabulary: Describing animals
• Understand describing words for animals
• Guided practice for using words that describe different animals

Practising Grammar: Comparing words
• Add ‘er’ to make comparisons
• Look at the pictures and compare to complete the sentences

Speaking: Talking about pets
• Recite a poem about a pet bunny
• Draw picture of a pet and write a fun poem

Writing: Notice
• Practise writing lost and found notices
• Enhance creative capacities and language sills

Celebrating Poetry: Little Green Fishy
• Recite a poem with proper rhythm and intonation
• Recapitulate rhyming words
• Enhance imagination, creative capacities and language skills

Poem Appreciation: Little Green Fishy
• Analyse and answer
• Choose correct option to answer

Enrichment
• Instil a feeling of respect for others
• Appreciating others

I Can Read
• Read independently
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
</table>
| 1   | Getting Started | • Reading a poem  
• Completing the picture joining dots (page 68)  
• Activity 1 | | 1 |
| 2   | Listening | • Listening for detail  
• Writing about animals’ homes (Page 69) | | |
| 3   | Phonics: /oi/ and /oy/words | • Reading and identifying /oi/ and /oy/ sound  
• Exercise (page 70)  
• Activity 2 | Activity 1 (page 48) | 2 |
| 4   | Grammar: Comparing words | • Understanding comparative adjectives (Page 71)  
• Activity 3 | | 1 |
| 5   | Pre-reading Reading | • Reading for enjoyment  
• Narrating anecdotes  
• In-text comprehension  
• Activity 4 | | 4 |
| 6   | Understanding | • Arranging in sequence  
• Activity 5  
• Exercise (Page 75) | Activity 2 (pages 49-50) | 2 |
| 7   | Vocabulary | • Describing animals  
• Exercise (page 76)  
• Activity 6 | Activity 3 (page 51) | 2 |
| 8   | Practising Grammar: Comparing words | • Exercise: (Page 77)  
• Activity 7 | Activity-4 (pages 52-53) | 2 |
| 9   | Speaking: Talking about pets | • Reciting poem  
• Imaginative writing  
• Activity 8 | | 1 |
| 10  | Writing: Notice | • Exercise (Page 79)  
• Activity 9 | Activity -5 (page 54) | 2 |
| 11  | Celebrating Poetry: Little Green Fishy | • Recitation and understanding  
• Enjoying the poem understanding the rhyme and rhythm | | 1 |
| 12  | Poem Appreciation | • Exercise (Page 80) | | |
| 13  | Enrichment | • Learning life skills such as respecting others and appreciating others  
• Read Independently | | 2 |
| 14  | Project Work | • Learn about nature | | 1 |
**Skills in focus**

- Read the introductory text and discuss the questions with the class.
- Invite students to narrate a story set in a jungle, get the rest of the class to join in and help narrate the story.

**Teaching Trail**

**Communication:** Listening actively, Providing expression and enthusiasm, Speaking confidently

- Recite the poem with the correct intonation. Ask students to follow you and then recite the poem as a class drill. Let them enjoy the rhythm.
- Let them join the dots to complete the picture and colour it.

**Teaching Trail**

- Have a discussion about the places where animals live
- Check their knowledge about homes of some common animals.
- Play the audio and let students do the activity.

**Listening Text**

Hey I am Little Bunny. I live in a hole in a tree.
I am Chirpy Birdy. I live in a nest.
We are Busy Bees. Buzz buzz, we live in a hive.
I am Lion, the king. I live in a den.
I am Giant Tortoise. I don’t need a home. I live in my shell.
It is the annual Jungle Meet. Listen to the animal introductions. Write where each animal lives.

Make a list of /oi/ and /oy/ words. You can use the words from the text.
Divide the class into two groups named ‘oi’ and ‘oy’. Recite words with the target sound. If the word has oi in its spelling the ‘oi’ group has to repeat the word and write its spelling in their notebooks. Oy group has to do the same for words that have oy in their spelling.

Read the words. Notice the sound of the highlighted letters:

The letters -oi and -oy make the same sound in these words.

### Answer Key

1. a. points  
   b. enjoyed  
   c. join  
   d. toy  

2. noise  
   coin  
   moist  
   point  
   joy  
   coil  
   soil  
   loyal  
   choice  
   enjoy

### Teaching Trail

- Demonstrate the /oi/ and /oy/ sounds to students by reading the words given in the book.
- Pronounce the sounds and ask students to repeat after you.
- Make students pronounce the words on page 69 correctly.
- Help them pronounce the sound correctly by saying some more words with both the sounds and asking them to repeat after you.

### Reading Café

**Sound:** /oi//oy/

**Pronunciation:** The letter combinations “oi” and “oy” are diphthongs and sound the same. For producing this diphthong, we keep the tip of the tongue on the base of the mouth, right behind the lower teeth. The tongue is kept slightly low for the /o/ vowel. The lips are rounded slightly. Then we shift to the high /I/ vowel by drawing in the lips. The tongue is lifted high in the mouth and moved toward the front of the mouth. The sides of the tongue are pressed against the teeth.
**Critical Thinking:**
Understanding and applying a concept

**Communication:** Using appropriate vocabulary

---

**Teaching Trail**

- Revise describing words by asking students to give some examples.
- Ask two students to stand. Ask: Is student A tall? Who is taller – Student A or B?
- Explain with the help of examples how the letters ‘-er’ or ‘-r’ are added to adjectives to compare two things.
- Help them understand the concept better by reading the conversation given on page 71.
- Encourage them to provide examples on their own based on the explanation.

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**Activity 3**

- Divide the class into two group.
- Ask one student from each group to come to the front.
- Speak aloud two nouns and ask them to compare the things using the comparing words in sentences. For example: Tiger and Bear.
- One student might say- A tiger runs faster than a bear. The other one might say- A bear is slower than a tiger.
- Continue the activity with other students using more nouns.
- The team with the most correct answers will win the game.

**Suggested noun pairs:**

<table>
<thead>
<tr>
<th>Bus-aeroplane</th>
<th>dog-cat</th>
<th>giraffe-deer</th>
<th>mouse-elephant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rose-sunflower</td>
<td>sun-star</td>
<td>mango-apple</td>
<td>Maths-English</td>
</tr>
</tbody>
</table>
Pre-Reading
An angry witch casts a spell on the forest. The sounds of all animals are exchanged. Look at the picture and write the original ones:

[Images of animals with sound symbols: trumpet, croak, hiss, chirp, roar]

Reading
Once upon a time, there was a forest called Dance Land. Every night, the animals would light a fire and dance around it.

There was a musical band of rats. They were the most entertaining and popular animals in the forest. All the animals loved these joyful rats. They gave them cheese and cookies.

Teaching Trail
- Before you start reading, ask students to say something about their favourite activities with their friends. They can be asked questions like:
  a. What do you do in your free time?
  b. Talk about an activity that you like to do with your friends.
  c. Who do you like the most among your friends?
  d. Have you ever had a fight with your friends? Why? What did you do then?
- Read the story to students with dramatization, changing voice for different characters and using expression.
- Ask comprehension questions to recapitulate the part read.
- As you finish a part of the text, ask some comprehension questions. Have them guess what will happen next in the story.

Answer Key
Bird – chirp,
Snake – hiss,
Lion – roar,
Elephant – trumpet,
Frog – croak

Skills in focus
Critical Thinking: Making judgements and inferences
Communication: Expressing thoughts

Page 72
Comprehension questions
1. What was the name of the forest?
2. What did the animals do every night?
3. How did the rats entertain other animals?

Open ended questions
- Where do you think Dance Land is located?
- What instruments do you think the rats are playing in the picture?
One evening, a smartly dressed monkey joined the group. With a violin, he came and sat on a stone, in a corner and started playing melodious music. He had a lovely voice. His music was sweeter and newer than that of the rats. All the animals surrounded him and enjoyed dancing to his tune. The rats did not like the smarter monkey at all.

The monkey started coming every night. All the animals now loved him more than they ever loved the rats. They showered him with gifts. The rats became extremely jealous. They decided to play a prank upon the monkey. They burnt some wood around the stone where the monkey sat every day. The stone got hotter and hotter until it became red hot. Then, they cleaned the area.

After some time, the monkey came and sat on the stone. “Oouuuuccccshhhhhhh!” the poor monkey screamed and jumped. The stone was so hot that it burnt his bottoms. The monkey jumped in pain. On seeing this, the rats laughed their heads off.

All the animals were very annoyed with the rats. They thought the rats had been cruel to the monkey. They asked the rats to apologise to the monkey. The rats went to apologise to the monkey, but he had already left the forest. This saddened the animals even more. As a punishment, the rats had to leave the forest. Ever since, monkeys have had red bottoms and rats have lived in hiding where humans live.

### Teaching Trail

- Before continuing to read further, ask students to observe the pictures and predict the end of the story.
- Finish reading the text as mentioned earlier.
- Draw their attention towards words highlighted in red and ask for them to read them aloud.
- Ask them to read the words with /oi/ and /oy/ sounds carefully and with understanding. Correct their pronunciation wherever necessary.
- You can ask them to change the text into dialogues and role play in the class the next day to recapitulate and check their understanding.
- Ask simple comprehension questions:

### Comprehension questions

1. Who joined the group?
2. What did the animals do?
3. Do you think the rats liked the monkey? Why/Why not?
4. What prank did the rats decide to play on the monkey?

### Open ended questions

- Do you like to listen to music? What is your favourite song/instrument?
- Do you think the monkey will be fooled? Why or why not?

### Page 74

**Comprehension questions**

1. What happened to the monkey as he sat on the stone?
2. What did the animals ask the rats to do?
3. How did the animals punish the rats?

**Open ended questions**

- Did the animals do the right thing by punishing the rats?
Integrated Learning

Talk about manners and good conduct with the class. Have them do the following exercise.

1. There are few things to keep in mind while you play with friends. Write ‘R’ for right things and ‘W’ for wrong things.
   - Wait for your turn patiently. _________
   - Praise your friend for his/her good qualities. _________
   - Fight with your friends if you lose a game. _________
   - Share your happiness with your friend. _________
   - Be jealous of your friends. _________

2. For the things marked above as ‘W’, write the right thing to do.

Differentiated Learning

Divide the class into three groups. Assign each group a task according to their learning abilities to help support and enhance their learning potentials

Level 1: Ask the students to find some nouns from the story and describe them using words of their own. For example: naughty monkey, hungry rats, etc.

Level 2: Students have to find describing words for comparison from the story. They will make sentences (other than used in the story) using those words.

Level 3: Ask students to find comparative adjectives, give their positive (base) forms and use both in sentences of your own.

Activity 4

- Play a game of true or false. Make statements about the story and ask the students.
- Ask the students to say whether they are true or false. Write the correct ones on the board. Ask students to help you arrange them in the sequence in which they happened in the story. Do not erase the sentences as they will help students attempt the following exercises.

Understanding

1. State true or false. Correct and rewrite the false statement.
   a. The band of rats was the most popular in the forest. _________
   b. The name of the forest was Musical Forest. _________
   c. One evening, a monkey in smart clothes with a trumpet joined all the animals. _________
   d. The monkey became popular among all the animals. _________
   e. The monkey played a prank upon the rats. _________

2. Answer the questions:
   a. What did all the animals do every evening in the forest?
   b. Why did the rats lose their popularity among all the animals?
   c. What happened when the monkey sat on the red hot stone?
   d. Were the rats cruel to the monkey? Why do you think so?
Divide the class into four groups. Ask them to use the describing words given in the book for as many animals they can think of. Allot them time to complete the activity. The group with the highest number of animals wins. You can extend the activity by asking students to compare any two animals.

**Answer Key**

1. a. True
   b. False: The name of the forest was Dance Land.
   c. False: One evening, a monkey in smart clothes with a violin joined all the animals.
   d. True
   e. False: The rats played a prank upon the monkey.

2. a. Every night, the animals would light a fire. A group of rats played lively music and all the animals would dance around the fire.
   b. The monkey had music that was different and a more melodious voice. So the rats lost their popularity among all the animals.
   c. The monkey burned his bottom, which became red.
   d. Yes the rats were cruel to the monkey. They played a cruel a prank and hurt him to make him leave the forest.

**Teaching Trail**

- Revise describing words in brief. Have students understand describing words that refer to size, colour and speed.
- Ask students to give describing words for the animals they read about in the story.
- They will do the tasks on page 76 for further practice.
- Guide them suitably and evaluate the work.

**Answer Key: Accept variations if appropriate**

dog – small, brown, quick
rabbit – tiny, pink, quick/fast
frog – small/fat, green, springy
elephant – giant, gray, slow
whale – heavy, black, swift/rushing/fast
cow – fat, white, slow

**Activity 5**

Divide the class into four groups. Ask them to use the describing words given in the book for as many animals they can think of. Allot them time to complete the activity. The group with the highest number of animals wins. You can extend the activity by asking students to compare any two animals.
Activity 6

Divide the class into four groups. Think of pairs of things to be compared, for example, feather and brick. Then say: I’m going to compare two things and you must guess what the things are. Do not name the things but say: _______ is heavier than ______ and let students guess the objects (accept any appropriate response). The quickest group to answer gets a point. The group with the most points at the end of the activity wins.

Teaching Trail

• Ask students to recite the poem aloud and enjoy its rhythm and rhyme.
• Guide them to do the task on page 78.
**Activity 7**

- In pairs ask students to imagine that they have a pet that can talk to them in a human voice. What pet would you like to have?
- Let them brainstorm ideas about the conversation they would like to have with their pets and present it as a role-play with one partner being the pet.
- Some hints can be provided to them:
  » Does the pet like living with you?  
  » Who is its favourite person in the house. Why?
  » Does it like the food it gets?  
  » What does it not like?
  » I will share my secrets with it.  
  » Would it like to play with my toys? Etc.

**Teaching Trail**

- Explain the purpose of writing a notice.
- Write down the format of writing a notice on the board. At this level, a simple explanation is enough, as provided in the book.
- Guide them to do the task on page 79 on the given guidelines.

**Answer Key**

Answers may vary.

**Activity 8**

- Ask students if they have ever read a notice on the notice board of their society or school or anywhere else.
- Tell them that we write a notice for various purposes.
- Instruct them to write a notice for a thing they have found. It can be a book, watch, money or something else. Guide them with the heading –Found a ......! Please contact
- Remind them not to disclose the specifications of the found item.
Teaching Trail

- Ask students to read the poem silently.
- Read the poem aloud with proper rhythm and rhyme and students will repeat after you.
- As it is a fun poem, let students’ enjoy it by asking them to recite the poem with actions.
- Ask simple comprehension questions to check students’ understanding of the poem:
  1. What is the poem about?
  2. Who croaks?
  3. What happened to the fish?
- Discuss the questions in Poem Appreciation on page 80 and let students complete the exercise independently.
- Ask them to find and learn any other funny poem to share in class.

Little Green Fishy
I had a little green fishy,
It was different and sticky.
One day, it gobbled up the soap,
When it tried to talk,
It had a bubble in its throat,
All it uttered was CROAK CROAK.
My little green fishy became a frog,
It can now hop.
It has a long tongue,
It eats all flies that come.

Poem Appreciation

1. **Fill in the blanks:**
   a. The poet had a little _______ fishy.
   b. It gobbled up a _______.
   c. It can _______ now.
   d. It also has a long _______.

2. **Choose the correct option:**
   a. What did the poet’s fish look like?
      • It was sticky   • It was pretty   • It was ugly
   b. What happened when the fish gobbled a soap?
      • It lost its tail.   • It became sticky.
      • It became a frog.   • It became a snake.
   c. What do you think was the little green fishy?
      • It was an eel.   • It was a tadpole.
      • It was an earthworm   • It was a snake.

Answer Key

1. A. green    b. soap     c. hop     d. tongue
2. a. It was sticky.    b. It became a frog.    c. It was a tadpole.
Skills in focus

Critical Thinking: Reflecting, evaluating and concluding
Creativity:Expressing thoughts with words and images, Seeking appropriate modes to produce work that is visually appealing and interesting.

Teaching Trail

• Have students talk about what they learnt from the story.
• Ask students about skills they think they have. Let them describe the skills. Talk about not comparing oneself with others.
• Explain the task. Ask them to work individually and do the task on page 81.

I Can Read:

• Read the lines in 'I can read’ as a class drill, with a lot of enthusiasm, to instil in students a feeling of appreciation for themselves in order to build their self-confidence.
• Ask them to paste their picture in the provided space.

ENRICHMENT

Each one of us is good at one thing or another. But if we get jealous of others, it means we do not value our own good habits.
We should value other’s strengths and learn from them. We should also respect others’ as well as our qualities.

<table>
<thead>
<tr>
<th>Draw things that your sibling/friend can do better than you.</th>
<th>Draw one thing you can do better than your sibling/friend.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am special, I am special. Yes, I am, Yes, I am! There is no one like me, There is one like me. I’m unique, I’m Unique.</td>
<td>Paste your picture here.</td>
</tr>
</tbody>
</table>

PROJECT WORK

Ask students to make a scrap book. They will paste pictures of animals and note down some important information about them. As an extension of the activity, ask them to categorize the animals as grass eating, meat eating, animals that live on trees, animals that live in water, birds, etc. The information should include-sounds, homes, young ones, food habits, main characteristics etc. whatever is applicable to a particular animal.
**ACTIVITY-1: PHONICS**

1. | enjoy | joyful |
   | royal | coin |
   | boil  | oil  |
   | toilet| foil  |
   | oyster| annoy |

2. a. toys   b. soil   c. foil
   d. enjoy  e. boil

3. a. boy   b. join   c. soil
   d. joy

**ACTIVITY-2: UNDERSTANDING**

1. | jelous   | mean |
   | popular  | entertaining |
   | popular  | entertaining |
   | happy    | simple |

2. a. Rats were the most entertaining in the forest.
   b. The rats did not like the smarter monkey at all.
   c. All the animals were annoyed with the rats.

3. Answers may vary. Accept all appropriate responses.

<table>
<thead>
<tr>
<th>sight</th>
<th>good</th>
</tr>
</thead>
<tbody>
<tr>
<td>mess</td>
<td>soup</td>
</tr>
<tr>
<td>hike</td>
<td>alone</td>
</tr>
</tbody>
</table>

4. All animals were very annoyed with the rats. 5
   The rats went to apologise to the monkey, but he had already left the forest. 4
   The monkey’s music was sweeter and newer than that of the rats. 2
   The rats became extremely jealous of the monkey. 3
   There was a musical band of rats. 1

5. a. The name of the forest was Dance Land.
   b. The animals gave the rats cheese and cookies.
   c. They felt jealous of the monkey.
d. The rats had to leave the forest and live with humans as punishment.

**ACTIVITY-3: VOCABULARY**

<table>
<thead>
<tr>
<th>Size</th>
<th>Colour</th>
<th>Speed</th>
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<tbody>
<tr>
<td>fat</td>
<td>orange</td>
<td>fast</td>
</tr>
<tr>
<td>heavy</td>
<td>white</td>
<td>slow</td>
</tr>
<tr>
<td>big</td>
<td>black</td>
<td>rapid</td>
</tr>
<tr>
<td>tiny</td>
<td>red</td>
<td>steady</td>
</tr>
<tr>
<td>small</td>
<td>green</td>
<td>slow</td>
</tr>
</tbody>
</table>

**ACTIVITY-4: GRAMMAR**

1. • wet-wetter • thin-thinner • loud-louder
   • sharp-sharper • wild-wilder • soft-softer

2. |
   ├── stronger ─── sweeter
   │   ├── faster   ─── louder
   │   │   └── smaller ─── braver
   │   └── brighter ─── prouder
   └── older ─── weaker

3. Answers may vary. Accept all appropriate responses. faster smarter

4. a. My brother is shorter than you.
   b. It is hotter today than it was yesterday.
   c. The blue box is large but the red one is larger.
   d. The building is taller than the one next to it.

5. Answers may vary. Accept all appropriate responses.


**ACTIVITY-6: WRITING**

1. Answers may vary. Accept all appropriate responses.
   Lost football
   Football – red and black in colour. Has Nike written on it. Medium sized
   Contact details:
   Gurpreet Lamba
   II B.

**ACTIVITY-6: UNSEEN COMPREHENSION**

1. a. Tarun is seven years old boy.
   b. He likes to climb trees and find interesting bugs and leaves in his backyard.
   c. Jimmy is a two year old dog.

2. new : old

3. Answers may vary. Accept all appropriate responses.
   Jimmy- adventurous, hard-working
   Tarun: brown, playful
LESSON TARGETS

Getting Started and Listening
• Identify and name objects
• Listen to and carry out instructions

Phonics
• Identify the long /e/ sound
• Identify words with the long /e/ sound
• Pronounce and write words with long the /e/ sound

Language Ladder: Position words
• Understand position words with suitable examples

Reading: Let Us Make Rangoli
• Grasp meaning of words, phrases and sentences in context
• Develop correct reading habits
• Read a dialogue and develop good communication skills
• Familiarize with traditions and customs of our country
• Enhance creative abilities

Understanding
• Complete the sentences
• Answer in text questions

Vocabulary: Prefixes
• Understand the rules for adding prefixes
• Add prefixes to make new words and grasp their meaning

Practising Grammar: Position words
• Use position words correctly to tell the position of things
• Show ability in placing things according to the given position words

Speaking: Talking about festivals
• Engage into discussion to share views on the given topic
• Express personal opinion based on the verbal and visual cues

Writing: Picture description
• Familiarize with the structure of a simple sentence to describe an ongoing action
• Write grammatically correct sentences to describe the given picture
• Enhance creative capacities and language skills

Celebrating Poetry: Johnnie’s Christmas
• Recite a poem with proper rhythm and intonation
• Recapitulate rhyming words
• Enhance knowledge about festivals

Poem Appreciation: Little Green Fishy
• Identify rhyming words
• Find and correct the errors

Enrichment
• Instil a feeling of empathy and generosity
• Help others to exhibit a sense of sharing and caring

I Can Read
• Read for enrichment of vocabulary related to new topics
## SUGGESTED TEACHING PLAN

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Identifying and naming things (Page 82)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Listening</td>
<td>• Listening and following instructions to colour a rangoli (Page 83)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Phonics: long /e/ sound</td>
<td>• Reading and identifying the long /e/ sound (Pg. 83) • Exercise (page 84) • Activity 1</td>
<td>Activity -1 (page 56)</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Grammar: Position words</td>
<td>• Understanding and using position words (Page 84 - 85) • Activity 2</td>
<td></td>
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<tr>
<td>5</td>
<td>Pre-reading</td>
<td>• Discussing a picture • Reading a dialogue about various cultures and traditions • In-text comprehension</td>
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<td>4</td>
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<tr>
<td>6</td>
<td>Understanding</td>
<td>• Answering comprehension questions • Exercise (Page 88)</td>
<td>Activity 2 (pages 57-58)</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary</td>
<td>• Making and defining new words • Using prefixes • Exercise (page 89) • Activity 3</td>
<td>Activity -3 (page 59)</td>
<td>2</td>
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<tr>
<td>8</td>
<td>Practising Grammar: Position words</td>
<td>• Recapitulation • Exercise: (Page 90) • Activity 4</td>
<td>Activity-4 (pages 60-61)</td>
<td>2</td>
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<tr>
<td>9</td>
<td>Speaking: Talking about festivals</td>
<td>• Talking about a favourite festival - group discussion (Page 91) • Activity 5</td>
<td></td>
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<td>10</td>
<td>Writing: Describing a picture</td>
<td>• Making sentences to describe a picture (Page 92) • Activity 6</td>
<td>Activity -5 (page 71)</td>
<td>2</td>
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<tr>
<td>Day</td>
<td>Topic</td>
<td>Task</td>
<td>More to Do (Workbook)</td>
<td>Teaching Periods</td>
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<tr>
<td>11</td>
<td>Celebrating Poetry: Johnnie’s Christmas</td>
<td>• Recitation and understanding</td>
<td></td>
<td>1</td>
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<td></td>
<td>• Enjoying a poem</td>
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<td></td>
<td></td>
<td>• Understanding rhyme and rhythm</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>Poem Appreciation</td>
<td>• Comprehension Exercise (Page 93)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Enrichment</td>
<td>• Learning life skills such as empathy and generosity</td>
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<td>2</td>
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<tr>
<td></td>
<td></td>
<td>• Reading for enrichment of vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Project Work</td>
<td>• Crafting a diya holder/flower stand</td>
<td></td>
<td>1</td>
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</tbody>
</table>
Teaching Trail

- Ask students what their favourite festival is.
- Discuss what they do during these festivals.
- Ask: Do you celebrate other occasions too?
- Talk about how people celebrate festivals. (with friends and relatives, have good food, wear new clothes and enjoy dance and music.)
- Read the introduction.

Skills in focus

Linguistic, Creative thinking: observation, analytical

Answer Key

Provided in the course book page.

Teaching Trail

- Ask students to look at the picture. Talk about what the people in the picture are doing and what they are using.
- Read the words in the help box and ask students to label the picture correctly.
Teaching Trail

- Demonstrate the long /e/ sound to students by reading the words given in the book.
- Pronounce the sound and ask students to repeat it after you.
- Have a class drill, pronouncing the words on page 83 correctly.
- Draw students’ attention towards the vowel clusters (‘ee’ and ‘ea’) that make the same long /e/ sound.
- Allow them to do the exercise on page 84 individually.

Communicating:
The top most row of leaves are green.
The row of triangles, below the leaves, are yellow.
The flowers below the triangles are pink.
Oh! We are still left with some uncoloured sections. Colour the rest of the rangoli with bright colours.

Linguistic:
Articulating correctly.

Reading Café

Pronunciation
To pronounce the sound, the tongue is brought forward near the tooth ridge. The mouth remains relatively closed. The tongue is high and at the front of the mouth while speaking the words with long /e/ sound.
Activity 1

- Have students think of words that have the long /e/ sound.
- Write the words on the board as students call out words with the long /e/ sound.
- Add more words to the list with the words with ‘ee’, ‘ea’ and even ‘y’ as an extension of the activity.
- Instruct students to work in groups and find words with the long /e/ sound from their textbooks.

**Answer Key**

1. pictures to be circled: teeth, bee, tree
2. pictures to be circled: peas, beads, seat, leaf
3. dream, street, free, feet, beach, team, eat, knee

**Critical Thinking:**
observation, analytical, understanding and doing; Linguistic

**Teaching Trail**

- Ask students to identify the objects in the picture. Then ask them where each of those things are. Elicit the sentences given in the text on page 84.
- Write the position words on the board as students talk about where things are.
- Explain further with the help of the text. Ask about the position of things in the classroom. For example: the books are on the table; the chalk box is near the pen stand; the dustbin is behind the door, etc.
- Encourage them to provide examples on their own based on the explanation.

**Activity 2**

- Draw a square on the board. Ask students to draw the same square in their notebooks.
- Ask them to listen carefully to the instructions that you give and follow them.
  - Draw a ball above the box.
  - Draw a tree near the box on the right-hand side.
  - Draw a flower below the box. And so on...
- You can ask them to draw any other shape and provide other positional instructions.
Skills in focus

Communication: Articulating thoughts, answering questions

Teaching Trail

- Before you start reading, ask students to tell you what they know about a rangoli.
- Read a part of the text and explain new words.
- Once you think that they have understood, ask some comprehension questions.

Integrated Learning

Talk about different kinds of festivals. Ask students to collect information about various festivals celebrated throughout the country. They can categorize these festivals as religious festivals, national festivals, harvest festivals, etc. Encourage them to collect information related to these festivals. They can paste/draw related pictures.
Comprehension Questions:
1. Where was Neeta’s mother? What was she doing?
2. Why do we make rangoli?
3. Why was Neeta’s mother making a rangoli?

Open ended questions
Have you made or helped to make a rangoli in your house? Where did you make it? What colours did you use?

Comprehension questions
1. What natural elements does a rangoli have?
2. What is the specialty of rangoli in Andhra Pradesh?
3. Name the things people used to make rangoli in the olden days.
4. What things are used to make rangoli nowadays?

Open ended questions
1. There are a few things to keep in mind while you celebrate Diwali. Write ‘R’ for right things and ‘W’ for wrong things.
   - Try to celebrate a cracker free Diwali. _____________
   - Burn lots of crackers even if there are elders and sick people around. After all it’s Diwali! _____________
   - Share sweets and gifts with friends and relatives. _____________
   - Use lots of earthen lamps. _____________
   - Don’t give anything to the poor and needy. _____________
2. For the things marked above as ‘W’, write the right thing to do.
3. What is the best way to celebrate Diwali? Share your views in class.
Discuss the main points of the text to help students do the exercise on page 88. Discuss the answers before they attempt the task individually.

Answer Key

1. a. natural elements like animals and flowers
   b. drawn on the doorsteps
   c. an eight-petal lotus called Ashtdal kamal
   d. ants, birds and animals

2. a. The mother called Neeta to help her in making the rangoli.
   b. The mother was making rangoli near the entrance of the house.
   c. Rangoli is made on Diwali to welcome goddess Lakshmi into our houses.
   d. Neeta’s friend uses rice and wheat flour to make rangoli.

Teaching Trail

1. Complete the sentences:
   a. Each rangoli design has ____________________________
   b. In Bihar, Goddess Lakshmi’s footprints are ____________________________
   c. In Andhra Pradesh, people make ____________________________
   d. In the olden days, rangolis were made with rice and wheat flour and other grains to feed ____________________________

2. Answer the questions:
   a. Why did the mother call Neeta?
   ____________________________
   b. What was the mother doing?
   ____________________________
   c. Why is rangoli made on the day of Diwali?
   ____________________________
   d. What does Neeta’s friend use to make rangoli?
   ____________________________

Vocabulary

Prefixes

Read the words and notice the highlighted letters.
rework repay rebuild unpack unknown unable

Adding these letters to the beginning of some words changes their meaning. Such letters are called prefixes.

Skills in focus

Critical thinking, collaborative learning; Linguistic

Answer Key

1. a. redo b. unkind
c. unwrap d. uncommon
e. unable f. uncover
Activity 3

Skills in focus

- Write some words on the board. (They should be a mix of words that contain the target prefixes and words that have the letters ‘un’ and ‘re’ not as prefixes, such as, under, unless, refuse, remind). Distribute sheets of paper that are divided into two sections: prefix, main word. Separate a prefix and its root word and tell students that they have to do the same with the words that have prefixes. After everyone is done, discuss each word and help students identify words with prefixes and their meanings.

Critical Thinking:
Applying a concept, using appropriate vocabulary, Gathering information to solve a problem

Teaching Trail

- Recapitulate the use of position words as explained earlier and guide students to identify the position of the object in question.
- Model different position words using any object for practical understanding.
- Tell them to carry out the tasks on page 90-91.

Answer Key

1. on the television
2. in front of cushion
3. above the door
4. behind flower pot

Practising Grammar

Let's Catch Up

A position word tells us where a thing/person/place is.

1. Find the five stars in the room. Then, fill in the blanks using the correct position words.

This ★ is ____ the television. This ★ is ____ the cushion.
This ★ is ____ the door. This ★ is ____ the flower pot.

2. Christmas is around! Decorate the house for the festival.
Follow the instructions below and add to the picture of the house.

Critical Thinking:
Applying a concept, using appropriate vocabulary, Gathering information to solve a problem

Activity 4

Choose a spot in the classroom and place three different objects (books, pencils, erasers, etc.) at random and a small box or a basket. Make a paper ball and tell students they will play a game. They will get two points if they manage to throw the ball in the box/basket. If the student does not succeed in throwing the ball into the basket, he/she will score one point for every correct description of the final location of the ball, for example: “The ball is behind the blue book”, “It is on the teacher’s desk”, etc. Students can play the game in groups.
**Teaching Trail**

- Initiate a conversation in class asking students to talk about their favourite festivals.
- Let them discuss among themselves the ways in which different people celebrate different festivals.

**Speaking**

Talking About Festivals

In India, people celebrate different festivals. Which is your favourite festival? Get into pairs and discuss about the festivals in the pictures. What do you like to do on these festivals? Share your views.

**Helping Hand**

- Which are these two festivals?
- How are they celebrated?
- What do you wear on these days?
- Describe a special thing that is done to celebrate the day.

**Activity 5**

- Have a ‘My favourite festival’ day where students will celebrate a festival in class.
- Ask them to dress traditionally according to their chosen festivals.
- Develop a spirit of appreciation and tolerance while celebrating the religious festivals other than one’s own.
- Encourage students to create simple dialogues and greet each other accordingly.
- If possible, ask them to bring special food that their mother cooks on their chosen festival.
- They can share any song or anecdote related to the festival.
- Try to focus on the cultural part of the festivals rather than the religious.
Describe the picture. Write sentences as:

A/An/The + naming word + is/am/are + action word + ing + naming word

Describe the picture. Write sentences as:
The mother is lighting diwali.

1. __________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________
4. __________________________________________________________________
5. __________________________________________________________________

Answer Key

Answers may vary. Accept all appropriate responses.
1. The woman is wearing a blue saree.
2. The man is holding a blue box.
3. The little girl is wearing pink clothes.
4. She is looking at the woman.
5. The boy is lighting a firecracker.
Johnnie’s Christmas

Papa and mama, and baby and Dot,
Willie and me—the whole of the lot
Of us all went over in Bimberlie’s sleigh,
To grandmama’s house on Christmas day.

Grandmama was watching for us, there’s no doubt;
She soon come to meet us, and helped us all out;
And O, the red apples, and pop-corn on strings;
And balls of it, too, and nuts, candy and things;
And O, such a dinner and such pumpkin pie;
I eat and I eat till I thought I would die.

-Adapted from Johnnie’s Christmas by Libbie C. Baer

1. Find rhyming words from the poem for the following words:
   a. sleigh __________________ b. pie __________________

2. Find the errors in the poem. Underline the wrong word in each line and write the correct one.
   Grandmama was watching for us, there’s know doubt; ______
   She soon come to greet us, and helped us all out; ______
   And O, the red apples, and pop-corn on wings; ______
   And balls of it, too, and huts, candy and things; ______
   And O, much a dinner and such pumpkin pie; ______
   I eat and I eat will I thought I would die. ______

Answer Key

1. a. day b. die
2. Grandmama was watching for us, there’s know doubt; no
   She soon come to greet us, and helped us all out; meet
   And O, the red apples, and pop-corn on wings; strings
   And balls of it, too, and huts, candy and things; nuts
   And O, much a dinner and such pumpkin pie; such
   I eat and I eat will I thought I would die. till

Communication:
Listening actively,
Articulating thoughts

Teaching Trail

• Read the poem with proper rhythm and rhyme and ask students to read with you.
• Ask students to identify pairs of rhyming words and write some more words for each set on their own.
• Ask simple comprehension questions to check students’ understanding of the poem:
  1. What is the poem about?
  2. Where did the children go?
  3. What was there to eat?
• Discuss the questions in Poem Appreciation on page 93 and let students complete the exercise independently.
• Ask them to find any other festival poem to share in class.
Neeta and her family celebrated Diwali in a special way. They did not buy crackers and saved that money to buy sweets for poor children. They donated their spare clothes, books and toys to poor children. Isn't it a good way to celebrate a festival?

Have a class discussion and answer the questions:

• Should we burn crackers?
• What harm can they cause to people, animals and our environment?
• How can we help the poor and the needy on a special day such as a festival or a birthday?

PROJECT WORK

Making a diya holder/flower stand using waste glass/plastic bangles

Encourage students to use waste material and make a beautiful diya holder/flower stand.

Material required:
• Waste glass, lac or plastic bangles, glittery ones will be better.
• Craft glue  •  Cardboard  •  Small mirrors, beads or glitter gum (optional)

Method:
• Use glue to stick the bangles neatly one over the other until a height of 2-3 inches is reached. Take care that the bangles are the same size.
• Trace a circle on the cardboard around the base and cut the shape. Keep it slightly bigger than the circumference of the bangle.
• Paste the cardboard to make a base for your candle holder/ flower stand.

If you use plain bangles, decorate using stars, beads or other decorative items as per your liking. Your beautiful candle holder/flower stand is ready.
Activity-1 Phonics
1. My name is Charlie.
   My favorite food is cheese.
   We all should eat good dairy many times a weak.
   My friend Jay always keeps a treat in her bag.
   My mother loves to bake wheat bread for me.
   I eat bread for breakfast.
   My father drinks tea before he goes to sleep.
   We all like to eat leafy greens.
2. a. We should keep from eating too much sugar.
    b. Reena went to sleep after having dinner.
    c. We should eat green vegetables to remain healthy.
    d. I made wheat cookies yesterday.

Activity-2 Understanding
1. a. Neeta said this.          b. Neeta’s mother said this.
    c. Neeta’s mother said this.
2. a. Diwali                  b. wheat flour, rice     c. doorsteps
    d. eight                   e. wheat
3. a. The main idea behind this was to feed ants, birds and animals.
    b. Eight petal lotus rangoli is made in Andhra Pradesh and it is called Ashtadal Kamal.
4. welcome- We welcomed our guests on Diwali.
    floor- She made beautiful designs of rangoli on the floor.
    colours- Students were asked to add colours to their drawings.
    flour- We made a rangoli using wheat floor.

Activity-3 Vocabulary
1. New Word                      Meaning
   rethink                      to think again
   remake                      to make again
   reread                       to read again
   unkind                       not kind at all
   unreal                      not real
   unhappy                      not happy
2. a. unsafe                   b. restart              c. unknown
    d. unlocked                 e. rebuild              f. unlucky
3. a. rewrite                  b. untie                  c. rearrange              d. uncomfortable

Activity-4 grammar
1. a. on                      b. on                       c. to                       d. on                     e. beside
    f. in                       g. under                   h. in                       i. in                      j. on
2. a. the television is on the table.
b) The painting hangs on the wall.
c) The clock hangs on the wall besides the painting.
d) The standing lamp is kept next to the table.
e) The chair is kept on the floor rug.

Activity-5 Writing
1. Four friends are decorating a Christmas tree. They are putting a big golden star on the top of the tree. Two friends are putting gifts under the Christmas tree. They have made cookies and hot chocolate. They are happy and excited.

Activity-6 Unseen Comprehension
1. • villages
   • temples
   • splash
2. 1. thai, three
    2. respects, relatives
    3. houses, temples
3. a) Thailand celebrates Songkran festival.
   b) People pour sweet smelling water on the hands of their parents and grandparents.
   c) They visit the temples and make offerings to monks.
      People get wet during Songkran festival in Thailand because on this festival, people go out on the streets and splash water on each other.
LESSON TARGETS

Getting Started and Listening
• Discuss a picture
• Listen to a description and colour the picture

Phonics
• Identify the long /i/ sound
• Pronounce and spell words with the long /i/ sound

Language Ladder: Connectors
• Understand connectors by engaging in a conversation
• Identify and use two different types of connectors

Reading: Nails in the Fence
• Grasp meaning of words, phrases and sentences in context
• Develop correct reading habits and improve vocabulary
• Enhance life skills such as tolerance and anger management

Understanding
• Identify the speaker
• Answer in text questions

Vocabulary: Homophones
• Understand and use homophones
• Write homophones for the given words
• Complete the crossword puzzle with homophones

Practising Grammar: Connectors
• Use connectors to complete and join sentences

Speaking: Offering help
• learn and practise sentences to offer help
• Role play offering and accepting help

Writing: Expressing emotions
• Write grammatically correct sentences to describe the given picture
• Express feelings and emotions

Celebrating Poetry: Manners
• Recite a poem with proper rhythm and intonation
• Identify the central idea of a poem

Poem Appreciation: Manners
• Identify rhyming words
• Comprehend and explain the theme

Enrichment
• Identify feelings and manage emotions
• Develop intrapersonal skills

I Can Read
• Read and understand descriptions and instructions
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
</table>
| 1   | Getting Started | • Discussing a picture (Page 95)  
• Activity 1 | | 1 |
| 2   | Listening | • Listening for instructions  
• Exercise (Page 96) | | 1 |
| 3   | Phonics: long /i/ sound | • Reading and identifying long /i/ sound (Pg.96)  
• Exercise on pages 96-97  
• Activity 2 | Activity -1 page 65 | 2 |
| 4   | Grammar: Connectors | • Learning to use connectors ‘and, but’ (Pages 97-98)  
• Activity 3 | | 1 |
| 5   | Pre-reading Reading | • Picture reading  
• Reading a story  
• Developing life skills of anger management  
• In-text comprehension | | 4 |
| 6   | Understanding | • Activity 4  
• Answering questions for comprehension  
• Exercise (Page 101) | Activity 2 pages 66-67 | 2 |
| 7   | Vocabulary | • Learn and identify homophones  
• Exercise (pages 102-103)  
• Activity 5 | Activity -3 page 68 | 2 |
| 8   | Practising Grammar: Connectors | • Exercise: (Pages 103-104) | Activity-4 pages 69-70 | 2 |
| 9   | Speaking: Offering help | • Practising sentences used for offering and accepting help (Page 105)  
• Having a role play  
• Activity 6 | | 1 |
| 10  | Writing: Expressing emotions | • Writing sentences to express feelings (Page 106)  
• Activity 7 | Activity -5 page 71 | 2 |
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
</table>
| 11  | Celebrating Poetry: Manners | • Recitation and understanding  
• Enjoying the poem  
• Understanding the rhyme and rhythm |                       | 1                |
| 12  | Poem Appreciation        | • Exercise (Page 107)                                        |                       | 2                |
| 13  | Enrichment               | • Teaching life skills such as anger management and tolerance  
• Reading for instructions |                       |                  |
| 14  | Project Work             | • Magical Creatures                                          |                       | 1                |
Ask the following:

a. Do you get angry?
b. Is it a good thing or bad thing?
c. Why do some people get angry more than others?
d. What do you do when you are angry?
e. How can we control our anger?

Read the introductory text.
Initiate a class discussion about the why people get angry.

Skills in focus

Critical Thinking: Reflecting, evaluating and concluding
Communication: Articulating thoughts

Teaching Trail

• Have a class discussion about the picture. Ask students to describe the picture and what they think is happening. Ask what they think the boy is feeling.
• Accept all answers.

Activity 1

Prepare a worksheet containing the following tasks. Distribute the worksheets to students and let them complete it.

Happy Me

I am angry when

Angry Me

I feel happy when

I calm myself by

Happy Me

Angry Me
The angry boy wears a yellow hat.
His hair is black.
His shirt is red in colour.
His pants are blue.
The pocket on his pants is red.
His shoes are brown.

Long /i/ sound

The long /i/ sound is when you say 'I' or 'eye'.

Read the long /i/ sound words:

- _e: shine, bride, dine, like, lime, dive, line
- _ie: die, cries, lie, flies, pie, tie, fries

1. Look at the pictures. Use -_e or -ie to complete the words. Read them aloud.

n __  p __  h __  s __

Answer Key

1. Nine, pie, hide, slide, tie, five, pipe, kite

2. **ie** words: tie, dried, lie, tied
   **_e** words: kite, hide, like, side

**Sound:** /aɪ/

**Pronunciation:** Initially, the tongue is low and touches the bottom, side teeth. As the jaw closes slightly, the tongue moves upward near the tooth ridge. The front sides of the tongue touch the inside of the top, side teeth.
**Skills in focus**

- Ask students to read the conversation. Ask: What do the coloured words do? Elicit the response – They connect words.
- Help them understand the concept better using the explanation given on page 98.
- Encourage them to provide examples on their own based on the explanation.

**Teaching Trail**

- Ask students to read the conversation. Ask: What do the coloured words do? Elicit the response – They connect words.
- Help them understand the concept better using the explanation given on page 98.
- Encourage them to provide examples on their own based on the explanation.

**Activity 2**

- Instruct students to work in groups and find words with long /i/ sound from their textbook.
- Have them list the words according to different spellings of the long /i/ sound. Draw the following table on the board and ask students to draw it in their note books. You can also create a worksheet for students to complete.

<table>
<thead>
<tr>
<th>Words with ‘igh’</th>
<th>Words with ‘ie’</th>
<th>Words with ‘y’</th>
<th>Words with ‘i-e’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fight</td>
<td>pie</td>
<td>fly</td>
<td>Bite</td>
</tr>
</tbody>
</table>

**Critical Thinking:**

Understanding and applying a concept, Adjusting and improving a work after feedback, Making judgements

**Teaching Trail**

- Ask students to read the conversation. Ask: What do the coloured words do? Elicit the response – They connect words.
- Help them understand the concept better using the explanation given on page 98.
- Encourage them to provide examples on their own based on the explanation.

**Activity 3**

**Group work**

- Put up a chart with some naming words (or set of pictures if possible) on the board.
- In groups, ask students to make grammatically correct sentences based on both the words/pictures using ‘and’ or ‘but’.
- After they finish, let groups present their sentences. Provide /elicit feedback from other groups.
- Some examples for the chart:
  Sun, moon, Rabbit, tortoise, car, aeroplane, rose, lily, cow, dog, burger, orange, pizza, etc.

2. Use the letters in the grid to make long /i/ sound words. Read them aloud.

<table>
<thead>
<tr>
<th>ie words</th>
<th>i_e words</th>
</tr>
</thead>
<tbody>
<tr>
<td>D E I T D C</td>
<td></td>
</tr>
<tr>
<td>S K B E R K</td>
<td></td>
</tr>
<tr>
<td>I I B I I I</td>
<td></td>
</tr>
<tr>
<td>D L E L E T</td>
<td></td>
</tr>
<tr>
<td>E D I H D E</td>
<td></td>
</tr>
</tbody>
</table>

**Language Ladder**

**Connectors**

Read the conversation.

Look! Rahul and Vikas are fighting.

Should we not go there and stop them?

I tried to stop them but they did not stop.
Let students observe the picture and discuss what they see.

Ask them to work in pairs and ask and answer the questions given in the pre-reading task.

Teach them the importance of being patient while dealing with any problem.

Communicating: Asking and answering questions, Linguistic
Collaborating: interpersonal, intrapersonal, social understanding

Teaching Trail
- Read a section of the text.
- Explain new words side by side.
- Once students have understood, ask comprehension questions as given here.
- Continue for the rest of the story.

Comprehension Questions:
1. What kind of a boy is Ankit?
2. Why does no one like his behaviour?
3. What did Ankit’s father decide to do?
4. What did Ankit’s father give him?
5. What was Ankit supposed to do with the nails?
6. What did Ankit realize soon?
7. How do you know that Ankit learnt to control his temper?

Open ended questions
- What makes you angry?
- How many times do you get angry on a day?
- Do you think Ankit has learnt a lesson?
• Ask students to predict the end of the story
• Read and explain the rest of the story.
• Put before them some comprehension questions to check their understanding.
• Once they have read and understood the story, ask students to skim the text and find connectors. Ask whether the connectors they found add to something or show difference or contrast.
• They must also underline the words with the long /i/ sound, and read them aloud together.

Teaching Trail

Comprehension Questions:
1. What did Ankit tell his father excitedly?
2. What did Ankit notice about the wall?
3. How do angry words harm a person?
4. What did Ankit promise his father?

Open Ended questions
Have you ever said something that might have hurt someone? How did you correct your mistake?

Activity 4
Narrate the summary of the story and ask students to listen. Make changes to the story in your summary. Students have to raise their hand whenever they spot an error, or the summary does not match the story.

Once the story has been recapitulated, help students do the exercise on page 101. Discuss the answers before they attempt the task individually.
1. Who said the following lines
   a. “Why do I have to do this?” ____________________ said this because ____________________.
   b. “The fence is scarred.” ____________________ said this because ____________________.

2. Answer the questions:
   a. Why did Ankit’s father want to teach him a lesson? ____________________
   b. What did the father ask Ankit to do? ____________________
   c. What lesson did the boy learn in the story? ____________________

Vocabulary

Read the sentences.
I can see the sea from the window of my room.
The words in green are called homophones.

A homophone is a word that sounds like another word but has a different meaning.

Teaching Trail

1. Write on the board: two - two; see – see. Ask students to read the words and ask how they are different.
2. Help students understand the term homophone using the definition on page 101.
3. Write on the board: eye, sun, know, etc. Elicit from students homophones for the words and write them down.
4. Encourage them to provide more such examples on their own.
5. Let them do the tasks on pages 102-103 for further practice.
6. Discuss answers to evaluate work.

Answer Key

1. b. meat   c. knight   d. break   e. pear   f. son   g. flour   h. right   i. see

Critical Thinking: Making judgements and inferences, Expressing thoughts with words

Integrated Learning

Gauge how familiar students are with emotions. Have the class name as many emotions as they can. Write them on the board and invite students to explain them. Ask students what they should/should not do when they feel certain emotions like anger, sadness, excitement, curiosity. Help them whenever necessary.
Activity 5

- Make a list of 8-10 homophones (right-write, sail-sale, etc).
- Tell the class that they are about to have a dictation, do not tell them the words are homophones.
- Dictate the words clearly. Once everybody has finished, write the words on the board (not homophone pairs).
- Many students might have written different words than those on the board. Invite them to spell the words they have written and write them on the board.
- Ask them what the pairs make, elicit the response: homophones. Let them write the pairs in their notebooks.
- The activity can be extended by discussing how words in a homophone pair differ in terms of meaning.

2. Write the homophones of the words given in the clues. Complete the crossword puzzle.

![Crossword Puzzle]

**Clues**

**Down**
1. bare
2. peak
3. tail
4. know
5. some

**Across**
6. cent
7. dear
8. mail
9. meat
10. see

**Connectors**

Let's Catch Up

- The word “and” connects things that are alike.
- The word “but” connects things that are different.

1. Fill in the blanks using “and” or “but”:  
   a. Madhu __________ Geeta are best friends.  
   b. I like swimming __________ my brother likes jogging.  
   c. Nidhi __________ Kartik are watching a movie.  
   d. Meena has long hair __________ her sister has short hair.

2. a. Rohan took a bath with warm water, but he caught cold.  
   b. The family had dinner quickly and went for a movie.  
   c. Bela took off her slippers and went to bed.  
   d. Gopal wanted to help Mr. Hoon, but his finger is injured.  
   e. Sam got an A+ in English and he felt really happy.

Critical Thinking: Applying a concept

Skills in focus

- Recapitulate the concept as explained earlier and guide students to use the connectors ‘and’ and ‘but’.
- Tell them to carry out the tasks on pages 103-104.

Answer Key

1. a. and   b. but   c. and   d. but   e. and   f. and   g. but   h. and   i. but   j. but
2. a. Rohan took a bath with warm water, but he caught cold.  
   b. The family had dinner quickly and went for a movie.  
   c. Bela took off her slippers and went to bed.  
   d. Gopal wanted to help Mr. Hoon, but his finger is injured.  
   e. Sam got an A+ in English and he felt really happy.
**Communication:** Speaking confidently, Expressing thoughts with words, Using appropriate vocabulary

**Teaching Trail**
- Initiate a conversation in class asking students to talk about ways in which they can help each other.
- Write the suggestions on the board. These can be the themes for the role play that students need to do in the task.
- Let them discuss among themselves the ways to offer help to different people.
- Read the conversation given on page 105.
- In pairs, ask students to read the conversation as a role play.
- Have a class drill. Read the ways of offering help and responding to help provided in the helping hand box, and allow students to repeat after you with proper stress and intonation.
- Form pairs and ask students to think of a situation and role play it.

**Activity 6**
- Divide the class into groups of four. Ask students to think of stories in which characters offer or ask for help.
- Provide them with some examples like, The Little Red Hen, The Giant’s Garden, The Lion and the mouse, etc.
- Then students can role the situations where characters in the story ask for and offer help.

**Teaching Trail**
- Ask students to observe the pictures and guess what each one feels.
- Ask them to read the expressions given under each picture.
- Encourage them to explain the meaning of the words written under each picture.
- Let them narrate a situation for each of the feelings.
- On the basis of the discussion, guide them to do the task on page 106.
Manners
We say, "Thank you."
We say, "Please."
We don't interrupt or tease.
We don't argue. We don't fuss.
We listen when folks talk to us.
We share our toys and take our turn.
Good manners aren't too hard to learn.
It's really easy, when you find.
Good manners means
JUST BEING KIND!

1. Find rhyming words from the poem for the following words:
   a. please : _________________
   b. turn : _________________
   c. fuss : _________________
   d. find : _________________

2. List any two good manners that are mentioned in the poem.
   a. ______________________________________________________________
   ________________________________________________________________
   b. ______________________________________________________________
   ________________________________________________________________

Skills in focus
Communication:
Listening actively,
Providing expression
and enthusiasm

Answer Key
1. a. tease
   b. learn
   c. us
   d. kind
2. a. We should not argue with anyone.
   b. We should share our toys with friends and siblings.

Poem Appreciation
1. Find rhyming words from the poem for the following words:
   a. please : _________________
   b. turn : _________________
   c. fuss : _________________
   d. find : _________________

2. List any two good manners that are mentioned in the poem.
   a. ______________________________________________________________
   ________________________________________________________________
   b. ______________________________________________________________
   ________________________________________________________________
ENRICHMENT

Form groups and discuss the answers of the questions:
• Do you get angry or upset?
• What makes you angry?
• What do you do when you get angry?
• Is it fine to shout at others or hurt others when we get angry?

I CAN READ

Read the following and colour the pictures accordingly.

Jim is driving a bright blue car.
Kate is driving faster than Jim in her red car.

Flipper the frog never drives fast.
He drives his favourite green car.

The monster drives his car to the store.
His car is orange.

Collaborating: social, tolerance, anger management

Teaching Trail

• Have students talk about the message they got from Ankit’s story.
• Ask them to discuss the questions given on page 108. Lead the discussion towards the right manners to follow.

I Can Read

Let students read the lines together, and carry out the task independently. Ask them to point out ‘er’ words that compare two things. Ask what two things the words compare.

PROJECT WORK

Anger Diary

Have students make an anger diary for a week. They have to draw an angry emoticon for every time they get angry on a given day. They will also have to write what made them angry and what they did when they felt angry. After a week ask students to read their diary. Do they find that they were mostly angry for something silly?
Activity-1 Phonics
1. prize  mice  fire  pilot
2. a. mice  b. hide  c. rice  d. like  e. slice
3. a. nine  b. dice  c. white

Activity-2 Understanding
1. a. temper  b. nails  c. thirty seven  d. marks  e. son
2. a. His father asked him to hammer a nail into the fence whenever he loses his temper.
   b. The fence was full of marks and looked ugly when the boy removed the nails from the fence.
   c. When we say things in anger, they leave scars just like the marks left by the nails and stay even if we say sorry a number of times.
4. a. Week: I go to the temple with my grandmother every week.
   b. Instructions: Children were asked to read the instructions before attempting the exam.
   c. Anger: The boy’s anger hurt the people around him.
   d. Mistake: Radhika spilled milk on her shirt by mistake.

Activity-3 Vocabulary
1. • male  • bear  • hair  • eight
2. words to be circled: brick, die, wit, hell, hire, how, wick, my
3. a. son  b. Hare  c. tale  d. pray  e. peel

Activity-4 Grammar
1. a. and  b. but  c. but  d. and  e. but
2. CORRECT SENTENCES
   a. ✓  b. ✓  c. ✗  d. ✗  e. ✗
3. a. My pet goat eats everything, but he likes vegetables best.
   b. Mohan went to the beach and learned to surf.
   c. Mala wanted to drive to the market, but her car wouldn’t start.
   d. Some kids were afraid to dive into the pool, but I wasn’t afraid.
   e. Shama is not very tall but she is a good runner.
   f. Tarun spoke softly but I could hear him.

Activity-5 Writing
1. Answers may vary. Accept all appropriate responses.

<table>
<thead>
<tr>
<th>HAPPY</th>
<th>SAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am happy that people love my fruit.</td>
<td>I feel sad when people cut trees down.</td>
</tr>
<tr>
<td>ANGRY</td>
<td>Boring</td>
</tr>
<tr>
<td>I feel angry when people throw stones at</td>
<td>It’s so boring to stand at one place all</td>
</tr>
<tr>
<td>me to pluck my fruits.</td>
<td>night.</td>
</tr>
</tbody>
</table>
Activity-6 Unseen Comprehension
1. • Sauce: a liquid or cream served on or used in preparing other foods
   • Genius: a very intelligent person
   • Ingredients: things that are used to make particular dish.
   • Great: wonderful
2. a. Aru’s grandparents live in Goa.
   b. Aru asked her grandmother to make pasta for her.
   c. Grandmother prepared sauce for the pasta, then boiled the pasta and added few more ingredients to it.
LESSON TARGETS

Getting Started and Listening
- Label pictures
- Listen to a short story and complete an exercise based on it.

Phonics
- identify /ar/ and /er/ sounds
- Pronounce and spell words with /ar/ and /er/ sounds

Language Ladder: Words describing actions
- Identify and understand words that describe actions

Reading: Jack and the Beanstalk
- Imagine and share idea on a given topic
- Develop correct reading habits and improve vocabulary
- Enhance creativity and imagination

Understanding
- Complete statements
- Answer in text questions

Vocabulary: anagrams
- Understand and define anagrams
- Identify and match anagrams
- Write anagrams

Practising Grammar: Words describing actions
- Form words to describe actions
- Find words describing actions (adverbs) and use them in sentences

Speaking: Expressing wishes
- Engage in conversation to express wish
- Carry out the instructions meaningfully

Writing: Character descriptions
- Write grammatically correct sentences to describe a character
- Know words that describe a person

Celebrating Poetry: Believe in the Fairies
- Recite a poem with proper rhythm and intonation
- Recite to enjoy

Poem Appreciation: Believe in the Fairies
- Do comprehension task based on poem

Enrichment
- Develop intrapersonal skills

I Can Read
- Read for understanding and increasing fluency
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
</table>
| 1   | Getting Started              | • Labelling a picture (Page 109)  
• Activity 1 | | 1 |
| 2   | Listening                    | • Listening for detail  
• Labelling a picture (Page 110) | | |
| 3   | Phonics: /ar/ and /er/ sounds | • Reading and identifying /ar/ and /er/ sounds (Page 111)  
• Activity 2 | Activity -1 page 74 | 1 |
| 4   | Grammar: Words describing actions | • Understanding words describing actions (Page 112)  
• Activity 3 | | 1 |
| 5   | Pre-reading Reading          | • Sharing ideas and drawing  
• Reading a classic fairy tale  
• Developing reading skills  
• In-text comprehension | | 4 |
| 6   | Understanding                | • Answering questions  
• Exercise (Pages 116-117) | Activity 2 pages 75-76 | 2 |
| 7   | Vocabulary                   | • Learning about anagrams  
• Forming anagrams  
• Exercise (page 118) | Activity -3 page 77 | 2 |
| 8   | Practising Grammar: Words Describing Actions | • Using words describing actions  
• Exercise: (Page 119)  
• Activity 4 | Activity-4 pages 78-79 | 2 |
| 9   | Speaking: Expressing wishes  | • Conversation expressing wishes (Page 119) | | 1 |
| 10  | Writing: Character description | • Writing character descriptions (Page 120) | Activity -5 page 80 | 1 |
| 11  | Celebrating Poetry: Believe in the Fairies | • Recitation and understanding | | 1 |
| 12  | Poem Appreciation            | • Exercise (Page 121) | | |
| 13  | Enrichment                   | • Learning life skills such as honesty  
• Reading to enhance fluency | | 2 |
| 14  | Project Work                 | • Magical Creatures | | |
MAGICAL WORLD

Have you ever been to a magic show? The magician there plays impossible tricks with his magical wand, leaving some magical words. Let us see how the world of magic looks like and experience its exciting adventures.

Jack And The Beanstalk

Getting Started

Write the naming words in the boxes.

Skills in focus

Communication: Listening actively, Utilizing clear and articulate speech

Teaching Trail

Read the introductory text. Initiate a class discussion: Ask students if they have ever seen a magic show. What did they see there? Which magic trick did they like the most? Ask if anyone knows any magic?

Critical Thinking: Gathering information to solve a problem

Skills in focus

Teaching Trail

• Ask students to look at the picture and guess what is happening.
• Read the words in the helping hand. Allow students to identify each character and label the picture correctly.
• Ask students if they know of any story where such characters can be found.

Listening Text

In the magical toy land, Milo the mouse flies a plane.
Milo flies with three flippy fish.
Momo the monkey sits in a tree.
Peter the piper plays his flute.
Polly the princess plays with Dino the dragon.
Billy the bat is friends with Matt the cat.
Jimmy the giant plays with his club.

Listening

Listen to a short story about a girl who dreams about a magical toy land. Name the toys that she sees there.
Teaching Trail

• Demonstrate the /ar/ and /er/ sounds to students by reading the words with the sound given in the text.
• Pronounce the words and have students repeat them after you.
• Have a class drill with /ar/ and /er/ words on Page 111.
• Ask students to identify the pictures before they do the exercises on page 111.

Answer Key

1. barn, mark, bark, art, part, far, start, sharp, farm, hard
2. mother, brother, letter, father, summer, sister, computer, weather, worker, answer
3. teacher, river, card, spider, shark

Activity 1

The sentence given below are tongue twisters. Read these out one by one with rhythm and ask students to read with you. Do the drill for each sentence 2-3 times. Ask students to practise saying them faster and faster. Allow them to practise these in pairs. Let students have fun!

• The early earthworms urge each other to eagerly eat the earthy herbs.

Reading Café

Sound: /ar/

Pronunciation: The ‘ar’ sound /ar/ is an r-controlled vowel. This sound starts with a short /a/ sound and at the same time the tongue moves in an upward position. The mid part of the tongue rises, and the sides touch the middle teeth as if you were saying the English /r/, though the /r/ is not actually pronounced.

Sound: /er/

Pronunciation: The ‘er’ sound is made with the tip of the tongue down behind the bottom teeth and the middle of the tongue touching the centre of the mouth. The lips are neutral, the jaw is open and the teeth are apart.

• March stars are part of my heart but they are far.
• Let me start in my cart.
• Yellow butter bitter butter, can the bitter butter be better?
• Father’s large car is parked far in the dark yard.
Activity 2

• Write at least 10-12 adverbs (quietly, kindly, happily, funnily, etc.) on small chits and place them in a bowl on the table.
• Similarly, write some verbs (dance, sing, eat, cry, etc.) on separate chits and put them in another bowl.
• Have students take turns to pick a sheet from each of the bowls.
• Now, they have to act the actions as written on chits. For example, if the cards have ‘sing’ and ‘loudly’, then the student must sing loudly.
• You may come across some funny actions during the activity.
• Let other students guess the activity.

Language Ladder

Words Describing Actions

Read the sentences:

The lion roared loudly. The kitten purred softly.

The words in blue tell us how the different actions are being done.

Some more examples:

Ria ate her food hungrily. We should eat slowly. They nicely welcomed their guests. The driver waits patiently for the old man.

Pre-Reading

Imagine that someone gave you magic seeds that can be grown into an enormous tree of your choice. What tree would you like to grow and why? Share your views with the class. Draw the tree.

Teaching Trail

• Encourage students to talk about their favourite trees or plants.
• Ask them to share their views in class before they carry out the activity given in the pre-reading task.
• Read the instruction and allow students time to carry out the task.
Comprehension Questions:
1. Where did Jack live?
2. Why did Jack's mother ask him to sell the cow?
3. What did the stranger ask Jack?
4. Did Jack agree to what the stranger said?

Open ended questions
Do you think the beans are really magic? Would you exchange the cow for the magic beans? Why/why not?

Comprehension questions
1. How did Jack’s mother react on seeing the magic beans?
2. What happened next morning?
3. Who did Jack see in the castle?

Open ended questions
• Do you think the giant was dangerous?
• Was it right to steal the giant’s coins? Why/why not?
Comprehension Questions:
1. What did Jack give his mother?
2. What did mother say on seeing the jewels?
3. What did Jack’s mother tell him?
4. What did Jack try to steal next? Did he succeed?

Open ended questions
Do you think Jack should have listened to his mother? Why?

Teaching Trail
- Read the remaining part of the story and ask students what message they get from the story?
- Ask students to skim through the text and write all the words describing actions in their notebooks. As they read out each adverb, ask: Which action word does this word describe?
- As a class drill, read together all the /ar/ and /er/ words.

Comprehension Questions:
1. When did Jack call his mother?
2. What did Jack have in his hands when he came down from the beanstalk?
3. What did Jack learn in the end?

Open ended questions
• What would you do if you had a hen that laid golden eggs?
Integrated Learning

Draw attention to how the giant in the story could smell Jack. Talk to the class about the five senses. Steer the discussion towards other beings which have better senses than our, for example: bats and their sense of hearing, hawks and their sense of sight, bears and their sense of smell, etc.

Activity 3

Play a game of true or false. Make statements about the story and ask students to say whether they are true or false. Write the correct ones on the board. Ask students to help you arrange them in the sequence in which they happened in the story. Do not erase the sentences as they will help students attempt the following exercises.

Once the story has been revised help students do the exercise on page 116. Discuss the answers before they attempt the task individually.

Answer Key

1. a. mother  b. stranger  c. cow  d. beans  e. beanstalk  f. cut, giant
2. a. She sent him to the market to sell the cow.
   b. Jack’s mother was angry because he did not sell the cow. Instead he exchanged it for some beans.
   c. He saw a filthy giant sleeping with a bag of gold coins beside him.
   d. The giant saw him stealing the hen and chased him to catch him.
   e. Mother cut the beanstalk as soon as Jack came down.

Teaching Trail

1. Help students understand anagrams using the definition and examples on page 117.
2. Write some words on the board and ask students to give their anagrams. Example: bear, read, care, baker, rope, etc. (bare, dear, race, brake, pore).
3. Encourage them to provide more such examples on their own.
4. Let them do the tasks on page 118 for further practice.
5. Discuss answers.

Vocabulary and Anagrams

Look at the pairs of words:

<table>
<thead>
<tr>
<th>cat</th>
<th>read</th>
<th>team</th>
<th>speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>dear</td>
<td>meat</td>
<td>deeps</td>
<td></td>
</tr>
</tbody>
</table>

Each pair of given words contains the same letters. Such words are called anagrams.

An anagram is a new word made by using the letters of another word in a different order.

Answer Key

1. pots - spot, ape - pea, pins - spin, bats - tabs, pore - rope, smile - miles, study - dusty
2. 1. Owl  2. Cat  3. Bat
1. Fill in the blanks with the words that describe the actions in the following sentences:
   a. The lion roared ____________. (angry)
   b. I am tired. Let us walk ____________. (slow)
   c. I woke up because the phone rang ____________. (loud)
   d. The children are reading ____________. (quiet)
   e. The cat could not catch the mouse as the mouse ran ____________. (quick)

2. Find at least 5 words from the unit that describe actions. Form new sentences using each word.
   a. ______________________________________________________________
   b. ______________________________________________________________
   c. ______________________________________________________________
   d. ______________________________________________________________
   e. ______________________________________________________________

You are Jack and you enter the giant’s castle. The giant is happy to see you. He promises to grant you three magical wishes as you are the first human to enter his castle.

Now, share the three wishes that you would ask the giant to fulfil.

Linguistic, spatial, Critical Thinking: observing, identifying

Teaching Trail

• Recapitulate the words to describe actions. Use the examples from the text. Explain that when we use words to describe action, we can add -ly to words.

• Exercise 2: Students have already written adverbs in their note books. Ask them to use any five in sentences of their own.

• Ask students to carry out the tasks on page 119. Discuss answers.

Answer Key

1. a. angrily  b. slowly  
   c. loudly  d. quietly  
   e. quickly

2. Answers may vary.

Activity 5

Take three blank dice or paper dice. Write six adverbs on the faces of the dice. For the second dice, have your students decide on six animals. For the third dice, take suggestions from your students to write six (simple) actions that any of these animals might perform. Once the dice are ready, invite students to roll them. The student should put the words in a sentence and act it out. Allow students to work in pairs to help each other to form sentences and act them out.

Teaching Trail

• Read the question. Ask students what they would like to wish for.

• In groups, ask students to share their wishes with each other.

• Ask them to role play the situation given on page 119 and think of other such situations.

• Students take turns to play the role of the giant and Jack.
Activity 6

1. Provide the following worksheet to students. After they have filled it out, let them tell their partners their wishes.

<table>
<thead>
<tr>
<th>A thing that you want to have</th>
<th>A place you want to visit</th>
<th>A celebrity you want to meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish</td>
<td>I wish</td>
<td>I wish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A language you want to learn</th>
<th>A skill that you want to learn</th>
<th>Something that you want for all children of the country</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish</td>
<td>I wish</td>
<td>I wish</td>
</tr>
</tbody>
</table>

2. Praise students for their efforts.

Teaching Trail

- Ask students to read the given describing words. Explain their meaning with examples if necessary.
- Ask students to circle the words that describe the giant.
- Let students use the words circled to describe the giant in complete sentences.
- Now, ask students to write the sentences in their books. Explain that such sentences which tell you about someone are called character descriptions.

Answer Key

Words to be circled: angry, rude, fierce, horrible, unkind, grumpy, wicked, scary, evil. (Sentences will vary. Accept all appropriate sentences.)

Circle the words that describe the giant:

happy friendly clever caring
angry beautiful kind scary
shy fierce polite evil
bright horrible grumpy handsome
moody helpful smart calm
rude unkind wicked honest

Now, write some sentences to describe the character of the giant.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Believe in the Fairies
Believe in the fairies,
Who make dreams come true
Believe in the wonder,
The stars and the moon,
Believe in the magic,
From the fairies above
They dance on the flowers,
And sing songs of love.
And if you just believe,
And always stay true,
The fairies will be there,
To watch over you.

1. Fill in the blanks:
   a. The ____________ make our dreams come true.
   b. The fairies dance on ____________.
   c. The fairies sing songs of ____________.
   d. The fairies are with us when we stay ____________.

2. Find antonyms for the following words from the poem:
   a. below: ____________
   b. never: ____________
   c. hate: ____________
   d. false: ____________

---

**Answer Key**

1. a. fairies    b. the flowers
   c. love    d. true
2. a. above    b. always
   c. love    d. true

---

**Teaching Trail**

- Have students speak about the message they get from the story.
- Read and discuss the questions given on page 122. Lead the discussion towards the right things to do.

---

**I Can Read**

- Let students read the text silently and then encourage them to read it aloud.
- In their note books, let students draw a table with two columns. In the first column, ask students to list the things that a carpenter makes, and in the second the tools he uses.

---

**Linguistic Recitation, musical, interpersonal**

**Teaching Trail**

- Read the poem with proper rhythm and rhyme and students will repeat after you.
- Students will identify pairs of rhyming words and write some more words for each set on their own.
- Ask them to look for nature words from the poem and use them in sentences of their own.
- Ask simple comprehension questions to check students’ understanding of the poem:
  1. What do fairies do?
  2. What should children do?
  3. What message do you think the poem wants to convey?
- Discuss the questions in Poem Appreciation on page 121 and let students complete the task independently.

---

**ENRICHMENT**

We should be truthful in what we do and say.

**Honesty**

Honesty is telling what really happened.
Honesty is telling the truth.
When I am honest, I feel happy.
When I am honest, I can learn and help others learn to be giving.

Do you think Jack was right in taking things from the castle without the permission of the giant? Share your views in the class.

**I CAN READ**

Chetan is a carpenter.
He works with wood to make furniture.
He makes, tables, chairs, fences and cupboards.
He uses many tools to do his work.
The saw and the hammer are his favourite.
He also has a measuring tape that he carries everywhere he goes.
Chetan wants to build a cabin of his own in near the woods.
Workbook Answer Key

Activity 1: Phonics
1. • bark • star • farmer • ginger

2. Ar- sharp, harm Er- paper, summer

3. a. Tower b. Harm c. Dark, park
d. Water e. Ring f. Her, march
g. Parcel h. Farmer, garden i. Bark

Activity 2: Understanding
1. a. Jack said these lines to his mother. b. Jack’s mother said this to her son.
c. The filthy giant said this to jack. d. Jack’s mother said these lines to Jack.

2. • Disobey • Warning • Human • Castle • Readily • Escaped

3. Answers may vary
   • Disobey - Lata never disobeys her mother.
   • Castle - The giant lived in a castle.

4. a. Jack was not able to sell his cow in the market because he met a stranger on his way. The stranger offered to give him some magical beans in exchange for the cow.
b. Jack’s mother told him that the filthy giant identifies humans from their smell and eats them.

Activity 3 Vocabulary
1. • Dear-read • Sing-sign • Tuna-aunt • Tone-note • Tied-diet
   • Plate-petal • Elbow-below

2. • Hint-thin • State-taste • Being-begin

3. a. Ram arm b. Nap pan c. Tar rat d. Team meat

Activity 4 Grammar

2. a. She spoke clearly so everyone could hear her. b. It rained heavily for many days in July.
c. She waited patiently for her doctor. d. Tanmay ran slowly and lost the race.
e. The man spoke rudely to the visitors.

3. a. Quickly b. silently c. slowly d. Dangerously e. Softly
   f. loudly g. Nicely h. proudly

Activity 5 Writing
2. Answers may vary. Sample answer:
   My favourite cartoon is Jerry from the show Tom & Jerry. Jerry is a cute little mouse, but he is also very clever and naughty. He manages to play pranks on his friend Tom. Jerry is very brave. He is not at all afraid of Tom who is a cat. He is funny. He is also very caring as he always helps Tom whenever he is in danger. Cheese is Jerry’s favourite food.

Activity 6 Unseen Comprehension
1. • Killing an animal for food, sport or profit. • An animal that is hunted for food
   • Something that causes sickness.

2. a. Komodo Monitor is another name of the Komodo Dragon.
b. It can smell its prey from far away. It can climb trees and even swim in water.

PROJECT WORK

Magical Creature
Ask students to think of a magical creature and draw it on a sheet of paper. They also have to write its name and one special or magical thing about it. Once every one is done, they have to share their drawing with the class and speak what they have written about it.
LESSON TARGETS

Lesson Targets
• Getting Started and Listening
• Describe routine using time
• Listen and complete the timeline

Phonics
• Learn the rules for using /ai/ and /ay/ in words
• Read and spell words with /ai/ and /ay/ words

Language Ladder: Was/were
• Ask and answer questions about the past
• Use was/were with appropriate pronouns

Reading: The Clock Trail
• Complete a poem using rhyming words
• Learn to read correctly
• Build vocabulary
• Learn about the history of clocks
• Enhance critical analysis skills

Understanding
• Label the pictures
• Answer in text questions

Vocabulary: suffixes
• Learn and the use of suffixes
• Rewrite words using suitable suffixes

Practising Grammar: Was/Were
• Rewrite sentences using was/were
• Make sentences using a substitution table

Speaking: What were you doing at...
• Speak about the actions completed
• Learn and practise sentences to talk the past

Writing: Picture descriptions
• Write grammatically correct sentences to describe a picture
• Enhance observation skills

Celebrating Poetry: Time! Time!
• Recite a poem with proper rhythm and intonation
• Recite to enjoy and learn

Poem Appreciation: Time! Time!
• Complete a comprehension task based on the poem

Enrichment
• Talk about good behavior.
• Participate in a role play
• Develop social and interpersonal skills

I Can Read
• Read for fluency
# Suggested Teaching Plan

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>Writing about routine (Page 123)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Listening</td>
<td>• Listening and completing the information (Page 124)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Phonics: /ai/ and /ay/ sounds</td>
<td>• Reading and identifying /ai/ and /ay/ sounds (Page 124)</td>
<td>Activity -1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 2</td>
<td></td>
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<tr>
<td>4</td>
<td>Language Ladder: Was/Were</td>
<td>• Understanding the concepts (Page 125)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 3</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Pre-reading Reading</td>
<td>• Discussing a picture</td>
<td></td>
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<td></td>
<td></td>
<td>• Reading a dialogue about various cultures and traditions</td>
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<td>• In-text comprehension</td>
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<tr>
<td>6</td>
<td>Understanding</td>
<td>• Activity 4</td>
<td>Activity-2 page 83</td>
<td>2</td>
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<td>• Exercise (Pages 128-129)</td>
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<td>7</td>
<td>Vocabulary</td>
<td>• Suffixes</td>
<td>Activity -3 page 84</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>• Exercise (page 130)</td>
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<td></td>
<td>• Activity 5</td>
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<tr>
<td>8</td>
<td>Practising Grammar: was/were</td>
<td>• Exercise: (Page 129-131)</td>
<td>Activity-4 pages 85-86</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Speaking: What were you doing at...?</td>
<td>• Conversation about past actions (Page 132)</td>
<td></td>
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<tr>
<td>10</td>
<td>Writing: Picture description</td>
<td>• Writing sentences to describe picture</td>
<td>Activity -5 page 87</td>
<td>1</td>
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<td></td>
<td></td>
<td>(Page 132)</td>
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<tr>
<td>11</td>
<td>Celebrating Poetry: Time! Time!</td>
<td>• Recitation and understanding</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>Poem Appreciation</td>
<td>• Exercise (Page 133)</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>Enrichment</td>
<td>• Sharing ideas good manners</td>
<td>Activity 6 page 88</td>
<td></td>
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<td></td>
<td></td>
<td>• Reading to enhance knowledge and fluency</td>
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<tr>
<td>14</td>
<td>Project Work</td>
<td>Memories Quilt</td>
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</tr>
</tbody>
</table>
• Introduce the chapter by discussing some time related proverbs and asking what they mean. For example:
  1. Time once gone never comes back.
  2. Time is precious.
  3. A stitch in time saves nine.
• Talk about the importance of doing things on time.
• Briefly discuss devices that show us time.
• Read the introductory text and discuss the question.

Skills in focus
Critical Thinking:
Making decisions and determining relationships, Reflecting, evaluating and concluding

Teaching Trail
• Ask students to share their daily routine. On the board write three to four things that all students do. Leave these on the board as students complete the exercise on Page 123 suitably.
• Impress upon them the need to do things on time.

Activity 1
This activity will help students in understanding that there is a fixed time for everything that happens in nature. It will instill in them certain life skills such as discipline, time management, etc.
• Draw/Ask a student to draw a clock on the board but without hands.
• Now ask a question about something that happens in nature every day, such as: When does the sun rise?
• While you say the question, draw hands on the clock to show a time other than the rising of the sun, like 10 O’clock.
• Ask students to guess if it is the right time. They will obviously say that it is wrong and that the sun rises at about 6 in the morning.
• Ask more such questions while drawing hands to show a changed time.
Have you ever thought what people used to write with before pens were made?

Listen to the passage and complete the following timeline:

-ai and -ay make the long /a/ sound. Long /a/ sound word comes in words like may and say.
- When the sound is in the middle of a word, we use -ai.
- When the sound is at the of the word, use we use -ay.

Complete the words with ‘-ai’. Read aloud.

r__ _n  s__ _l  t__ _l  __m  tr__ _n
l__ _d  m__ _n  ag__ _n  p__ _n  f__ _l
m__ _d  h__ _l  m__ _l  w__ _t

Complete the words with ‘-ay’. Read aloud.

s__ __  rel__ __  m__ __  runw__ __ cl__ __
r__ __  pr__ __  d__ __  h__ __  holid__ __
p__ __  tod__ __  b__ __  yesterd__ __

The first ever pens were the feathers of large birds.
Then came the Metal-Nib Pens.
Then Fountain Pens were made.
The Ball-Point pen was invented in 1888.
Then came the Felt Pens from Japan.
Felt Pens were followed by the Roller-Ball pens.
Now we have Rubber-Grip Pens, and other pens with features such as camera, light, etc.
Say the sound correctly and ask students to repeat. Write some long /a/ sound words on the board and practise saying them as a class drill. (pail, mail, pain, gain, plain, day, play, stay, hay, etc)

Ask students to complete the exercise on Page 124. Then have a class drill to pronounce the words correctly.

Say more words with the sound and ask them to repeat after you.

Allow time to do the exercise on page 125. Read together all the words coloured blue and brown.

**Answer Key**

**ai words**
- rain
- sail
- tail
- aim
- train
- laid
- main
- again
- pain
- fail
- maid
- mail
- wait

**ay words**
- say
- relay
- may
- runway
- clay
- ray
- pray
- day
- hay
- holiday
- pay
- today
- bay
- yesterday

1. Words to be coloured blue: pain, train, sail, again, maid, mail, wait, tail,

Words to be coloured brown: say, pay, clay, gray, play, pray, lay, day, gray, today, pay, hay, bay

Words to be coloured green: cab, pot, sit, met, bus, mat

**Language Ladder** *(Was/Were)*

Read the conversation and notice the words highlighted in red:

*My family and I were at Nehru Auditorium, in New Delhi. It was a fun day.*

Where were you yesterday?

I was, he was, she was, it was, we were, you were, they were

Rain, Rain, Go away; Come again, Another day;
Little Johnny wants to play.

Then have them write two rhyming words for each word they have written. Discuss answers.
Teaching Trail

- **Ask:** Where were you at 4 o’clock yesterday?
- Read the conversation given in the text and explain the use of ‘was’ and ‘were’ and the pronouns they are used with, with help from the text.
- Have a class drill combining ‘was’ with the pronouns in the first box and repeat the same with ‘were’ and pronouns in the second box.

Activity 3

Draw the a grid on the board with nine boxes. Each box should have singular and plural nouns. (Anu and Payal; my family. Nita, Akash, the ducks, etc.). Number the boxes. Invite students to roll a pair of dice. Based on the number they roll, they must form a sentence using was/were. Students will take turns to roll the dice and make sentences.

Teaching Trail

- In pairs ask students to complete the poem with words that rhyme.
- Ask them to recite their poems.

Critical Thinking:
Reflecting, evaluating and concluding, Understanding a concept

Teaching Trail

- Before you start reading, ask students what they know about devices that show time.
- Have a discussion about various types of alarm clocks and watches- both digital and analogue.
- Read a part of the text and explain new words as you come across them.
- Once you think that they have understood the part read, ask comprehension questions.

**Pre-Reading**

Write your own poem of a cuckoo clock by filling in the blanks with words that rhyme.

*Cuckoo, cuckoo! It’s___________!*

*Yipee, hooray! It’s time to __________!*  

*Come on, let’s ____________,*  

*We’ll have plenty of __________!*  

Learning link:

/ai/ and /ay/ words are highlighted.  
Was/were are also highlighted.

**Reading**

Clocks and watches tell us the time. Have you ever wondered what the first clock must have looked like?

Raman Iyer is the owner of a clocks’ store called The Clock Trail. His son, Aadi helps him at the store after school. One day...

**Aadi:** Come Appa! It is about to rain we should rush!

**Appa:** Aadi! Coming, just switching off the lights.

*Kuk-Kooo! Kuk-Kooo! Wake up everyone; it is time.*

Yes, Grandfather Clock promised to tell us the story of clocks! Come without any delay!

Gather around children. Today, I will tell you a story about our forefathers.
Comprehension questions
1. Who is Raman Iyer?
2. Who helps him in the shop?
3. What did the clocks start to do?

Open ended questions
How many clocks do you have at your home?
What is the colour/shape of the clock in your living room/bedroom?

Comprehension questions
1. What was the most annoying clock?
2. How did the water clock work?
3. Name a clock with only one hand.

Open ended questions
Have you heard a rooster crow? What sound does it make?
Do you know of any other animal that rises early in the morning?

Integrated Learning
Play a game with the class, narrate sentences like: 'The clock says my hour hand is on 6 and my minute hand is on 12'. Ask the students to guess the time. You can even have some students mime the hands of a clock to make the exercise more engaging.
Then, came the clocks that were run by machines. They were very huge. They were always seen on Clock Towers. The clock on the Wells Cathedral is the oldest mechanical clock.

After some time, the clocks started being used in homes. These were the Domestic Clocks. The oldest such clock is displayed in the Science Museum, London. Other Domestic Clocks were Grandfather Clocks and Cuckoo Clocks.

**POCKET WATCHES**

The first watch that was made was a Pocket Watch. At first, it had only one hand. The second hand was added much later.

Hey! Look outside! It’s almost daybreak! Everyone back to your shelves! Quickly! The cleaning maids will be here soon!

**Understanding**

1. **Answer the questions:**
   a. What helped people to wake up in the morning before clocks were made?
      _______________________________________________________________________
   b. What was the first clock called?
      _______________________________________________________________________

**Activity 4**

- Write the name of a character/clock from the story. Invite students to tell the class whatever they know about it. You can ask simple questions about the characters to encourage students to speak. Do this for every character/clock in the story.
- Once the text has been recapitulated, let students do the exercise on pages 128-129. Discuss the answers before they attempt the task individually.

**Answer Key**

1. a. The rooster helped to wake people up before clocks were made.
   b. The first clock was called the sundial
   c. Water clocks, Grandfather clocks, Cuckoo clocks

2. grandfather clock, domestic clock, water clock, pocket watch

**Communication:** Using appropriate vocabulary

**Skills in focus**

- Help students understand suffixes using the definition and examples on page 129.
- Write some words on the board and ask students to add suffixes to make correct words.
- Encourage them to provide examples of words with suffixes on their own.
- Let them do the tasks on page 130 for further practice.
- Discuss answers.

Kunal paints with care.
Kunal is a careful painter.
care + ful = careful (with care)

Dev paints without care.
Dev is a careless painter.
care + less = careless (without care)

A suffix is a group of letters used after a word.
It changes the meaning of the word.
Skills in focus

Critical Thinking:
Understanding and applying a concept

Teaching Trail

• Recapitulate the function of was/were to talk about actions in past.
• Demand example sentences.
• Allow students to complete the tasks on pages 130-131.

Answer Key

1. a. hopeless  b. harmless  c. hopeful  d. beautiful  e. wonderful  f. careful
2. a. careless  b. beautiful  c. wonderful  d. homeless  e. fearless  f. helpful

Activity 3

Draw a line with chalk or rope on the floor so that the classroom is divided into two parts. Name one part prefix and the other suffix. Have the students stand on the line. Call out the name of a student and a word that can have a prefix or a suffix. The student has to jump in the suffix/prefix part of the room and call out the word with the correct prefix/suffix. You can also invite the student to write the word on the board.

1. Write words ending with “-ful” or “-less” to complete the sentences:
   a. Meena thought she was _________ at Math. (without hope)
   b. Don’t be afraid of the dog, it is _________ (without harm)
   c. Pooja was _________ that her project would do well at the science fair. (full of hope)
   d. I saw a _________ rainbow after the rain. (full of beauty)
   e. It was _________ to him swimming so confidently. (full of wonder)
   f. Please be _________ when you go into the forest. (full of care)

2. Use the suffixes “-ful” or “-less” to complete the words in the sentences:
   a. How could you be so care _________ as to lose your wallet?
   b. The weather was beauti _________ so we went for a walk.
   c. Yesterday, we had a wonder _________ dinner at a Chinese restaurant.
   d. I am going to give some clothes to home _________ children.
   e. That little boy is absolutely fear _________ ! He isn’t afraid of anything.
   f. Thank you so much! You were really help _________ to me.
   g. Our pet is a hair _________ cat

Practising Grammar A  Was/were

1. Replace the underlined words with “was” or “were”:
   a. The girl is sleeping in her room.
   b. The children are playing in the park.
   c. Aryan and Tanya were selected for the debate.
   (Students can make more sentences themselves. Accept all appropriate sentences.)
**Speaking**

What were you doing at...

Read what Sam was doing at the given times.

- At 7:00 a.m. I was getting ready for the school.
- At 11:00 a.m. I was studying English in the class.
- At 3:00 p.m. I was having lunch at home.
- At 7:00 p.m. My friends and I were playing in the park.
- At 8:00 p.m. My sister and I were reading story books.

Now, take turns and talk about what you were doing the day before at the same timings.

Helping Hand

Use was/were + action word with -ing to frame your sentences.

**Writing  Picture Description**

Look at the picture. Write what everybody was doing at 7:00 pm last evening. Write at least 5 sentences using was/were.

The boy was playing with the toys.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

---

**Teaching Trail**

- Ask students to look at the picture.
- Let them use the structure explained in Speaking to write the sentences.
- Discuss and check work in class.

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**Communication**: Utilizing clear and articulate speech, Speaking confidently, Listening actively, Using appropriate vocabulary

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**Answer Key**

(Answers may vary.)

a. The pets were playing with a ball.

b. Mother was cooking in the kitchen.

c. Grandmother and grandfather were having tea.

d. The boy was playing with the toys.

e. The girl was drawing.
**Skills in focus**

Listening actively, providing expression and enthusiasm

**Teaching Trail**

- Read the poem again with proper rhythm and intonation and students will repeat after you.
- Ask students to identify pairs of rhyming words and write some more words for each set on their own.
- Let them point out time words from the poem and use them in sentences of their own.
- Ask simple comprehension questions to check students’ understanding of the poem:
  1. How many seconds are there in a minute?
  2. What makes a day?
  3. What should be kept in mind while telling time?
- Discuss the questions in Poem Appreciation on page 133 and let students complete the task independently.

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**Poem Appreciation**

1. **Write the rhyming words for each word. One from the poem and one of your own.**
   
   a. day ___________________ ___________________
   b. mine ___________________ ___________________

2. **Answer the questions:**
   
   a. How many hours are there in a day?
      
   b. What does the poet do in a day?
      
   c. What do the two hands of a clock do?

---

**Answer Key**

1. a. day-away-play       b. mine-time-fine
   2. a. There are twenty-four hours in a day.
      b. The poet sleeps, goes to school and plays in a day.
      c. The little hand tells the hour, the big hand tells the minute.
**Skills in focus**

• Have students work in pairs and do the task on page 134.
• Have them say the right thing for each wrong action.
• Ask them to prepare dialogues for the given situations and role-play with a partner in class.

**Teaching Trail**

Have the class read the text silently first. Once everyone is done, have them read it aloud. Revise the names of animal homes.

**Communication:**

Speaking confidently, Providing expression

**I Can Read**

**The Animal Science**

When winter comes and it starts to snow, Animals need food and a place to go! Bears sleep tight in their den or cave, Squirrels gather nuts to hide and save.

**PROJECT WORK**

Ask students to think about their favourite toy. They must find out where it was made, what it is made of and how they got it. Tell them to imagine that the toy could speak. How would it tell its story. They must write its story, and draw and colour a picture of the toy.
**Workbook Answer Key**

**ACTIVITY-1: PHONICS**

1. | l | j | k | g | t | p | h |
   | a | s | h | e | h | a | y |
   | y | d | f | k | u | i | c |
   | q | m | p | a | y | n | t |
   | p | s | m | r | n | j | r |
   | k | u | t | a | i | l | a |
   | r | y | w | i | b | x | i |
   | p | a | i | n | t | p | n |

2. One day, Ray and his friend Jai decided to go to the fair. They enjoyed riding on the train and playing on the slides. They both ate a plain dosa. They also watched few rabbits who were eating hay. Suddenly, it began to hail and they could not stay. Ray happily said, “What a day it was!”

3. a. The oldest domestic clock is displayed in the Science Museum, London.
   b. Grandfather clocks and cuckoo clocks.
   c. Pocket watch.

**ACTIVITY-3: VOCABULARY**

1. a. -ful: Colourful, beautiful, careful, fearful, graceful, painful.
   b. -less
   c. Colourless, fearless, helpless, homeless, careless, endless

2. a. Fearless- Ram is a fearless boy as he is never afraid of speaking the truth.
   b. Beautiful- Beautiful flowers filled the garden.
   c. Careless- We should not be careless while crossing the roads.

3. a. worthless   b. graceful     c. hopeful
4. a. harmless   b. peaceful     c. homeless

**ACTIVITY-4: GRAMMAR**

2. 1. They were in my car
   2. They were with their uncle.
   3. You were on the dance floor.
   4. You were in my car.
   5. Roshni was present today.
   6. Roshni was on dance floor.

3. a. The lady was at the shop to buy tomatoes.
   b. The children were in the zoo watching animals.
   c. The man was doing his work in his office.

**ACTIVITY-5: WRITING**

1. The cake has two layers and it shows a farm. It is round in shape. There is a sugar pig, a rabbit, a cow e cake. The animals are on the round surface of the cake. There is a fence on the boundary of cake. The base of the cake is green in colour so that it looks like grass. There is also an umbrella on top of cake. The umbrella is in red and yellow colour. The cake looks delicious.

**ACTIVITY-6: UNSEEN COMPREHENSION**

2. 1. Mart  2. Cartons  3. favourite
3. a. The chair was born in a world class factory.
   b. A man took the chair home.
   c. The broken chair was made into a small stool.