



Read and enjoy this poem

Run!



0424CH03

AWAY from the city
And into the sun,
Out to the country,
Run! Run! Run!

Run in the raindrops!
Run 'neath the trees!
Run little races
With each little breeze!

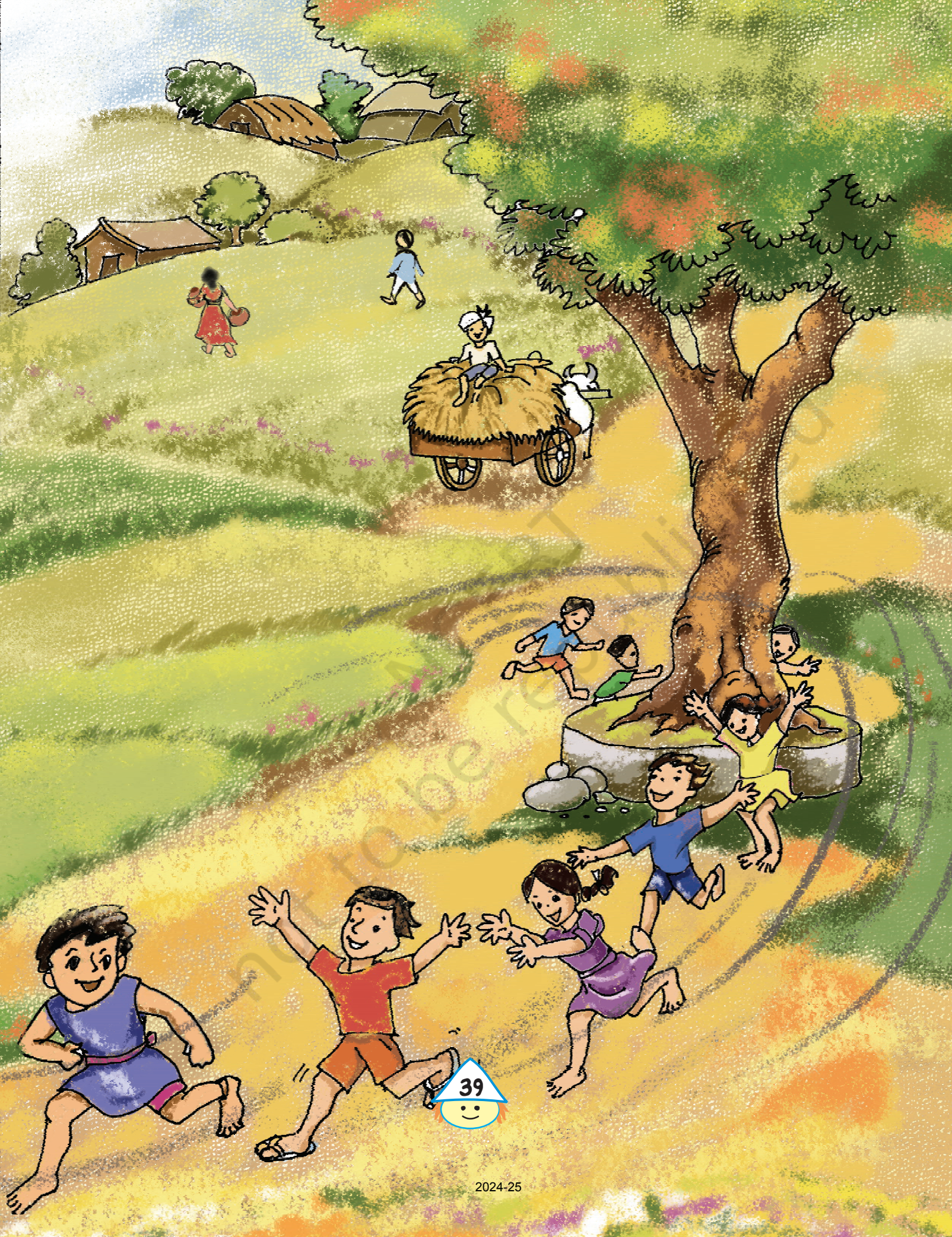
Run down the hillside,
Run up the lane;
Run through the meadow,
Then run back again!

Run and be merry
All through the day!
Run to the country,
Away! Away!

– Mary Daunt

New words

raindrops, 'neath (beneath), breeze, hillside, meadow, merry





Reading is fun

1. What does the poem tell us to do?
2. Write about the places where the poet wants us to run.



Let's talk

1. Do you like to play and run about? Why?
2. Running is very good exercise. Name any three games that you play, in which you have to run.
3. When you run fast, what do you feel is happening to your body?



Say aloud

beneath breeze meet
fear each meadow



Let's spell

Some letters are missing in each word.

Write **ee** or **ea** in each word.

tr _ _ s

sl _ _ p

pl _ _ se

b _ _ p

t _ _ se

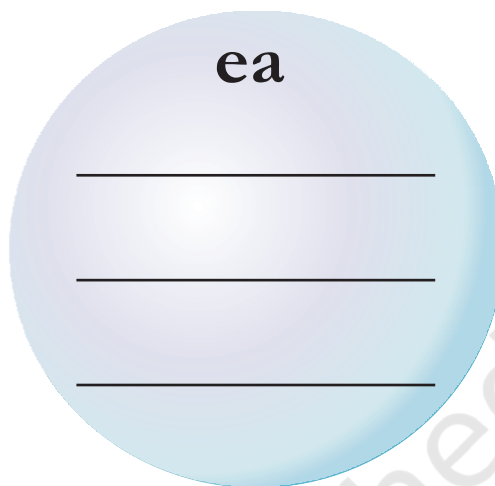
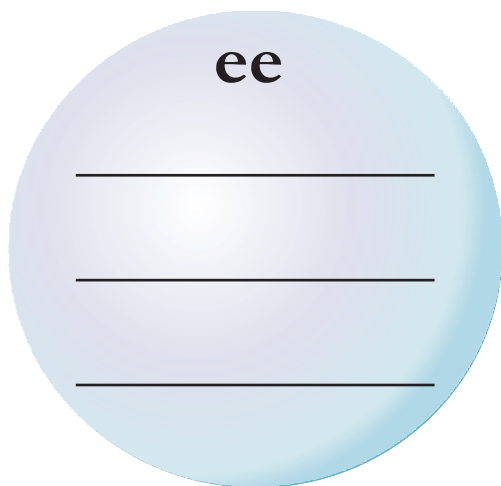
f _ _ t

t _ _ ch

m _ _ t



Now add more words with **ee** and **ea** and put them inside the bubbles.



Let's listen

1. Say the words aloud one by one. Follow the instructions and move your body accordingly.

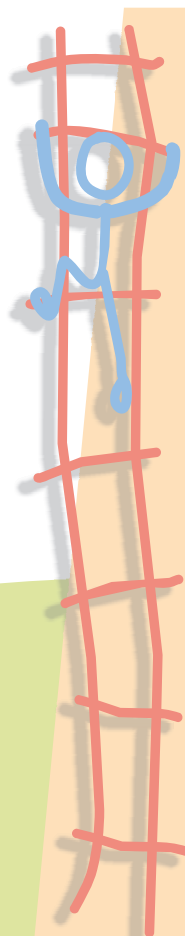
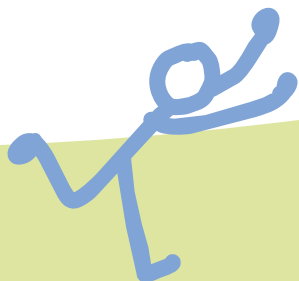
Shoulders Move them up and down.

Feet Walk forward and backward.

Run Fast and slow.

Hands Move them left and right.

2. Now **jump**, **hop**, **march** and **tiptoe**.





Let's write

1. Answer the questions by looking at the picture on the opposite page.

Example : What is happening in picture 5?

The girl is diving into the water.

- (i) What is Mohan practising in picture 4?

He is _____

- (ii) What are Anil and his friends pulling in picture 3?

_____ are pulling _____

- (iii) Where are the boats racing in picture 2?

_____ are _____

- (iv) What are the boys doing in picture 1?

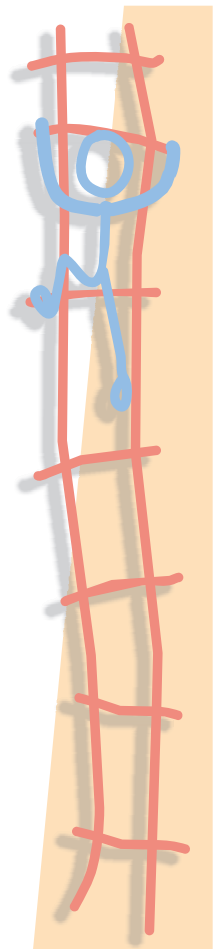
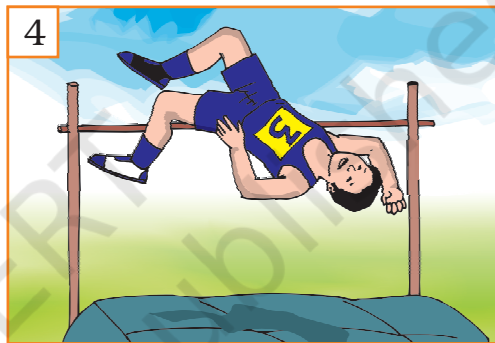
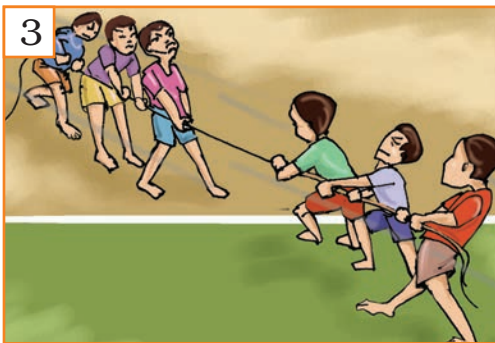
_____ are _____

- (v) What are the girls doing in picture 6?

They are _____

2. Now make one more question for each picture. Write the question in the space below each picture. Use how many, what are, where are/is, how, why, to make questions.





Nasruddin's Aim

One day, Nasruddin was chatting with his friends.

He began to boast, "No one can match my skill in archery.

I string the bow, take aim, and shoot the arrow...

Wh...o...o...sh.

The arrow is sure to hit right on target."

Hearing this, one of his friends immediately brought a bow and some arrows.

Giving them to Nasruddin, he said, "Here, Nasruddin! Take this bow and arrows."

Then pointing towards a target, he said, "Aim at that target and shoot an arrow."



Nasruddin held the bow in his hands, strung it, aimed at the target and shot an arrow.

Wh...o...o...o...o...

The arrow didn't hit the target!
Instead it fell down somewhere in the middle.

“Ha...ha...ha...ha...”

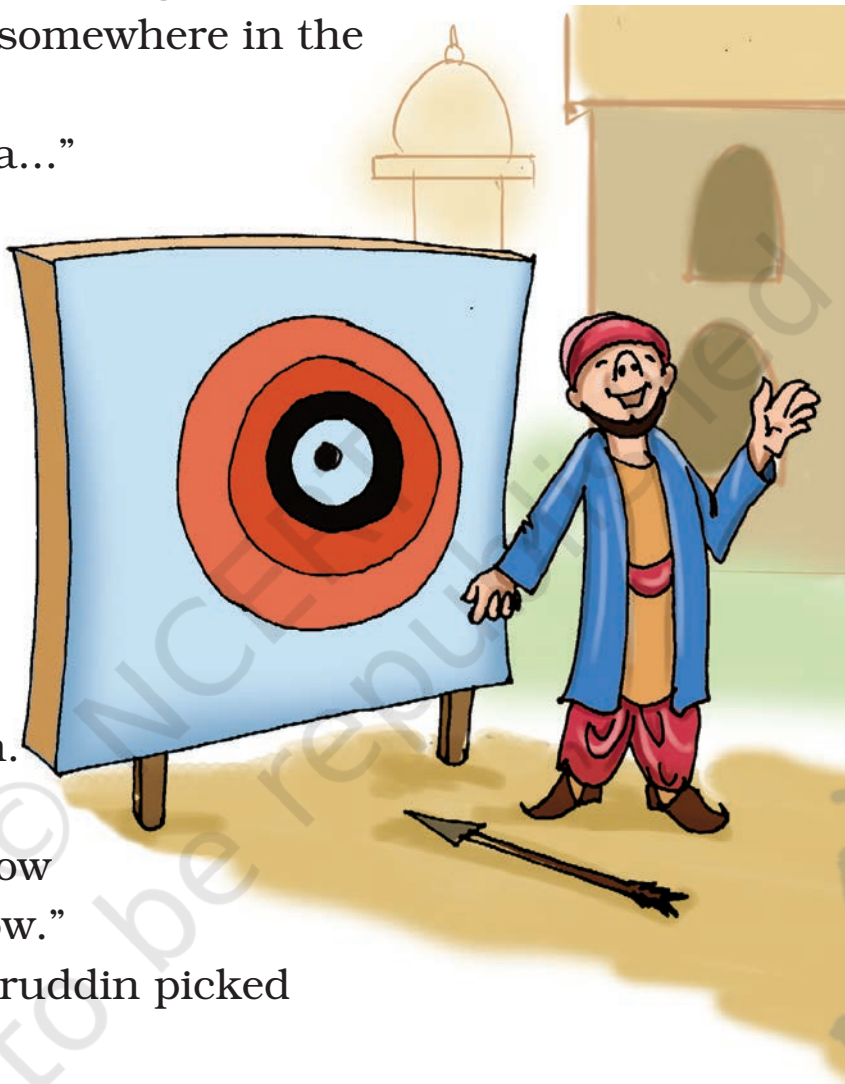
His friends started laughing.

They said, “Hey, Nasruddin! Is this your best aim?”

“Oh, no!
Not at all,” said Nasruddin, defending himself.
“This wasn't my aim.
It was Azad's aim.
I just showed you how Azad shoots an arrow.”

Saying this, Nasruddin picked up another arrow.
Once again, he strung the bow, aimed at the target, and shot the arrow.

This time, the arrow fell a little further from where it had fallen before.



But it certainly
didn't hit the target!

They asked Nasruddin,
"And this must be
how you shoot an arrow!"

"Of course not,"
argued Nasruddin.
"Even this aim was not mine.
It was the chief guard's aim."

Now somebody remarked,
"Well...
Now who's next on
the list?"

Hearing
this, all the
friends burst
out laughing.

Nasruddin
didn't say a word.
He quietly picked up
one more arrow.

And again...

And this time
Nasruddin was really
lucky! The arrow hit
right on the target!



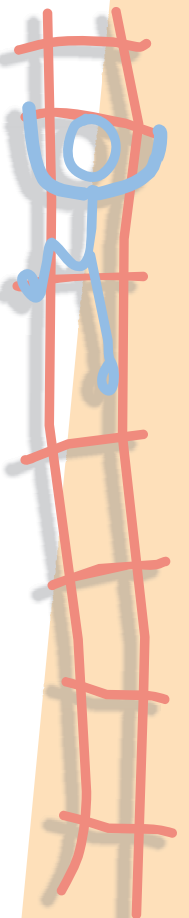


Everybody stared at Nasruddin,
their mouths agape in amazement.

Before anyone could say anything,
Nasruddin said triumphantly, “Did you
see that? It was my aim!”

New words

chatting, archery, string, target, defending,
amazement, triumphantly



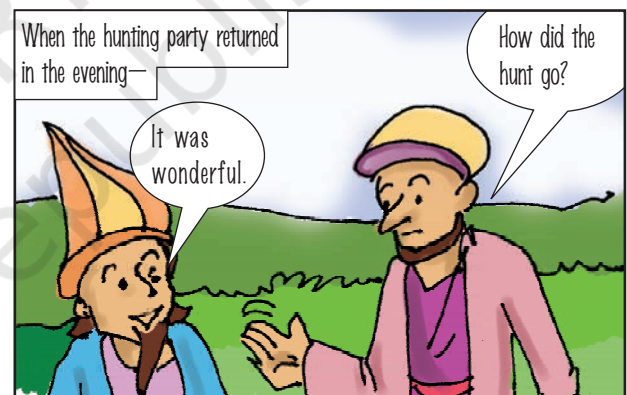


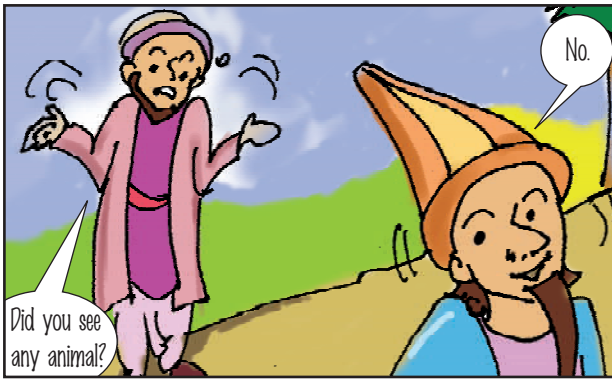
Reading is fun

1. What did Nasruddin boast about?
2. Why did Nasruddin take someone else's name each time he missed the target?
3. Why did Nasruddin say, "It was my aim," the third time?
4. Do you think Nasruddin was good at archery?

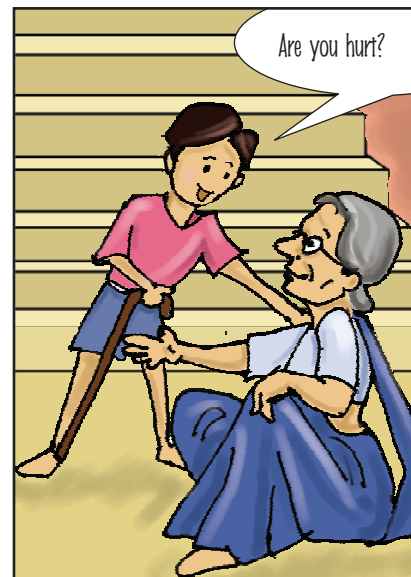
Read and enjoy

Nasruddin Hodja





Be a Nasruddin Hodja Yourself



What would you have done if your grandmother slipped?





Word building

1. Shoot the arrow and hit the target by matching the words with their correct meanings.



shooting
with a bow
and arrow



talking
informally



protecting
from
attack



great
surprise



happily and
proudly

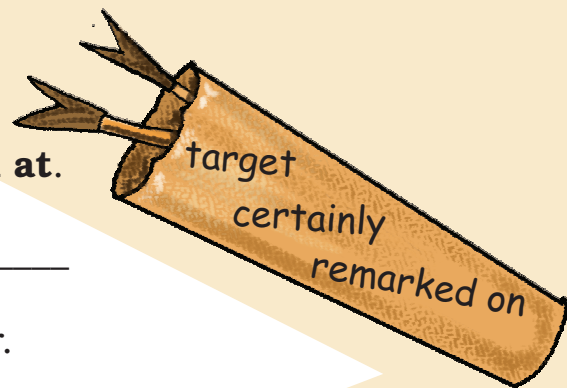


the goal
intended
to be hit



2. Replace the bold word/words with a word from the quiver and re-write the sentence –

In no time she hit the **object she aimed at**.



Nasruddin was **surely** not a good archer.

The teacher **said something about** his good handwriting. He felt very happy.



Let's write

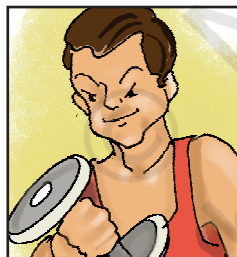
1. This is a picture of Rahul Gupta. Using the clues given, write a paragraph about him in your notebook.



Clues

Indian, cricket, eight hours, practises, eats healthy food,
runs two kilometres every day, batsman

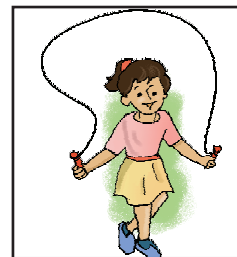
2. This is Rajiv's family. They are a healthy family. See what each one does to remain healthy.



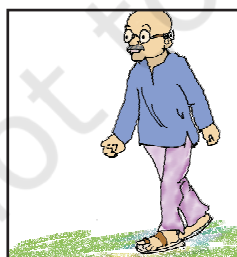
Father



Mother



Sita



Grandpa



Grandma



Rajiv



3. Use the words 'and' or 'but' and make as many sentences as you can about Rajiv's family.

Example : Grandpa and Grandma get up early in the morning.

Grandpa is walking but Rajiv is jogging.

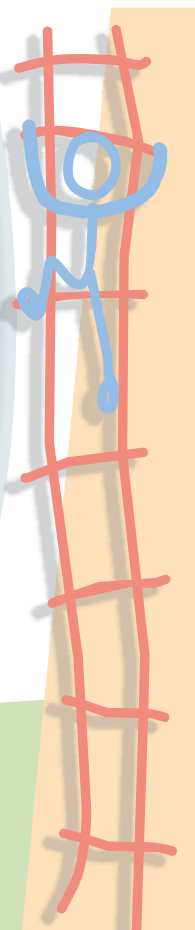
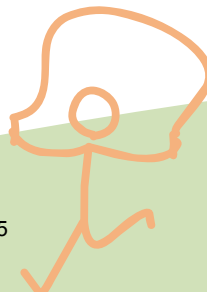
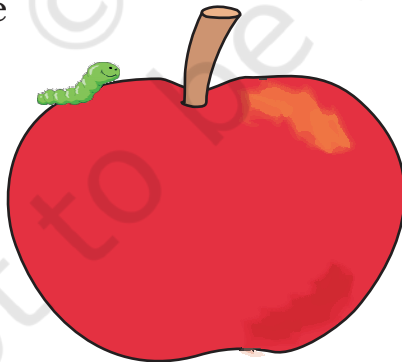


Fun time

Watch the arrow pierce the apple!

Would you like to see the arrow piercing the red apple?

Bring the page close to your face, touch the star with your nose, and then look at the picture!



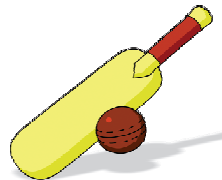


Let's play

1. Fill in the grid with words given below. You can use one word more than once.



stick bat/ball eleven table racket
ball stadium football two to four ground



Name of the game	What you play with	Where you play it	Number of players
cricket			
hockey			
table tennis			
football			

2. Using the information in the grid, write a sentence about each game. One has been done for you.

(a) Cricket is an outdoor game.

We play it with a bat and a ball.

There are eleven players in this game.

(b) _____



(c) _____

(d) _____

3. The following words are used in various sports. List them under the sport that they are used in.

(a) googly

(b) goal

(c) LBW

(d) penalty

(e) free kick

(f) penalty corner

Some words may be used in more than one game.

Hockey

1.

2.

Cricket

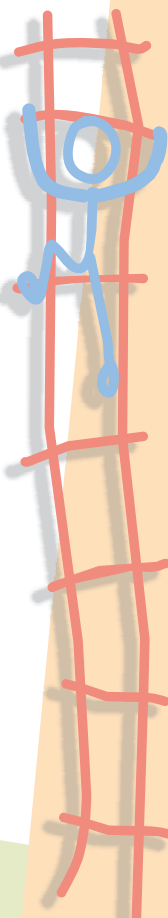
1.

2.

Football

1.

2.





Team time

A Puppet head

You can use an old tennis ball which has lost its bounce, to make the head of a puppet. She looks like a little girl in a skirt and is very quick and easy to make.

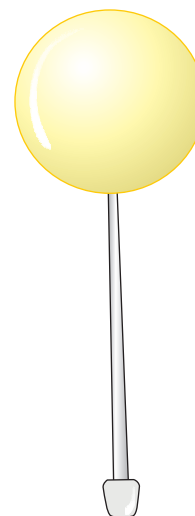
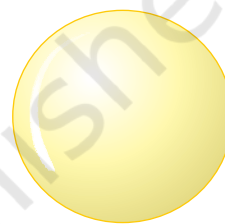
Look at the picture carefully and you will see how she works – your fingers are her arms!

You need –

a tennis ball, needle, wool, coloured cloth.

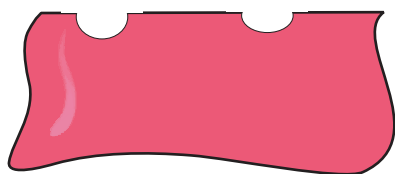
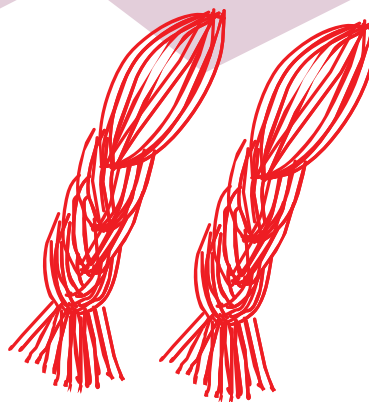
Method –

1. Start with the head. Make a small hole in the ball and push a long, thick knitting-needle (about size 3), into it.
2. The needle goes in on one side and right across inside the ball to touch the opposite side.
3. The hole needs to be very small, so that it is difficult to push the needle in. In this way it will fit tightly and remain firm when you play with your puppet.



- Now cut the thick top off an old nylon sock and stretch it tightly round the ball, sewing it together down the back.

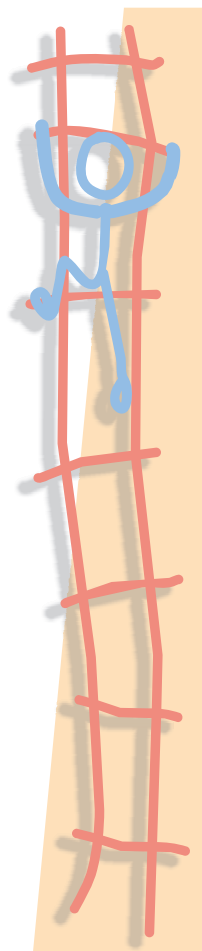
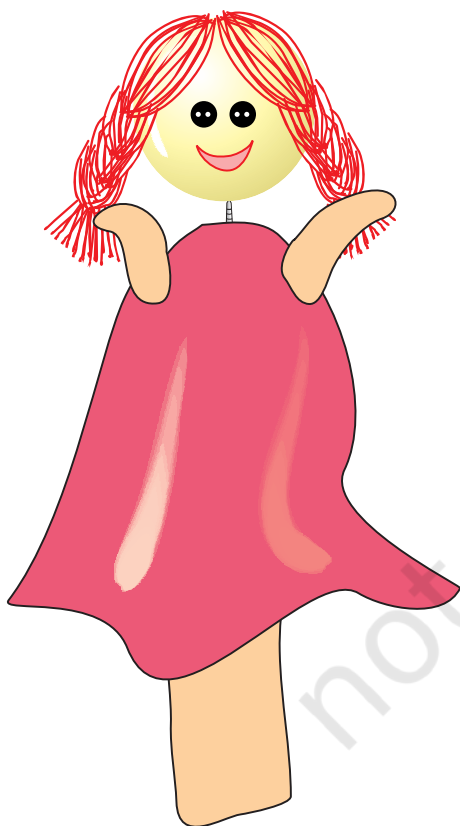
- Take some coloured wool and stick on the ball. Make plaits. Paint the eyes and lips on the ball.



- Cut two holes in the coloured cloth to put in your fingers.

- Hold the needle in your hand to hold your puppet.

Write two sentences on your puppet.



THEMES

Importance of games and sports
Building concentration



Teacher's page

Unit 3

Poem : Run!

Story : Nasruddin's Aim

This Unit develops concentration for the work that children are involved with.

Warm up

Before beginning the poem, the teacher can ask the children to run around the class in silence and then –

Stand straight

1. Take a deep breath inhaling through your nose.
2. Hold till the count of five.
3. Release the air through your nose.
4. Repeat it five times.

Stretch their arms sideways

1. Keeping your arms stretched, bring your hands down from the elbow level.
2. Stretch your arms sideways again.
3. Repeat it five times.

Reading time

While reading the lesson, the teacher can talk about concentration that leads to success. Concentration is essential for studies as well as sports.

The teacher should read the given instructions in the questions very clearly so that the children understand them and follow them accordingly.

Sharing time

- ? Discuss the feelings after running.
- ? To keep pace with the activity of running, the teacher can ask the children to read the poem fast, imagining that they are running and reading (speed and fast-track ☺).
- ? Having experienced the running activity, children should be encouraged to answer the talk time correctly.

Creative time

Involve the children with words like racing, diving, jumping, swimming, running, for example – **Racing** boats is a sport. A girl is **diving**. I am **jumping**. We are **running** a race. They can either enact or draw to express the sense of movement (this is an indirect way of sharing verbs as 'doing' words). These drawings with sight words can be hung in the class. Teachers may lay more emphasis on the inclusion of sports and games from the local area. They may organise special sports programmes both before and after school hours to enable children with special talents for training. Team games such as basket ball, *kabaddi*, volleyball can be encouraged.

Language corner

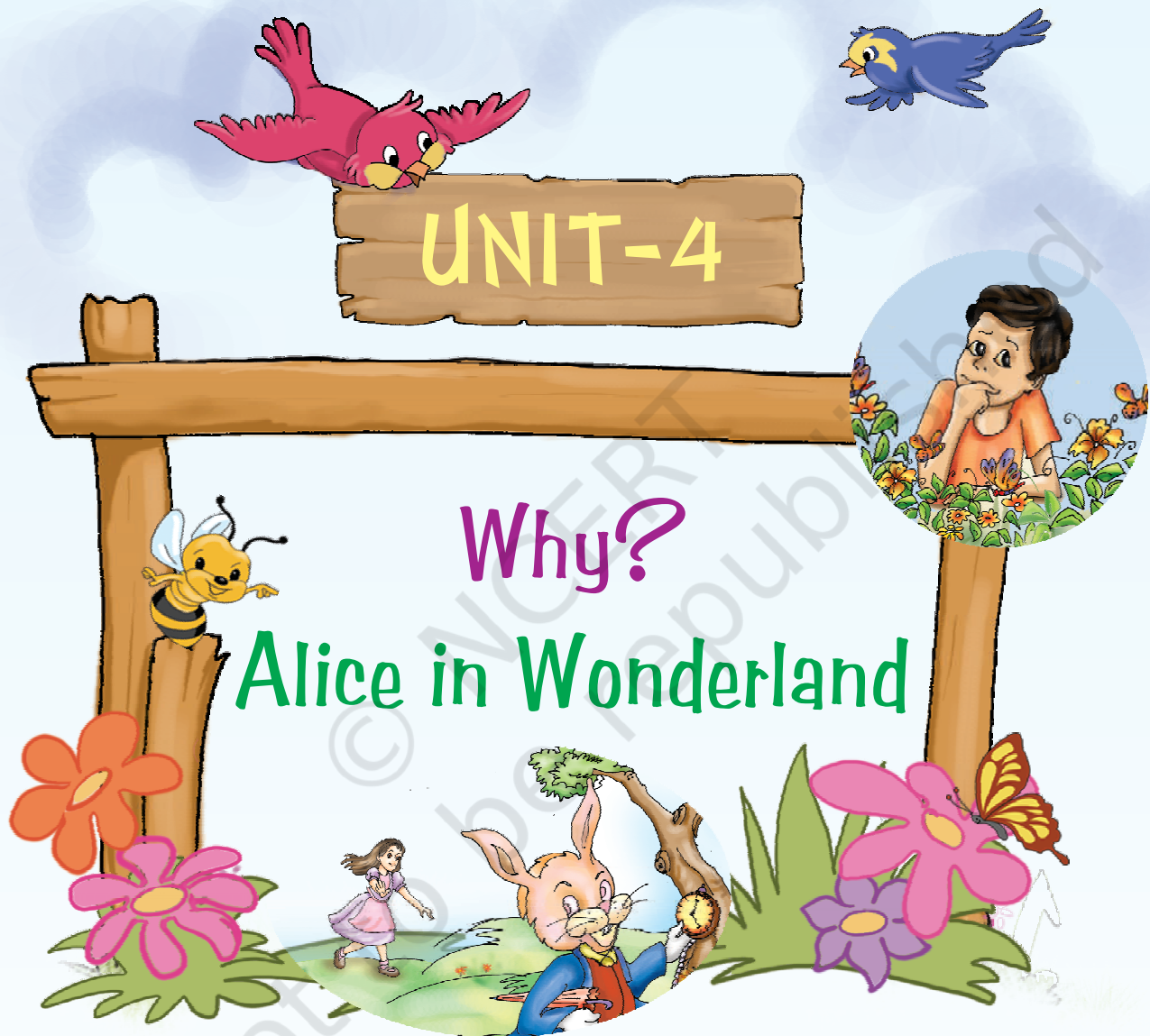
The lesson deals with a lot of words ending with 'ing'. The teacher should encourage the class to use 'ing' words in sentences, orally as well as in the written format.

For example: What are you doing?
I am speaking.

Environment

Let students express their concerns on the environmental degradation around us.





Read and enjoy the poem

Why?



0424CH04

I know a curious little boy,
Who is always asking “Why?”
Why this, why that, why then, why now?
Why not, why by-the-by?

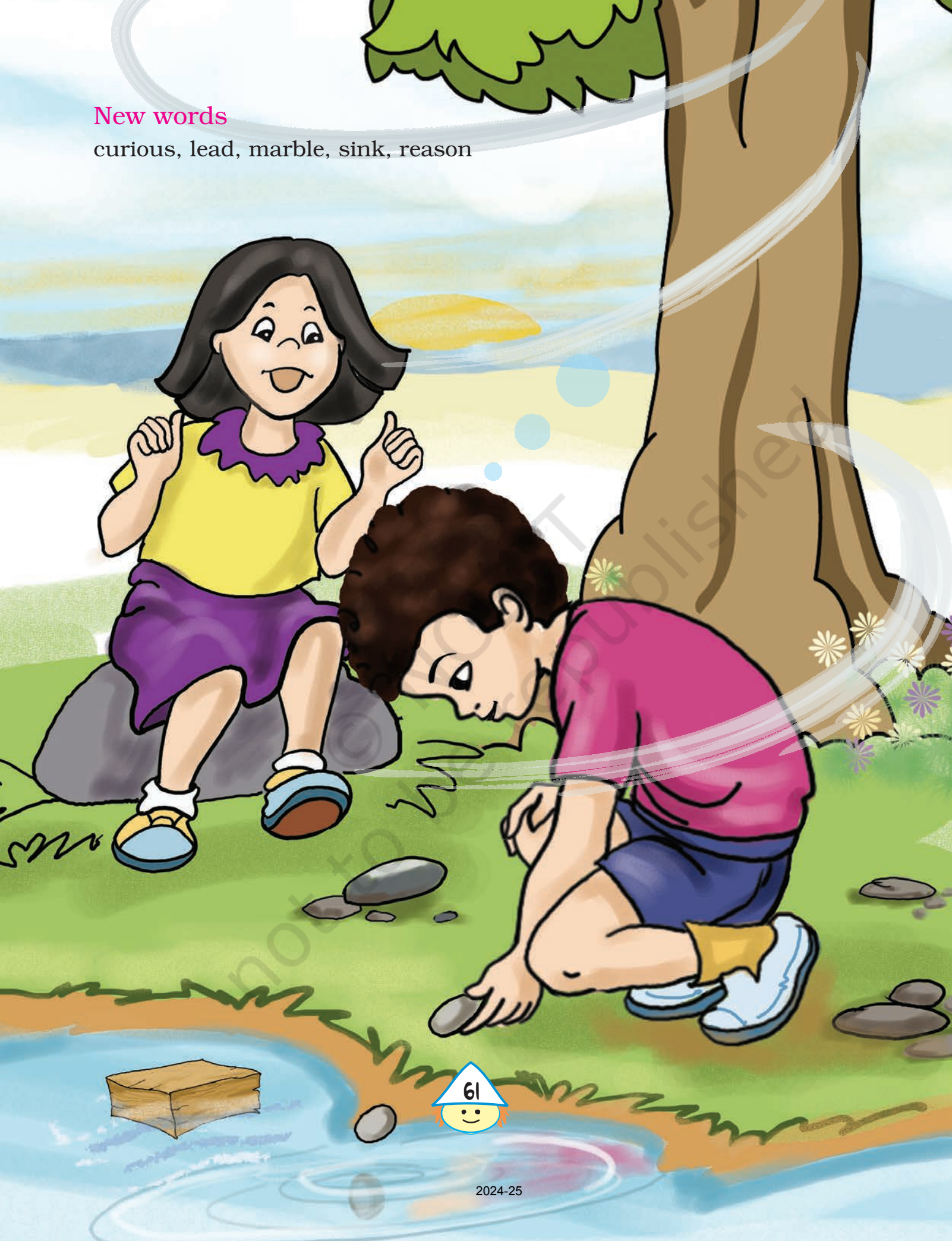
He wants to know why wood should swim,
Why lead and marble sink,
Why sun should shine and wind should blow
And why we eat and drink.

He wants to know what makes the clouds
And why they cross the sky,
Why sinks the sun behind the hills
And why the flowers die.

Some of these why’s are not too hard
To answer if you’ll try;
Others no one ever yet
Has found the reason why.

New words

curious, lead, marble, sink, reason





Reading is fun

1. Name a few things that sink.
2. List three questions that the little boy asks.

(a) _____

(b) _____

(c) _____

3. What sort of a boy is described in the poem?

(a) sad (b) curious (c) brave



Let's talk

Ram is a curious little boy. He is always asking questions. One day he came home and asked his grandfather questions like –

1. Why can't we look at the sun during a solar eclipse?
2. Why can't we touch the sun?
3. Why can't we go out to play in the dark?

Discuss these questions with your teacher and class. Do you know the answers?

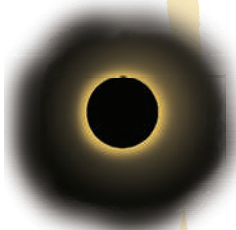
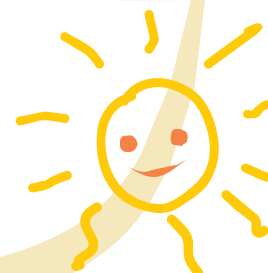


Word building

1. Fill in the blanks with words from the poem which rhyme with the coloured words in the sentences –

Why is the _____ so high?

Do you **know** the colour of _____?



Have you **found** who made the _____?

Put the glass in the **sink** after you finish your _____.

2. The spellings of these words are jumbled. Put them right and make sentences of your own –

wokn know _____

wism _____ _____

dael _____ _____

blarme _____ _____

llihs _____ _____



Let's write

1. Discuss and write –

(a) Why do cats and dogs fight?



(b) Why do we walk across the road, not run?



(c) Why do people like ice-cream?

2. Write down at least two questions using 'why'?

(a) _____

(b) _____

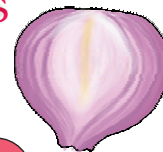


Fun time

Painting with **ONION HALVES** and **BOTTLE TOPS**

You need –

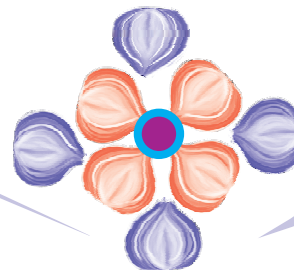
two onion halves, two bottle tops,
water colour, plate for mixing.



Method –

Take an onion. Cut it into half. Mix some paint of any colour with a little water in a plate. Dip the cut side of the onion into the colour. Now press it on a paper to make designs. Press the bottle top into the centre of the design.

You can use another colour for the other onion half and the other bottle top.



Let's sing

The Man in an Onion Bed

I met a man in an onion bed.
He was crying so hard his eyes were red.
And the tears rolled off the end of his nose
As he ate his way down the onion rows.
He ate and he cried, but for all his tears
He sang, "Sweet onions, oh my dears!
I love you, I do and you love me,
But you make me as sad as a man can be."

– John Ciard



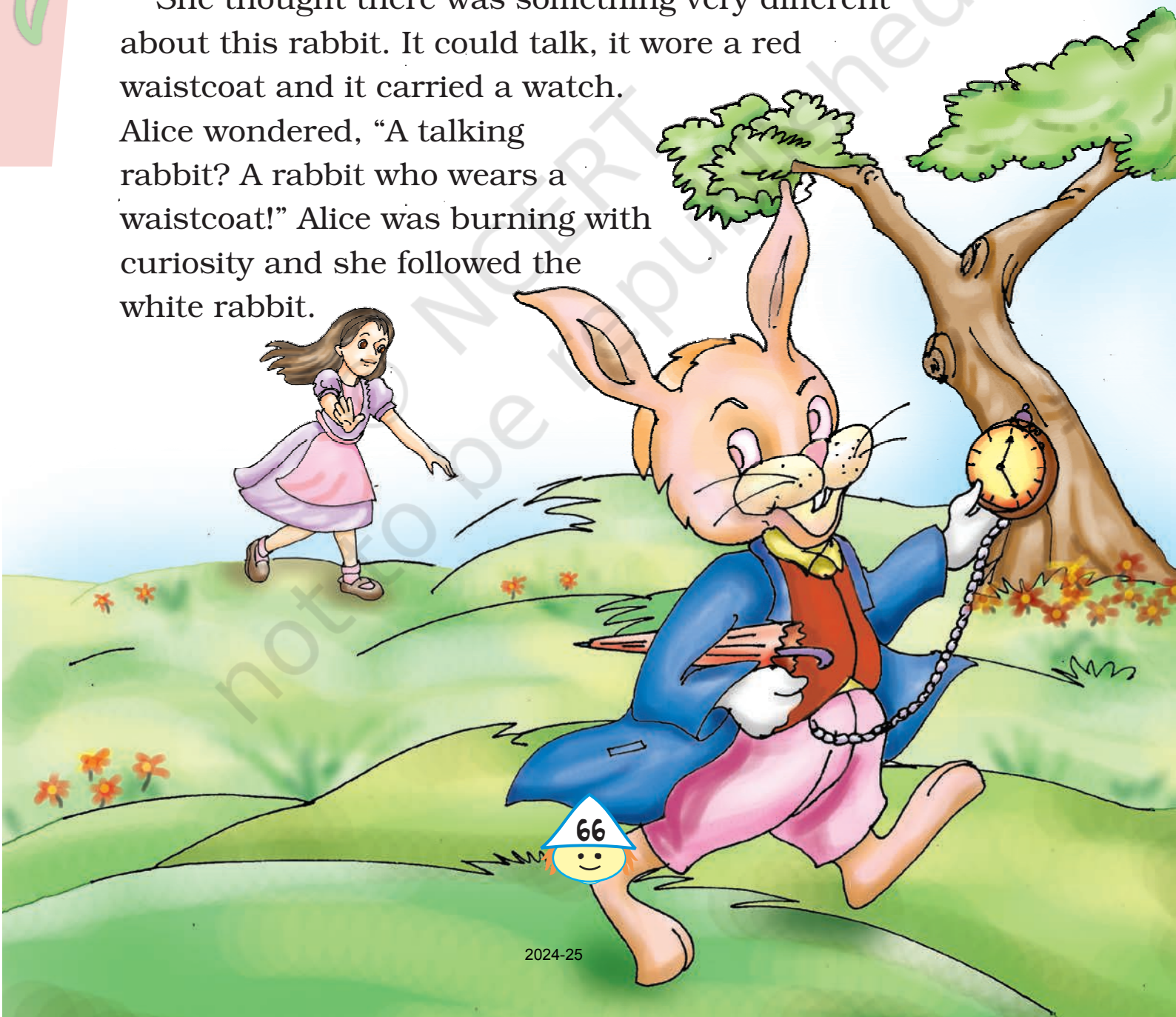
Alice in Wonderland

One day, Alice was lying under a tree listening to her sister reading a story.

Suddenly, she saw a white rabbit scamper by. He had pink eyes and was wearing a blue coat. He took out a big watch from his waistcoat pocket and as he hurried away, he said, "Oh dear, I will be too late!"

She thought there was something very different about this rabbit. It could talk, it wore a red waistcoat and it carried a watch.

Alice wondered, "A talking rabbit? A rabbit who wears a waistcoat!" Alice was burning with curiosity and she followed the white rabbit.



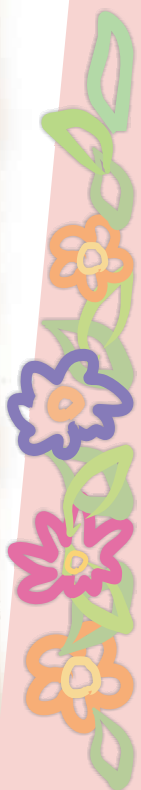
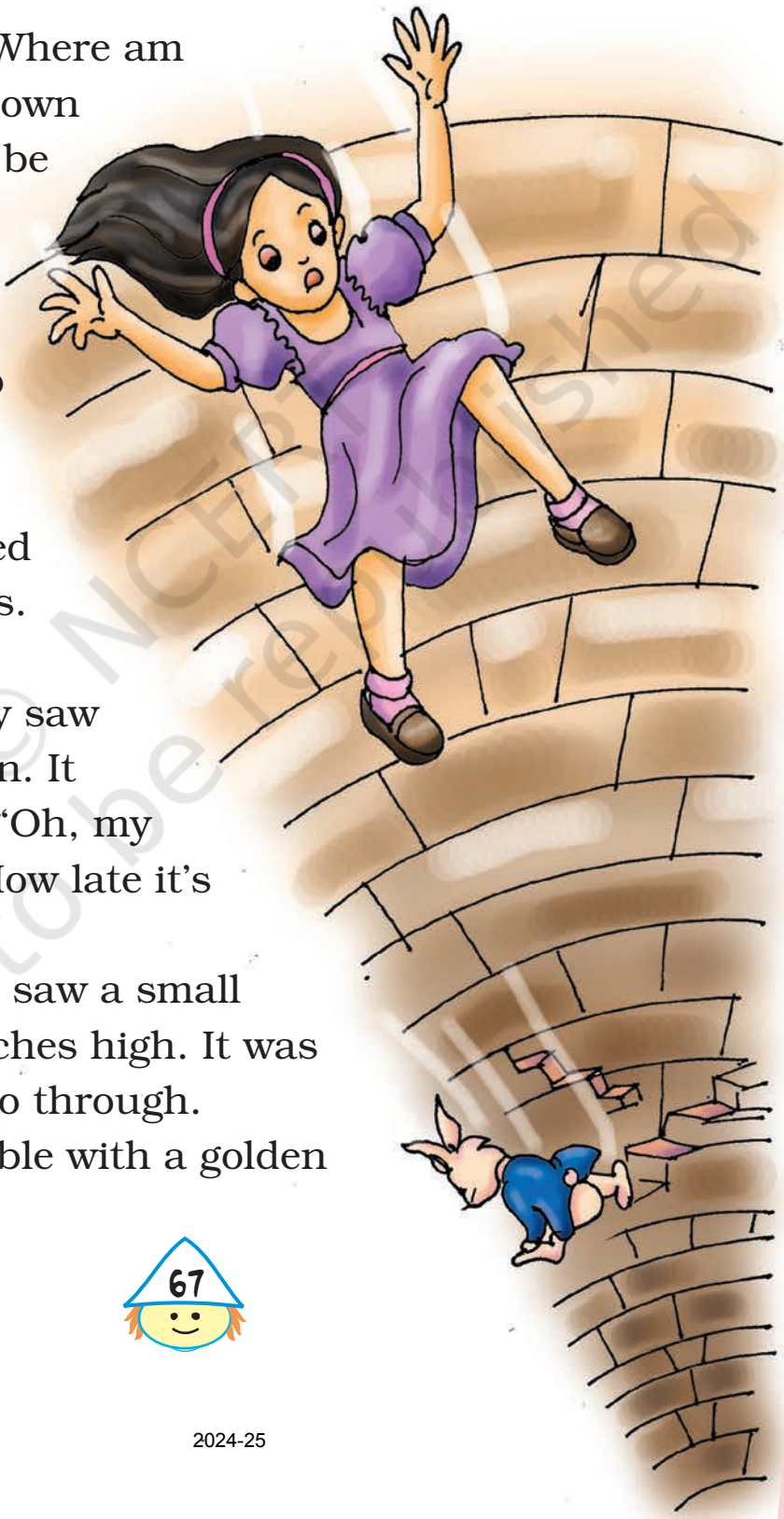
The rabbit started running and Alice followed the rabbit. The rabbit suddenly popped down a large rabbit hole. Alice jumped into the rabbit hole too! The rabbit went down and down and down and down into the rabbit hole.

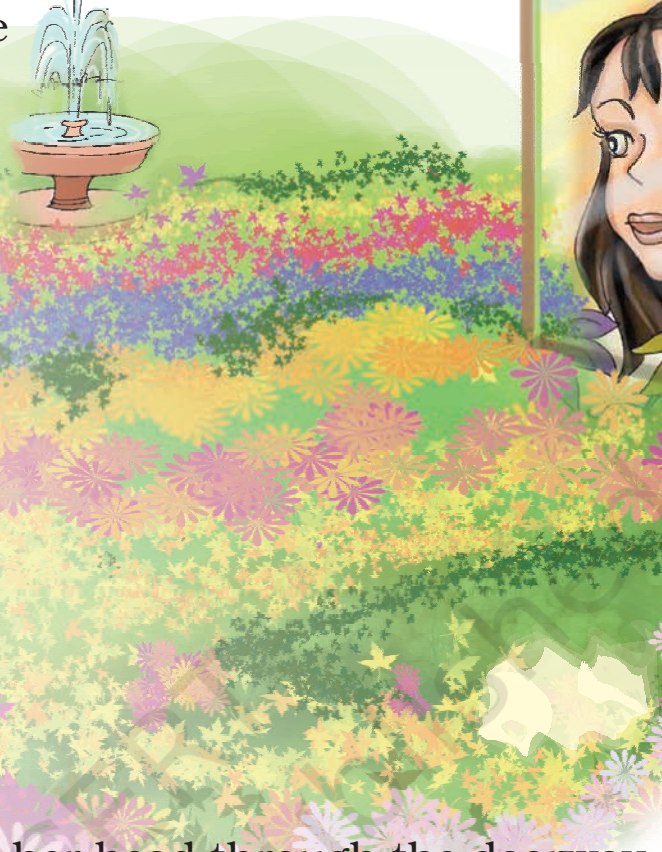

Alice said aloud, “Where am I? How many miles down have I fallen? I must be getting somewhere near the centre of the earth.” She wondered, “Will I slip through the earth to the other side?”

Thump! Alice landed on a pile of dry leaves. She looked around quickly and suddenly saw the white rabbit again. It disappeared saying, “Oh, my ears and whiskers! How late it’s getting!”

Alice stood up and saw a small door about fifteen inches high. It was too small for her to go through.

She saw a glass table with a golden





key on it. She tried the little golden key in the lock and to her delight it fitted! Alice opened the door and looked into the loveliest garden she had ever seen! How she longed to be among those beds of bright flowers and those cool fountains! But she could not even get her head through the doorway.

“Oh! How I wish, I could become smaller!” she exclaimed loudly.

– Adapted from *Alice in Wonderland*
by Lewis Carroll

New words

scamper, hurried, popped, disappeared, whiskers

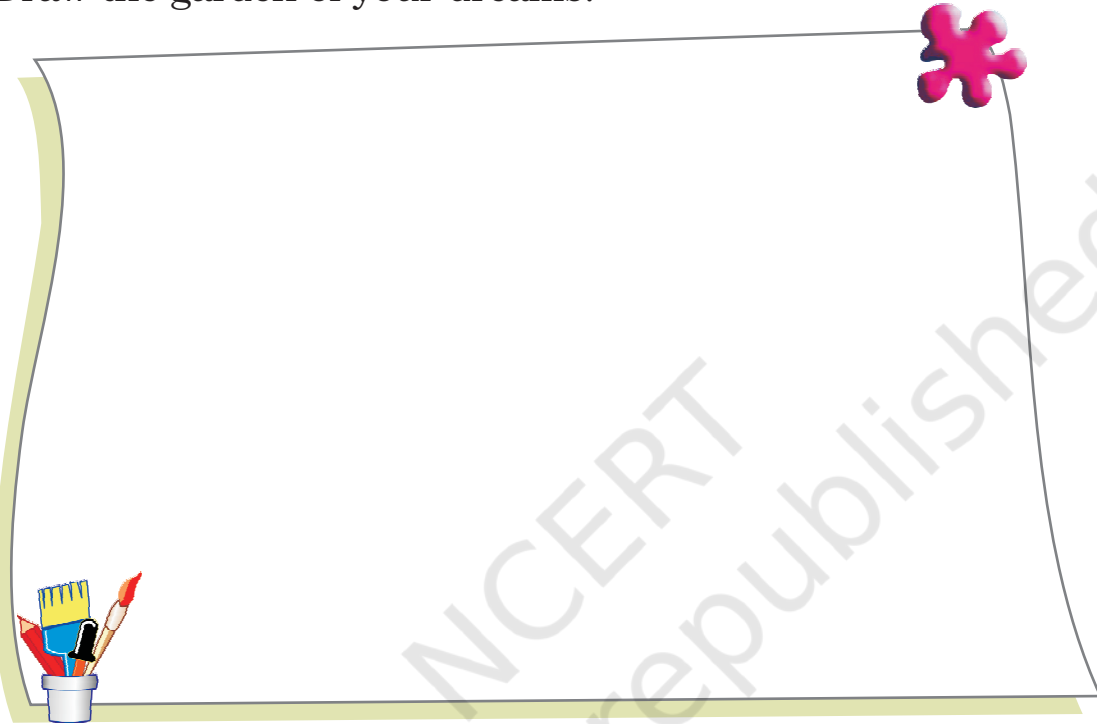


Reading is fun

1. While listening to the story, what did Alice see?
2. What was different about the rabbit that Alice saw?



3. Where did the rabbit go?
4. How did Alice reach Wonderland?
5. What strange things did Alice see?
6. Describe in your own words the garden that Alice saw.
7. Draw the garden of your dreams.



8. Tick (✓) the correct answer.

● The rabbit had

☐ white eyes

☐ big eyes

☐ pink eyes

● Who was burning with curiosity?

☐ Alice

☐ the rabbit

☐ children

● Who fell down and down and down?

☐ Alice

☐ a mouse

☐ the rabbit



- Who said – “Oh, my ears and whiskers? How late it’s getting!”

☐ the rabbit

☐ Alice

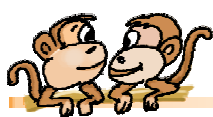
☐ Alice’s sister

- The garden Alice saw was

☐ big

☐ lovely

☐ small



Let’s talk

- Describe some of the sounds you hear at night.
- Imagine you are Alice and your partner is a rabbit. What would you do?
- What do you think Alice saw in the garden?
- How could Alice have got into the garden?



Let’s write

- Find one word from the story that means

(a) to walk fast **h** _____ .

(b) to think **w** _____ .

(c) happy **d** _____ .

(d) to be seen

nowhere **d** _____ .

(e) at once **q** _____ .

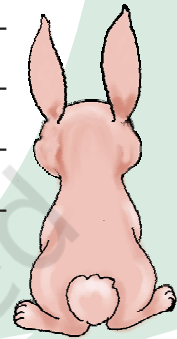
(f) move fast **s** _____ .

(g) to be inquisitive **c** _____ .



2. Give another word for the ones given below with similar meanings and make sentences. Now write the opposites of these describing words and make sentences with them –

	Opposite	Sentence
lovely	_____	_____
talking	_____	_____
listening	_____	_____
see	_____	_____
centre	_____	_____



3. Imagine you are going on a journey to the centre of the earth. What do you think you will see? What would you feel?

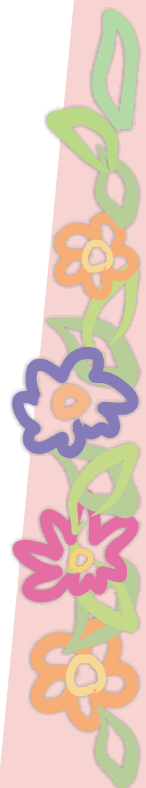
4. Alice follows the strange rabbit because she wants to know a number of things. Re-arrange the words to make the questions that Alice has in her mind, and put a question mark (?).

(a) talk rabbit a how can

(b) going he is where

(c) read he can time the

(d) hurry is in a why he



THEMES

Curiosity and wonder
Developing creativity



Teacher's page

Unit 4

Poem: *Why?*

Story: *Alice in Wonderland*

This Unit builds up a sense of imagination, curiosity, wonder and creativity, self-expression, courage and spontaneity.

Warm up

Initiating a class warm up time with children playing a game/exercising around, pose as if you are a statue showing different expressions – **smile, share, think, imagine, wait...**

Reading time

Along with the text, children can be encouraged to read/enact 'Alice in Wonderland' and other fairy tales. Through the use of words the child can let his friends see the wonderful stories and poems he invents in his mind.

Sharing time

Talk about curiosity with children. Ask them questions related to what they are curious about or interested in. Where do they experience most things?

Answer the various questions that they would like to ask.

Tell them other stories related to curious things in the world. Tell them to read the newspapers and talk about important events. In what areas do they get their best ideas?

Creative time

An environment that is laced with the child's freedom to express how he thinks the world is can be encouraged by any medium that she/he chooses, e.g., through **role play**, (e.g: What do you want to be? Why?) **Aesthetics** (e.g., creating rhymes, music, art, craft...).

Language corner

Use of dictionary in the classroom is very important. It will encourage the students to increase their vocabulary and understand different words. The teacher can use the mother tongue to explain difficult words and ask them to make sentences of their own.

Environment

Vermiculture is a simple, efficient and environment friendly technique to decompose organic waste into valuable organic manure. Help from the local school gardener can be taken.





Read and enjoy the poem



Don't be Afraid of the Dark

Don't be afraid of the dark, little one,
The earth must rest when the day is done.
The sun must be harsh, but moonlight – never!
And those stars will be shining forever and ever,

Be friends with the Night, there is nothing to fear,
Just let your thoughts travel to friends far and near.
By day, it does seem that our troubles won't cease,
But at night, late at night, the world is at peace.

– Ruskin Bond

New words

afraid, dark, rest, harsh,
forever, troubles, cease



Reading is fun

1. What is the poem about?
2. What happens when the day is over?
3. What does the earth do when the day is over?
4. What does the poet want us to do at night?
5. Are these sentences **TRUE** or **FALSE**?
 - (a) The poet tells the child to be afraid when it is dark. _____
 - (b) The poet says that stars will always shine at night. _____
 - (c) The poet tells the child to think of friends after it is dark. _____



Word building



moon + light	_____	break + fast	_____
good + night	_____	day + break	_____
water + fall	_____	rain + bow	_____

1. Find a word in the poem which is the opposite of —

war _____	enemies _____	gentle _____
light _____	night _____	start _____



2. Look at these words in the poem

don't, won't

Here are their full forms

don't — do not

won't — will not

Now, write the full forms of the following words

didn't _____

shouldn't _____

wouldn't _____

couldn't _____

mustn't _____



Let's talk

1. Are you afraid of the dark? Why?
2. What do you do when it is dark?
3. Have you ever been very frightened? Tell your partner about it.



Say aloud

1. What is the word that starts with **t**, rhymes with 'cease', and means to playfully make fun of ?
2. What is the word that starts with **c**, rhymes with 'near' and 'fear', and means easy to see, hear and understand?



Say **t, t, t**

- Where did the tip of the tongue touch?
- Listen and repeat **Ca -t**
- Did you hear what your tongue did?
- Say these words and feel what your tongue does when you say –

toe, top, tie, ten

Work in pairs

Make the 'cough' sound.

I came down

I coughed "K, k, k, k!"

And cough again "K, k, k, k!"



Did you hear the 'K' sound
at the end of the word 'book'?



Repeat

book look neck duck chick sack clock

All these words start with the same sound

kangaroo

curtain

king

key

kind

kitten



Team time

- Divide the class into four groups.
- Imagine life without the sun.

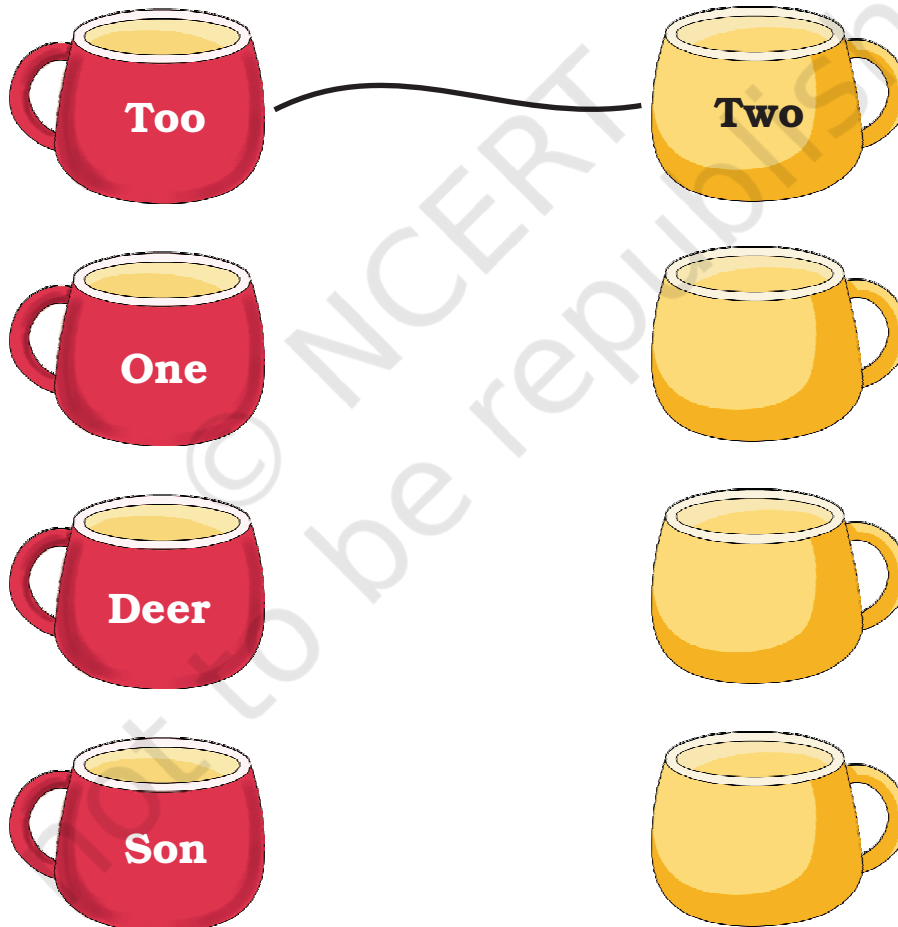


3. What are the things that may happen if there is no sunlight?
4. Discuss with the group and write your ideas in your notebook.



Let's write

1. The red tea cups are filled with a particular word. Fill in the yellow tea cups with similar sounding words. Note the example given.



2. Now complete the following sentences, choosing the right word.
- (a) The sum was _____ difficult for the class to solve.
Only _____ students could do it. (two, too)
- (b) There was only _____ boy who _____ the prize. (one, won)
- (c) The golden _____ was very _____ to him. (dear, deer)
- (d) Ramu's _____ loved to play in the _____. (sun, son)



Let's listen

1. Relax your feet, legs and entire body. Be as quiet as you can.
2. Listen to the sounds around you.
3. Tell your partner softly what you heard and ask, "What did you hear?"
4. Let your partner talk about or copy those sounds.
5. Read out the following phrases aloud. Divide them into loud and softer sounds.



clapping hands • a worm moving • stamping feet,
a bud blooming • a butterfly flying
a feather dropping • an ant walking • a car moving
the wind blowing • ssshhhh
whisper • tiptoe • a leaf falling



Loud sounds	Softer sounds



Let's sing

Don't Give Up

If you keep on going
And never stop,
You can keep on going,
You can make it to the top.
Life is full of mountains,
Some are big and some are small,
But if you don't give up
You can overcome them all.
So keep on going
Try not to stop,
When you keep on going
You can make it to the top.

*Look at the picture and describe it.
Why do you think the boy is happy?*



Helen Keller

It was the summer of 1880. A healthy baby girl was born in a small town in Alabama. Her parents loved her dearly and named her Helen Keller. But one day, the baby became ill and day after day, her fever stayed high. Everyone in the family tried to help her to get better, but all they could say was, "There is nothing more we can do. The baby may not live."

Helen lived. But she was not the same after her illness. "Something is very wrong," her mother said. At last they found out what was wrong. The child could not see or hear.

The baby grew into a little girl. Her parents felt sorry for her. Helen often cried and held on to her mother. "Give the poor child what she wants," her father would say.

Though Helen could not hear or see, she was a bright little girl. Some people thought Helen could not learn anything. Her mother did not agree. "Helen is very smart," she said and added, "the problem is, how can we reach

her? She is locked up inside herself."

Helen began to grow wild. She would not let anyone comb her hair. Her clothes



were always dirty. She was often angry. Sometimes she even lay on the floor and kicked her feet.

Her parents thought that they should find a teacher for her. Miss Sullivan, a young teacher agreed to help Helen to learn to see the world. Miss Sullivan gave Helen a doll. "D_O_L_L" spells doll. She spelt the word with her fingers into Helen's hand. She made the letters with special hand signs.

Helen copied her teacher and spelt D_O_L_L too, but she did not understand what she was doing. Helen liked Miss Sullivan. She was strict but kind. She spelt a lot of words for Helen, on her hand, day and night, to make Helen understand.

One day, her teacher made Helen put her hand into running water. Then, she spelt W_A_T_E_R. Suddenly Helen understood that W_A_T_E_R meant something wet, running over her hand. She understood that words

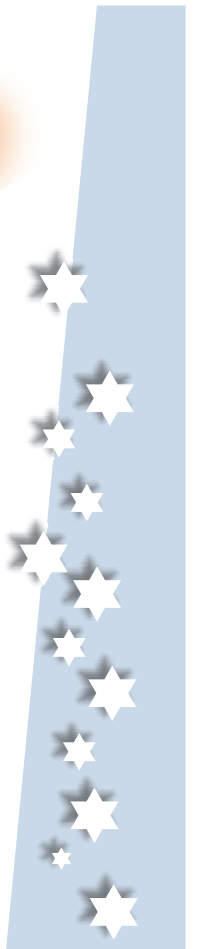




were the most important things in the world. Words would tell her everything she wanted to know.

New words

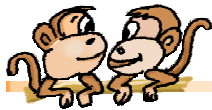
dearly, illness, agreed, important





Reading is fun

1. "Something is wrong," said Helen's mother. What was wrong with Helen?
2. Although Helen could not hear or see, what kind of girl was she?
3. Who agreed to help Helen?
4. How did Miss Sullivan help Helen?
5. What did Helen learn when the teacher put her hand into running water?
6. What was the most important thing that Helen finally understood?

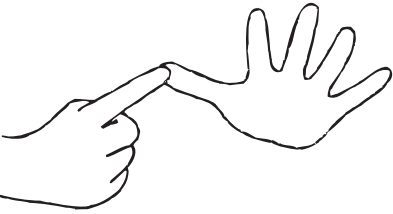


Let's talk

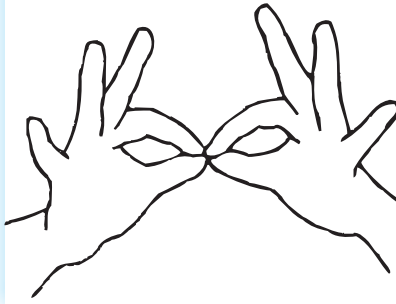
1. Using sign language make these letters with your hand
'C', 'H', 'E', 'K'
2. Spell these words through hand signs
 - (a) Helen
 - (b) was
3. How do people who cannot see, read?
4. What is the script for people who cannot see called?
5. How do you think you can help children who cannot see?
6. Look at the signs for the letters of the alphabet.



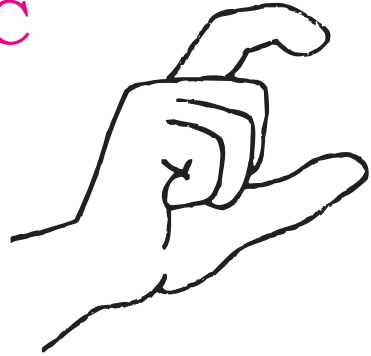
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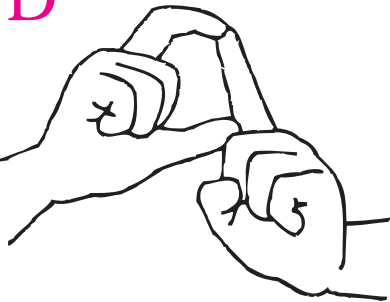
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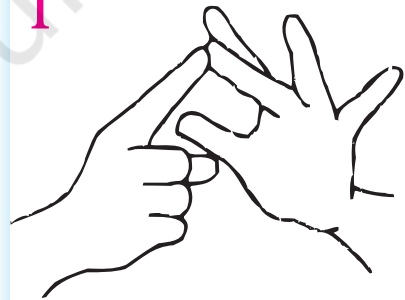
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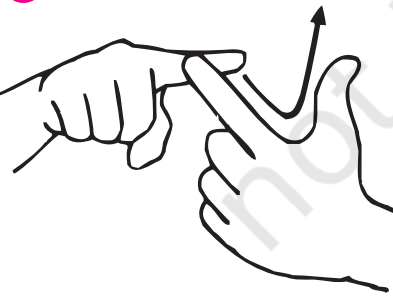
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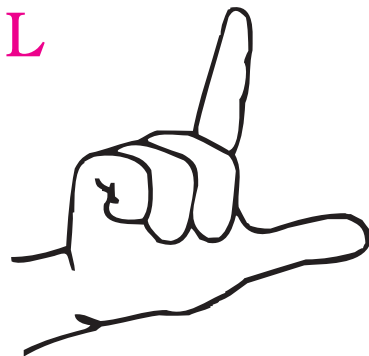
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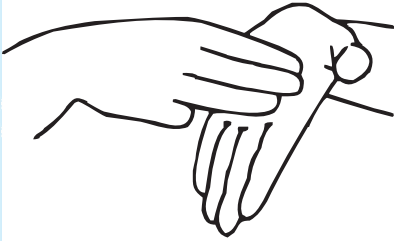
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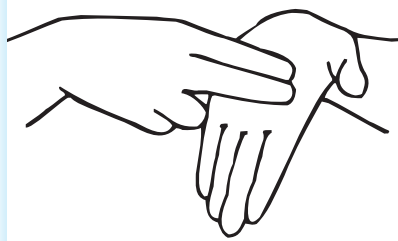
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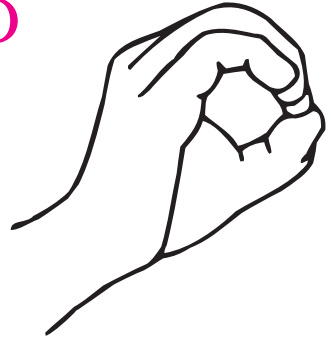
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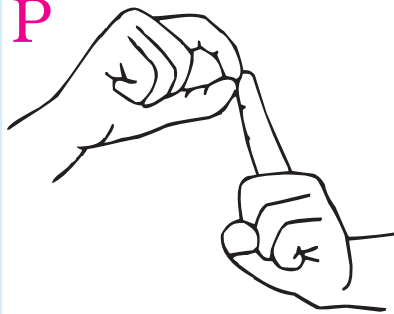
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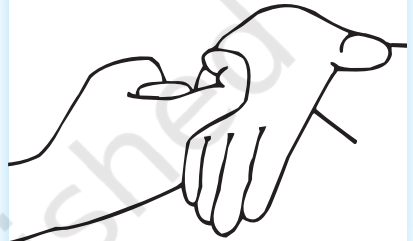
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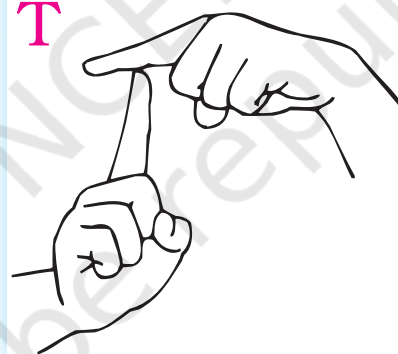
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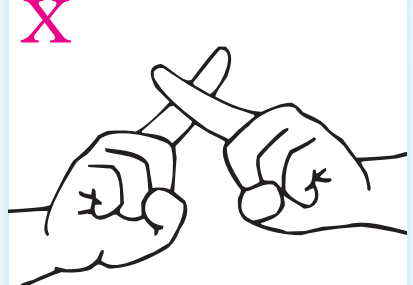
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X





Let's write

- Match the two parts of sentences given under column 'A' and 'B'. Add 'but' to join the two parts and write complete sentences.

Column A	Column B
(i) Helen lived after her illness	(a) her mother thought she could learn.
(ii) She could not see or hear	(b) she did not understand what she was doing.
(iii) People thought that she could not learn anything	(c) she could not hear or see.
(iv) Helen copied the words	(d) she was kind to Helen.
(v) Miss Sullivan was strict	(e) she was very intelligent.





Team time

1. Read the following sentences
 - (a) Her clothes were **always** dirty.
 - (b) She was **often** angry.
 - (c) **Sometimes** she lay on the floor.
 - (d) Her parents **never** scolded her.
2. Ask yourself the following questions. Put a tick (✓) under the right column.
3. Now your friend will ask you the same questions.

Questions	always	often	sometimes	never
How often do you				
(a) obey your parents?				
(b) visit your grandparents?				
(c) fight with your brother or sister?				
(d) help others?				
(e) throw waste in the dustbin?				
(f) switch off the lights, when you go out of the room?				
(g) leave the tap on while brushing your teeth?				
(h) tear pages from your notebook?				





Let's make something

1. From newspapers or old magazines collect stories / reports of courageous children –
 - (a) Draw pictures of the story
 - (b) Talk about the stories.

Sing this song together

Pretty Peep

I have a little sister,
They call her Pretty Peep;
She wades in the waters
Deep, deep, deep;
She climbs up the mountains
High, high, high;
My pretty little sister,
She has just one eye.

Who is Pretty Peep?

Answer : A star



THEMES

Respecting differences
People around us



Teacher's page

Unit 5

Poem : *Don't be Afraid of the Dark*
Story: *Helen Keller*

This Unit is about sensitising children to the world around them, in terms of their thoughts about fear of night, darkness etc. It is also about 'differences' in children which emerge due to certain individual needs that may affect their learning styles.

Warm up

A blindfold game where simple, 'catch-the-thief', 'follow-the-leader' games, can be initiated, to give children a sense of joy and participation in the process of developing sensitivity towards others.

Opportunities need to be given to all children and their specific abilities need to be recognised and appreciated. This includes children with disabilities, who may need assistance or more time to complete tasks.

Reading time

1. By this Unit you can now involve the children in silent reading of the lessons before you actually start reading aloud to them. Identify a few children who could initiate a reading session for the others. The bottom line for this Unit should be how to involve the entire class into reading, listening and answering queries.
2. A small classwise competition within the school can be initiated.

Sharing time

1. Involve the children in sharing what they have felt during warm up time.
2. A chart about difficulties that children have in terms of their fears, *I don't like*, *I can't do* can be put up in the class.

The idea is not only to make children do things but also to hear and understand what they feel they can't do. This feedback will work to sensitise you with their individual needs.

Creative time

1. Emphasise on similar sounding words with different spellings e.g. bee/be, son/sun and other words given in the text.
2. Rhyming words can also now be introduced and children can be encouraged to create their own little poems using rhyming names in the class (names of children /name of things in the classrooms) in alphabetical order. These can be put on a chart and children can then make a class rhyme.

Language corner

1. The chart above can form the central point of the language corner.
2. Children can be subtly involved in making written presentations about their thoughts, feeling and ideas about this Unit.
3. Assessment of the class based on reading, listening, writing can now start with each child getting a feedback.

Environment

Issues related to the class, like using less paper should now be focused upon.

