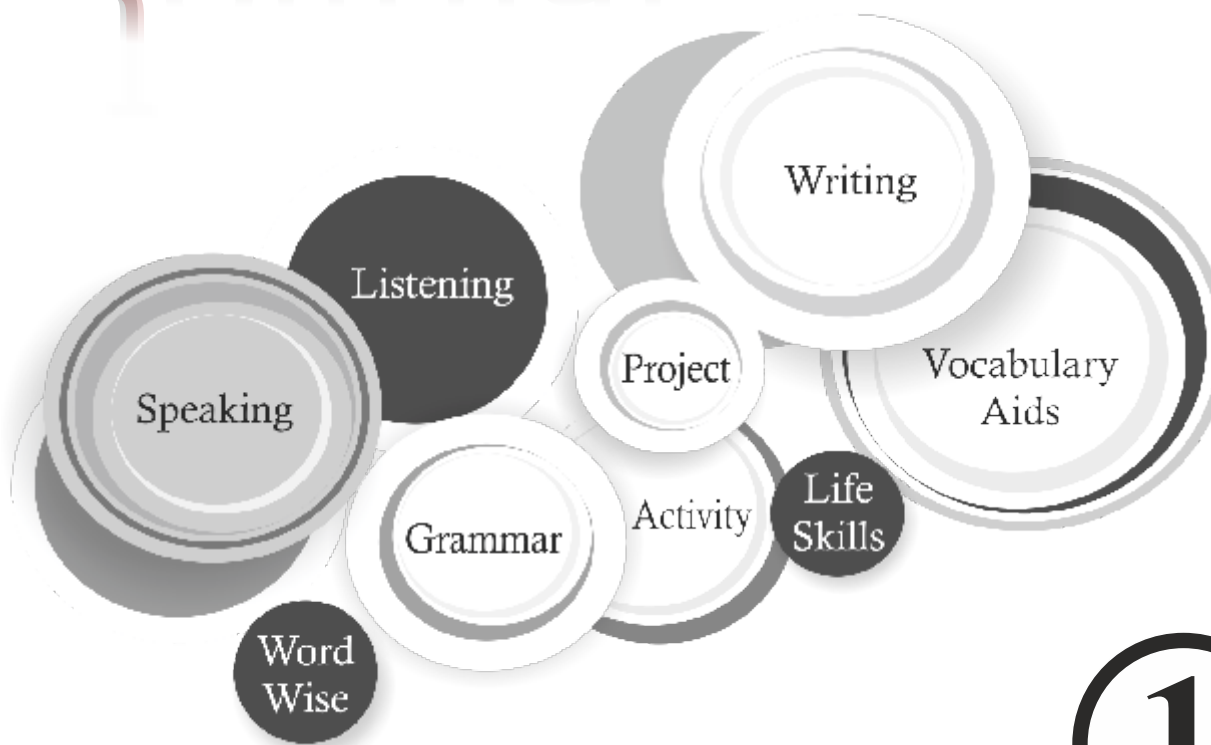


My Reading Journal

**Enhanced Edition
NEP 2020 Guidelines*



1

Teacher's Support



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Lesson-1

(The Lord of Everything)

Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the students' capability of imagining natural things that are present around us.
- To link personal emotions of the student with the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussion.
- To revise alphabetical order.

Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Naming natural things.
- Identification of animal names used in the poem.
- Practising pronunciation of new words.
- Revision of alphabetical order.
- Matching pictures with their names.
- Observing movement of few living things and describing it.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The poem is about God who is the creator as well as Lord of everything.

- Ask students to name things that according to them are created by God. Explain them further that everything they see around them is created by God.
- Read the poem aloud to your students.
- Identify and define words that students do not know. Try to give them examples of natural things present around them which are all made by God.
- Read the poem aloud again. Now that the students are familiar with the vocabulary they will be able to understand every line of the poem easily.

- Try to emphasise on rhyming words like skies-flies, small-all, seas-trees, spring-everything.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Explain the concept of natural things to the students and ask them to give examples.
- Carry out the listening activity as directed and check the work in class. For speaking activity, students will work with the teacher and practise pronunciation of words.
- Make students do the grammar exercise themselves explaining them the alphabetical order.
- Have a discussion about 'Word Wise', and 'Activity Time' and ask the students to complete it and discuss it later in the class.

Additional Questions

- Do you think God has made everything?
- Why is God called 'The Creator'?
- What all things walk?
- What is the moral of the poem?
- What is the name of the poem?

Home Assignment

Read the poem aloud and learn it for recitation.

Evaluation and Assessment

Evaluate and assess students on basis of their recitation of the poem. Focus on the pronunciation and way that students use to deliver their poem. Ask them random questions related to the poem to check their understanding.

Teacher's Support

Understanding the Text

Reading

- (A) 1. c) swims 2. a) maker 3. b) valleys
- (B) 1. True 2. False 3. True
- (C) 1. Sun 2. Spring Season 3. God
- (D) 1. God is the maker of all things.
2. a) Flowers b) Fruits c) Shrubs d) Trees
3. The seasons mentioned in the poem are: summer, winter, autumn and spring.

Writing

1. Flowers
2. Moon
3. Trees
4. Birds
5. Animals

Listening

1. Dog
2. Cat
3. Cow
4. Goat

Speaking

1. sheep
2. hill
3. grass
4. sleep
5. pretty

Grammar

Moon	-	3
Sun	-	5
Autumn	-	2
Ants	-	1
Sea	-	4

Word Wise

Do it yourself.

Activity Time

Do it yourself.

Lesson-2 (The Cunning Fox and the Clever Cock)

Objectives

- To enable the students to understand the importance of being sharp minded person.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussion.
- To recapitulate vowels and consonants and use the acquired knowledge in content.

- To identify and name animals' houses.
- To learn to react to a situation accordingly.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Writing Composition (Cock)
- Recognition of pictures and naming them on the basis of listening skills.
- Practising pronunciation of new words.
- Revision of vowels and consonants.
- Matching animals with their houses.
- Learning to react to a given situation.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a cunning fox who wanted to kill the cock and have a grand feast.

- Ask students about nature of a fox and a cock in general. Explain them more about their habitat and eating habits.
- Ask them if they know anything related to the theme of the story. They will then read the story by turn. Guide them to read the dialogues with proper intonation.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Describe briefly about different animals and their houses.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them vowels and consonants.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Life Skills' in the class. Also, ask them to complete it and get it checked later in the class.

Additional Questions

- Who was more cunning, the fox or the cock?
- What did the fox think on seeing the cock?
- Where was the cock sitting?
- Did the cock believe the fox?
- What did the cock say of the fox after hearing the good news?
- What is the moral of the story?

Home Assignment

- Make sentences of the new words given in the vocabulary aids.
- Write names of ten animals and their houses in your notebook.
- Draw a picture of a cock and a fox and colour it.

Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class and try to correct them in punctuations and pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

Teacher's Support

Understanding the Text

Reading

- (A) 1. b) cock 2. b) cunning 3. b) cock 4. b) hounds 5. a) frightened
- (B) 1. True 2. True 3. True 4. False 5. False
- (C) 1. beautiful 2. heard 3. enjoy 4. stay
- (D) 1. The fox wanted to kill the cock so that she can eat him.
2. The fox said that from that day all animals and birds were friends. That was the good news according to the fox.
3. No, the cock did not believe the fox's words.
4. No, the fox did not want to have a chat with the cock. She wanted to eat the cock.
5. The fox got frightened when the cock said that two hounds were coming to join them.
6. The fox ran away because she thought that the hounds were coming.
7. The cock was the cleverer of the two.

Writing

1. bird 2. coop 3. grains

Listening

1. Rose
2. Park
3. River
4. Swing
5. House
6. Box
7. Kite

Speaking

- Clear, Clamp, Clown
- Last, Past, Host

Grammar

Tiger, Elephant, Cock, Owl, Leopard, Fox

Word Wise

1. c) kennel
2. d) burrow
3. a) den
4. b) hive

Activity Time

Do it yourself.

Life Skills

- Playing together
- Talking kindly to each other

Lesson-3 (The Lost Child)

Objectives

- To enable the students to understand the importance of contacting the police booth, a senior or an elderly person around if they get separated from their parents or group in a fair or an unfamiliar market.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.

- To recapitulate uses of articles (a, an and the) and use the acquired knowledge in context.
- To identify and name different toys.
- To learn to react intelligently according to the situation.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Naming things around you.
- Listening to a problem and finding solutions to get out of it.
- Practising pronunciation of new words.
- Practising conversation.
- Revision of uses of articles (a, an and the)
- Identifying and naming different toys.
- Learning to react to a given situation.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a girl Ria who went to the market with her mother and was lost there in the crowd. She later asked a shopkeeper to help her find her mother.

- Ask students if they go to the market with their parents. If yes, then did they get lost someday and were unable to find their parents. What all they did to communicate and return back to their parents?
- After gaining interest of the students, centralise the character of Ria in a way that students feel connected to the story. They will then read the story by turn. Guide them to read the dialogues with proper intonations.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of the story like 'Importance of Obeying Our Parents' and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.

- Discuss about the scene of a market in the class.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with their teacher and their friends to practise pronunciation and conversations.
- Make students do the 'Grammar' section themselves after explaining them uses of articles (a, an and the).
- Have a discussion about 'Word Wise', 'Activity Time' in the class itself. Also, ask the students to complete it and get it checked later in the class.

Additional Questions

- Where did Ria get lost?
- Whose help did Ria take?
- What did Ria do when she got lost?
- Why did Ria leave her mother's hand and moved ahead?
- What all were there in the toy shop?
- What did Ria's mother do when she found Ria?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Name and paste pictures of different things that you can buy from market.
- Write emergency contact numbers like that of police station, ambulance, fire brigade etc. in your notebook.

Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class. Try to emphasise on correct usage of punctuations and proper pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

Teacher's Support

Understanding the Text

Reading

- (A) 1. c) six 2. b) her friend 3. a) toy 4. b) hid 5. c) hugged
- (B) 1. True 2. False 3. False 4. True 5. False
- (C) 1. bored 2. dolls 3. scared 4. see 5. thanked
- (D) 1. Riya was a very restless girl.
2. She went to the market with her mother.

3. Riya saw many beautiful dolls and toys in the window of the shop.
4. The puppies hid behind the car.
5. Ria began to weep because she couldn't see her mother.
6. Ria's mother was crying.
7. Ria's mother thanked the shopkeeper because he had helped her find her child.

Writing

Vegetables, Clothes, Utensils, Toys, Fruits, Bags, Pens, Books

Listening

- Take help from an elder person.
- Start searching for your mother.

Speaking

(A) chain, chalk, choice; branch, bring, brick

(B) Do it yourself.

Grammar

1. a 2. the 3. the 4. an 5. The, a

Word Wise

Football, Top, Bat, Car, Train, Yo-Yo or Thread Pulley, Doll, Teddy Bear

Activity Time

Do it yourself.

Life Skills

I won't get panic if I get lost in a crowded market. I will try to find my parents. If I don't find them, I shall contact a policeman or an elderly person. I will request him to call my parents on their phones.

Friends Forever (Poem to Read)

Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the students' capability of imagining situations.
- To link personal emotions of the students with the poem.

- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enhance reading and listening skills by engaging students in discussions.

Overview

- Reading and reciting of poem.
- New Vocabulary
- Answering questions related to the poem.
- Emphasising on recitation skills.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The poem is about friendship and true friends.

- Discuss the importance of friends and friendship in one's life.
- Explain the difference between true friends and fake friends to the students.
- Ask them what they think true friendship is and what according to them is a friend.
- Explain how a circle and a friend is similar as they both have no ends.
- Read the poem aloud to your students.
- Try to emphasise on rhyming words like old- gold, round-long, end-friend, sea-be.
- Explain the moral of the poem to the students and ask them to implement it in their lives.

Additional Questions

- Which friends are like silver?
- Which friends are like gold?
- What does not have an end?
- What is the name of your best friend?
- What is the name of the poem?
- What is the moral of the poem?

Lesson-4 (In the Market)

Objectives

- To bring awareness among the students about different vegetables and fruits available in the market.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.

- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To recapitulate use of 'is', 'am', 'are', and use the acquired knowledge in the context.
- To identify and name different fruits and vegetables.
- To learn opposites.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Writing Composition (Market)
- Listening different names of fruits and identifying the names of fruits which you like to eat.
- Practising pronunciation of new words.
- Revision of 'is', 'am' and 'are'.
- Matching the opposites.
- Identification and naming of fruits and vegetables.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a girl Reema, who went to the village market with her father.

- Ask students about how often they go with their parents for shopping.
- Now ask them names of fruits and vegetables that they like to eat.
- Introduce to them names of fruits like guava, pineapple, strawberries etc. and vegetables like broccoli, cabbage, garlic etc.
- You can also take help of charts available in the market to teach students about different fruits and vegetables.
- After giving brief description of the market, tell them to read the story by turn. Guide them to read the dialogues with proper intonation.
- Assign one student as Reema, one as father and one as shopkeeper. The teacher can help in further narration. This will make learning more fun.
- Explain new words and their pronunciation while reading for better understanding of students.
- Ask simple comprehensive questions to check students understanding of the text.
- Tell students the importance of getting familiar with new items in the market. Also, ask them to

never go to the market alone, instead with any elder or their parents.

- Have them use the words in the 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises, given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Carry out the 'Listening' activity as directed and check the work in the class.
- For 'Speaking' section students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves after explaining them use of 'is', 'am' and 'are'.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Project' in the class. Also, ask them to complete it and get it checked later in the class.

Additional Questions

- What was the name of the girl?
- With whom did Reema go to the market?
- What did Reema ask her father to buy?
- Whose permission did Reema take to go the market with father?
- What the shopkeeper called tasty and fresh from the garden?
- What was the price of bananas?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write name of ten fruits and vegetables in your notebook. Also, paste their pictures.

Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class. Try to emphasise on correct usage of punctuations and proper pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

Teacher's Support

Understanding the Text

Reading

- (A) 1. a)father 2. b) mother 3. c) carrots 4. b) rhyme 5. a) guavas
- (B) 1. True 2. True 3. False 4. False 5. False
- (C) 1. beautiful 2. carrots 3. green 4. fruit 5. tasty
- (D) 1. Reema's father is going to the market.
2. Her father ask her to take permission from her mother first.

3. The carrots look beautiful.
4. A cauliflower looks like a flower.
5. Reema has seen the picture of pumpkin in her rhyme book.
6. The bananas are going very cheap according to the shopkeeper.
7. The shopkeeper says that the guavas are very tasty and fresh from the garden.

Writing

crowded, everything, fish, products, fruits, vegetables, groceries, easy

Listening

Apple, Mango, Banana, Guava, Kiwi, Grapes

Speaking

(A) bus, but, bump; ball, bark, bad

(B) 1. Customer: What is the cost of this eraser?

Shopkeeper: Only a rupee.

Customer: Give me two erasers, please.

2. Customer : How much does a notebook cost?

Shopkeeper : It cost twenty rupees.

Customer: Give me three notebooks, please.

3. Customer: What is the cost of this book?

Shopkeeper : It cost one hundred rupees.

Customer: Give me a copy of it, please.

Grammar

1. are 2. are 3. is 4. are 5. is 6. is 7. am

Word Wise

1. b) Coming 2. d) Last 3. a) Sell 4. c) Expensive

Activity Time

(A) **Fruits**-Apple, Orange, Papaya

Vegetables- Cabbage, Turnip, Carrot

(B) Do it yourself.

Project

Do it yourself.

Lesson-5

(Jimmy and the Naughty Monkey)

Objectives

- To teach students that befooling others is a bad habit and should not be practised by them.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate use of 'this' and 'these' and use the acquired knowledge in context.
- To learn to react properly according to the situation.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the texts.
- Word Composition (Monkey)
- Listening to a passage and identifying correct and wrong statements.
- Practising Conversation
- Revision of use of 'this' and 'these'.
- Discussion about 'king of fruits'
- Learning to react to a given situation.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a boy Jimmy who wanted to eat ripe mango. He thought of a trick and threw a stone at the monkey sitting on the tree. He tried to befool the monkey and succeeded two times. But in the third attempt the monkey threw the stone back at Jimmy.

- Ask students the meaning of 'befool' and inquire if they had befool someone before.

- Tell them that fooling is a bad habit and is equal to telling lie or making fun of others.
- After gaining students' attention, introduce the character of Jimmy as a naughty boy. They will then read the story turn by turn. Guide them to read the story using punctuation marks for taking a pause or putting emphasis wherever necessary.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts with reference to the theme of story like 'Do Not Fool Others' and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in vocabulary aids in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Discuss about monkeys like how they climb on a tree and how they react to humans.
- Carry out 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with their teacher and their friends to practise pronunciation and conversations.
- Make students do the 'Grammar' section themselves after explaining them use of 'this' and 'these'.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Life Skills' in the class itself. Also, ask the students to complete it and get it checked later in the class.

Additional Questions

- Did Jimmy succeed in getting mango?
- Where were mangoes hanging?
- Who helped Jimmy to get the mango?
- What did monkey throw at Jimmy the last time?
- What did Jimmy do after the monkey threw stone at him?
- What is the moral of the story?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Draw a picture of a mango and a monkey in your notebook. Also, colour them.

Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class. Try to emphasise on correct usage of punctuations and proper pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

Teacher's Support

Understanding the Text

Reading

- (A) 1. b) uncle's 2. c) shady 3. c) monkey 4. a) watching 5. b) hard
(B) 1. False 2. False 3. True 4. True 5. False
(C) 1. Jimmy was going to his uncle's house.
2. Jimmy stopped to take rest under a shady mango tree.
3. Jimmy saw many juicy, ripe mangoes when he looked up.
4. Jimmy was hungry so he wanted to eat few mangoes.
5. The little monkey was sitting on a branch of the mango tree.
6. Jimmy threw stones at the monkey so it became angry.
7. The stone thrown by the monkey hit hard on Jimmy's head so he cried out in great pain.

Writing

1. naughty 2. zoo 3. bananas 4. trees

Listening

1. ✗ 2. ✓ 3. ✗ 4. ✓

Speaking

2. Cat: The cat meows. It enjoys drinking milk.
3. Horse: I have a horse. I enjoy riding my horse. It enjoys eating grams.

Grammar

1. These are mice. 2. This is a pen.
3. These are cows. 4. This is a mouse.
5. These are pens. 6. This is a cow.

Word Wise

1. terribly 2. long 3. hanging 4. idea 5. repeated

Activity Time

My favourite fruit is ripe mango. I enjoy eating it. We get mangoes in the summer season. A ripe mango is yellow in colour. Mango juice is also very popular.

Life Skills

- b) Tell the children not to throw stones.

Lesson- 6 (The Rainbow)

Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the students' ability of imagining different colours of a rainbow.
- To link personal experience of the students with the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussion.
- To identify naming words in a sentence.

Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Naming seven colours of a rainbow.
- Listening to the poem and recognising names of colours in it.
- Practising pronunciation of new words.
- Revision of naming words.
- Matching rhyming words.
- Complete the sentences.
- Drawing and colouring of picture.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The poem is about rainbow and its colours.

Ask students if they know what a rainbow is. Inquire whether they have a knowledge of its formation and its beautiful colours.

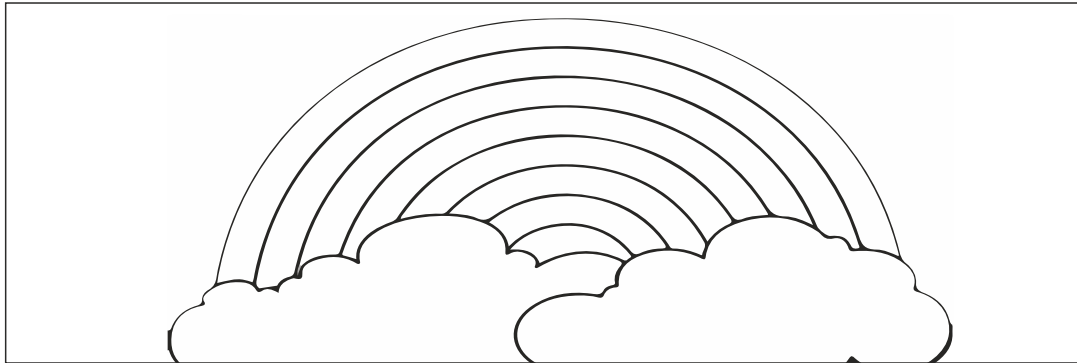
Introduce to them the concept of:

V - Violet

I - Indigo

B	-	Blue
G	-	Green
Y	-	Yellow
O	-	Orange
R	-	Red

Draw a rainbow on the board and write its colour accordingly.



- Now you have gained interest of the students, read the poem aloud to them.
- Identify and define words that students do not know. Try to give them examples of different colours present around them.
- Read the poem aloud again. Now, the students are familiar with the vocabulary they will be able to understand every line of the poem easily.
- Try to emphasise on rhyming words like seven-heaven, green-queen, red-spread, low-rainbow.
- Tell them that rainbow is an example of the immense beauty of nature.
- Help them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Help the students in writing names of different colours in a rainbow.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves explaining them the naming words.
- Have a discussion about 'Word Wise' and 'Activity Time' and ask the students to complete it and discuss it later in the class.

Additional Questions

- Where can we see the rainbow?
- How does it look like?
- Who has brought the rainbow?
- Is rainbow high or low in the sky?
- Have you ever seen a rainbow?
- Which colour is at the top in a rainbow?

The Naughty Monkey

(A Picture Story)

Objectives

- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of students.
- To enhance reading and listening skills by engaging students in discussions.
- To practise dialogue reading efficiently.

Overview

- Reading of Text
- New Vocabulary
- Answering questions related to the text.
- Practising pronunciation of new words.
- Practising Conversation

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a monkey Chimpu, who lived on a tall tree in the forest. He was very naughty. He did all kinds of mischiefs. One day, he saw two men cutting a tall tree with their saw. Due to his mischief, he lost his tail in the end and realised that unnecessary mischief is dangerous for us.

- Ask students about mischiefs that they do in their day to day life. Have it ever affected them or led to punishment by their parents.
- Introduce to them the character of naughty monkey Chimpu.
- Select three students and assign one as Chimpu, one as the two men and one as the narrator.
- Now, read the story aloud with help of characters assigned in the class. Guide them to read the dialogues with proper intonations.
- Explain new words and their pronunciation while reading for better understanding of students.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have further discussion about the story and character of Chimpu. Also, justify whether what happened with Chimpu was right or wrong.
- Give additional questions to the students to answer and check their understanding of the text.

Additional Questions

- What was the name of the monkey?
- Where did the Chimpu live?
- What did he see one day?
- Where did Chimpu sit?
- Where did Chimpu's eyes fall?
- What did the men do to Chimpu?

Lesson-7 **(The Right Transport)**

Objective

- To make students understand the importance of staying healthy and fit through a funny story.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate use of 'he', 'she' and 'it' and use the acquired knowledge in context.
- To identify and name different modes of transport.
- To be able to solve word maze.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Naming different modes of transport.
- Listening names of different modes of transport and categorising them in different categories.
- Practising conversation about transport.
- Revision of use of 'he', 'she' and 'it'.
- Word Composition
- Naming different modes of transport.
- Solving Word Maze

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a fat, young lady Miss Shiela. She was going to meet her aunt. She faces problem due to her weight for opting for mode of transport for travelling.

- Ask students about different modes of transport and how many passengers can they carry at a time.
- Ask students if they know or have fat people in their family. Discuss the problems they have to face while travelling.
- Give brief description of problems that occur in one's life due to over weight and consumption of junk food.
- After gaining interest of the students centralise the character of Miss Shiela in a way that they feel connected to the story. Then they will read the story by turn. Guide them to read the dialogue with proper intonations.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss importance of staying fit and healthy relating it to the moral of the story.
- Ask students to implement the moral of the story in their own lives.
- Have them use the words in 'Vocabulary aids in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Discuss about the different modes of transport with reference to the distance they cover.
- Carry out 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with their teacher and their friends to practise pronunciation and conversation.
- Make students do the 'Grammar' section themselves after explaining them uses of 'he', 'she' and 'it'.
- Have a discussion about 'Word Wise', 'Activity Time' in the class itself. Also, ask the students to complete it and get it checked later in the class.

Additional Questions

- Who was Miss Shiela and where was she going?
- What happened to the taxi suddenly?
- What happened when Miss Shiela stopped a rickshaw?
- What mode of transport did Miss Shiela take at last?
- Who came out to greet Miss Shiela when she reached her aunt's house?
- What is the moral of the story?

Home Assessment

- Complete 'Project' work and get it checked in the class.
- Make sentences of the new words given in the 'Vocabulary aids'.
- Name and paste pictures of different modes of transport in your notebook.

Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class. Try to emphasise on correct usage of punctuation and proper pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

Teacher's Support

Understanding the Text

Reading

- (A) 1. c) young 2. b) town 3. b) taxi 4. a) pleased 5. a) punctured
(B) 1. True 2. False 3. False 4. True 5. True
(C) 1. taxi 2. bag 3. waves 4. gets 5. cart
(D) 1. Miss Shiela is a fat young lady.
2. She is very happy today because she is going to meet her aunt after a long time.
3. She has packed balloons, toys, chocolates and comic books for her cousins in her bag.
4. Miss Shiela came out of the taxi because the tyre of the taxi got punctured.
5. Miss Shiela reaches her aunt house in a bullock-cart.
6. Her cousin comes out to greet her.
7. A bullock-cart is the right transport for Miss Shiela.

Writing

- Tonga, Rickshaw, Car, Aeroplane

Listening

- Water Transport - Boat, Ship, Jteski
- Road Transport - Car, Bus, Truck
- Air Transport - Aeroplane, Helicopter, Aircraft

Speaking

1. I go to school with my father in his car.
2. Then he drives to his office.
3. Mother takes a cab to go to work.
4. For an outing to a far off place, we all fly.

Grammar

1. She is a teacher.
2. He is a player.
3. It is a dog.
4. It is a beautiful flower.
5. It is my pet parrot.
6. She is very intelligent.

Word Wise

1. aunt
2. door
3. fat

Activity Time

Truck, Train, Boat, Bullock-cart, Ship, Tonga, Rickshaw, Taxi

Project

1. Helicopter
2. Steamer
3. Cycle
4. Tractor
5. Rickshaw
5. Horse Cart

Lesson-8 (Never be Boastful)

Objectives

- To make students realise that no one is weaker or stronger. Every person is good at something or the other. We should never underestimate someone and his strength and capabilities.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate use of 'preposition' ('in', 'on' and 'under') and use the acquired knowledge in context.
- To identify and name different animals' houses.
- To find out three things at which students are good and can practise ahead as their talent.

Overview

- Reading text with comprehension.

- New vocabulary with meaning.
- Answering questions related to the text.
- Writing Composition (Tiger)
- Listening and naming different animals' houses.
- Practising Conversations
- Revision of Use of Preposition ('in', 'on' and 'under')
- Matching of synonyms.
- Naming different insects.
- Finding hidden talent of the students and knowing how every student is special in his own way.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a tiger Sher Singh. All the animals of the jungle were afraid of him. But one day, a little bee taught him a lesson and broke down all his pride.

- Talk and discuss about tiger and its habit. Like tiger lives in a jungle. It eats other animals. It is very dangerous. It has black stripes all over its body.
- Let students add further to the discussion.
- Go ahead with discussing nature of a bee. How big it is? Where do you find it? What does it eat?
- Compare the size of a tiger with that of a bee. Ask students if there is a fight between a bee and a tiger, who will win.
- Listen to the answers given by the students and gradually introduce the character of Sher Singh in the class.
- They will then read the story by turn. Guide them to read the dialogue with proper intonations.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss about 'Importance of treating everyone equally' with relation to the storyline. Ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Discuss about different animals and their homes.
- Carry out 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with teacher and their friends to practise pronunciation and conversations.
- Make students do the 'Grammar' section themselves after explaining them use of preposition

('in', 'on' and 'under').

- Have a discussion about 'Word Wise', 'Activity Time' and 'Life Skills' in the class itself. Also, ask the students to complete it and get it checked later in the class.

Additional Questions

- Where did Sher Singh live?
- What kind of tiger was Sher Singh?
- Who came to Sher Singh one day?
- Who was not afraid of Sher Singh?
- What happened when Sher Singh's paw strucked his own cheek?
- Why all animals came running to see Sher Singh?
- What did animals do after seeing Sher Singh?
- What is the moral of the story?
- Who was more powerful the bee or Sher Singh?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Paste pictures of ten animals according to their sizes in your notebook. For eg. the elephant is the first and an ant comes at last in the list.

Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class. Try to emphasise on correct usage of punctuation and proper pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

Teacher's Support

Understanding the Text

Reading

- (A) 1. c) afraid 2. c) paw 3. b) pain 4. c) punish 5. a) quietly
- (B) 1. True 2. False 3. False 4. False 5. True
- (C) 1. buzzing 2. disturbed 3. paw 4. running 5. punish
- (D) 1. All the animals were afraid of Sher Singh because he was strong and powerful.
2. Sher Singh was sleeping under a tree.
3. Sher Singh was disturbed because of buzzing of bee.
4. Sher Singh said to the bee to go away.

5. Sher Singh tried to catch the bee but his paw struck his own cheek and the nose began to bleed.
6. All animals laughed seeing the condition of Sher Singh.
7. In the end, Sher Singh bent his head and left the place quietly.

Writing

1. wild
2. animals
3. nails
4. forests

Listening

Lion

Dog

Rabbit

Bee

Cow

Horse

Speaking

1. Cow gives us milk.
2. Parrot is a beautiful pet bird.
3. Wolf is found in jungles.
4. Giraffe has a very long neck.
5. Bear has thick fur and sharp claws.

Grammar

1. on
2. in
3. on
4. in
5. in

Word Wise

1. Under - Downward
2. Angry - Annoyed
3. Hard - Solid
4. Loudly - Noisily
5. Strength - Power

Activity Time

1. Grasshopper
2. Butterfly
3. Cockroach
4. Scorpion
5. Caterpillar
6. Ant

Life Skills

Do it yourself.

Lesson-9

(Who is stronger?)

Objectives

- To make students understand that a powerful person should not boast his strength on others.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate use of capital letters and full stop.
- To learn to write 'About Myself'.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Writing few lines 'About Myself'.
- Listening to sounds and trying to recognise them.
- Practising Conversation
- Revision of use of capital letters and full stop.
- Practising Pronunciation
- Drawing and Colouring Picture

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is based on 'value of strength.' The North Wind thought that he was more powerful than the Sun. They tried their strength upon a man. The sun easily won leaving the North Wind ashamed.

- Explain students that according to direction of wind we name wind as North Wind, South Wind, East Wind and West Wind.
- Tell them that the sun is main source of energy on earth and life would not be possible without sunlight.

- As soon as the students have gained interest introduce to them the theme of the chapter asking who according to them will be the winner and the looser.
- Ask them to read the story by turn. Guide them to read the dialogue with proper intonations.
- Explain new words and their pronunciations while reading for better understanding of students.
- Relate the story with story 'The Turtle and the Rabbit.' Both have same moral and are similar.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Discuss about 'Importance of Sun' in the class.
- Carry out the 'Listening' activity as directed and check the work in the class. For 'Speaking' section students will work with their teacher and friends to practise pronunciation and conversations.
- Make students do the 'Grammar' section themselves after explaining them 'Use of capital letters and full stop'.

Additional Questions

- Who was having a dispute?
- Who never boasted of his strength?
- What did the North Wind say to the Sun one day?
- One day what did the Sun and the North Wind see?
- What did the Sun and the North Wind decided?
- Who began to shine brighter and brighter?
- Who won the competition?
- Who was ashamed?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Do the 'Project' and get it checked in the class.
- Draw a picture of a Sun and North Wind in your notebook. Also, colour it.

Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in class. Try to emphasise on correct usage of punctuation and proper pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

Teacher's Support

Understanding the Text

Reading

- (A) 1. c) North Wind 2. c) gentle 3. a) argument 4. b) turn 5. b) hot
(B) 1. True 2. True 3. False 4. False 5. False
(C) 1. arose 2. strength 3. North Wind 4. wrapped 5. shine
(D) 1. The dispute between the Sun and the North Wind was who of the two was stronger.
2. North Wind boasted of his strength.
3. The old man was wearing a coat.

Writing

Do it yourself.

Listening

- Roaring wind
- Blowing air
- Flowing water

Speaking

1. I've a pencil.
Its colour is black and red.
2. I've a shirt.
Its colour is pink .
3. I've a parrot.
Its colour is green .
4. I've a doll.
Its colour is blue.
5. I 've an elephant.
Its colour is grey.
6. I 've a cow.
Its colour was white & black.

Grammar

1. Kunal and Amit are friends.
2. My friend lives at Patel Road.
3. My father reads The Tribune.
4. Ruchi studies in my class.
5. Sarita plays with her doll.
6. The sun rises in the east.

7. The dog is hungry.

Word Wise

May, Pray, Way

Peck, Pencil, Peach

Activity Time

Do it yourself.

Project

Do it yourself.

Lesson-10 **(The Foolish Fish)**

Objectives

- To make student realise the importance of listening to elders advice.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by relating it to their own lives.
- To enhance the vocabulary of the students.
- To enable the students to understand and answer questions related to the text.
- To enhance reading and listening skills by engaging students in discussions.
- To recapitulate uses of 'a', 'an', and 'the'.
- To practise pronunciation.
- To learn to react to given situation.

Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Writing Composition (Fish)
- Listening to the instructions and working accordingly.
- Practising Conversation

- Revision of use of 'a', 'an' and 'the'.
- Pronunciation of words properly.
- Colouring of a picture.
- Learning to react to a given situation.

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about a wise frog and foolish fish who lived together in a pond. Fish were too smart to undertake any of the advices given by the frog, as a result of which they were caught and left repentant for their mere naivety.

- Ask students about aquatic animals. How many can they name? For eg. Fish, crocodile, octopus, frog, snake etc.
- Explain to them how fish is a source of food to human beings. They add up nutrition in our diet. Explain them the process of catching fish and discuss how fishermen uses net to catch fish.
- It should be highlighted during discussion that due to foolishness, fish get caught as they think that the net has food for them, rather it is a trap laid by the fisherman.
- Once you gain the interest of the students relate the foolishness of fish to that as given in the story. They cried to act wiser than the frog and were caught in the end by the fishermen.
- Let students read the story by turn. Guide them to read the dialogues with proper intonations.
- Explain new words and their pronunciation while reading for better understanding of students.
- Discuss generalised concepts like 'importance of listening to elders' advice' and ask simple comprehension questions to check their understanding of the text.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with their teacher and their friends to practise pronunciation and conversations.
- Make students do the 'Grammar' exercise themselves after explaining them uses of articles ('a', 'an' and 'the').
- Have a discussion about 'Word Wise', 'Activity Time' and 'Life Skills' in the class itself. Also, ask the students to complete it and get it checked later in the class.

Additional Questions

- Where was the pond?

- How was the nature of the fish in the pond?
- Who else lived with fish in the pond?
- Where was the frog resting?
- What did the fishermen notice?
- What happened the next morning?
- What did the fishermen do with fish in the end?

Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Make and colour a picture of a frog in your notebook.

Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way the students are reading in the class. Try to emphasise on correct usage of punctuation and proper pronunciation of words. Assess them on the basis of random questions from the text and take suitable remedial measures.

Teacher's Support

Understanding the Text

Reading

- (A) 1. a) pond 2. c) listened 3. b) resting 4. c) foolishness
5. a) caught
- (B) 1. False 2. True 3. True 4. True 5. True
- (C) 1. arrogant 2. frog 3. fishermen 4. pond 5. net
- (D) 1. The fish lived in a large pond in the outskirts of a small village.
2. The fish never listened to anyone because they were arrogant.
3. The old frog often advised the fish that they should not be arrogant.
4. The frog was taking rest beside a stone near the pond.
5. The fishermen talked about the fish in the pond and decided to catch them.
6. The frog felt sorry because the fish had not listened to his advice.
7. The fishermen took the fish to the market and sold them for a good profit.

Writing

1. water 2. gills 3. fins 4. scales

Listening

3, 4, 1, 2

Speaking

1. Suman : There is a well near my house.
Rohan : How deep is it?
Suman : It is difficult to tell.
2. Rohan : We have a pond near our school.
Suman : It is not that big.
Rohan : No, it is quite big.
3. Rohan : There is a banyan tree outside the temple.
Suman : Is it old?
Rohan : Yes, it is very old.

Grammar

1. the
2. an
3. an
4. an
5. An
6. An
7. a
8. a
9. a
10. The, a

Word Wise

Wish, Rash, Bash

Dear, Hear, Wear

Activity Time

Do it yourself.

Life Skills

I will pay attention to the dog.

Lesson-11 (Come, Play with Me)

Objectives

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the students' capability of imagining the relation of humans and animals.
- To link personal emotions of the students with the poem.
- To develop love and liking for poetry reading and writing.
- To improve pronunciation of new words.

- To enhance the vocabulary of students.
- To enable the students to understand and answer the questions related to the poem.
- To enhance reading and listening skills by engaging students in discussion.
- To revise 'Describing Words'.

Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Writing Composition (Squirrel)
- Revision of Describing Words
- Listening and noticing the sound of 'o' and 'oo'.
- Finding rhyming words.
- Colouring of a picture.
- Reacting to a situation.
- Project Making

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The poem is about a boy who wants to touch and play with the squirrel. But it runs away in fear. We should never be cruel to animals or harm them.

- Ask the students if they have seen squirrel. Discuss with them how a squirrel climbs up the tree and runs around in the park.
- Read the poem aloud to your students.
- Identify and define words that students do not know. Try to give them imaginary details of the setting of the poem.
- Read the poem aloud again. Now that the students are familiar with the vocabulary they will be able to understand every line of the poem easily.
- Try to emphasise on rhyming words like me-tree, run-gun, dead-head.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- Have them use the words in 'Vocabulary aids' in sentences of their own to grasp the meaning correctly.
- Discuss and help the students to solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Explain the importance of not harming animals and not being cruel to animals.

- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section, students will work with the teacher and practise pronunciation of words.
- Make students do the 'Grammar' section themselves explaining them about describing words.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class itself. Ask the students to complete and discuss it later in the class.

Additional Questions

- Who was the boy asking to play?
- Where was squirrel running?
- What boy wanted to scratch?
- What is the moral of the story?

Home Assignment

Read the poem aloud and learn it for recitation.

Evaluation and Assessment

Evaluate and assess students on basis of their recitation of the poem. Focus on the pronunciation and way that students use to deliver their poem. Ask them random questions related to the poem to check their understanding.

Teacher's Support

Understanding the Text

Reading

- (A) 1. c) shaking 2. b) strike 3. a) scratch
- (B) 1. True 2. False 3. True
- (C) 1. The poet sees a squirrel on the tree.
2. The poet asks the squirrel to come and play with him.
3. The name of the composer of the poem is W.B. Yeats.

Writing

1. small 2. big 3. bushy 4. nuts

Listening

There are two pools in the school.

Speaking

Do it yourself.

Grammar

1. sincere
2. dark
3. green
4. new

Word Wise

1. Play - Way, Slay
2. Run - Fun, Bun
3. Shaking - Taking, Making
4. Dead - Bed, head
5. Let - Get, Set

Activity Time

Do it yourself.

Life Skills

Take help from someone.

Take the squirrel to the vet clinic.

Project

1. Birds
2. Monkey
3. Snake
4. Insects

One at a Time (Story to Read)

Objectives

- To develop habit of reading with better understanding of text.
- To develop interest of students for reading text.
- To link personal emotions of the students with the text.
- To improve pronunciation of new words.
- To explain the moral of the story to the students by engaging students in discussions.
- To practise dialogue reading efficiently.

Overview

- Reading of Text
- New Vocabulary
- Answering questions related to the text.
- Practising Recitation

Teaching / Learning Material

Textbook, blackboard, chalk etc.

Teaching / Learning Strategies

The story is about little girl Risha who liked sweets. She acted greedily and jammed her hand taking out many sweets together at a time. Her mother gave her a lesson and told her to take out one sweet at a time from the jar . Like this she got the sweet also and didn't harm her hand.

- Ask students about their mischievous incidents which they might have done to get sweets and chocolates from their elders. Have that incidents caused punishment to them?
- Introduce to them the character of Risha and her love for sweets.
- Now, read the story aloud in the class. Students can also read it by turn.
- Explain new words and their pronunciation while reading for better understanding of students.
- Explain the moral of the story to the students and ask them to implement it in their lives.
- Have further discussion about 'importance of reducing sugar intake'. Also, describe about cavities that is caused due to excessive eating of sweets.
- Give additional questions to the students to answer and check their understanding of the text.

Additional Questions

- Who liked sweets?
- What did Risha asked her mother to give?
- What did Risha do when her mother was not there?
- What happened to Risha's hand?
- What is the moral of the story?
- What lesson did she learn?

Annual Examination Sample Paper-1

Reading Section

Read the following passage carefully and answer the following questions.

THE PUPPY AND KITTEN

My family just adopted a puppy and a kitten from the animal shelter. They were so young. We had to think of good names for them. The puppy likes to jump up. The kitten likes to curl up in our laps.

"What do you want to name them?", asked Mom. My sister said, "Pounce for puppy and cuddles for the kitten". We all thought those names were perfect.

A. Read the passage and choose the correct option.

- The name of the dog was_____.
a) Cuddles b) Pounce c) Tommy
- The name of the cat was_____.
a) Pounce b) Kitten c) Cuddles
- My family just adopted_____.
a) a puppy b) a kitten c) both A. and (b)

B. Write the answers of the following questions.

- Who kept the names of the puppy and the kitten?
- What does the puppy like to do?
- What does the kitten like to do?

C. Tick (✓) the correct sentences and cross (X) the false ones.

- My family just adopted a rabbit.
- The puppy likes to jump up.
- We all thought those names were not perfect.

Writing Section

A. Write the names of five natural things which you can see around you.

- _____
- _____
- _____
- _____
- _____

B. Complete the sentences by using the given words.

meals, Think, dress, beautiful, park

1. We should _____ up properly.
2. Rohan is going to the _____.
3. _____ before you speak.
4. Rose is a _____ flower.
5. We should eat our _____ on time.

Grammar Section

A. Look at the pictures. Fill in the missing letters.

1. J_g_



2. R_s_



3. C_k_



B. Number the following words according to the alphabetical order.

- | | | | |
|--------|--------------------------|--------|--------------------------|
| Nose | <input type="checkbox"/> | Ant | <input type="checkbox"/> |
| Rain | <input type="checkbox"/> | Tomato | <input type="checkbox"/> |
| Flower | <input type="checkbox"/> | Goat | <input type="checkbox"/> |

Text Section

A. Answer the following questions.

1. Why is God called 'The Creator'?
2. What did the fox think on seeing the cock?
3. Where did Ria get lost?

B. Write (T) for true and (F) for false sentences.

1. Only few things are created by God.
2. The fox was very lazy.
3. Riya was only three years old.

Annual Examination Sample Paper-2

Reading Section

Read the following passage carefully and answer the following questions.

SEEMA'S BICYCLE

Seema has a new bicycle. It is bright pink and shiny. It was a gift from her father. He hid it behind the bush to surprise her. When Seema looked behind the bush and saw the bicycle, she jumped for joy. It was just what she wanted. She gave her father a big hug. She loves her new bicycle and she loves her father too.

A. Read the passage and choose the correct option.

- Who has a new bicycle?
a) Rohan b) Seema c) Geeta
- The cycle was a gift from her _____.
a) mother b) uncle c) father
- Where was the gift hidden?
a) In the room b) In the almirah c) Behind the bush

B. Write the answers of the following questions.

- What was the colour of Seema's bicycle?
- Who gifted Seema a bicycle?
- What did Seema do when she saw the bicycle?

C. Tick (✓) the correct sentences and cross (X) the false ones.

- Seema has a blue bicycle.
- The cycle was hid behind the bush.
- Seema gave her father a kiss.

Writing Section

A. Write the name of things which you see in a market.

- _____
- _____
- _____
- _____
- _____

B. Write five lines on 'My Favourite Fruit'.

Grammar Section

A. Write 'a' or 'an' before the naming words.

1. _____ ink pot
2. _____ owl
3. _____ nest
4. _____ giraffe
5. _____ table
6. _____ orange

B. Fill in the blanks with 'is', 'am' and 'are'.

1. She _____ dancing in the rain.
2. Rohan and Sanket _____ going by bus.
3. I _____ eating pizza with my sister.

Text Section

A. Answer the following questions.

1. With whom did Reema go to the market?
2. Where were mangoes hanging?
3. How does the rainbow look like?

B. Write (T) for true and (F) for false sentences.

1. Reema asks her father to buy mangoes.
2. Jimmy was going with her mother to his grandfather house.
3. The rainbow has five colours.

Annual Examination Sample Paper-3

Reading Section

Read the following passage carefully and answer the following questions.

THE ZOO

First I saw a white bear, then I saw the black;
Then I saw the camel with a hump upon his back;
Then I saw the grey wolf, with mutton in his maw;
Then I saw the wombat waddle in the straw;
Then I saw the elephant waving his trunk;
Then I saw the monkeys-mercy, how unpleasantly they smelt!

A. Read the passage and choose the correct option.

1. What was seen first in the zoo?
a) Camel b) Elephant c) White bear
2. What was the colour of the wolf?
a) Brown b) White c) Grey
3. Who was smelling unpleasantly?
a) Wombat b) Camel c) Monkeys

B. Write the answers of the following questions.

1. What was camel having in his back?
2. What was the elephant doing?
3. What was the wombat doing?

Writing Section

A. Write the names of the colours seen in a rainbow.

B. Complete the following sentences by using given words.

carpenter, gardener, traylor, plumber, doctor

1. A _____ treats sick people.
2. A _____ builds furniture.
3. A _____ fixes taps and pipes.
4. A _____ makes clothes.
5. The _____ water the plants.

Grammar Section

A. Fill in the blanks.

One

Many

- | | |
|-----------|-------|
| 1. Chair | _____ |
| 2. _____ | Toys |
| 3. Orange | _____ |
| 4. Girl | _____ |
| 5. _____ | Desks |
| 6. Rabbit | _____ |

B. Rewrite the sentences using capital letters and full stop.

1. my name is priya
2. maya is a happy girl
3. i live in chennai

Text Section

A. Answer the following questions.

1. Who was Miss Shiela? Where was she going?
2. Where did Sher Singh live?
3. Who was having a dispute?

B. Write (T) for true and (F) for false sentences.

1. Miss Shiela went in a taxi.
2. Sher Singh was a friendly tiger.
3. The sun won in the end.

Annual Examination Sample Paper-4

Reading Section

Read the following passage carefully and answer the following questions.

APPLES

Apples can be red, yellow or green. Each colour tastes different. Apple is a fruit you can make apples into treats.

Apples grow on trees. They fall on the ground or are plucked from the trees. Then you can eat them. When you pick an apple, you twist it and pull it off the tree. There are five parts of an apple. The outside is the skin. The inside is the flesh. There are seeds inside the apple. The stem is on the top. Some apples have leaves by the stem.

A. Read the passage and choose the correct option.

- Each colour of apple tastes _____.
a) same b) different c) similar
- Apple is a _____.
a) vegetable b) nut c) fruit
- The stem is on the _____.
a) bottom b) top c) middle

B. Write the answers of the following questions.

- Where do apples grow?
- How many parts are there in an apple?
- What is the inside part of the apple called?

Writing Section

A. Fill in the blanks with words from the box.

cow, crow, lion, fish, puppy

- A _____ in black in colour.
- A _____ eats grass.
- The _____ eats deer and other animals.
- _____ swims in water.
- I play with my _____ every morning.

B. Choose the correct answer.

1. A **cat/crow/cow** flies.
2. The young one of a dog is called a **kitten/puppy/cub**.
3. Elephants and tigers live in the **pond/house/forest**.
4. The **hen/parrot/crow** has a red beak.
5. **Birds/Spiders/Dog** build their nests on tree.

Grammar Section

A. Underline the naming words.

1. This is a big bedroom.
2. I like the green shirt.
3. Anil threw the ball and broke a window.
4. Mother went to the park last evening.
5. My sister is in the kitchen.
6. The dog is brown in colour.

B. Fill in the blanks with 'naming words'.

banana, flowers, door, chair, books

1. Do you like to read _____?
2. The _____ is my favourite fruit.
3. Sit on a _____ when you study.
4. Shut the _____ carefully.
5. There are _____ in the vase.

Text Section

A. Answer the following questions.

1. Where did the fish live?
2. Who was the boy asking to play?
3. Who never boasted of his strength?

B. Write (T) for true and (F) for false sentences.

1. The North Wind won in the end.
2. The poet has a stone in his hand.
3. The frog was wiser than fish.

Annual Examination Sample Paper-5

Reading Section

Read the following passage carefully and answer the following questions.

ALLE MAKES COOKIES

Alle likes to help her mom in making cookies. Chocolate chip cookies are her favourite. Her mom loves them too.

She adds the chocolate chip to the batter. Then she stirs them in. She forms the batter into balls and places them on a baking sheet. Her mom places the baking sheet into oven.

When the cookies are in the oven. Alle licks the last bits of batter from the bowl. She can hardly wait for the cookies to be ready. In 30 minutes the cookies are ready to be served. They are hot and yummy.

A. Read the passage and choose the correct option.

- Whom does Alle likes to help?
a) Mom b) Dad c) Sister
- What does she add to the batter?
a) Butter b) Chocolate chips c) Nuts
- How much time do the cookies take to get ready?
a) 10 minutes b) 15 minutes c) 30 minutes

B. Write the answers of the following questions.

- What kind of cookies are Alle's favourite?
- Where does she place the balls of batter?
- What does she do with the bowl?

Writing Section

A. Match the following:

- | | |
|----------------|----------------|
| 1. Boy | a) Grandmother |
| 2. Grandfather | b) Lioness |
| 3. Lion | c) Woman |
| 4. king | d) Girl |
| 5. Man | e) Hen |
| 6. Rooster | f) Queen |

B. Write five things which you can see in your classroom.

1.
2.
3.
4.
5.

Grammar Section

A. Fill in the blanks with 'he', 'she', 'it' or 'they'.

1. Rajesh is six years old. _____ is a good boy.
2. His name is Amit. _____ has a robot.
3. Anu is in class XI. _____ is very intelligent.
4. Upkaar and Mani have a dog. _____ love the dog.

B. Fill in the blanks with 'describing words' from the box.

beautiful, small, strong, giant, expensive, thick

1. The mouse is a _____ animal.
2. There is a _____ merry go round in the park.
3. Saima has a _____ doll.
4. I need a _____ rope.
5. He is a _____ boy.
6. That is an _____ watch.

Text Section

A. Answer the following questions.

1. Where was the cock sitting?
2. Whose help did Ria take?
3. What did Reema ask her father to buy?

B. Write (T) for true and (F) for false sentences.

1. The cock said that two hounds were coming to meet them.
2. Ria's mother stopped to buy some fruits.
3. Bananas were going very cheap according to the shopkeeper.

Annual Examination Sample Paper-6

Reading Section

Read the following passage carefully and answer the following questions.

HOMEWORK OR VIDEO GAMES

Alex loves to play video games. His favourite are Disney games. Alex got home from school one day and his mom asked him if he had homework. He did, but he thought about saying no because he wanted to play games. Then he changed his mind. He knew that if he lied he would lose his games for a week. He did his homework first and still had time to play two games before dinner. He knows it is best to be honest.

A. Read the passage and choose the correct option.

1. What does Alex love of play?
a) Chess b) Ludo c) Video games
2. How many games did Alex play before dinner?
a) One b) Two c) Three
3. Alex favourite are _____ games.
a) cartoon b) disney c) pogo

B. Write the answers of the following questions.

1. Did Alex have homework?
2. What would happen if he lied?
3. What does he know it is best to be?

Writing Section

A. Make sentences from the following words.

1. Share 2. Pull 3. Talk 4. Buy
5. Eat

B. Write five names of different modes of transport.

1. _____
2. _____
3. _____
4. _____
5. _____

Grammar Section

A. Rewrite the following sentences by correcting errors that are underline.

1. I are sad.
2. She am in class I.
3. They is famous.
4. The tea are cold.
5. We is not neighbours anymore.

B. Fill in the blanks with 'this' or 'these'.

1. _____ is an old t-shirt.
2. _____ are my crayons.
3. _____ are Sana's toys.
4. _____ is the new book which my mother gifted me.
5. _____ are the pictures of Europe.

Text Section

A. Answer the following questions.

1. What did monkey throw at Jimmy the last time?
2. Who has brought the rainbow?
3. What happened when Miss Shiela stopped a rickshaw?

B. Write (T) for true and (F) for false sentences.

1. Miss Shiela was a slim lady.
2. Rainbow looks very beautiful in the sky.
3. Jimmy was going to his uncle's house.

Annual Examination Sample Paper-7

Reading Section

Read the following passage carefully and answer the following questions.

SUN, MOON AND STARS

In the sky you can see sun, stars and moon. The sun is up during the day. It is very hot. The sun gives us light and heat. Plants needs the sun to grow. We can see the stars at night. They give off light and heat, like the sun. That is because the sun is a star too. We cannot count stars. The moon is out at night. It does not give off light and heat. It has circular shape and appears to be white in colour. The shape of the moon keeps on changing.

A. Read the passage and choose the correct option.

1. What gives us light and heat?
a) Plants b) Sun c) Moon
2. Sun is also a _____.
a) moon b) planet c) star
3. What changes its shape?
a) Sun b) Moon c) Stars

B. Write the answer of the following questions.

1. What is this passage about?
2. How is sun same like stars?
3. What is the colour of the moon?

Writing Section

A. Complete the following sentences with the words given in the box.

lives, drinks, naughty, barks, shine

1. Alok is a _____ boy.
2. The dog _____ at night.
3. My aunt _____ in Mumbai.
4. Sonu _____ apple juice daily.
5. The stars _____ in the sky.

B. Write five lines on 'My Mother'.

Grammar Section

A. Fill in the blanks with 'in', 'on' or 'under'.

1. The shoes are kept _____ the bed.
2. The books are _____ the bag.
3. The vegetables are _____ the basket.
4. The teddy bear is _____ the chair.
5. The painting is naming _____ the wall.

B. Rewrite the following sentences using capital letters and full stop.

1. there is a cow outside my house
2. i met my teacher on sunday
3. mother's favourite flower is sunflower
4. mukul likes banana

Text Section

A. Answer the following questions.

1. Who came to Sher Singh one day?
2. What did the North Wind say to the sun one day?
3. What did the fishermen notice?

B. Write (T) for true and (F) for false sentences.

1. All animals laughed at Sher Singh.
2. North Wind never boasted of his strength.
3. The fish were caught by the fishermen next day.

Annual Examination Sample Paper-8

Reading Section

Read the following passage carefully and answer the following questions.

WE ALL ARE IMPORTANT!

Doctors are important. They keep us healthy.

Police officers are important. They keep us safe.

Firefighters are important. They help people.

Teachers are important. They help us learn.

Scientists are important. They learn new things to help us.

Bus drivers are important. They help us to travel safely.

Cashiers are important. They help us buy food and clothes.

Families are important. They take care of us.

We all are important!

A. Read the passage and choose the correct option.

- Who keeps us healthy?
a) Teachers b) Doctor c) Police
- Who helps us to travel safely?
a) Cashier b) Bus driver c) Scientists
- Who helps us to learn?
a) Teachers b) Families c) Scientists

B. Write the answer of the following questions.

- Why are firefighters important?
- Why are families important?
- Why are cashiers important?

Writing Section

A. Write the names of five animals that you can pet.

- _____
- _____
- _____
- _____
- _____

B. Complete the following sentences with the words given in the box.

eat, runs, can, went, jump

1. The frog can _____.
2. The duck _____ swim.
3. The rabbit likes to _____ carrots.
4. My dog _____ fast.
5. The turtle and the snail _____ for a walk.

Grammar Section

A. Circle the describing words.

We live in a small house. The house has a large garden. There are bright flowers in the garden. There is a pond in the garden. There are tall trees in the forest. A dusty road runs through the forest.

B. Circle the correct words.

1. I pack my books **in/on/under** my bag.
2. Do not sit **on/under/in** the bench. It has wet paint.
3. We are **on/in/under** the class now.
4. The children are playing **in/on/under** the park.
5. Grandmother is sitting **in/on/under** the park.

Text Section

A. Answer the following questions.

1. Do you think God has made everything?
2. What did the cock say to the fox after hearing the good news?
3. What did Ria do when she got lost?

B. Write (T) for true and (F) for false Sentences.

1. God is the maker of all things.
2. The cock believed the fox.
3. Riya took help of a shopkeeper.

Annual Examination Sample Paper-9

Reading Section

Read the following passage carefully and answer the following questions.

BEARS

There are many kinds of bear. Some bears live in a warm place, like sun bears. Some bears live in cold place like polar bears. Bears are of different colours like white, brown or black. Some bears eat plants. Some bears eat animals. Bears have long snout or noses. They have claws and fur, too. Baby bears are called cubs. When it gets cold, bears sleep in den. Den can be in trees or caves. When they are sleeping all winter, it is called hibernating. Bears do not eat when they are hibernating.

A. Read the passage and choose the correct option.

- Which kind of bears like warm places?
a) Polar bears b) Sun bears c) Both (a) and (b)
- What type of snout or nose do bears have?
a) Short b) Thick c) Long
- What are baby bears called?
a) Kittens b) Cubs c) Puppy

B. Write the answer of the following questions.

- What is hibernating?
- What are different colours of bear?
- Where do bears sleep when it gets cold?

Writing Section

A. Match the following:

- | | |
|-----------|----------|
| 1) Heavy | a) Cry |
| 2) Buy | b) Leave |
| 3) Laugh | c) Slow |
| 4) Fast | d) Light |
| 5) Arrive | e) Sell |

B. Write name of five things which you see in a hospital.

- _____
- _____
- _____
- _____
- _____

Grammar Section

A. Fill in the blanks with 'a' or 'an'.

1. _____ eagle is _____ big bird.
2. _____ sparrow is very small.
3. I lost _____ hat.
4. What _____ pretty flower!
5. He saw _____ old place in the village.

B. Fill in the blanks with 'is' 'am' or 'are'.

1. They _____ going to watch a movie.
2. Sunita _____ buying new dress.
3. I _____ sleeping early these days.
4. My father _____ a doctor.
5. The teachers _____ giving us new books.

Text Section

A. Answer the following questions.

1. Whose permission did Reema take to go to the market?
2. What did Jimmy do after the monkey threw stone at him?
3. Who else lived with fish in th pond?

B. Write (T) for true and (F) for false sentences.

1. A cabbage looks like a flower.
2. Jimmy was a naughty boy.
3. The frog was taking rest beside a stone near the pond.

Annual Examination Sample Paper-10

Reading Section

Read the following passage carefully and answer the following questions.

KITTEN AND HER TOY

Kitten plays with her new toy. She loves her new toy. Her brother likes her new toy. When kitten is not playing with it , her brother takes it to play. Kitten is having fun. Then, she sees a mouse. She wants to chase the mouse. If she chases the mouse, her brother will take her toy. Kitten thinks she can only choose one thing to play with. If she picks the mouse, her toy will go away with her brother. If she picks up the toy, the mouse will run away. Kitten decided to run after the mouse. She does not see a lot of mice so that was more fun. She does not catch the mouse but she had fun running after him. Kitten was happy with her choice.

A. Read the passage and choose the correct option.

1. What does kitten play with?
a) Mouse b) Toy c) Brother
2. What does kitten see?
a) Toy b) Milk c) Mouse
3. What does kitten choose?
a) Mouse b) Toy c) Both (a) and (b)

B. Write the answer of the following questions.

1. When kitten is not playing with the toy, who plays with it?
2. What will happen if she choose to play with toy?
3. What choice did the kitten make at the end?

Writing Section

A. Write the names of five vegetables which you like to eat.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Write five lines on 'My School'.

Grammar Section

A. Fill in the blanks with describing words from the box.

tall, black, small, beautiful, new

1. The mouse is a _____ animal.
2. There is a _____ park behind my house.
3. Sunita has _____ hair.
4. Rohan is a _____ boy.
5. I am wearing a _____ shirts.

B. Match the following:

- | | |
|--------------|------------------------------|
| 1. The car | a) are flying in the sky. |
| 2. They | b) is eating potatoes. |
| 3. I | c) is moving slowly. |
| 4. Sunita | d) am going to the market. |
| 5. The birds | e) are enjoying in the park. |

Text Section

A. Answer the following questions.

1. What did the Sun and the North Wind decided?
2. What did the fishermen do with the fish in the end?
3. Where was squirrel running?

B. Write (T) for true and (F) for false sentences.

1. The old man removed his coat because of Sun's strength.
2. The fish were clever.
3. The poet see a squirrel on the tree.

Listening Section

Lesson-1 (The Lord of Everything)

I wish I had a little dog,
Or maybe a little cat,
I wouldn't like a cow or goat,
Or anything like that.

Lesson-2 (The Cunning Fox and the Clever Cock)

House Rose Park Box Swing Kite River

Lesson-3 (The Lost Child)

One day, I went to market with my mother. When my mother stopped to talk to her old friend, I moved ahead. I got lost in the market and began to weep. One shopkeeper helped me to find my mother. When I met her, I hugged her tightly and mother kissed me. I promised my mother that I won't let go off her hand again.

Lesson-4 (In the Market)

Apple Mango Banana Grapes Watermelon Cherry
Strawberry Kiwi Orange Melon Guava Pear

Lesson-5 (Jimmy and the Naughty Monkey)

Have you seen a monkey? There are about 400 different kinds of monkeys. They live in forests. They can jump easily from tree to tree. They do not fall down. Do you know why? This is because monkeys have very long tail. They can swing from branches with their tail.

Lesson- 6 (The Rainbow)

Orange is a carrot,
Yellow is a pear,

Green is the grass,
Brown is the bear.
Purple is a plum,
Blue is the sky,
Black is a witch's hat,
And red is cherry pie.

Lesson-7
(The Right Transport)

Truck	Boat	Bullock- cart	Ship	Aeroplane
Helicopter	Rickshaw	Aircraft	Car	Bus

Lesson-8
(Never be Boastful)

Den	Kennel	Burrow
Hive	Shed	Stable

Lesson-9
(Who is stronger?)

- Sound of roaring wind
- Sound of blowing air
- Sound of flowing water

Lesson-10
(The Foolish Fish)

1. Wash your hands before you eat.
2. Say thank you when someone gives you anything.
3. Offer seat to your elders.
4. Help the needy people.

Lesson-11
(Come, Play with Me)

do	cool	pools	into	two
you	food	school	stool	