

Marigold

Book Four



0424

Textbook in English for Class IV



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

0424 – MARIGOLD

Textbook for Class IV

ISBN 81-7450-677-2

First Edition

February 2007 Phalguna 1928

Reprinted

November 2007 Kartika 1929

January 2009 Magha 1930

January 2010 Magha 1931

January 2011 Magha 1932

January 2012 Magha 1933

December 2012 Agrahayana 1934

February 2014 Magha 1935

December 2014 Pausa 1936

October 2015 Asvina 1937

December 2016 Pausa 1938

November 2017 Agrahayana 1939

December 2018 Agrahayana 1940

September 2019 Bhadrapada 1941

January 2021 Pausa 1942

November 2021 Agrahayana 1943

November 2022 Kartika 1944

March 2024 Chaitra 1946

PD 300T SU

© National Council of Educational Research
and Training, 2007

₹ 65.00

Printed on 80 GSM paper with NCERT
watermark

Published at the Publication Division by
the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016
and printed at Shiva Printtech Pvt. Ltd.,
Pocket No. 1, Plot No. 59, Sector 5,
Bawana Industrial Area, Delhi - 110 039

ALL RIGHTS RESERVED

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**OFFICES OF THE PUBLICATION
DIVISION, NCERT**

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085 Phone : 080-26725740

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014 Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021 Phone : 0361-2674869

Publication Team

Head, Publication : Anup Kumar Rajput
Division

Chief Editor : Shveta Uppal

Chief Production : Arun Chitkara
Officer

Chief Business : Amitabh Kumar
Manager (In charge)

Assistant Production : Om Prakash
Officer

Cover, Layout and Illustrations

Suvidha Mistry

Foreword

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

NCERT appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group at the primary level, Professor Anita Rampal and the Chief Advisor for this book, Professor R. Lalitha Eapen (CIEFL, Hyderabad) for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this

possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to the systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 November 2006

Director
National Council of Educational
Research and Training

Textbook Development Committee

CHAIRPERSON, ADVISORY COMMITTEE FOR TEXTBOOKS AT THE PRIMARY LEVEL

Anita Rampal, *Professor*, Central Institute of Education, Delhi University,
New Delhi

CHIEF ADVISOR

R. Lalitha Eapen, *Professor*, English and Foreign Languages University
(EFLU), Hyderabad

CHIEF COORDINATOR

Ram Janma Sharma, Former *Professor* and *Head*, Department of Education
in Languages, NCERT, New Delhi

MEMBERS

Anju Khanna, *Principal*, The Circle, New Delhi

Anupama Chatterjee, *Primary Teacher*, Army Public School, Kolkata

Anushree Sarkar, *Primary Teacher (Ex.)*, Ram Mohun Roy School, Patna

Jyothi Ramchandran, *Principal*, Arunodaya Public School, Mumbai

Maitrayee Gopalakrishnan, *Primary Coordinator*, J.H. Ambani Saraswati

Vidya Mandir, Surat, Gujarat

Meenu Kumar, *PGT*, Rajkiya Pratibha Vikas Vidyalaya, Delhi

Nilima Sinha, *Writer*, Children's books

Nita Berry, *Author*, Children's Literature Specialist

Pinku Chawla, *Primary Teacher*, Kendriya Vidyalaya, AA1 Rangpuri,
New Delhi

Rekha Johnson, *Primary Teacher*, Demonstration School, RIE, Ajmer

Rupinder Kaur, *Primary Teacher*, Gyan Bharti, New Delhi

Shobha Chanana, *PGT*, Kendriya Vidyalaya, DRDO, Bangalore, Karnataka

Veena Bhambani, *Head*, English Department, Mahaveer Sr. Model School,
New Delhi

MEMBER-COORDINATOR

Usha Dutta, Former *Professor*, Department of Education in
Languages, NCERT, New Delhi

Acknowledgements

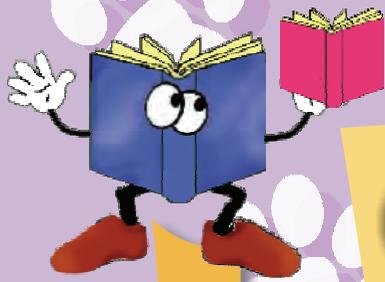
National Council of Educational Research and Training is grateful to Smt. Nandana Reddy, *Director*, The Concerned for working children, Bangaluru; R. Amritavalli, *Professor*, Central Institute of English and Foreign Languages (CIEFL), Hyderabad for going through the manuscript and making valuable suggestions.

National Council of Educational Research and Training thanks the following authors and copyright holders for granting permission to use poems and stories included in this book. *Wake up!* by C. Fletcher; *Neha's Alarm Clock* by Girija Rani Asthana, this story was first published as *Neha's Alarm Clock* by Scholastic India Pvt. Ltd; *Noses* by Aileen Fisher; *What is it?* by Marie Louise Allen; *Run* by Mary Daunt from *Adventures into poetry from Primary Schools Junior Book 1*; *Nasruddin's Aim* adapted from *The Mulla's Aim* from *Humorous Tales of Mulla Nasruddin* by Yogesh Joshi, Navneet Publications (India) Limited, Mumbai; *Alice in Wonderland* adapted from Lewis Carroll's *Alice in Wonderland*; *The Man in an Onion Bed* by John Ciard; *Don't be Afraid of the Dark* by Ruskin Bond from *Poetry Magic*, Book 3, Ratna Sagar P. Ltd. 2006, New Delhi; *Indian sign Language Dictionary*, Ramakrishna Mission Vidyalaya, International Human Resource Development Centre (IHRDC) for the Disabled, Coimbatore, India, 2001; *The Donkey* by Maragret. S. Russell; *The Milkman's Cow* by Vidya Pradhan, Children's Book Trust, New Delhi; *The Cruel Boy* by Shyamala Kumaradas from *Beginning Reading Programme*, 2000, Central Institute of English and Foreign Languages (CIEFL), Hyderabad; *Hiawatha* by H.W. Longfellow; *The Scholar's Mother Tongue* adapted from Akbar and Birbal stories; *A Watering Rhyme* by P.A. Ropes from *Poetry Magic*, Book 3, Ratna Sagar P. Ltd., 2006, New Delhi; *The Giving Tree* adapted from *The Giving Tree* by Shel Silverstein; *Books from Preschool-Appropriate Practices* by Janice J. Beaty, Jovanovich Publishers, Orlando, Florida; *Going to buy a Book* by Rukmini Banerji from Pratham Books, Mumbai; *Chintha Chettu* from *Beginning Reading Programme*, 2000, CIEFL, Hyderabad; *Say in Chorus* by Mash Goldfish (adapted); *The Naughty Boy* by John Keats; *Pinocchio* adapted from the story of *Pinocchio*.

Special thanks are also due to Vandana Singh, *Consultant Editor*, NCERT for her contribution.

The Council also gratefully acknowledges the contributions of Ritu Sharma, *DTP Operator* and Bhagavathi Ammal, *Copy Editor* in shaping this book.

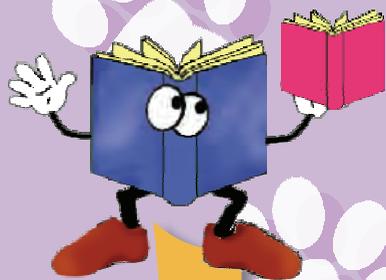
It has not been possible to trace the copyright in all cases. The publishers apologise for any omissions and would be glad to hear from any such unacknowledged copyright holders.



Contents

<i>Foreword</i>	iii
UNIT-1	1-16
<i>Wake up!</i> Neha's Alarm Clock	
UNIT-2	17-36
<i>Noses</i> The Little Fir Tree	
UNIT-3	37-58
<i>Run!</i> Nasruddin's Aim	
UNIT-4	59-72
<i>Why?</i> Alice in Wonderland	
UNIT-5	73-90
<i>Don't be Afraid of the Dark</i> Helen Keller	





UNIT-6

91-112

Hiawatha

The Scholar's Mother Tongue

UNIT-7

113-133

A Watering Rhyme

The Giving Tree

The Donkey

UNIT-8

134-149

Books

Going to buy a Book

UNIT-9

150-165

The Naughty Boy

Pinocchio





UNIT-1

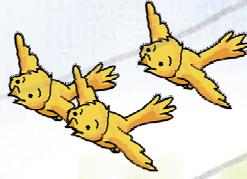


Wake up!
Neha's Alarm Clock



Let's read and recite

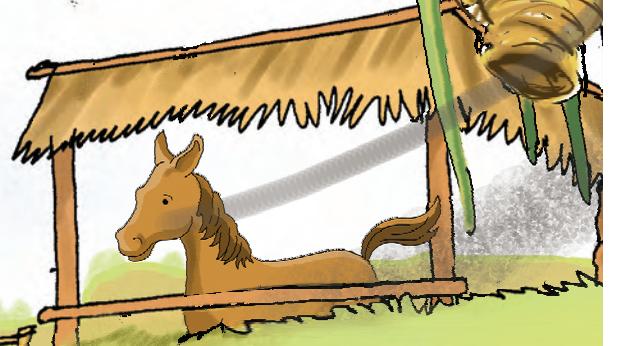
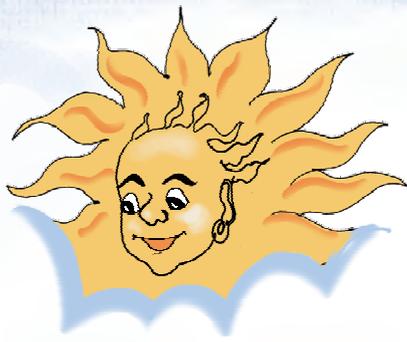
Wake up!



0424CH01

Wake up! Wake up!
It's a lovely day.
Oh! Please get up
And come and play.
The birds are singing in the trees,
And you can hear the buzzing bees.





Wake up! Wake up!
It's a lovely day.
Oh! Please get up
And come and play.
It's much too late to lie in bed,
So hurry up, you sleepy head.

Wash and dress
And come on out –
Everyone is up and about.
The cow, the horses, the ducks
And the sheep,
The tiniest chicken
Cheep-cheep-cheep
Wake up!

– C. Fletcher



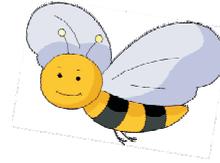
New words

lovely, buzzing, sleepy head, tiniest

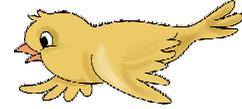




Reading is fun



1. What do you think birds say to each other in the morning?
2. Who are already awake?
3. Which creatures wake up in the morning before the child does?



Let's listen



1. Listen to the songs of birds. Say the words **boy** and **bee**. Listen to the **b** sound in – **big, bubbles, bin, bag, blue, blow** and **black**.
2. Listen to the baby chicks – **cheep cheep cheep**.



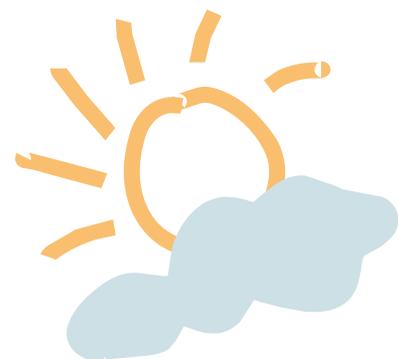
Let's listen and talk

1. Go for a morning walk. Listen to the sounds you hear like the rustling of leaves, the wind blowing, the chirping of birds, the sounds of footsteps.
2. Imagine that a cow, a horse, a duck and a chicken are meeting for a morning meal. What would they say to one another? Talk about it.



Say aloud

*Betty bought a bit of butter,
But the bit of butter that Betty bought was bitter.
So Betty bought some better butter,
To make the bitter butter better.*





Let's write

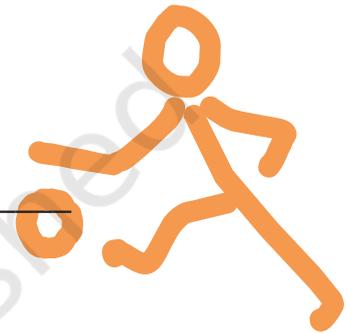
1. Connect the pairs of sentences below using **and** or **but**.

- (a) It is time to get up for school.
 (b) I want to sleep for some more time.

- (a) Sheila got some chocolates for her birthday.
 (b) She got some new clothes too.

- (a) Everyone has gone to sleep.
 (b) I want to read my book.

- (a) Raju plays cricket.
 (b) He also plays hockey.



2. Fill in the blanks according to the example given below –

tiny	tinier	tiniest	_____	later	_____
big	_____	biggest	round	_____	_____
sleepy	sleepier	_____	small	_____	_____
_____	lovelier	loveliest	good	_____	best



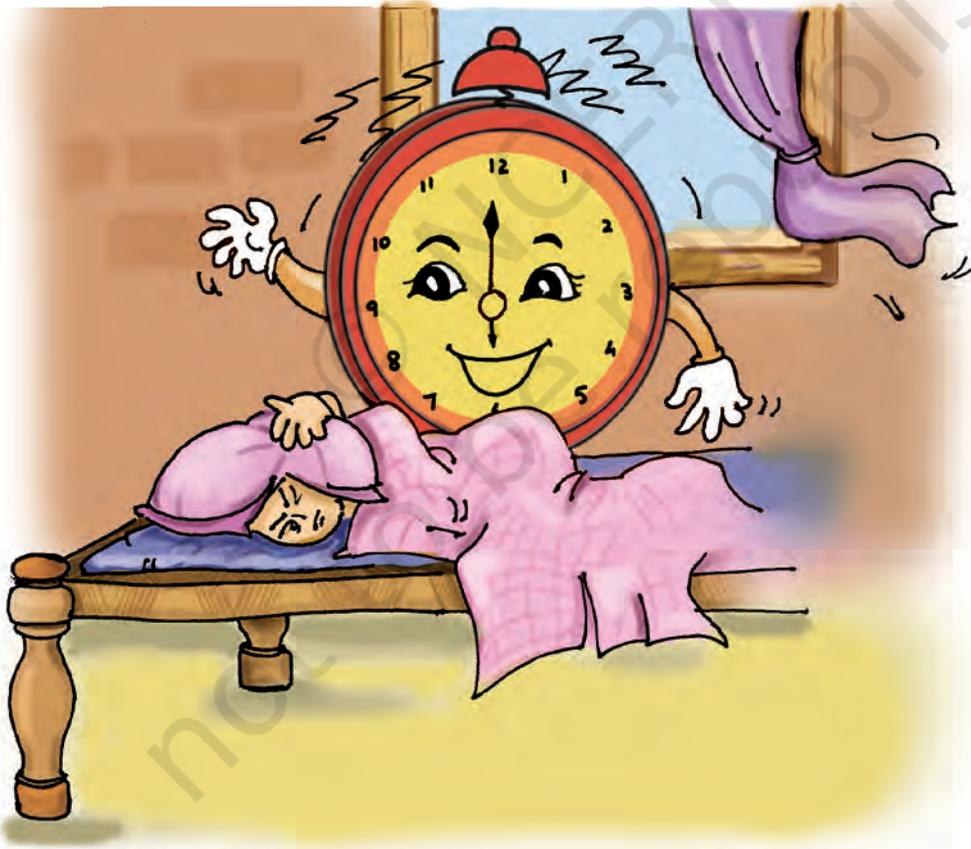


Neha's Alarm Clock

Narrator : Ring! Ring! Ring! Off goes the alarm clock at six in the morning. Neha makes a face and covering her ears with a pillow, snuggles under the warm blanket. But she knows she has to get up. She mutters to herself.

Neha : This alarm clock always rings at six and pulls me out of the bed! It's so unfair...Oh, how I would love to sleep a little longer in the morning! I wish this clock would forget its job sometimes.

Narrator : Something falls. Neha smiles.



Neha : Oh! My clock has fallen. How happy I am! Tomorrow I can get up late.

Narrator : Next morning there is no alarm. So Neha sleeps and sleeps. The small chirpy birds





which come to the window sill every morning find Neha still sleeping.

Birds : Wake up dear! Wake up fast!

Narrator : Neha gets up with a start.

Neha : Oh, no! If it's not the alarm clock, it's these birds... why don't they leave me alone?

Narrator : Even this wish of Neha's comes true. The next morning there is not only no alarm clock, there are no birds either. But there is someone else who does not want her to miss the school bus. Can you guess who it is? The big bright Sun! He fills Neha's room with a warm smile.





Neha : Oh, my eyes! Now it's the Sun waking me up! Why can't he let me be?

Narrator : *Even this wish of Neha's comes true. Next morning the Sun is behind the clouds. So, Neha snores till she hears her mother's voice...*

Mother : Wake up, sleepy head. You will miss the bus.

Neha : Oh no! Why does mother have to wake me up?

Narrator : *There is no escape now. Neha gets up and gets ready. Can you imagine what happens the next day? Neha wakes up with a start. Her watch says it is six o'clock. She calls out to her mother.*

Neha : Ma, who woke me up today?



Narrator : Mother smiles.

Mother : Who else? You, of course!

Neha : But, I was sleeping,
how could I ...?

Mother : Now, tell
me, why do you
eat your lunch
every day at
one in the
afternoon?

Neha : I feel
hungry.

Mother : Why
do you sleep at
nine every night?

Neha : Because I feel sleepy.

Mother : There is a clock inside you which tells you
when to eat, when to sleep and when to wake up.

Neha : Oh! Ooh! I better rush now. I don't want to
miss the bus.

Mother : RELAX! Today is Sunday!

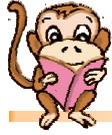
Neha : Oh! Oh! Oh!

– Adapted from *Neha's Alarm Clock*
by Girija Rani Asthana

New words

snuggles, mutters, window sill, relax





Reading is fun

Tick (✓) the correct answer –

1. What time did Neha's clock ring every morning?

- (a) 4 o'clock
- (b) 9 o'clock
- (c) 6 o'clock

2. What did the birds say?

- (a) Sleep on
- (b) Wake up
- (c) Go and play

3. What is inside you that makes you get up at the same time everyday?

- (a) Our body clock
- (b) Our eyes
- (c) Our feet

4. Put the letters in the right order. One has been done for you.

ilesm smile _____

norming _____

mrالا _____

edorns _____

ocklc _____

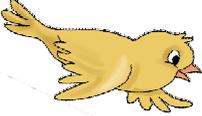
wodwin _____





Let's listen and talk

1. Listen to the sounds around you when you are on your way to school. Discuss with your friend the sounds that you heard. List them here –

Sounds you heard	Sounds your friend heard
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____

2. If there is no clock in the house to wake you in the morning, how will you wake up?

Will you continue to sleep or ...

3. What are the different ways of knowing the time during the day?





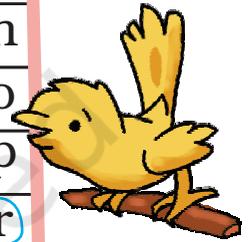
Word building

Find the hidden words

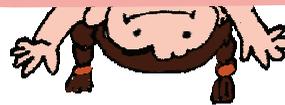
mother, birds, clock, alarm, happy, morning, holiday, hungry, sunday



h	c	d	a	q	r	b	i	r	d	s	e
u	b	f	l	m	a	h	o	s	b	m	n
n	i	e	o	b	t	f	c	a	c	f	o
g	t	m	p	a	b	c	l	i	e	d	p
r	s	u	v	z	a	m	o	t	h	e	r
y	a	w	y	x	k	s	c	b	n	o	k
p	l	o	h	m	t	u	k	c	e	v	r
r	k	p	o	e	i	a	b	o	f	u	s
s	u	a	l	a	r	m	d	o	m	k	f
t	u	o	i	m	k	i	m	n	w	i	g
s	u	n	d	a	y	t	x	z	a	s	c
k	p	i	a	o	l	h	a	p	p	y	o
m	o	n	y	t	m	o	r	n	i	n	g



Say aloud



ought
bought
caught

matter
chatter
shatter

tick – tock
tell – told
train – time

tick – tack
tip – tin
take – tall





Let's write

1. Who said these words and to whom?

“Wake up, dear! Wake up fast!”

Who said

To whom

“Ma, who woke me up today?”

“Why do you sleep at nine every night?”

2. Use the help box to fill in the blanks –

(a) Ram _____ a good football player.

(b) The cows _____ grazing in the field.

(c) My toys _____ broken.

(d) Her frock _____ too long.

(e) The market _____ closed.

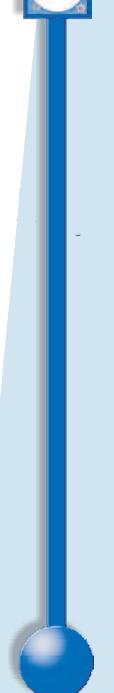
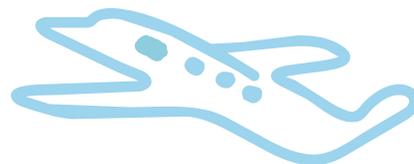
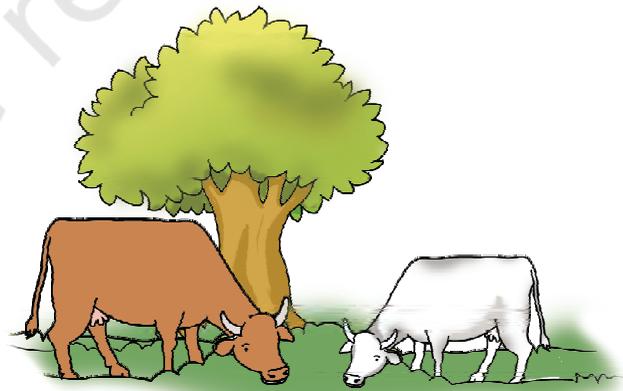
(f) The children _____ happy.

(g) The flowers _____ kept in a vase.

HELP BOX

was

were





3. Look at the pictures below and complete the following paragraph. You will need these words –

pulled out inside called out behind under

Yesterday, I lost a book. I looked for it everywhere.

I looked _____ a door.



I looked _____ a cupboard.



I looked _____ a bed.



I could not find it anywhere. Then, I _____,

Sheroo.



Sheroo, my dog came running to

me. I asked him to look for my book. He _____

another book from my bag.





Fun time

Here is a word, **clock**. Write down words relating to clock.

Make a sentence

Sound

Another word



Name different parts/times

Picture

Word in your language

Here is a word, **morning**. Now write down words related to it.



THEMES

The importance of time
Appreciating nature



Teacher's page

Unit 1

Poem : Wake up!

Story : Neha's Alarm Clock

This Unit focuses on appreciation of the beauty in nature, the magic of words and to give children experiences in expressing their feelings. This Unit is also a listening Unit – it gives children something to listen to as you read the poem to them. Ask children why they like the poem and read the poem again for interesting and beautiful sounds. Begin this Unit by pointing to the pictures and ask children what beautiful colours they see. Provide a print rich environment.

Warm up

It is important to do warm up exercises related to the theme, like, let children stretch their arms, exercise and jog as if to wake up wide. Relate this to the natural beauty of the morning.

Reading time

Read the chapter to the students at a stretch, giving the meanings of the new and difficult words so that they can understand the text. Use appropriate words, expressions, phrases in different situations. This can help you to assess the child's ability to **listen with attention for a reasonable length of time**, share the main idea of the text and accelerate recall skills.

Give the children a chance to read individually.

Sharing time

Involve the class in a group reading session. Let children add meaning with voice modulation and body gestures.

Dramatise the play for the morning assembly. Let each child express what they feel when they have to get up in the morning.

Team time

- Play memory games. You can write down ten new words from the lesson on the blackboard. Let the children look at the words for two minutes. Ask the children to close their eyes. You can then erase one word. The children will then open their eyes and identify the word that has been erased.
- Since breakfast is important for good health, each child could be asked what he had for breakfast. Then ask them to give the importance of milk, *lassi*, butter. Let them add what they eat / will like to eat.
- Discuss the importance of time and punctuality with the class. While discussing other ways of finding time, the sun dial, shadows and position of sun can be introduced.

Environment

Create a Junior Green Brigade as a group of keen environmentalists who assist in keeping the school green and clean; they can be actively involved in successful projects against crackers and banning the use of polybags in the school and community. The school can encourage cloth bags which are an attractive and environment-friendly alternative to plastic.





Let's read and sing

Noses



I looked in the mirror
and looked at my nose:
it's the funniest thing,
the way it grows
stuck right out where all of it shows
with two little holes where the
breathing goes.

I looked in the mirror
and saw in there
the end of my chin
and the start of my hair
and between there
isn't much space to spare with my nose,
like a handle, sticking there.

If ever you want
to giggle and shout
and can't think of what
to do it about,
just look in the mirror and then, no doubt,
you'll see how funny YOUR nose
sticks out!

– Aileen Fisher

New words

mirror, funniest, breathing, sticking, giggle



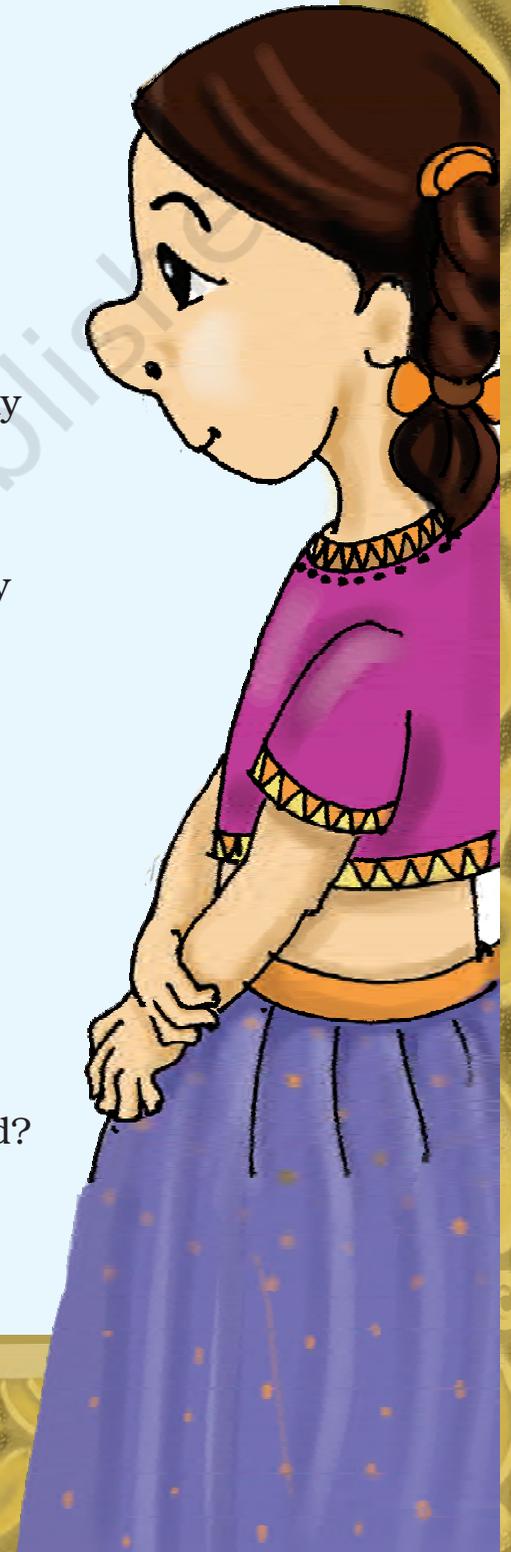
Reading is fun

1. Why does the poet feel that the nose is a funny thing?
2. Why is your nose important for you?
3. Does the child in the poem like her nose? Why do you think so?



Let's talk

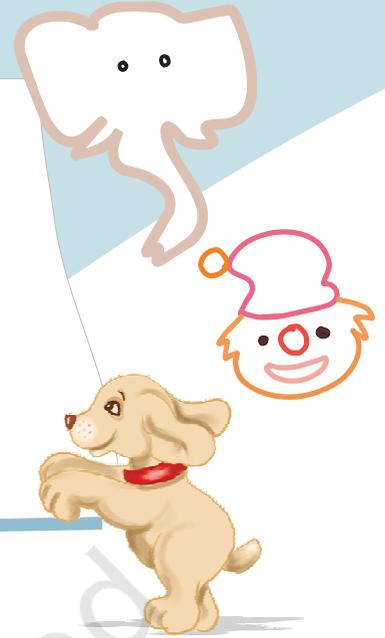
1. Describe a few funny things you have seen. Do they make you laugh?
2. What does 'features' mean? Look up the dictionary. What are the different kinds of features of people we come across in the world? Discuss.



Let's sing

Sing this song and march as you sing.
When you come to ginger, take two steps back
and say 2 - 3. Then start again.

*There was a girl
So tall and thin and fair
Her hair, her hair was the delicate shade of ginger.*



Fun time

1. Sit in groups.
2. Look at your friend's face and describe what you see. Use words like **long**, **round**, **oval**, **slanted**, **sharp**, **flat** to help you. You can use other words also.

3. What is your favourite fruit?
Describe it in five sentences.



(a) How does it smell?

(b) How does it look?

(c) How does it feel?

(d) When you bite it what sound does it make?

(e) How does it taste?



Let's exercise

A breathing exercise

- Close your right nostril with your right thumb.
- Inhale slowly through your left nostril till your lungs are filled with air.
- Now close your left nostril with your second and third fingers.
- Remove your finger from the right nostril and exhale through it.
- Repeat this exercise, slowly in the beginning, and with practice, increase your speed.





Let's write

1. Do you know a fish breathes from its gills? Write two sentences about other animals which can breathe under water.

2. Punctuate the following passage.

mother father neelam said i have got a fire engine ive got a fire engine whats this whats this called mother somewhat confused by the noise ive got a fire engine mother come and see it.

3. Using a red pencil, choose and circle the things whose smell you like. Now with a blue pencil circle the things whose smell you do not like. Make five sentences like this –

I like / do not like the smell of because it reminds me of.....

<p>petrol rose scent chocolate</p>	<p>chips shampoo rotten fruit champa</p>	<p>dirty shoes soap agarbatti marigold</p>	<p>paint garbage coffee elaichi</p>
--	--	--	---



- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

Let's sing

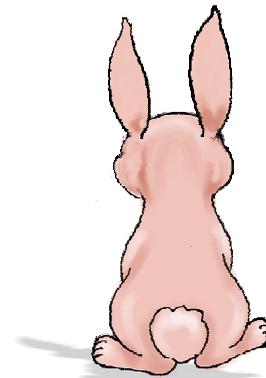
What is it?

Tall ears,
Twinkly nose,
Tiny tail,
And -hop, he goes!

What is he –
Can you guess?
I feed him carrots
And watercress.

His ears are long,
His tail is small –
And he doesn't make any
noise at all!

Tall ears,
Twinkly nose,
Tiny tail,
And – hop, he goes!



– Marie Louise Allen



Write three pairs of words that rhyme with each other.

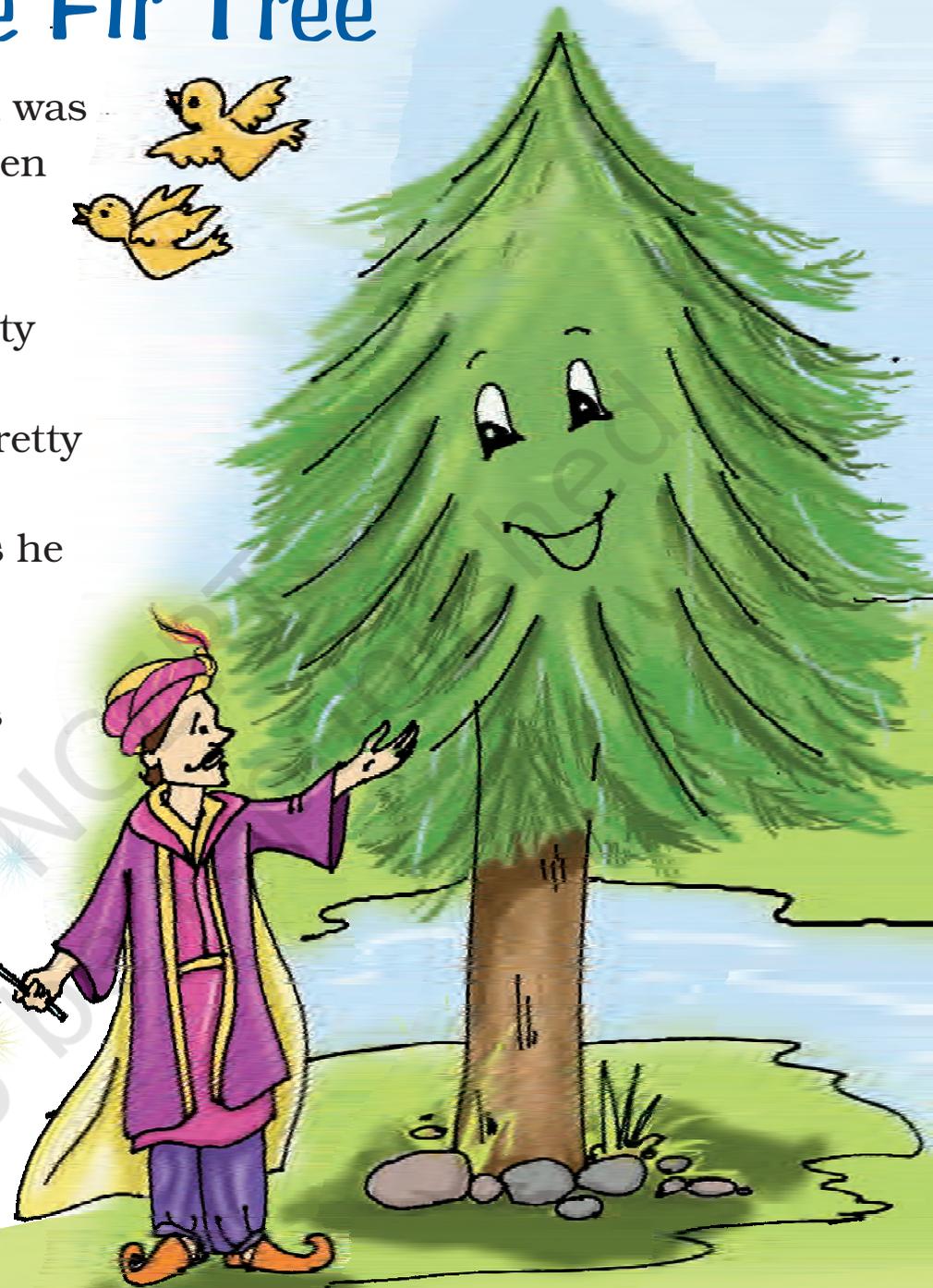
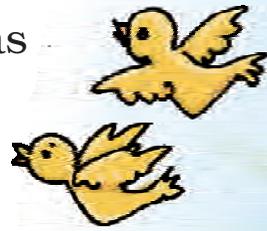


The Little Fir Tree

Shetty the magician was returning home, when all of a sudden it began to rain. It rained heavily. Shetty looked around for shelter and saw a pretty little fir tree. He ran towards it as fast as he could.

Soon the rain stopped. Shetty was happy that he did not get wet.

“Thank you, you have been kind to me. I would like to reward you. Ask for four wishes and I will grant them,” said the magician.



The sad fir tree had leaves like needles and no birds ever made their nests on it. So it said, "I wish I had green leaves like my other friends."

Next morning, its wish was granted. Soon a goat came along and ate all the green leaves. "Oh! dear," said the fir tree. "I wish I had gold leaves as goats do not eat gold leaves."

When the little fir tree woke up the next morning, it was surprised to see gold leaves.

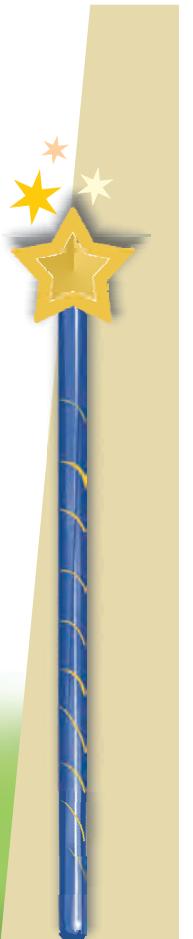
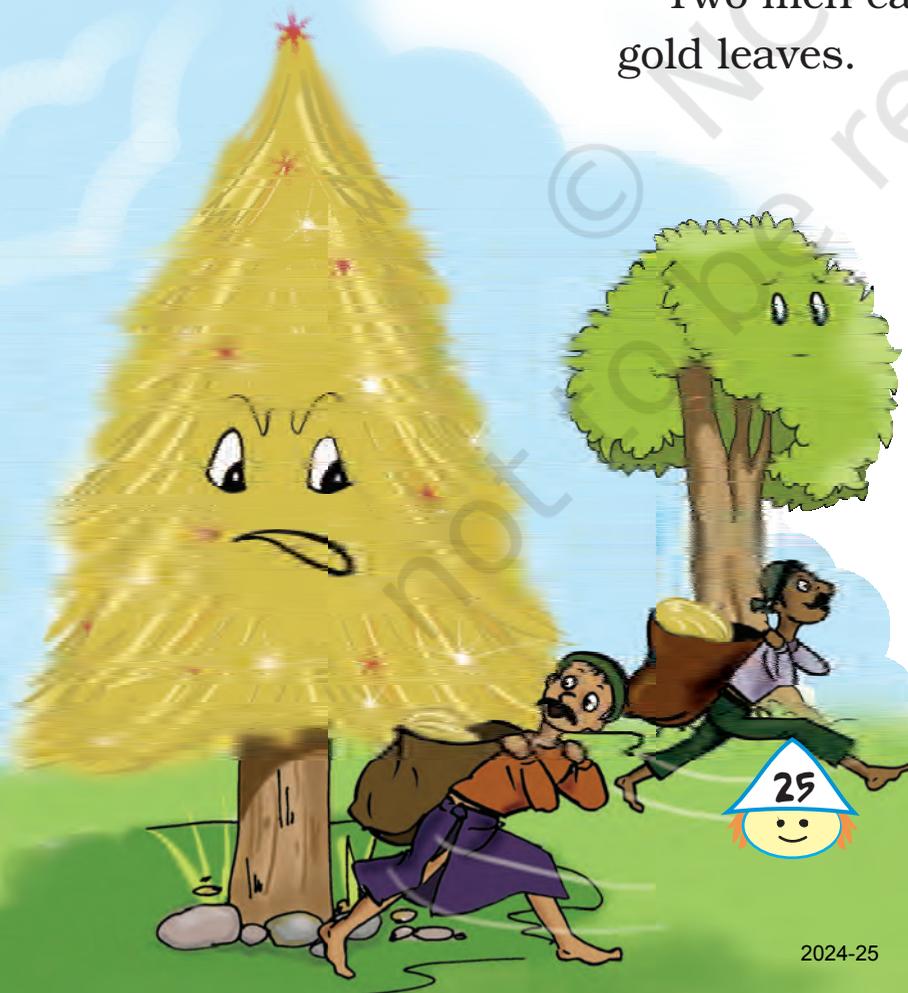
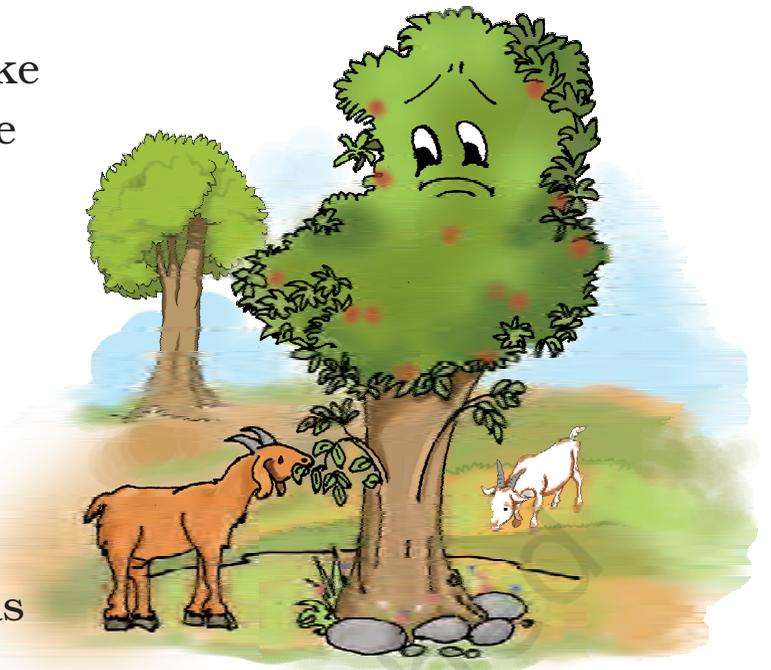
"How happy I am!" it said.

Two men came along and stole the gold leaves.

"I wish I had glass leaves instead. Men do not steal glass leaves."

The next day its glass leaves shone in the bright sun. "How happy I am!" it said.

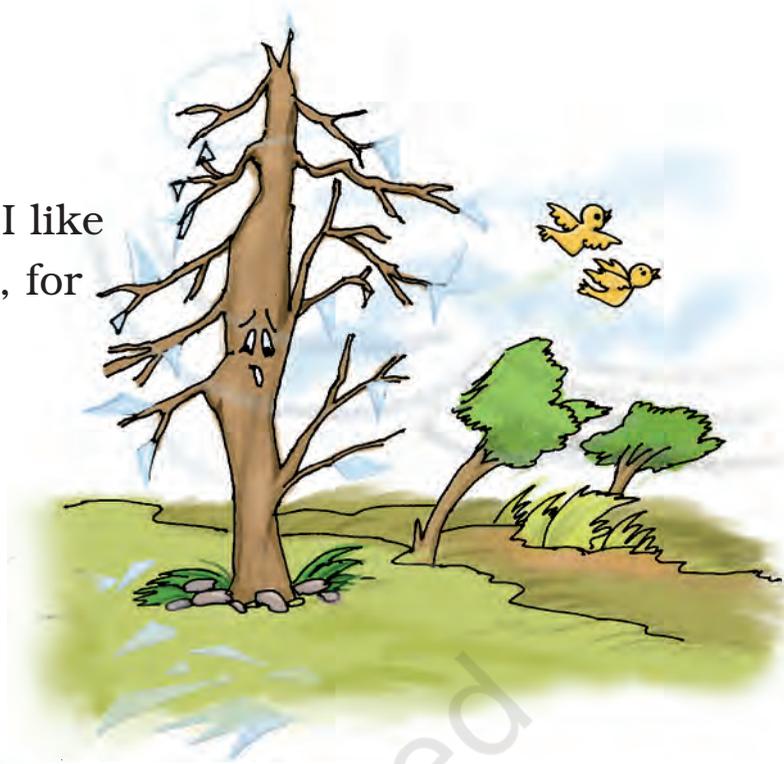
At night the wind blew whoo...oo...oo. All the glass leaves broke.



“Oh dear!” said the fir tree. I like my old needle-like leaves best, for goats do not eat them.

No man can steal them.

The wind will do them no harm.”



The tree went to sleep. When it woke up the next morning, it had all its needles back again.

“Oh! I never was so happy,” said the little fir tree.

New words

pretty, needles, leaves, gold, stole





Reading is fun

1. Tick (✓) the correct answer –

(a) The pretty little fir tree was happy with gold leaves but...

a goat came along and ate them.

all the leaves got wet in rain.

a man stole them.

(b) The fir tree was sad...

because it had yellow leaves.

because it had needle-like leaves.

because it was very short.

(c) The fir tree was not happy with the gold leaves...

because the goats came and ate them up.

a man stole them.

the gold leaves broke.





Word building

1. By changing the circled word to its opposite, rewrite these sentences. One has been done for you.

(a) I carry a **light** bag to school every day.

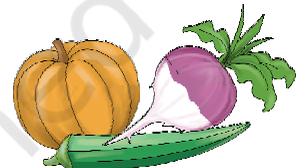
I carry a heavy bag to school every day.

(b) Rina **won** the race.

(c) I **love** eating vegetables.

(d) This glass of milk is **full**.

(e) The old man is **wise**.



2. Now give the opposite of the words below by adding **un** or **im**.

happy _____

important _____

polite _____

perfect _____

seen _____

healthy _____

proper _____

safe _____

lucky _____

patient _____

possible _____

pure _____



3. Rita **loved** her dog Sheroo. Every day, Sheroo would **go out** of the house and **come** back himself. But one day he did not come home.



Rita looked **everywhere** for him. Tears rolled **down** her cheeks. Sheroo was **lost**. He was **nowhere** to be found. Rita was **crying** when she reached home. She got into her bed. All of a sudden something jumped on her. Can you guess who it was? Rita was very **happy**.

Give the opposites of the words in **blue**.

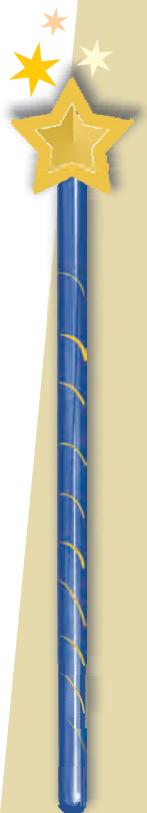


Let's write

1. Rewrite the passage below using capital letters where necessary –

(i) one saturday afternoon amarjit and his little sister rani went for a picnic to india gate. there they saw ducks, water and their friend raj

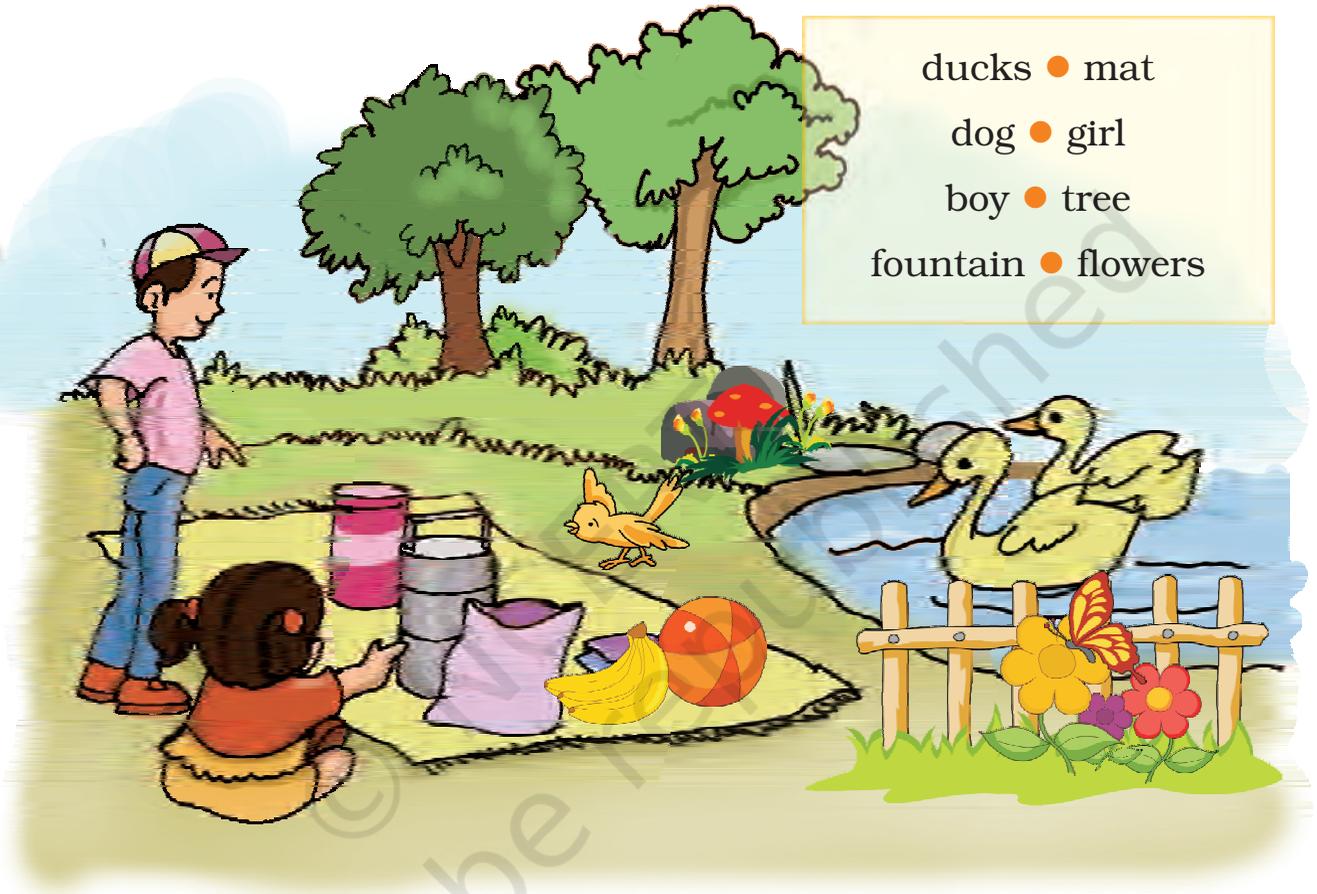
(ii) oh dear said the fir tree I like my old needle-like leaves best for goats don't eat them and no man can steal them





Let's talk

1. Look at the picture below. In the yellow box there are eight things. You can see six of them in the picture. You cannot see the other two. Write down the four things that you can see.



ducks ● mat
dog ● girl
boy ● tree
fountain ● flowers

2. Look at the picture again. Describe the picture.





Fun time

1. Ajit loved flowers. He always wanted to have a garden for himself. Mohan, his friend gave him an idea. He said, "Why, we can have a garden in a dish!"



"Ha! Ha!" Ajit laughed. "A garden in a dish?"

"Yes, dish gardens are tiny gardens planted in a shallow dish. We must first put sand, manure and pebbles in a dish. Plant very tiny plants in it and place the dish on the window sill."

2. Glass breaks easily when it is dropped. Do you think a mud flower pot, a glass spoon, a wooden table, a plastic cup, books or your plastic water bottle can break easily? Circle the things that can.



spoon



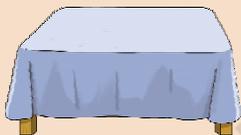
flower pot



plastic water bottle



books



table



cup

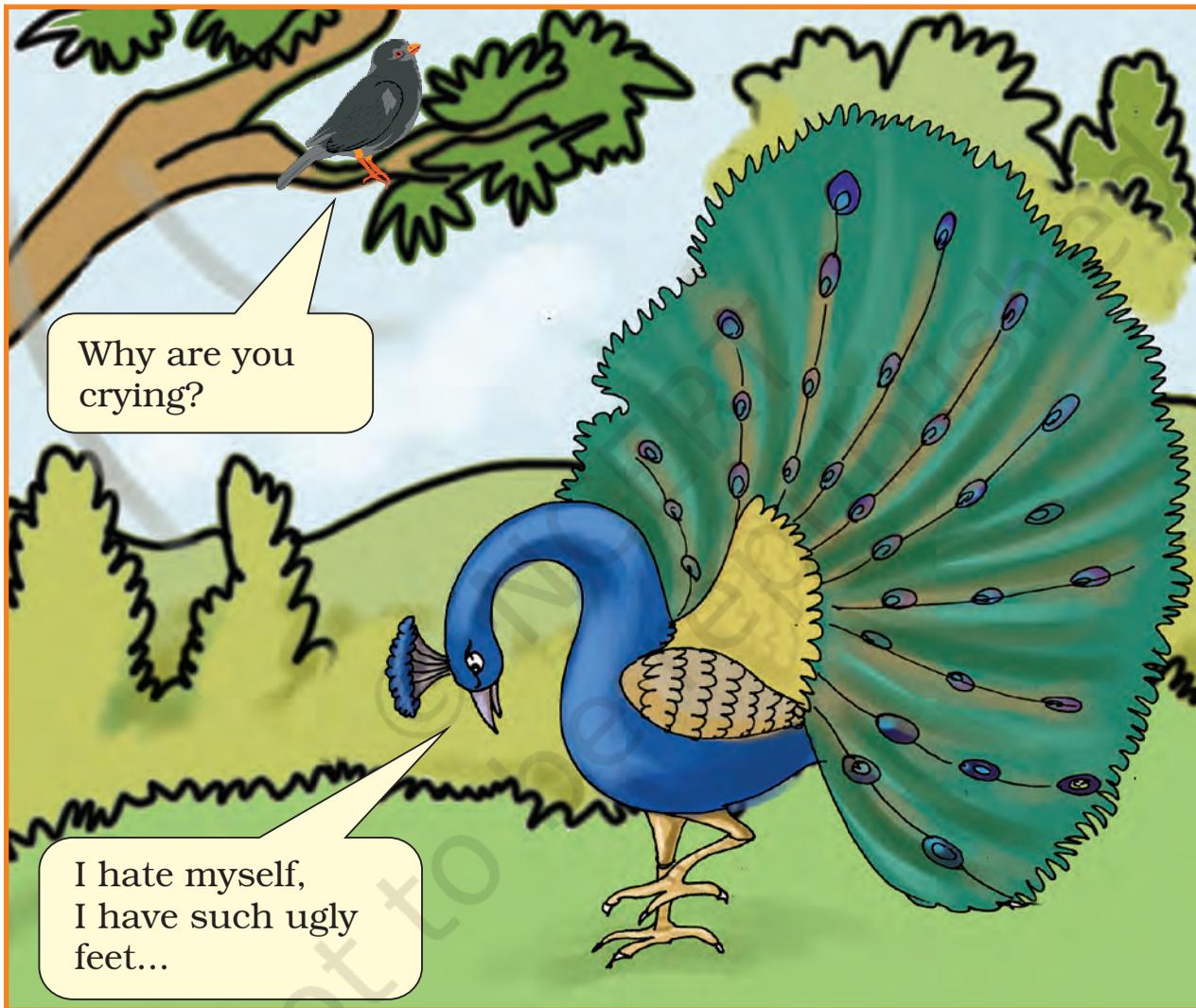


Let's listen, read and write

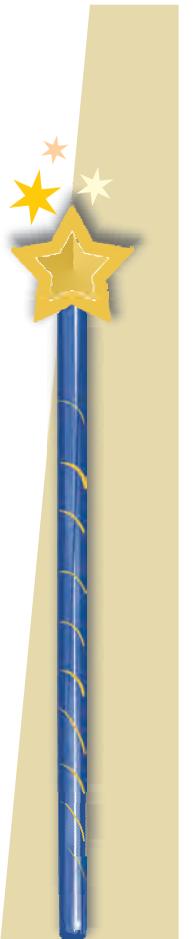
There was a thick jungle with beautiful green trees and birds.

Koyal was singing happily.

Suddenly she heard someone crying. It was her friend, the peacock. She flew to him and asked...



Some things make you feel happy. Some things make you feel sad. Write a poem on the picture.





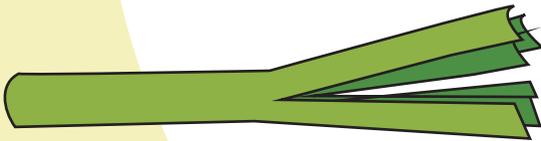
Let's make a word tree

This is how you will do it.

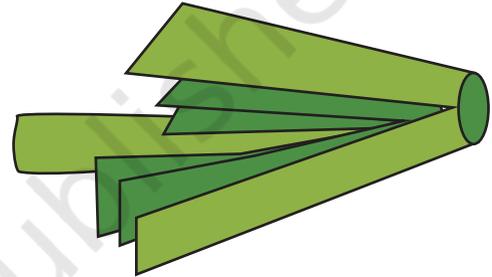
- Take a long green sheet of paper or newspaper. Roll it like this.



- Hold the roll of paper firmly in one hand and cut four slits from the top to halfway down the roll.



- Still holding the roll of paper firmly, bend back the four sections of the cut paper.



- Pull out the branches. Do this by pulling up the cut sections slowly and carefully from the centre of the roll.



Write words related to leaves on the trees and make a Word Tree. Now make sentences with these words.



THEMES

Self-esteem and satisfaction
Respecting individuality



Teacher's page

Unit 2

Poem : Noses

Story: The Little Fir Tree

The main aim of this Unit is to sensitise the child and make her/him feel happy with what she/he is or has. These expressions of inner feelings are not to be judged/labelled but may only be heard, seen and shared by you.

Give the children practice in observation and conversation. Let them talk freely about different type of faces and noses that they have seen. Bring the shy child into conversation while asking questions. Talk with them about the way they use their eyes, ears, nose and minds.

Develop the child's self-esteem and cultivate children's creativity. In the context of a fast changing world, it is imperative that we respect the children's wisdom and imagination.

How do we behave and see ourselves and how do others see us? Do they see us as kind, helpful or funny? Stress the three sides of a person. The one you think you are, the one others think you are, the one you really are.

Warm up

If you have a child in your class who you feel is not very confident, invite the little one to sit comfortably and then involve four/five children to share something they like about her/him as a friend. With exchanges and sharing in this way, you will very soon have a class where children relate to each other and participate in learning.

Avoid correcting them when they are speaking. The idea is to build confidence, and finally, fluency in speaking.

Reading time

Step 1 : Read the text aloud with voice modulation.

Step 2 : Let the children read the text along with you.

Sharing time

In this Unit involve children with 'a creative time' activity, for example, let them share with you their interest in speaking, writing, drawing (any other art form or paper activity). They can be encouraged to use this medium to express "Who am I? What do I want to be?" The activity helps the children to



express their thoughts logically. They also learn to interact with each other. Divide the class into conversation groups. Help each child to think and talk about what he saw that morning – his father, baby sister, pet, etc. and ask them how they feel. They can illustrate this through pictures which can be displayed in the class.

Writing time

Help children improve their handwriting with practice but guide them by precept and discussion.

Handwriting suggestions can be put up on a chart for the class. Some of these can be to –

- (a) make the writing even
- (b) begin sentences with capital letters
- (c) end the sentences with periods or question marks
- (d) write the letters carefully on the line.

Creative time

- Ensure that the children's running handwriting is done in their notebooks.
- From the spellings that they have learnt from this lesson, let them construct meaningful sentences in their notebooks.
- Try to teach organisational skills. Let children make a poem on their eyes/ears, or on the peacock, our national bird, in their notebooks.
- Introduce the use of 'and' and 'but' through oral work to bring out the function of addition and contrast respectively.

Language corner : Let children be given sentences using **is/are**.

Environment

Segregation of class waste-paper and food articles into containers of biodegradable and degradable waste can be started in a simple, efficient and environmental friendly manner.

