

Read and learn this poem

Books

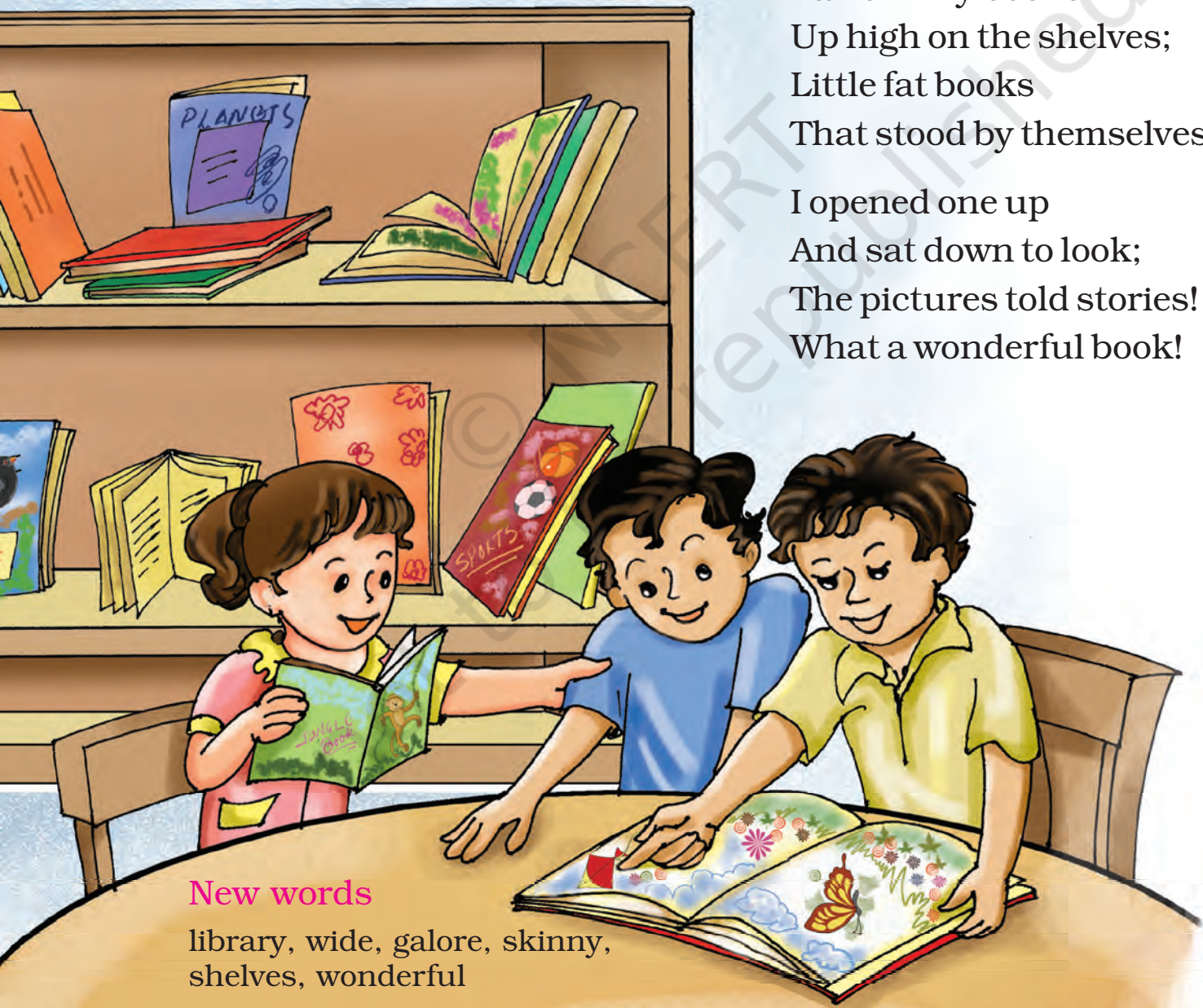


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“Come in, come in!”
Said the library door;
I opened it wide
And saw books galore!

Tall skinny books
Up high on the shelves;
Little fat books
That stood by themselves.

I opened one up
And sat down to look;
The pictures told stories!
What a wonderful book!



New words

library, wide, galore, skinny,
shelves, wonderful



Reading is fun

1. What did the library door say?
2. What did the books in the library look like ?
3. Why did the child in the poem like looking at the pictures?



Let's listen

1. Listen to the words

Come in, come in
Go out, go out



What word signs have you seen or heard –

at home

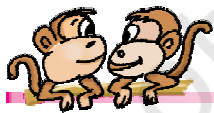
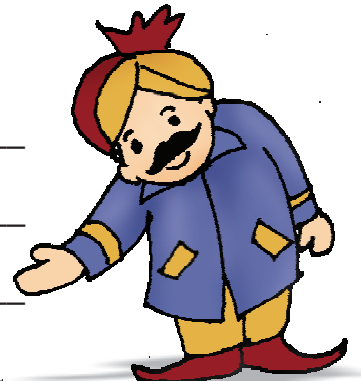
at the vegetable shop

at the library

at the doctor's place

at the bus stop

at the toy shop

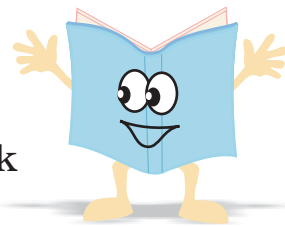


Let's talk

1. Do you like reading story books?
2. What kinds of stories do you like?



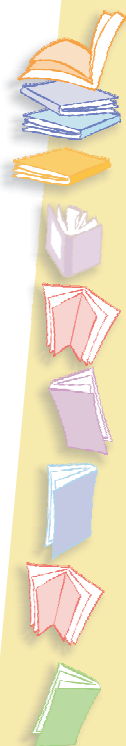
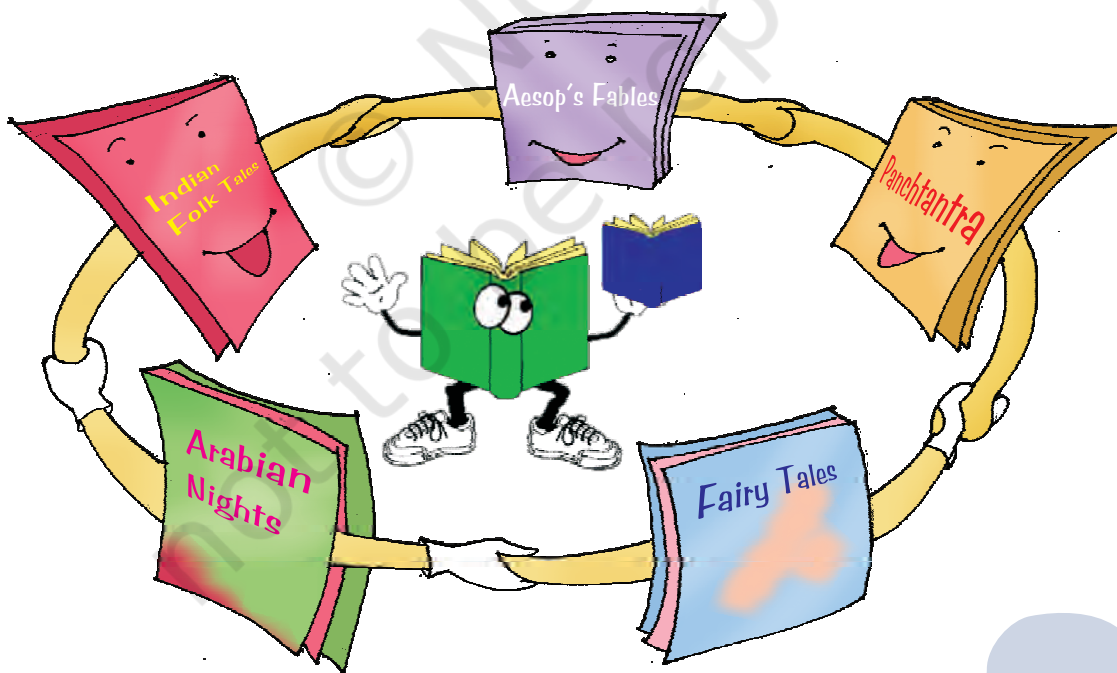
3. The word **galore** means **in great numbers**. Do you also have a class library or a school library which keeps many books? Can you borrow books?
4. Tell the class about your favourite story book. Talk about the character you liked most in the book.



Fun time

Let's play **Book Chain**

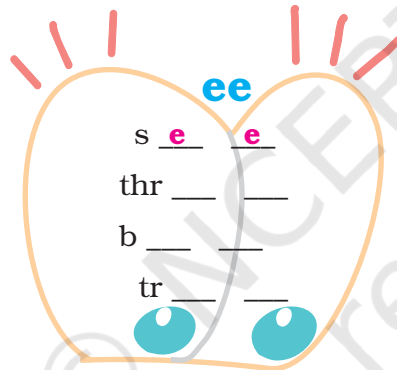
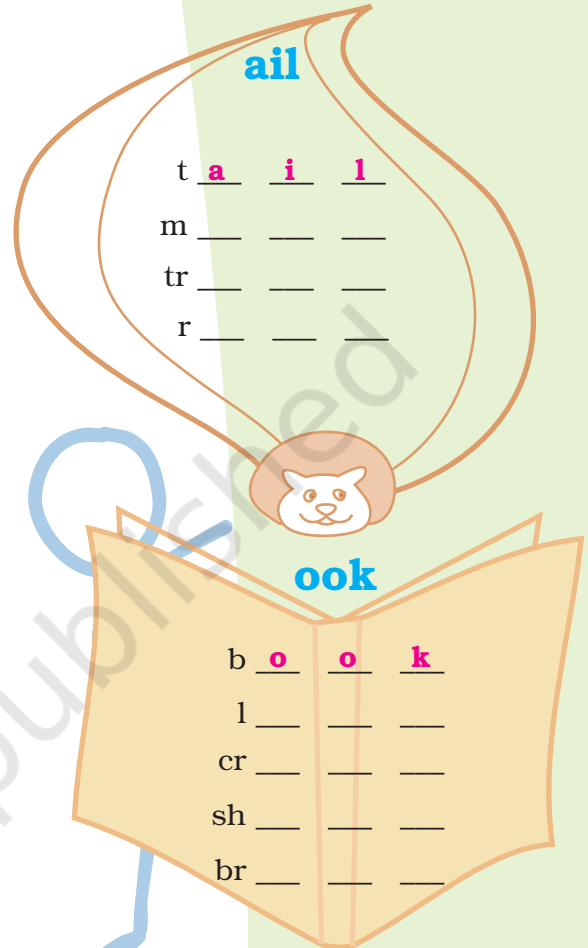
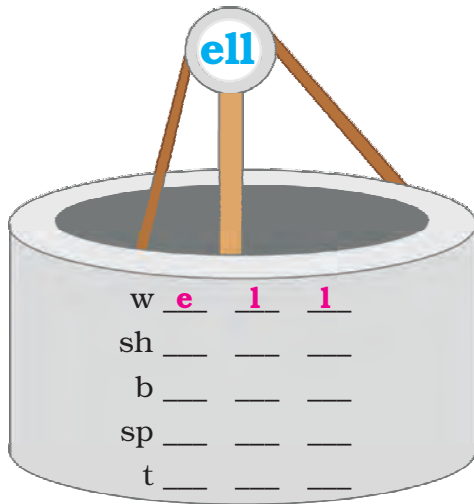
Form groups of five or six children in the class. Sit in circles. The first child will begin the **book chain** by saying the name of a story book. The next child extends the **chain** by saying the name of another book. In this way a **book chain** is formed. The more the rounds the children can go on for, the longer the **book chain** will be. See which group makes the longest **book chain**.





Let's write

Make word families. The first word in each has been written for you.



Look at this sentence –

A library is a place where books are kept.

Now fill in the blanks after reading these sentences.

1. An _____ is a place where aeroplanes take off and land.
2. A _____ is a place where food is cooked.
3. A _____ is a place where sick people are taken care of.
4. A _____ is a place where you can buy things.
5. A _____ is a place where children study.



Let's read and enjoy

Going to buy a Book

One day, grandfather gave my brother
and me some money.

“Go and buy books,” he said.

We were both very happy.

We both love to read.

Should we go now?

Should we go later?

Should we go today?

Should we go tomorrow?

We decided to go right now.





Should we go to the big market?
Should we go to the small shop?
Should we go with somebody?
Should we go alone?
We decided to go to the small shop,
just the two of us.

We like the small bookshop.
It is small but it has many books.
The man in the shop likes us.
He always helps us.

Should I buy a book with a lot of pictures?
Should I buy a book with a lot of stories?
Should I buy a thin book?
I could not decide.



We did not know which book to buy.

The man in the shop smiled at us.

“Relax, come with me,” he said.

“These books are about animals.

Those are about machines.

Those over there are about wars.

Take what you want.”

I picked some books.

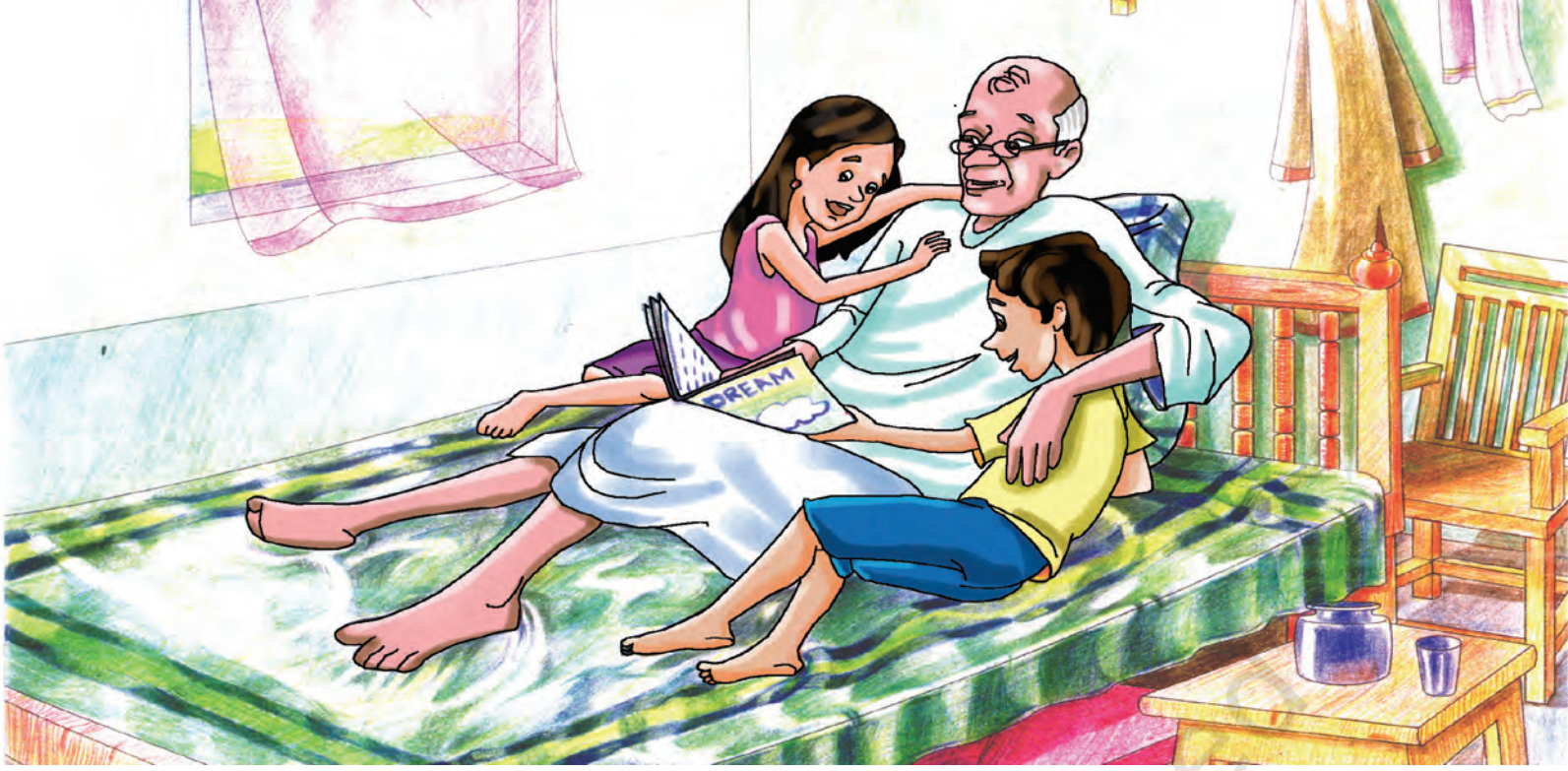
My brother picked some books.

I sat on the floor.

He sat on the chair.

And we read and we read and we read.





It was very quiet.
There was no sound.
One hour passed.
Two hours passed.
Finally, we knew which books to buy.

The man in the bookshop smiled at us.
I got a fat book with many stories.
My brother got a big book with many pictures.

We ran home to our grandfather.
We climbed on his bed.
He put his arms around us and then
We read, and read, and read.

– Rukmini Banerji

New words

alone, bookshop, machines, finally, climbed








Reading is fun

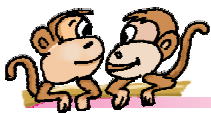
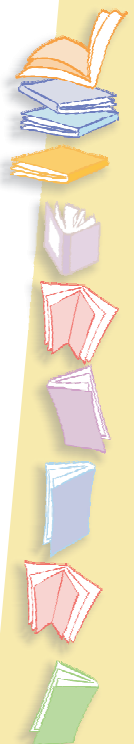
1. Why did grandfather give the children money?
2. Where did they go to buy books?
3. Did the girl buy a picture book?



Let's listen and search

In small groups one child will give **directions** orally only once; the others will listen and hunt for the following:

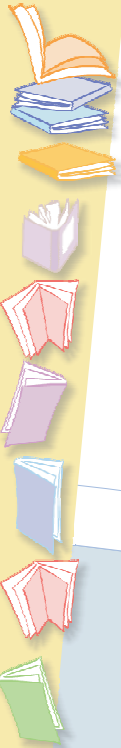
1. a circle 
2. a square 
3. a triangle 
4. a piece of paper with three signatures
5. a piece of paper with red colour
6. a piece of paper with a number
7. a piece of paper with the label of tea
8. a twig in the shape of an alphabetic letter
9. a slab of mud with a drawing
10. a flower in the shape of a number



Let's talk

1. Is there a bookshop near your home? If there is, do you like to visit it?
2. What are the different kinds of books in this bookshop or in any other bookshop you have seen? Tell the class.





Let's write

1. Look at these sentences in the story –

- (a) Should we go to the **big** market?
- (b) Should we go to the **small** shop?
- (c) Should I buy a **thin** book?

The coloured words above are describing words.

Now fill in more **describing** words into the passage below –

It was a _____ night. A _____ girl sat up in bed listening to her mother tell a _____ story. Her _____ eyes opened wide and she gave a _____ smile. “Now go to sleep, Paro,” her mother closed the book. “_____ dreams.”

2. Imagine that you will go to the bookshop tomorrow. What will you do there? Write five sentences beginning with –

- (a) **I shall** _____
- (b) **I shall** _____
- (c) **I shall** _____
- (d) **I shall** _____
- (e) **I shall** _____



3. Tina goes to her school library to borrow a book. Complete her dialogue with the librarian by using **and** or **or** in the blanks.

Tina: Ma'am, I want to borrow a book.

Librarian: Do you want a story book _____ a book of poems?

Tina: I want a story book.

Librarian: Do you like stories about animals _____ adventure stories?

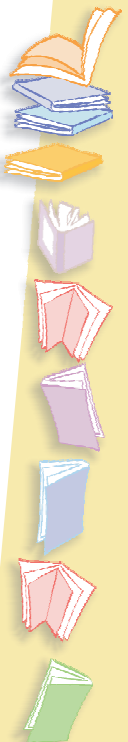
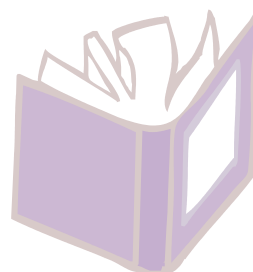
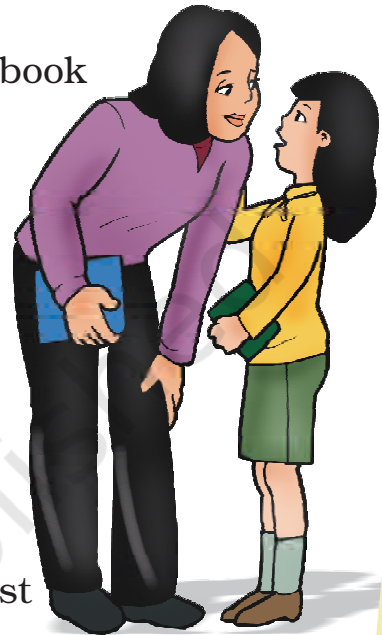
Tina: I like both.

Librarian: Go to the second cupboard. On the first shelf, you will find animal stories _____ on the second, adventure stories.

Tina (after selecting two books): Ma'am, I want *Black Beauty* _____ *Panchantantra Stories*.

Librarian: You can have either *Black Beauty* _____ *Panchantantra Stories*.

4. What is your favourite book? Write down the name of the book. Then write down the story.





Let's make a bookmark

Make your own bookmark

Remember to treat your books well. Never fold the corners of pages. This makes books look shabby and old.

A bookmark helps you to find the page you were on when you last read your book.

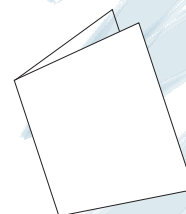
Here is a way to make your own beautiful **Dove Bookmark**.

You need –

- An old greetings card/wedding card/scissors
- A black *bindi* for the eyes

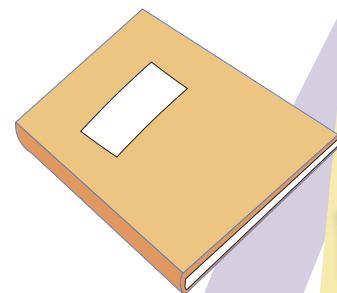
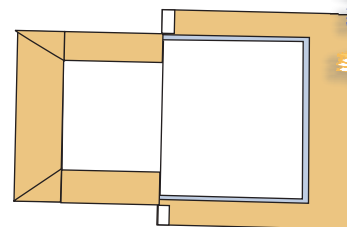
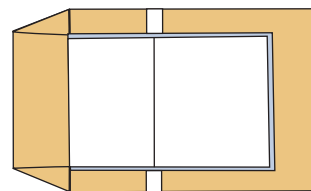
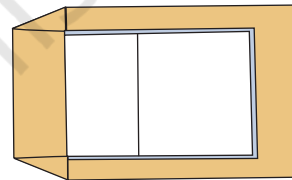
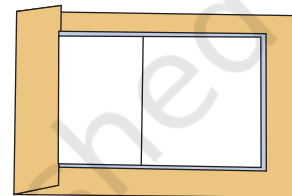
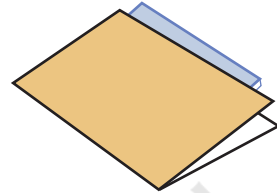
Method –

- Take the old card. You will need to use the inside of the card.
- Fold it into two as shown in the picture.
- Trace the outline of a dove on the card.
- Cut it along the lines.
- Make an outline with a black pen.
- Stick a *bindi* for the eye.
- Paste it on a strip of 2 inches x 4 inches.
- Your **Dove Bookmark** is now ready to be used.



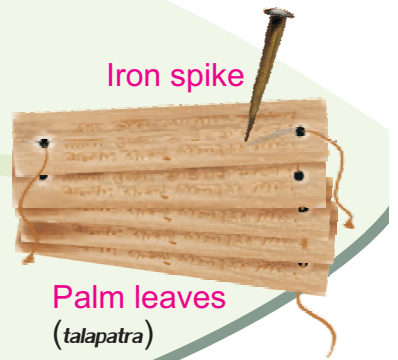
Let's cover our book

1. Spread your notebook on a brown paper which is four inches bigger than your notebook, as shown in the picture.
2. Fold the paper into two halves with the book inside it in the middle.
3. Fold the two open flaps of paper inside the first and the last page of the book and press to crease.
4. Fold the closed end of the two top and bottom flaps of the paper, forming a triangle. Crease the paper and cut it.
5. Fold the two front flaps inside the first page and crease it.
6. Fold the two back flaps under the last page and crease it.
7. Now your book is neatly covered.
8. Write your name and class on the cover. Then write the subject you will use this notebook for.

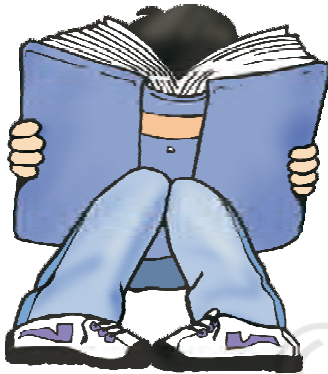


DO YOU KNOW?

The earliest **books** were written by hand. Two thousand years ago in India, birch bark (**bhojapatra**) and palm leaves (**talapatra**) were used for pages. A pen and black ink were used to write on birch bark. A sharp, iron spike was used for writing on palm leaves. Holes were drilled through the leaves and the **book** was held together by a string!



Enjoy and read the poem



Say in Chorus

*Books are great! Books are fun!
Books let you do what you've never done!
Read a good mystery, solve a crime!
Read about history, go back in time!*

Read about a lost dog, where can it be?
Read about a giant frog under the sea!

Read a very funny book, tears go away!
Read a bright, sunny book on a rainy day!

Chorus –

*Books are great! Books are fun!
Let's read books, everyone!*



– Mash Goldfish (adapted)



THEMES

Books and the joy
of reading



Unit 8

Poem : Books

Story: Going to Buy a Book

By this Unit the children can be encouraged to prepare their own class dictionary. Reading aloud and looking at colourful illustrations together will help children love books. Show your children that reading books is a pleasant and a meaningful activity. Encourage reading as an individual activity in addition to the pleasure of reading.

Library time

1. Let the class visit the school or local library where the librarian can show where different kinds of books are kept.
2. Let each child choose one book to read and talk about it later. Keep a large chart that shows how many books the class has read through the year.
3. Find out what kinds of books children like to read most (e.g. adventure stories, mysteries, information books, humour or even comics etc.). Encourage children to describe favourite books that they have read.
4. Emphasise how books must be loved and kept well. Show them how to cover their books. Encourage them to use bookmarks.
5. Divide the class into three groups. Let the entire class recite the chorus together. Each group can recite two lines in turn.
6. Practise the usage of future tense by giving the class different situations.
7. Talk about the characters, setting, action and descriptions. Help the child to link the story to events and real life situations.
8. Read words aloud. Talk about the letters, sounds and meanings.
9. Take care to see that the language is at the child's level, the material varied and stories joyful.
10. Carry out a brief conversation, involving seeking and giving information.
11. Take dictation of simple sentences and practise copy writing from the blackboard and textbook, and use common punctuation marks.



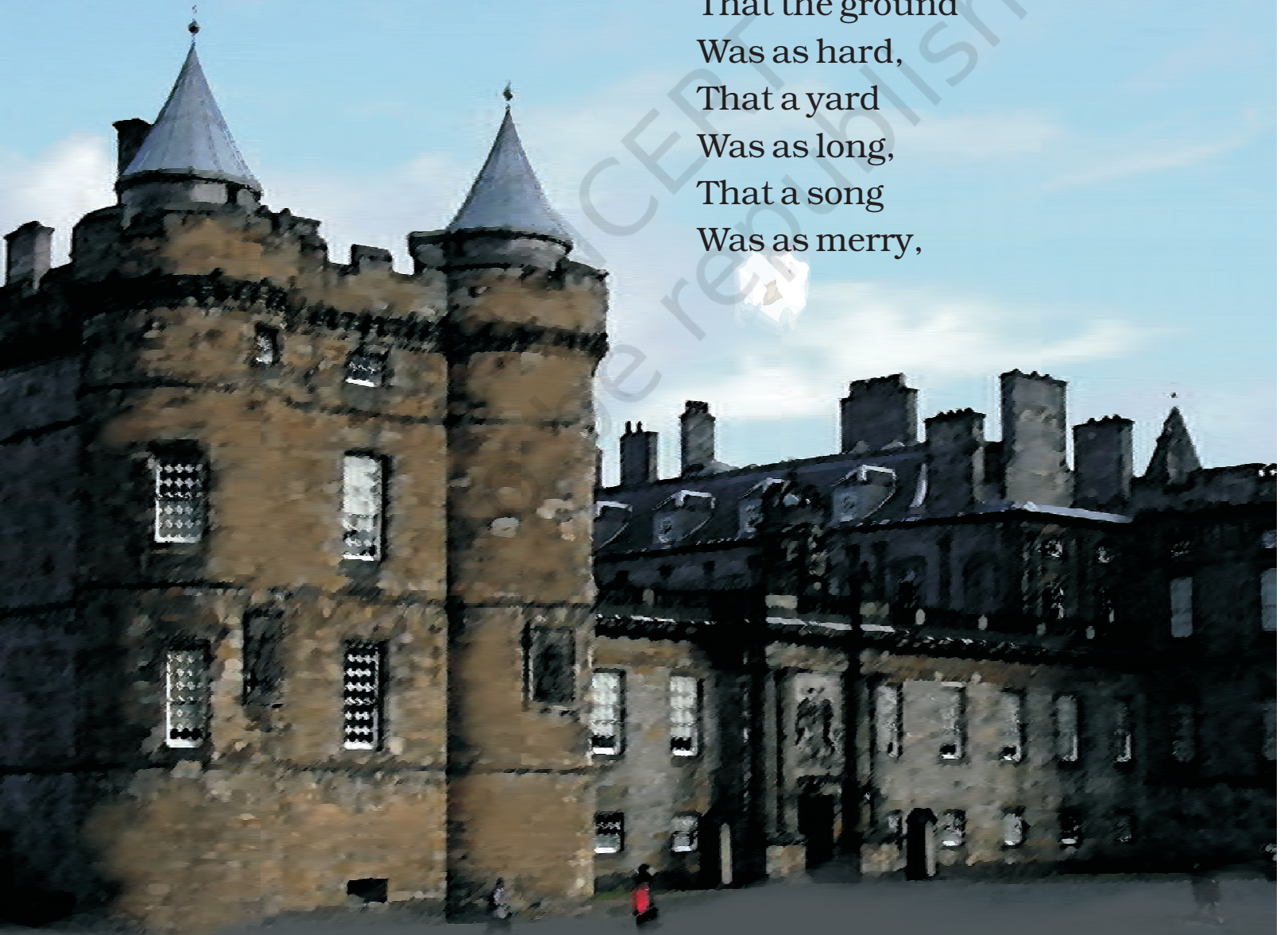


Enjoy and learn this poem

The Naughty Boy



There was a naughty boy,
And a naughty boy was he.
He ran away to Scotland,
The people there to see –
Then he found
That the ground
Was as hard,
That a yard
Was as long,
That a song
Was as merry,



That a cherry
Was as red,
That lead
Was as weighty,
That fourscore
Was as eighty,
That a door was as wooden
As in England—
So he stood in his shoes
And he wondered,
He wondered,
He stood in his shoes,
And he wondered.

– John Keats

New words

naughty, found, ground,
merry, cherry, weighty, wooden





Reading is fun

1. From where did the naughty boy come?
2. Where did the naughty boy go?
3. Why did he go there?
4. What did the boy wonder about?



Let's listen

1. Listen to these instructions and follow them
 - (a) naughty walk forward
 - (b) naughty walk backwards
 - (c) fall down
 - (d) do a funny trick
 - (e) walk on tiptoes
 - (f) drag your feet
 - (g) spin around
 - (h) jump like a horse
 - (i) walk with your shoes
 - (j) shuffle your feet



Let's talk

1. What do you think the naughty boy would see in India?
2. Have you been to another place recently? What is it like? How is it different from your own place?
3. All cultures have their own folk songs in which each line is repeated. This line is sung in a chorus. Sing a folk song in your own language.





Word building

1. **Naughty** is a describing word. **Can you find** more **describing** words in this maze?

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



2. Now write these words here –

- (a) The peacock is a _____ bird.
- (b) Pinocchio is a _____ puppet.
- (c) I saw an _____ quarrel.
- (d) Morning exercises make you _____ .
- (e) A glass of milk makes your teeth _____ .
- (f) Rita's _____ behaviour annoyed me.
- (g) Rahul does not eat green vegetables, therefore his eyesight is _____ .





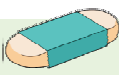









Let's write

1. Can you write six things that are made of wood?

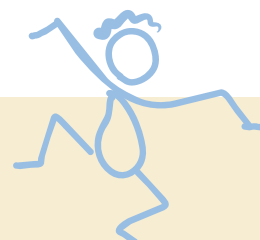
_____	_____	_____
_____	_____	_____

2. Look at the words given below and put them under the things that they are made of –

	balloon	chair	table		eraser		shirt
	pencil		toys	car	trousers		knife
	scissors	cap					
metal		wood			rubber	cloth	

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Who do you think is the naughtiest child in your class?
Describe her/him in five lines.





Say aloud

hard yard

long song

red lead

weighty eighty

found ground



Fun time

Let's make a mosaic hat for your clown

You need

- Mirrors/beads of different size and shapes
- Fevicol/glue/gum ● A piece of cardboard
- Sketch pens

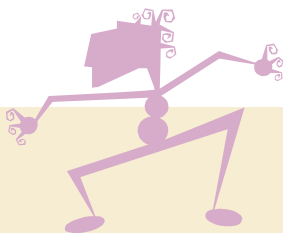
Method

- Take a piece of old cardboard
- Draw a colourful pattern on it
- Take glue/gum and apply it on the surface and stick beads/mirrors/ pulses on it
- Fold it into a cone
- Your lovely Mosaic Hat is now ready. ● Put it on your clown.



Which country does your clown belong to? Now complete the table below –

Nation	Nationality
India	Indian
Scotland	_____
Australia	_____
France	_____
Japan	_____



Pinocchio

Once upon a time, an old carpenter bought a very queer piece of wood. As he used his plane on it, he heard a little laughing voice say, "Stop! You're tickling me."

The old man was puzzled by the voice.

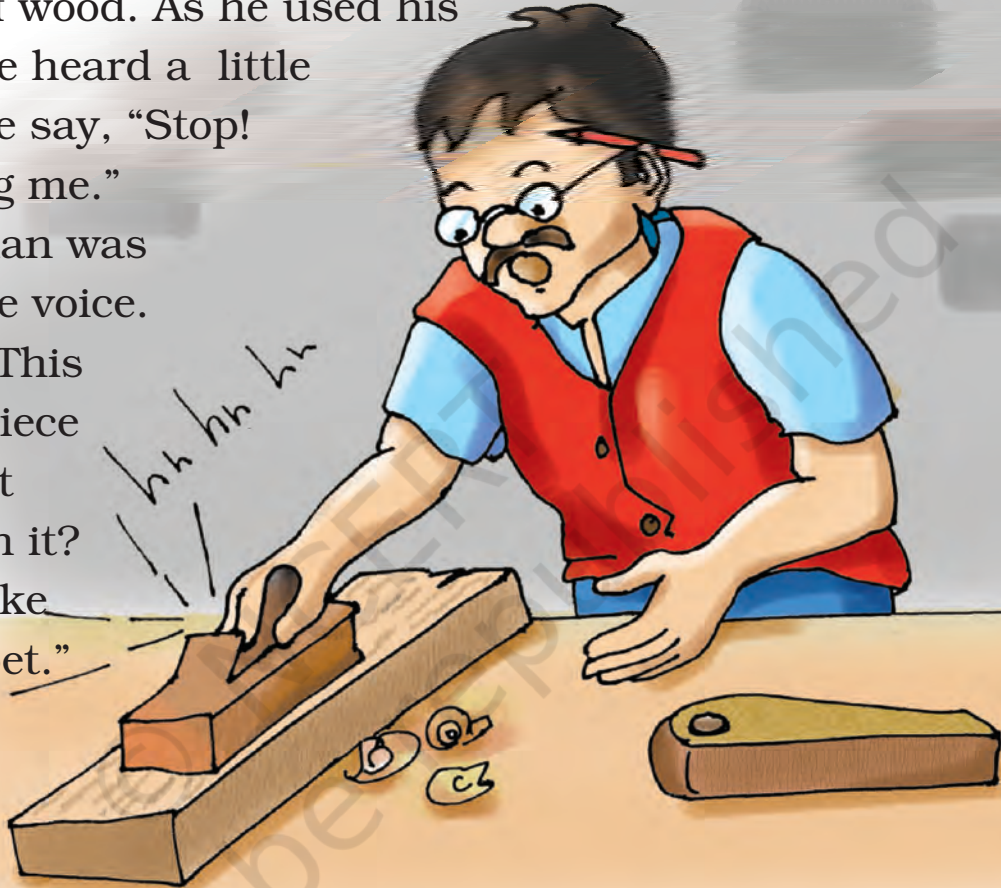
He said, "This is a strange piece of wood. What shall I do with it? I think I'll make it into a puppet."

He set to work, and as the puppet boy took

shape, the old man said, "He must have a name. I will call him Pinocchio."

As soon as he finished making the eyes, the carpenter was amazed to see them move.

Before the mouth was made, it began to laugh. "Stop laughing!" the old man said.





It did stop, but as soon as his back was turned, it put out its tongue. And its nose grew long.

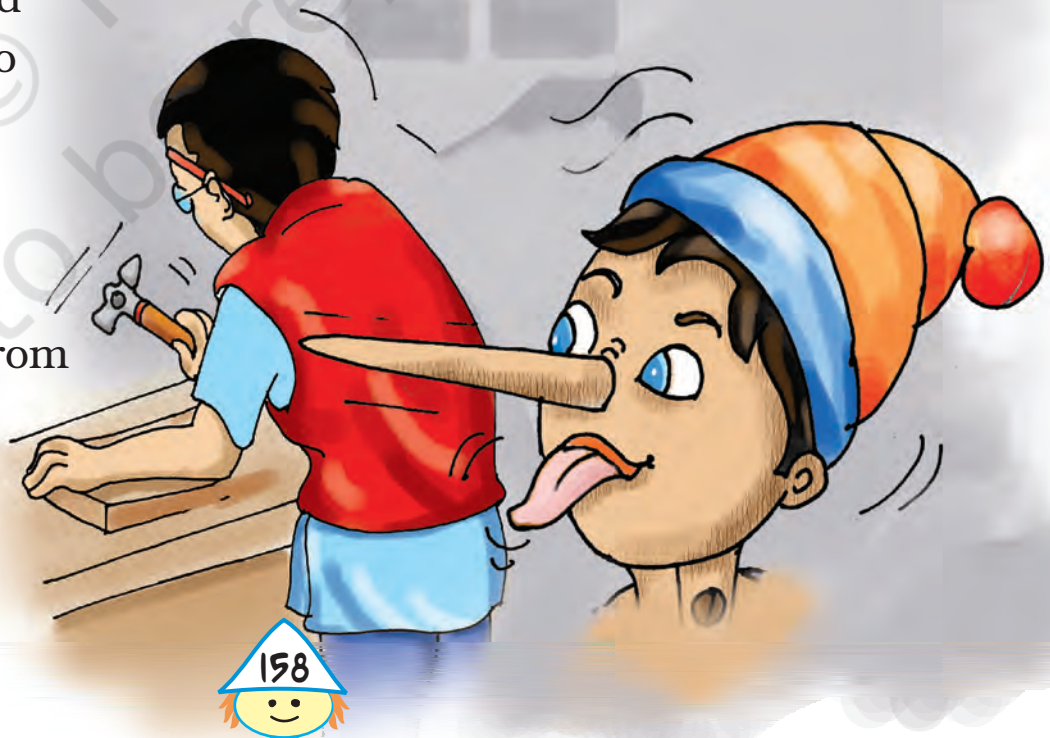
No sooner were its hands ready than it snatched off

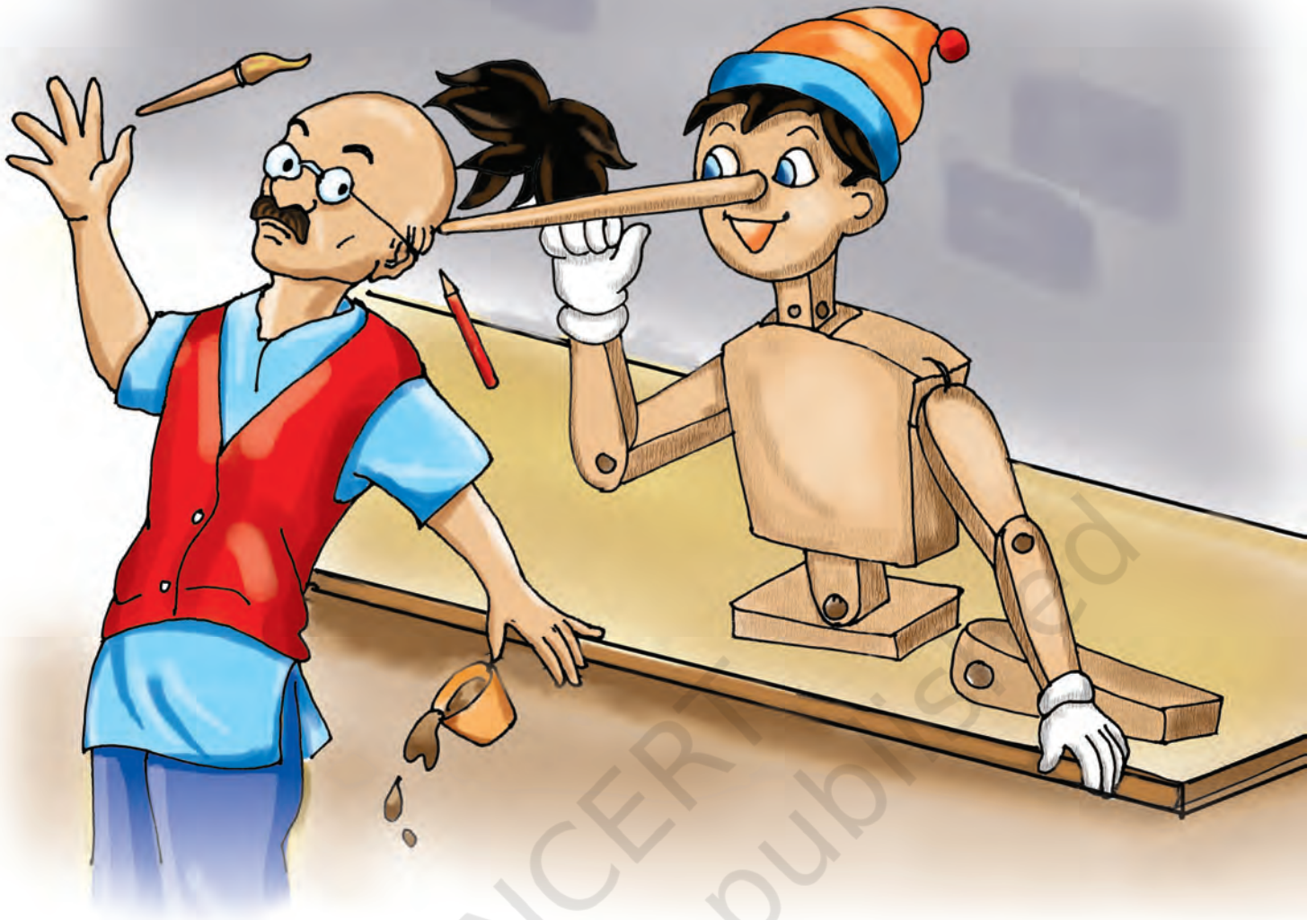
the carpenter's wig and put it on its own head. And then Pinocchio's nose grew longer.

When its legs and feet were made, they were too stiff to use, so the carpenter showed Pinocchio how to use them.

Now, the carpenter decided to send Pinocchio to school. But there, Pinocchio did nothing but look for fun. He often ran away from school.

"Why don't you





go to school?” asked the carpenter. Pinocchio told him a lie... and his nose started growing longer and longer.

Each time he was rude to someone or told a lie, his nose grew longer. Finally Pinocchio said, “I’m glad to be a real boy. I’ll never lie again.”

– Adapted from the story of Pinocchio

New words

carpenter, queer, plane, puzzled, puppet, took shape, amazed, finished, stiff, decided





Reading is fun

1. What did the carpenter buy?
2. What did he make out of it?
3. What did he call his puppet?
4. What did Pinocchio say in the end?



Let's talk

1. Have you ever seen a puppet?
2. Tell the story of Pinocchio with actions.



Word building

Word Fun

How many words can you make from **PINOCCHIO** ?
Fill them in the empty boxes.

PINOCCHIO

PIN	HOP	
		



Let's write

1. Make opposites with the words –

dis__ in__

respect _____ own _____
able _____ capable _____
efficient _____ secure _____

2. Make naming words by adding **ness**, **ity**, **ty** at the end of the words given below. One has been done for you.

public	publicity	stupid	stupidity
forgive	_____	blind	_____
kind	_____	cruel	_____
polite	_____	swift	_____
moral	_____	solid	_____

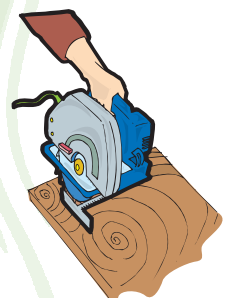
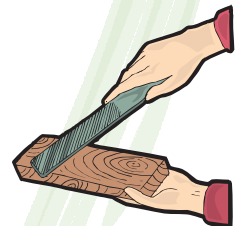
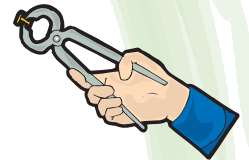
3. Which of the following would you expect a carpenter to use at work?

bench, poker, plane, chisel, fork, spade, blotting paper,
lawn-mower, telescope, pincers, jaw, scissors,
hammer, map, nails, lathe, pencil, anvil.

_____	_____
_____	_____
_____	_____
_____	_____



4. Now make sentences using some of the above words.



5. Give another word from the story that means
- completed _____
- surprised _____
- strange _____
- make up your mind _____

6. Add '-er' or '-r' to the doing words below to make new words.

stiff _____

fight _____

juggle _____

speak _____

write _____

strange _____

dance _____

ride _____

use _____

joke _____



Comprehension passage

Once a cunning jackal jumped into a big tub of blue dye.

"I am your king," he said. All the animals, big and small believed him and bowed before him. The clever jackal smiled. Now he was the most powerful animal in the forest. He was proud to be a king.

Once, the jackal woke up in the middle of the night. The jackals in the forest were howling at the full moon in the sky. The blue jackal forgot he was a king. He, too, began to howl.

"Hu...aah! Hu...aah!" he cried.

The animals ran out to see. "He is not a king. He is just a jackal!" they shouted. They rushed to attack him.

"Stop, stop! I am sorry I tricked you. Please do not punish me!" said the blue jackal.

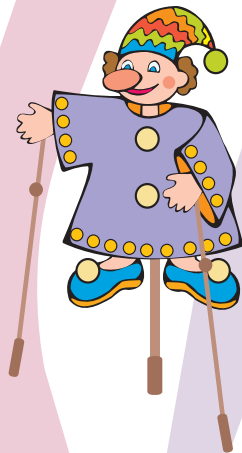
The animals forgave him, but only after he vowed never to bother anyone again.

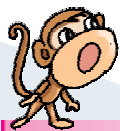
– A Panchtantra tale



Reading is fun

1. Why did the animals think that the jackal was a king?
2. How did the jackal become blue?
3. What did the animals do when they saw the blue jackal?
4. Why did the dogs feel scared when they saw the jackal?
5. How did the animals know that the king was just a jackal?





Say aloud

laugh	fish	fan	few
cough	dish	van	view
rough	wish	ran	dew

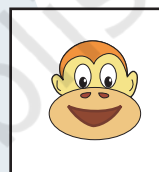


Fun time

Let's make a Puppet

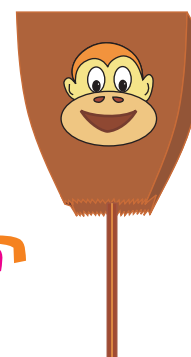
You need

A brown envelope, newspaper,
stick, glue, paper,
colours, sketch pen



Method

1. Make the face of a monkey on white paper and colour it.
2. Cut out the face and stick it on a brown envelope.
3. Crush the newspaper and fill it in the brown envelope.
4. Put the stick inside the envelope.
5. Close the mouth of the envelope firmly with a tape or ribbon.
6. Your puppet is ready.



THEMES

The importance of art, craft and creativity



Teacher's page

Unit 9

Poem : The Naughty Boy

Story: Pinocchio

By this Unit the children would have enriched their vocabulary through telling, retelling and reading aloud of poems, stories, folk tales in English. They would also use appropriate spoken and written language in meaningful contents/situations. Give children opportunities to listen to sound/sound techniques and appreciate the rhythm and music of rhymes – sounds.

Teachers in the entire country welcome puppets into the classroom, they preserve traditions and make them a vital part of everyday learning. Puppets can be used to explain, describe, direct, tell stories, ask questions and create dramatic situations where children respond.

Puppets can provide children with many opportunities to expand language skills and challenge their imaginations. Students can develop confidence talking through the characters of puppets.

Transference of **language one** to **language two** will now be felt only if your observation about each child in your group is relevant. We are giving you a mere guideline to follow. This **assessment** should be more on the patterns of –

1. your observation of the child as an individual and as a team member in a group.
2. determining the cause of the child's school-related difficulties.
3. understanding her/his individual learning style.
4. consultation with parents/other teachers to review assessment findings and determining an appropriate intervention plan.

Areas to assess children for	Your Observation for*
1. Warm up time Getting prepared for class	attention span
2. Listening time Listening to the teacher	participation
3. Reading time	word recognition
4. Sharing time Speaking their thoughts	memory/language
5. Creative time Creating their own space	organisation
6. Language corner Writing their own script	writing /imagination
7. Environment Caring for their environment	early habits

- Do check the children's readiness for each stage before you assess them.



Amazing world of Puppets



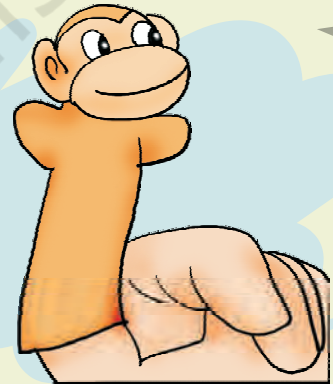
shadow puppets



string puppets



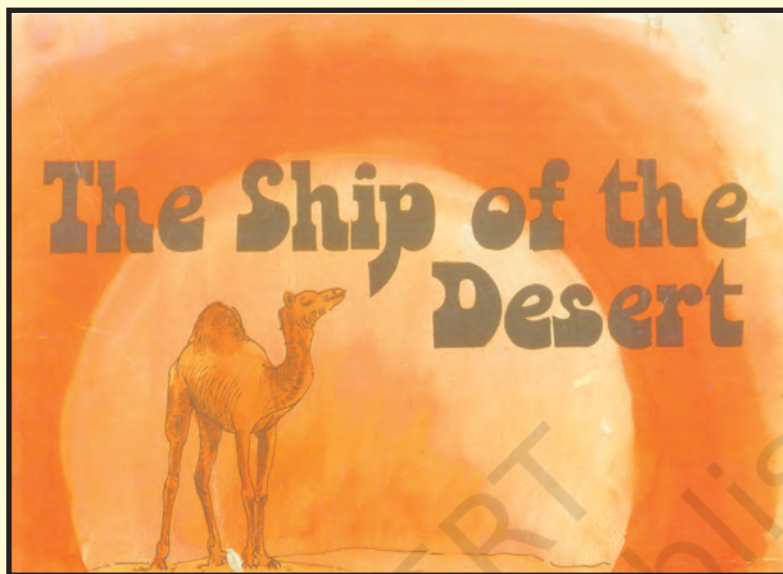
glove puppets



finger puppets



sculpture puppets



The Ship of the Desert

S.K. Ram

Under the project Reading to Learn series launched by NCERT aimed at grooming the student to become adept at reading to make him love books and to make him aware of the world of wonder and beauty around him and within him, the book describes how the ship of the desert – the camel – is quite adaptive to the harsh environment it lives in.

Rs. 15.00 / Paperback / 14 pp

Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- *(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).