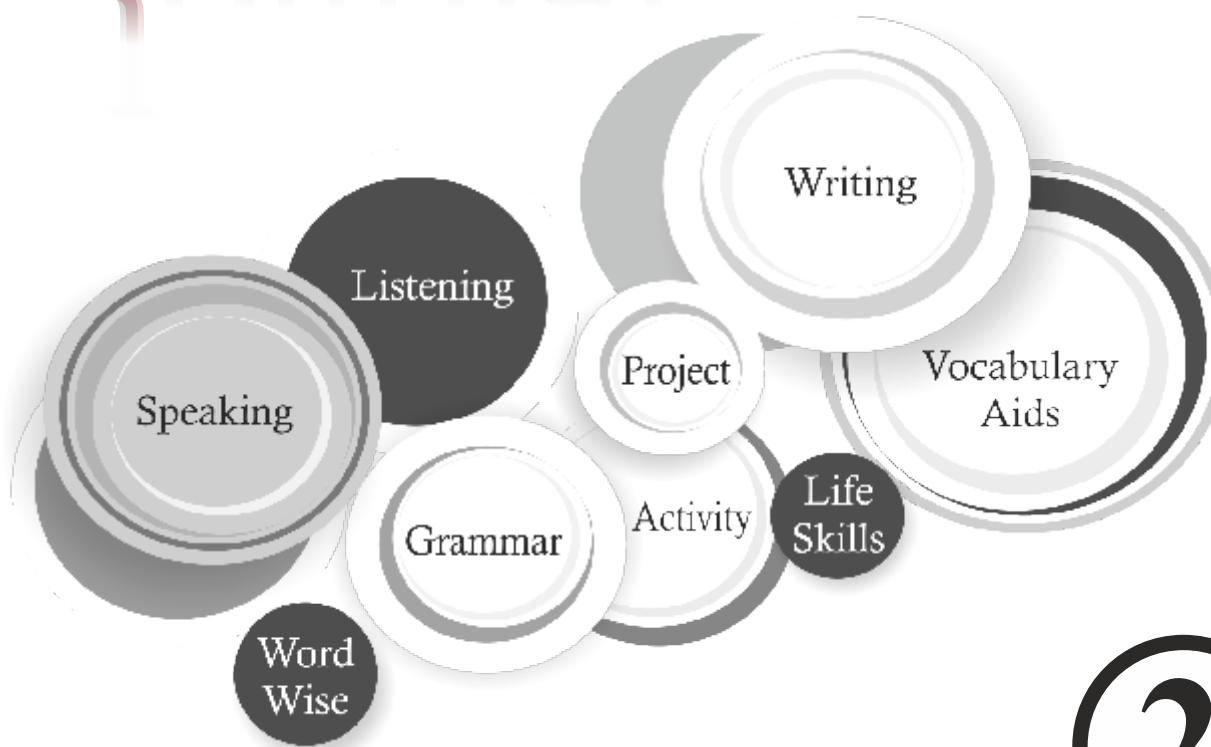


# My Reading Journal

*\*Enhanced Edition  
NEP 2020 Guidelines*



2

*Teacher's Support*



**YELLOW BIRD PUBLICATIONS PVT. LTD.**



# Lesson-1

## (Mother)

### 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 settings of the poem.
- 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 enable the students to understand and answer the questions related to the poem.
- To enhance reading and teaching skills by engaging students in discussion.
- To revise nouns.

### Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Writing Composition (Mother)
- Practising Conversation
- Revision of Nouns
- Finding Rhyming Words
- Learning English Rhymes
- Working with mother.
- Learning new activities with help of mother.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The poem is about mother who always looks after us. She is like our friend and constantly guide us. She is always ready to make sacrifices for us.

- Ask students about their mothers. Interact with them and find out what according to them their mothers do to make them happy.
- Explain them about mother's sacrifices for children by telling them about love, care, attention which is given to all of them by their mothers.

- There might be orphans in class or some students who do have lost their mothers console them by telling that their mothers were the best creature of God therefore they were called by the God earlier than others. Tell them that they are not alone in the world and can find a mother in a teacher too.
- Now, change the mood of the class by discussing mischiefs that students do with their mothers.
- Read the poem aloud to your students.
- Identify and define words that students do not know. Try to give examples of love, care and affection of a mother towards her child.
- 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 together-weather, dawn-lawn, clover-over.
- Explain the moral of the poem to the students and ask them to implement it in their lives.
- 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 class. For 'Speaking' section students will work with the teacher and practise conversation.
- Make students do the 'Grammar' section themselves explaining them 'nouns'.
- Have a discussion about 'Word Wise' and 'Activity Time' and ask the students to complete it and discuss it later in the class.
- Tell students to complete 'Life Skills' and 'Project' at home and get it checked later.

### **Additional Questions**

- What is your mother's name?
- What do the birds do?
- What is greeting the dawn?
- What is only one in the whole world?
- What is seen on the lawn?
- How is the weather?

### **Home Assignment**

- Read the poem aloud and learn it for recitation.
- Make sentences of the new words given in the 'Vocabulary aids'.
- Do 'Life Skills' and 'Project' at home and get it checked later in class.

## Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the poem. Focus on the way the students are pronouncing and the way they are using to deliver the poem. Ask them random questions related to the poem to check their understanding.

## Teacher's Support

### Understanding the Text

#### Reading

- A.** 1. b) pretty                      2. a) singing                      3. c) purple  
**B.** 1. True                              2. True                              3. False  
**C.** 1. The shells are on the shores.  
    2. Hundreds of dew drops greet the dawn.  
    3. George Cooper has composed this beautiful poem.

#### Writing

1. Mother                      2. food                      3. care                      4. wakes

#### Listening and Speaking

- You            :      Can I go out to play with my friends?  
Mother        :      When will you come back?  
You            :      I'll come back in one hour.  
Mother        :      Okay, but take care of yourself and get back home safely.  
You            :      Yes, mom. I love you.  
Mother        :      I love you too.

#### Grammar

1. Farmers, fields            2. Horses, tongas            3. Cows, milk            4. Papaya, fruit

#### Word Wise

1. Sky                              2. Shore                              3. Dawn                              4. Shells  
5. Dew                              6. Clover                              7. Go                              8. Drops

#### Activity Time

Do it yourself.

#### Life Skills

1. I help my mother by placing the dishes on the dining table.

2. I help her in washing the dishes.
3. I put the clothes on the ropes for drying.

### Project

1. Manners
2. Dressing
3. Cooking
4. Washing
5. Cycling

## Lesson-2 (The Little Lamb)

### Objectives

- To make students understand that going against the advice of our elders is wrong.
- 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 'has' and 'have'.
- To match words with their correct meanings.
- To learn names of domestic and wild animals.
- To learn to react intelligently according to the situation.

### Overview

- Reading text with comprehension.
- New vocabulary with reading.
- Answering questions related to the text.
- Listening to the sounds and naming them.
- Writing Composition
- Finding out rhyming words.
- Revision of 'has' and 'have'.
- Matching words with their correct meanings.
- Learning names of wild and domestic animals.
- Learning to react to a given situation.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

- The story is about a little lamb named Jolly who disobeyed his mother and went out to play alone in the forest. He was chased by a tiger in the end and realised that his mother was right and he should have listened to his mother's advice.
- Ask students whether they obey their mother or not. If not explain them the importance of obeying mother and elders.
- Ask students about incidents when they have not taken their mother's advice and have faced problem.
- Once they get connected to the theme of the story, introduce the character of Jolly in the class in a way that students feel connected to the story. 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 generalised concepts with reference to the theme of the story like 'importance of obeying your elders' 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 group 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 differences among wild animals and domestic animals.
- 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 conversation.
- Make students do the 'Grammar' section themselves after explaining them use of 'has' and 'have'.
- 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

- What was the name of the little lamb?
- What covered the body of the lamb?
- With whom did the lamb lived?
- What did he do the whole day long?
- What did his mother do to entertain him?

- Where was Jolly's mother going one day?
- Who was moving around in the jungle?
- What did Jolly promise his mother?
- What did Jolly see in the forest?
- Whom did Jolly meet on the way to forest?
- What did one parrot give to Jolly?
- What was rabbit eating?
- What is the moral of the story?

### Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Name ten wild animals and domestic animals.

### 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

- |                                     |              |            |             |
|-------------------------------------|--------------|------------|-------------|
| <b>A.</b> 1. a) soft<br>5. a) guava | 2. c) grazed | 3. b) aunt | 4. c) bushy |
| <b>B.</b> 1. False<br>5. False      | 2. False     | 3. True    | 4. True     |
| <b>C.</b> 1. mother<br>5. loud      | 2. alone     | 3. shade   | 4. pink     |
- D.**
1. Jolly was a little lamb.
  2. Jolly had no friends.
  3. Before going out, Jolly's mother told him not to go anywhere alone as a ferocious tiger was moving around.
  4. Jolly wanted to go out and move around the forest.
  5. One squirrel gave Jolly a nut.
  6. Jolly was afraid because he heard the roar of a tiger. He ran towards his home.
  7. Jolly learnt that he should always obey his mother.



## Writing

mother, forest, animals, bad, roar, scared, home, fast, safe, room

## Listening

1. Quack- Quack (Duck's Voice)
2. Squeak (Rat's Voice)
3. Ba-Ba (Sheep's Voice)
4. Bow-Wow (Dog's Voice)
5. Cluck- Cluck (Hen's Voice)
6. Mew-Mew (Cat's Voice)

## Speaking

1. Amazed
2. Poured
3. Paw

## Grammar

1. I have a red ball.
2. Sheela has a doll.
3. We have many toys.
4. The old man has a horse.
5. They have a big house.
6. The poor man has an ass.
7. The rainbow has seven colours.
8. The cow has a calf.
9. A car has four wheels.
10. We have a pet dog.

## Word Wise

1. Another - a different
2. Promised - pledged
3. Walk - stroll
4. Growled - howled
5. Hid - concealed

## Activity Time

1. Lion - Wild Animal
2. Deer - Wild Animal
3. Goat - Domestic Animal
4. Bear - Wild Animal
5. Elephant - Wild Animal
6. Tiger - Wild Animal
7. Fox - Wild Animal

## Life Skills

- Call your friends at home.
- Wait for your mother to come back.

## Lesson-3 (Little Red Riding Hood)

### Objectives

- To explain the students importance of not disclosing your identity to unknown person and to never share your goal to others.
- To develop habit of reading with better understanding of text.
- To develop interest of students for reading 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 verbs.
- To match the words with their correct meanings.
- To find out names of animals in word maze.
- To write rhyming words.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Word Composition (Red Riding Hood)
- Fill in the blanks.
- Sounds of Letter 's'
- Practising Conversation
- Revision of Verbs
- Matching words with their correct meanings.
- Word Maze
- Creative Writing
- Writing rhyming words.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about a sweet little girl Red Riding Hood who always put on a red cloak while going out. So people lovingly called her Red Riding Hood.

- Give description of appearance of Red Riding Hood to the students and explain them why she was called Red Riding Hood.
- Ask students if they go to meet their grandparents when they are ill. How do they go? Do they go alone? Have something wrong ever happened on the way?
- Discuss why is it important to not disclose about your identity to other people unless you know them properly. Explain them how people can misguide them and use their identity in a wrong way.
- After gaining interest of the students centralise the character of Red Riding Hood in a way that students feel connected to the story. 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 generalised concepts with reference to the theme of the story like 'never talk to strangers' 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 discussion about wild animals and the food they eat.
- 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 conversation.
- Make students do the 'Grammar' section themselves after explaining them use of verbs.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class itself. Also, ask the students to complete it and get it checked later in the class.

### **Additional Questions**

- What was the name of the little girl?
- Where was her house?
- Why was she called Red Riding Hood?
- What did her mother gave her?
- What did her mother warn her?
- Where did her grandmother live?
- What did she see around her?
- Whom did she meet on her way?
- Whom did wicked wolf put on?
- What did she saw different in Granny?

- What did little Red Riding Hood do in fear?
- Who killed the wolf?
- What is the moral of the story?

### Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Do 'Activity Time', 'Life Skills' and 'Project' at home and get it checked later.

### 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) cloak                      2. c) cottage                      3. a) basket                      4. b) garden  
5. c) axe
- B.** 1. True                              2. False                              3. False                              4. True  
5. False
- C.** 1. jolly                              2. entered                              3. cottage                              4. garden  
5. woodcutter
- D.** 1. Red Riding Hood always wore a red cloak on her head.  
2. Everybody loved Red Riding Hood because she was a very beautiful and jolly girl.  
3. Her grandmother lived in a small cottage in the middle of the forest.  
4. Red Riding Hood's mother had warned her that there was a wicked wolf in the forest. So she should never stop on the way.  
5. Red Riding Hood stopped on the way to pluck some lovely flowers.  
6. The wicked wolf lay on Granny's bed because he wanted to eat Red Riding Hood.  
7. In the end, the wicked wolf was killed by the woodcutter.

#### Writing

1. wild              2. strongest              3. king              4. flesh              5. hunters

## Listening

- Reads - (z)
- Tricks - (s)
- Blinks - (s)
- Less - (s)
- Babies - (z)
- Thinks - (s)
- Rows - (s)
- This - (s)
- His - (s)
- Trees - (z)

## Speaking

1. Where are you going?  
I'm going to the market.
2. Where are you going?  
I'm going to the park.
3. Where are you going?  
I'm going to the circus.
4. Where are you going?  
I'm going to the post office.

## Grammar

1. telling
2. playing
3. learning
4. swimming
5. sitting

## Word Wise

1. Jolly - cheerful
2. Granny - grandmother
3. Wicked - bad
4. Reached - arrived
5. Voice - tone

## Activity Time

1. Lion
2. Deer
3. Elephant
4. Cat
5. Stag
6. Tiger

## Life Skills

If I were in the place of Red Riding Hood, I would have not talked to the wolf. I would have not disclosed to him where I was going and what was the purpose behind it. My mother have told me not to talk to strangers so I would have obeyed her.

## Project

1. Pull off
2. Stupid
3. Dreamed

# Games (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 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 different types of games.

- Discuss the importance of games in one's life.
- Discuss about various games played indoor and outdoor both.
- Ask students about their favourite games and also try to know how they play it, where they play it and with whom do they play it.
- Its a fun poem so try to discuss more about games and fun activities in the class.
- Read the poem aloud to your students.
- Try to emphasise on rhyming words like fun-sun, games-names, flag-tag, goose- juice, seek-peek, more-score.

### **Additional Questions**

- What is the name of your favourite game?
- When you are thirsty, what do you drink?
- Where do you play games?
- With whom do you play games?
- Do you like to play games in the sun or on a rainy day?

## **Lesson-4 (Greed is Bad)**

### **Objectives**

- To enable students to understand that being too much greedy is likely to make you loose what you already possess.
- 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 for reading 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 'no' and 'not' to make negative sentences.
- To write articles with the names of the animals seeing the pictures provided.
- To name different places around you.

### **Overview**

- Reading text with comprehension.
- New vocabulary with reading.
- Answering questions related to the text.
- Fill in the blanks.
- Word Composition (Fox)
- Different Sounds of Word 'g'
- Writing Rhyming Words
- Learning to frame negative sentences.
- Matching words with their correct meanings.
- Using articles 'a' and 'an' with animals' names.
- Naming places around you.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

This story is about a wolf Rocky. Rocky did not know that greed is bad. He wanted to eat everything. At last, because of his greed he learnt a great lesson.

- Start the chapter by discussing about greed. What is greed? It means having excessive desire of something.
- Explain students that being greedy is not good as it leads to problem. God do not like greedy person. We should never be greedy for anything.
- Give them example of a marriage party. There are some people who because of greed fill their plates with food. Like this they do not enjoy taste of food as everything gets mixed up, and also are noticed by everyone around them.
- Tell students everything is good only if taken properly whether it is water, food, money, clothes etc. Greed leads nowhere.
- Discuss generalised concepts with reference to the theme of the story like 'importance of sharing things' and ask simple comprehension questions to check their understanding of the text.
- After gaining interest of the students centralise the character of Rocky in a way that students feel connected to the story. 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.
- 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 greed of Rocky and its consequences.
- 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 by explaining them how to frame negative sentences.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class itself. Also, ask the students to complete it and get it checked later in the class.

## Additional Questions

- Where did Rocky live?



- Who all were afraid of Rocky?
- Who was clever?
- Where did fox take Rocky?
- What did both of them see through kitchen window?
- Who was fat?
- How many cakes did Rocky eat?
- What happened when the woman saw the fox and the wolf in the kitchen?
- Why Rocky could not get out of the window?
- What is the moral of the story?

### Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Do 'Activity Time', 'Life Skills' and 'Project' at home and get it checked later in class.

### 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 pronunciation and proper punctuations of sentences. Assess them on the basis of random questions from the text and take suitable remedial measures.

## Teacher's Support

### Understanding the Text

#### Reading

- |                       |           |              |                 |
|-----------------------|-----------|--------------|-----------------|
| <b>A.</b> 1. b) Rocky | 2. a) fox | 3. c) baking | 4. c) patiently |
| 5. a) six             |           |              |                 |
| <b>B.</b> 1. False    | 2. False  | 3. True      | 4. True         |
| 5. False              |           |              |                 |
| <b>C.</b> 1. roaming  | 2. fox    | 3. kitchen   | 4. thin         |
| 5. ran away           |           |              |                 |
- D.** 1. All the animals were afraid of Rocky because he was very greedy and wanted to eat everything he could find.
2. While roaming for food, Rocky met a fox.
3. The fox was worried because Rocky wanted to eat him.
4. The fox took the wolf to the nearby village.

5. The woman was baking cakes.

6. The wolf was fat so he could not get out of the window.

7. The people beat Rocky badly.

### Writing

1. dog

2. clever

3. forests

4. wild

### Listening

'g' sound as in get

Bag

Began

Games

Give

Great

'g' sound as in gem

Page

Gently

Ginger

Giraffe

Genie

### Speaking

1. Running

2. Booked

3. Was luck

### Grammar

1. The tree is not tall.

2. The fox was not clever.

3. The cakes were not tasty.

4. The house was not locked.

5. The fox was not thin.

6. The man is not old.

7. My friend is not happy.

8. The village has no temple.

9. The monkey is not on the roof.

10. He has no crayon box.

### Word Wise

1. Greedy - ravenous

2. Afraid - scared

3. Wicked - bad

4. Reached - arrived

5. Voice - tone

### Activity Time

An elephant

A lion

A cow

An ass

A fox

A bull

### Life Skills

Do it yourself.

## Project

- |                    |                |            |                    |
|--------------------|----------------|------------|--------------------|
| 2. Airport         | 3. Post Office | 4. Bakery  | 5. Railway Station |
| 6. Hospital/Clinic | 7. Cinema      | 8. Stadium | 9. Zoo             |
| 10. Shop           |                |            |                    |

## Lesson-5 (The Sky is Falling)

### Objectives

- To enable students to realise the fact that it is foolish to believe everyone blindly.
- 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 'It' and 'There' and to use the acquired knowledge in context.
- To identify and name different animals.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Naming different animals.
- Listening features of animals and recognising animals.
- Practising Conversation
- Revision of Use of 'It' and 'There'
- Matching words with their correct meanings.
- Looking at pictures and identifying animals.
- Writing Rhyming Words.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about a foolish rabbit Bonny who was eating a carrot under a berry tree. Suddenly, a berry fell on his head. He became panicked and told his friends too. They all thought the sky was falling. They all planned to tell to the king. The clever fox took advantage of their foolishness and told them king was inside the cave. They all went inside and never came back as fox ate them all.

- Ask students that have they ever seen something falling down from the sky. According to their answers discuss how and what do they think.
- Once you know about their understanding explain them that sky can never fall on the ground.
- Ask them what all do they see in the sky? Do they think it will fall down on them? Like the sun, the moon , the stars etc.
- Now change the topic and discuss about blindly following and believing someone. Tell them that it is not good to blindly believe someone until they have facts and proof of what they are saying.
- Explain them that it is foolish to believe others and it can lead to problems for our own selves.
- After explaining and gaining interest of the students, centralise the character of Bonny in a way that students feel connected to the story. 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.
- 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 foolishness of animals as depicted in the chapter.
- Carry out the 'Listening' activity as directed and check the work in class. For 'Speaking' section students will work with their teachers and their friends to practise pronunciation and conversation.
- Make students do the 'Grammar' section themselves after explaining them use of 'it' and 'there'.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Project' in the class itself. Also, ask the students to complete it and get it checked later in the class.

## Additional Questions

- What fell on Bonny's head?
- What did Bonny love to eat?

- What did Bonny think was going to happen?
- What was Ducky doing?
- Who all were there in the race?
- What did all of them tell Jacky?
- What did Jacky think?
- Where did Jacky take them?
- What did all think about the cave?

### Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Do 'Activity Time' and 'Project' at home and get it checked later in class.

### 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

- |                                      |              |             |               |
|--------------------------------------|--------------|-------------|---------------|
| <b>A.</b> 1. a) rabbit<br>5. a) king | 2. c) carrot | 3. b) Ducky | 4. c) farther |
| <b>B.</b> 1. True<br>5. False        | 2. False     | 3. False    | 4. True       |
| <b>C.</b> 1. roamed<br>5. cave       | 2. wind      | 3. Chucky   | 4. idea       |
- D.** 1. Bonny found a carrot in the field.  
2. Bonny began to eat the carrot under a berry tree.  
3. Bonny met Chucky on the way to the king's palace.  
4. Ducky was a duck.  
5. When Jacky saw the three of them, she thought that if she could eat them one by one, it would be a grand feast.  
6. Jacky took the three near the cave.  
7. All of them were eaten by Jacky.

## Writing

1. five
2. The monkey is climbing on the tree.
3. The tortoise is sitting on a stone.
4. The deer is eating grass.
5. The giraffe is eating leaves.
6. The elephant is standing near the giraffe.

## Listening

Parrot	Squirrel	Lion	Giraffe	Birds
Eagle	Tiger	Elephant	Camel	Fish

## Speaking

- Rajni : Which is your favourite book?  
Rama : My favourite book is 'Colouring book'.  
Rajni : What is your favourite dress?  
Rama : Of course I prefer jeans and top.  
Rajni : Which of these toys is your favourite?  
Rama : My favourite toy is teddy bear.  
Rajni : Which is your favourite flower?  
Rama : My favourite flower is rose.  
Rajni : Which game do you like most?  
Rama : My favourite game is the basketball.

## Grammar

- |          |           |       |          |
|----------|-----------|-------|----------|
| 1. There | 2. It     | 3. It | 4. There |
| 5. It    | 6. There  | 7. It | 8. It    |
| 9. There | 10. There |       |          |

## Word Wise

1. Little - some
2. Began - started
3. Bit - a small piece
4. Horrible - fearful
5. Cave - den

## Activity Time

kid                  lamb                  cub                  calf                  kitten                  colt

## Project

1. Paw
2. Dared
3. Bed

## Lesson-6

### (How Doth the Little Busy Bee...)

#### 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 things around them.
- 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 'Sentence'.

#### Overview

- Reading and reciting of poem.
- New vocabulary with meaning.
- Answering questions related to the poem.
- Writing Composition (Bees)
- Listening and filling up blanks.
- Creative Writing
- Revising 'Sentence'
- Finding Rhyming Words
- Colouring Picture

#### Teaching / Learning Material

Textbook, blackboard, chalk etc.

#### Teaching / Learning Strategies

The poem is about honeybees who are very hardworking though they are small in size.

They move from flower to flower to collect honey. They store the honey in the beehives, made on tall trees.

- Ask students about honey and the knowledge which they have about it. Where does honey come from? Who makes honey? Where is it stored? How do we get honey?
- After discussing all the above questions bring students attention on the hardwork that is done by honeybees to collect honey.
- Read the poem aloud in the class.
- Identify and define words that students do not know. Try to give them examples of honeybees

seen sitting on different colour flowers in the garden.

- 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 hour-flower, cell-well.
- 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 how honeybees collect nectar from flowers.
- 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 sentence.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Life Skills' in the class itself.

### **Additional Questions**

- What is the meaning of doth?
- What is the size of the honeybees?
- Where does honeybees save their honey?
- How do they collect honey?
- What is the nature of honeybees?

### **Home Assignment**

- Read the poem aloud and learn it for recitation.
- Make sentences of new words given in the vocabulary.
- Do 'Activity Time' and 'Life Skills' at home and get it checked later in class.

### **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. b) gathers                      2. a) skilfully                      3. b) sweet
- B. 1. True                                  2. True                                  3. False
- C. 1. A bee gathers honey all day.  
2. The bee gathers honey from every opening flower.  
3. The bee spreads wax on the cells.

### Writing

1. five, six                                  2. groups                                  3. honey                                  4. hardworking

### Listening

I can see  
a big bee  
a big bee  
I can see  
a tree a tree  
I can see  
a big tree

### Speaking

spider, grasshopper, mosquito, ant, housefly

### Grammar

1. **X**    2. **X**    3. **✓**    4. **✓**  
5. **X**

### Word Wise

1. Cell    2. Wax    3. Flower    4. Neat

### Activity Time

Do it yourself.

### Life Skills

Do it yourself.

# Miss Pussy is Outwitted

## (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 Miss Pussy, a lovely kitten. She is very playful. But she is harsh to the rats. All the rats are afraid of her. Squeaky, a little rat, loves to tease her.

- Ask students if they watch 'Tom and Jerry' show on television.
- Ask them about the mischievous acts that they do all day long. Tell them that cats and rats tease each other and cats catch the rats easily. Many keep cats in their houses to get rid of rats.
- Discuss about the menace created by rats in the house and diseases that are caused by rats like typhoid, food poisoning etc.
- Introduce to them to the character of squeaky and Miss Pussy.
- Select three students and assign one as Missy Pussy, one as Squeaky and one as the narrator.
- Now read the picture story aloud with the help of characters assigned in the class. Guide them to read the dialogue with proper intonations.
- 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 Miss Pussy and Squeaky. Also, justify whether what happened with Miss Pussy was right or wrong.
- Give additional questions to the students to answer and check their understanding of the text.

### **Additional Questions**

- Who was Miss Pussy?
- Whom was Miss Pussy harsh to?
- Where does Squeaky climb up?
- What did Miss pussy use to tie up her rose?
- What did Miss Pussy do with Squeaky?
- What did Squeaky do on the cupboard?
- What reply did Squeaky give to Miss Pussy?

## **Lesson-7** **(Seasons in India)**

### **Objectives**

- To make student aware about different seasons of our country.
- 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 'their' and 'there' and use the acquired knowledge in context.
- To identify different seasons by pictures.
- To make a project on different seasons in India.

### **Overview**

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Writing Composition (Seasons)
- Listening to words and adding 'ly' to them.
- Practising Conversation

- Revision of use of 'their' and 'there'.
- Rewriting sentences after making necessary corrections.
- Identifying different seasons with help of pictures.
- Making project on 'Seasons'.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is to give information about three main seasons in our country. The summer, the rainy and the winter.

- Ask students about different seasons in our country. Check whether they know them or not.
- Now introduce to them different things related to different seasons. Make a list like-  
**Summer Season-** Hot day, cotton clothes, mangoes, cold drinks, swimming, ice-cream, beach party, sun glasses, hats etc.  
**Winter Season-** Cold day, caps, sweaters, hot drinks, woollen clothes, heater, muffler etc.  
**Rainy Season-** Umbrella, gumboots, clouds, raincoat etc.
- Ask students which season do they like more and why.
- After gaining interest of the students introduce the theme of the chapter to them.
- Assign three students three roles: One can become Madhu, one can become Rohit and one can become Teena. Now tell them to read the chapter 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 general things related to season like blooming of flowers, getting wet in rainy season and warming hands on fire in winter season.
- Explain the importance of seasons in our 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 essential things needed in different seasons.
- 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 conversation.
- Make students do the 'Grammar' section themselves after explaining them use of 'their' and 'there'.

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

### Additional Questions

- How many seasons are there in our country?
- Which is your favourite season?
- What all do you do in winter season?
- What do you like to drink in summer season?
- What do you wear in rainy season?
- What do you mean by hibernate?
- How does everything become in rainy season?
- Are all seasons important for us?

### Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Do 'Activity Time' and 'Project' at home and get it checked later in class.

### 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

- |           |   |              |               |            |
|-----------|---|--------------|---------------|------------|
| <b>A.</b> | 1. b) outside   | 2. b) garden | 3. c) mangoes | 4. b) ants |
|           | 5. a) summer  |              |               |            |
| <b>B.</b> | 1. False  | 2. True      | 3. False      | 4. True    |
|           | 5. False  |              |               |            |
| <b>C.</b> | 1. hot  | 2. change    | 3. smelling   | 4. clouds  |
|           | 5. turns  |              |               |            |
| <b>D.</b> | 1. Teena is Madhu's friend.   |              |               |            |
|           | 2. The children are talking about seasons.  |              |               |            |
|           | 3. Mogra, jasmine, amatas and gulmohar are some flowers that we can find in summer. |              |               |            |
|           | 4. Teena will be going to Mount Abu during the summer vacation.                     |              |               |            |
|           | 5. Madhu likes winter season.   |              |               |            |

6. Bears, lizards, snakes and ants are some animals that disappear in winter.
7. When the first raindrop fall on the dry earth, there is a very sweet smell.

### Writing

hear, thrive, trees, ground

### Listening

1. Neatly
2. Kindly
3. Quickly
4. Slowly
5. Loudly
6. Sweetly

### Speaking

Do it yourself.

### Grammar

- A.**
1. There
  2. There
  3. There
  4. There
  5. Their
  6. There
  7. Their
  8. There
  9. Their
  10. There

- B.**
1. There is a big hole in the wall.
  2. My friend has invited me to visit their village.
  3. Their summer vacation will start from the next week.
  4. There is a large crowd standing on the road.
  5. Manish and his brother will decorate their house.
  6. There are many good books in our school library.
  7. They have sold their old car.
  8. There is a big wall clock on the wall.
  9. Their friend scored two goals in the match.
  10. Their father has brought a new scooter.

### Word Wise

1. hot
2. umbrellas
3. ice-cream
4. cold

### Activity Time

cloudy, windy, sunny, rainy

### Project

Do it yourself.

# Lesson-8

## (The Clever Servant)

### Objectives

- To make student realise that presence of mind can pull us out from any problem.
- 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 'Antonyms' and use the acquired knowledge in context.
- To identify antonyms of words while listening to a paragraph.
- To be able to name a person according to his work.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.
- Answering questions related to the text.
- Fill in the blanks.
- Writing Composition (Sohanlal)
- Listening and identifying antonyms of words.
- Practising Conversation
- Revision of Antonyms
- Matching words with their correct meanings.
- Matching person(s) with their works.
- Writing rhyming words.

### Teaching / Learning Material

Textbook, blackboard, chalk etc.

### Teaching / Learning Strategies

The story is about a young man Rohan, who look thin and weak. But when his master asked him to choose the load of his choice to carry, he chose the heaviest one. He was weak physically but was stronger mentally which he proved later to his master.

- Ask students who are considered to be powerful. They will give answers like body builder, strong man, batman, spider man, Ninja etc.

- According to their interest tell them that batman, spider man and all other super heroes are nothing if they do not use their mind. They have power of mind and not only of their bodies.
- Give them examples of detectives who catch thieves with the help of their mind.
- After gaining interest of students centralise the character of Rohan as a weak and thin guy who was considered weakest by his master Sohanlal but was the most clever servant of all. Students 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 the importance of working with mind with reference to the theme of the story. Also, ask simple comprehension questions to check their understanding of 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 exercise given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Discuss about the character of Sohanlal in the story.
- Carry out the 'Listening' activity as directed and check the work in the class. For 'Speaking' section students will work with their teachers and friends to practise pronunciation and conversations.
- Make students do the 'Grammar' section themselves after explaining them use of 'Antonyms'.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class itself. Also, ask the students to complete it and get it checked later in the class.

### **Additional Questions**

- How did Rohan look?
- Why Rohan chose the heaviest load?
- Who was Sohanlal?
- Why did Sohanlal make journeys?
- How Sohanlal treated his servants?
- What did the load contain which Rohan wanted to carry?
- What did they eat each time they stopped on their journey?
- What did Sohanlal understand in the end?

### **Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.
- Do 'Activity Time', 'Life Skills' and 'Project' at home and get it checked later in class.



## Evaluation and Assessment

Evaluate and assess students on the basis of their understanding of the text. Focus on the way 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. b) merchant                      2. a) treated                      3. c) enjoyed                      4. b) master  
5. a) wisdom
- B.** 1. True                                  2. True                                  3. True                                  4. False  
5. False
- C.** 1. spread                              2. loads                              3. frail                              4. kindness  
5. bread
- D.** 1. The name of the merchant was Sohanlal.  
2. The merchant often made long journeys due to his business.  
3. He treated his servants well.  
4. Rohan had a frail body and looked thin and pale. So the merchant took pity on him, as he could not carry heavy load.  
5. Rohan decided to carry the biggest and the heaviest load containing bread and other food stuff. So the merchant thought that he was foolish.  
6. Each day the party ate some bread and there was less bread for him to carry. Thus, Rohan's load grew lighter and lighter.  
7. Rohan was clever and wise. He knew that each day the party would eat bread and his load would get lighter.

#### Writing

1. young, pale                              2. items                              3. thin                              4. biggest

#### Listening

1. Old                      -                      New  
2. Fat                      -                      Thin  
3. Foolish                      -                      Clever  
4. Light                      -                      Heavy  
5. Meanness                      -                      Kindness

## Speaking

- Boy : Can you show me a crayon box, please?  
Shopkeeper : Do you want a small box or a big one?  
Boy : I want a big one and of good quality.  
Shopkeeper : Take this. This one is the best I have.  
Boy : How much does it cost?  
Shopkeeper : Only forty rupees.  
Boy : Okay, give me this one.
- Boy : Excuse me, do you have a good toy?  
Shopkeeper : Well, I have all kinds of toys. Come inside and see.  
Boy : I like the toy train. Can you tell me about its features?  
Shopkeeper : Well, it operates on battery, the engine whistles when an obstacle comes its way.  
Boy : I like it. How much does it cost?  
Shopkeeper : Your choice is really excellent. It cost only two hundred and fifty rupees.  
Boy : Okay, pack it for me.
- Boy : Can you suggest me a gift for my friend, please?  
Shopkeeper : May I know your budget, please?  
Boy : It should not cost more than three hundred rupees.  
Shopkeeper : You can buy this sweater . Your friend would love to have it in winter.  
Boy : Thank you for the suggestion. Please pack it nicely for me.

## Grammar

- sad
- ugly
- close
- active
- sour

## Word Wise

- Often - frequently
- Ease - comfort
- Clever - intelligent
- Carry - lift
- Indeed - surely

## Activity Time

- Postman d) Brings letters
- Pilot f) Flies an aeroplane
- Driver a) Drives a car

- |              |                               |
|--------------|-------------------------------|
| 4. Doctor    | i) Treats and cures a patient |
| 5. Magician  | b) Shows magic                |
| 6. Florist   | g) Sells flowers              |
| 7. Carpenter | e) Makes wooden furniture     |
| 8. Musician  | j) Plays musical instruments  |
| 9. Clown     | h) Makes people laugh         |
| 10. Teacher  | c) Teaches in school          |

### Life Skills

Do it yourself.

### Project

1. Wealthy
2. Gallery
3. Marry

## Lesson-9 (The Arrogant Tiger)

### Objectives

- To make students understand that we should never boast of our strength, even if we are strong in reality.
- 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 'Apostrophe'.
- To write sounds of different animals.
- To be able to do creative writing.
- To be able to write rhyming words.

### Overview

- Reading text with comprehension.
- New vocabulary with meaning.

- Answering questions related to the text.
- Identifying animals through pictures.
- Fill in the blanks.
- Listening to the poem and answering accordingly.
- Practising Conversation
- Revision of use of 'Apostrophe'.
- Matching words with their correct meanings.
- Sounds of Animals
- Creative Writing
- Writing Rhyming Words

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

It is a story about a tiger cub Sheru, who was very arrogant because of his strength. He thought that he is the most powerful creature on earth. But one day a sparrow made him realise that he was wrong. He realised that one should never boast of his strength on others.

- Ask students who according to them is more powerful: A sparrow or a tiger. They all will reply, a tiger. But explain them that it is not always the stronger one who wins rather weaker ones with better wit wins in every situation.
- Now introduce to them the character of sparrow and tiger cub Sheru. Tell them how Sheru was very proud of his strength and one day sparrow made him realise that he was just a tiger not something that he should boast off to others.
- After gaining interest of the students read the story aloud in the class. You can also tell students to read the story one by one. Guide them to read the dialogue 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 'we should never be arrogant' and ask simple comprehension questions to check the 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 when Sheru was trying to climb up the hill but failed.
- 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 the use of apostrophe.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class itself. Also, ask the students to complete it and get it checked later in the class.

### Additional Questions

- What kind of tiger cub was Sheru?
- What did Sheru think?
- What had Sheru's mother told him a lot of times?
- Where was little sparrow sitting?
- What did little sparrow told Sheru to do?
- What happened when Sheru was climbing the hill?
- What is the moral of the story?

### Home Assignment

- Make sentences of the new words given in the 'Vocabulary aids'.
- Do 'Activity Time' and 'Project' at home and get it checked later in the class.

### 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

- |           |  |                |               |             |
|-----------|--|----------------|---------------|-------------|
| <b>A.</b> | 1. c) tiger                                      | 2. b) arrogant | 3. a) sparrow | 4. c) climb |
|           | 5. a) panting                                    |                |               |             |
| <b>B.</b> | 1. True  | 2. True        | 3. True       | 4. False    |
|           | 5. False   |                |               |             |
| <b>C.</b> | 1. strong  | 2. roaring     | 3. twittered  | 4. anybody  |
|           | 5. climbing                                      |                |               |             |
| <b>D.</b> | 1. Sheru was a tiger cub. He lived in a forest.  |                |               |             |
|           | 2. Sheru was proud of his strength.              |                |               |             |
|           | 3. The sparrow asked Sheru to climb up the hill. |                |               |             |

4. Sheru tried to climb up the hill to show that he could do anything.
5. No, he did not win the challenge given by the sparrow.
6. Yes, Sheru did realise his mistake in the end.
7. The story teaches us that we should never boast of our strength.

### Writing

It is a lion.

A lion lives in a den.

It is a parrot.

A parrot loves to eat chilli.

It is an eagle.

The tiger is our national animal.

### Listening

fur, near, growl, bite

### Speaking

Sonam: Can you fly a kite?

Rohan: No, I can't fly a kite.

Sohan: Can you drive a scooter?

Rohan: No, I cannot drive a scooter.

Sohan: Can you swim in the river?

Rohan: Yes, I can swim in the river.

Sonam: Can you touch the sky?

Rohan: No, I cannot touch the sky.

Sonam: Can you play cricket?

Rohan: Yes, I can play cricket.

### Grammar

- |                                      |                             |
|--------------------------------------|-----------------------------|
| <b>A.</b> 1. It's my favourite book. | 2. We're playing cricket.   |
| 3. She's an intelligent girl.        | 4. They're flying kites.    |
| 5. He's very intelligent.            | 6. I'm going to the market. |
| 7. You're reading a novel.           |                             |
| <b>B.</b> 2. It is a small village.  | 3. We are very happy today. |
| 4. She is waiting for the bus.       | 5. He is my best friend.    |
| 6. That is a good decision.          | 7. I am very hungry.        |

## Word Wise

1. Forest - woods
2. Brave - fearless
3. Might - power
4. Hill - knoll
5. Tired - weary

## Activity Time

A tiger roars.

A sparrow chatters.

An elephant trumpets.

A dog barks.

A bee buzzes.

A duck quacks.

## Life Skills

Do it yourself.

## Project

1. Hub
2. Proudly
3. Cup

# Lesson-10

## (Nitu and her Pets)

## Objectives

- To teach students that we should never be cruel to animals.
- 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 'Action Words' and use the acquired knowledge in context.
- To be able to write short composition.

- To be able to name animals.
- To write rhyming words.

### **Overview**

- Reading text with comprehension.
- New vocabulary with reading.
- Answering questions related to the text.
- Fill in the blanks.
- Story Composition (Pet Animal)
- Listening information and answering accordingly.
- Practising Conversation
- Revising 'Action Words'
- Matching words with their correct meanings.
- Naming Animals
- Writing Rhyming Words

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The story is about a girl Nitu and her pets. She loved her pets very much. She use to take proper care of them and treated them with love and affection. In return her pets loved her too very much.

- Ask students who all have pets at their home. Also, ask their names and know what animal do they have as a pet. Mostly dogs and cats are adopted by people.
- Ask them from where did they get them. Who brought them home?
- Discuss the following points with the students who have pet at home.
  - ♦ What does your pet eat?
  - ♦ What is the colour of your pet?
  - ♦ Where do you take it on a walk?
  - ♦ How do you take care of it?
  - ♦ Does it loves you back?
  - ♦ Do you love your pet?
- After gaining interest of the students try to relate character of Nitu with students in a way that they 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 generally that we should never be cruel to animals. They too are creature of God like us.



If we love them, they love us back.

- Ask simple comprehension questions to check students understanding of 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 solve the exercises given in the task 'Understanding the Text'.
- Write the answers on the board to avoid spelling errors.
- Discuss how owners go on a walk with their pets in the park.
- Carry out the 'Listening' activity as directed and get it checked in the 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 action words.
- Have a discussion about 'Word Wise', 'Activity Time', 'Life Skills' and 'Project' in the class itself. Also, ask the students to complete it and get it checked later in the class.

### **Additional Questions**

- What is Nitu fond of?
- How many pets do Nitu has? Name them.
- What happened to Nitu one day?
- With whom did the pets do not go to the park?
- Who came to Nitu's house one day?
- What did grandmother bring for Nitu?
- Where did Nitu finds her pets?
- What did the pets do in the end to Nitu?
- What is the moral of the story?

### **Home Assignment**

- Make sentences of the new words given in the 'Vocabulary aids'.
- Write ten lines on your pet animal.
- Do 'Activity Time' and 'Project' at home and get it checked later in class.

### **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. b) Nitu                      2. a) white                      3. c) beside                      4. b) butterflies  
5. b) happy
- B.** 1. True                      2. True                      3. False                      4. False  
5. True
- C.** 1. cute                      2. falls                      3. purring                      4. forgets  
5. hugs
- D.** 1. Nitu has two pets. Their names are Bobby and Tabby.  
2. Nitu takes her pets to nearby park every afternoon.  
3. Bobby and Tabby are sad because Nitu is ill.  
4. Nitu's grandmother brings a chocolate cake and some comic books for Nitu.  
5. When Nitu calls Bobby and Tabby, Bobby purrs in delight and Tabby wags his tail to show his happiness.  
6. Bobby and Tabby pull Nitu's hand to take them to the park.  
7. Bobby and Tabby chase birds and butterflies in the park.

### Writing

I have a horse. I call it Chetak. It runs very fast. It is brown in colour. It has four legs and a tail. I like when it neighs. It is the best pet I can ever have.

### Listening

Name	-	Zoey	Name	-	Rocky
Age	-	2 years	Age	-	5 years
Colour	-	White	Colour	-	Brown

### Speaking

Rani : Whose cycle is this?  
Rekha : This is mine.  
Rani : Whose is this crayon box?  
Rekha : It is of Suman.  
Rani : Whose is this teddy bear?  
Rekha : It is mine.

### Grammar

1. playing                      2. swimming                      3. helping                      4. driving  
5. playing

## Word Wise

1. Puppy - baby dog
2. Nearby - very close
3. Ready - prepared
4. Delight - happiness
5. Chase - run after

## Activity Time

Rabbit, Peacock, Tiger, Parrot, Elephant, Kangaroo

## Life Skills

- We can give them food to eat.
- We can take them on a walk.
- We can play with them.
- We can love them.
- We can buy toys for them.

## Project

1. Ave
2. Pit
3. Nappy

# Lesson-11 (The Little Plant)

## 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 visualising things around them.
- 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 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 joining words 'and' and 'but'.

## Overview

- Reading and reciting of poem.
- New vocabulary with meaning.

- Answering questions related to the poem.
- Finding names of flowers in words maze.
- Creative Writing (Flower)
- Listening to words and noticing sound of 'c' as 'c' or 'k'.
- Saying words aloud or practising pronunciation of words.
- Revision of joining words 'and' and 'but'.
- Writing Rhyming Words.
- Colouring Picture
- Learning to take care of plants.

### **Teaching / Learning Material**

Textbook, blackboard, chalk etc.

### **Teaching / Learning Strategies**

The poem is about a little plant. It wakes up when the sunlight and the raindrops call it. It wakes up from sleep to enjoy the beauty of nature.

- Ask students to name things that are important for plant growth. Tell them that a plant can only grow in presence of sunlight, water and carbon dioxide.
- Read the poem aloud to your students.
- Identify and define words that students do not know. Try to explain them how a plant grows from a seed, which is deep inside the soil. As it gets sunshine, water and carbon dioxide it grows into a beautiful plant.
- Try to emphasise on rhyming words like seed-deep, light-bright, see-be.
- Explain the moral of the poem to the students and ask 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 germination of seed to the student and ask them to give examples of growing plants.
- 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 use of joining words 'and' and 'but'.
- Have a discussion about 'Word Wise', 'Activity Time' and 'Life Skills' in the class itself. Ask students to complete it and discuss it later in the class.

### **Additional Questions**

- What is the poem about?

- What all things plant need to grow?
- Where is the seed buried?
- Who says 'wake' to the plant?
- How are the rain drops?
- Why did little plant rose?
- Who is the poet of the poem?

### Home Assignment

- Read the poem aloud and learn it for recitation.
- Do 'Activity Time' and 'Listening' from home and get it checked later in the class.

### Evaluation and Assessment

Evaluate and assess students on the basis of their recitation of the poem. Focus on the pronunciation of and the 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) plant                      2. a) 'Wake'                      3. a) wonderful
- B. 1. True                              2. True                              3. True
- C. 1. The little plant lay asleep in the heat of a seed.  
 2. The sunshine and the raindrops asked the little plant to wake up.  
 3. The world outside was very beautiful.

#### Writing

Rose, Lily, Tulip, Sunflower, Lotus, Orchid

- My favourite flower is rose.
- It is red in colour.
- It is very beautiful flower.
- I love its fragrance.

#### Listening

'c'

Cell

Cycle

Centre

City

'k'

Candy

Crawl

Cycle

Call

Creep

Court

## Speaking

1. Cane
2. Note
3. Cute
4. Pine
5. Care
6. Fine

## Word Wise

1. Deep, Asleep
2. Light, Bright
3. See, Be

## Activity Time

Do it yourself.

## Life Skills

- We should water plants regularly.
- We should add manure to them.
- We should cut dry leaves from the plants.
- We should keep them in a place where they get proper sunlight.
- We should grow more and more plants.

# The Mango Tree (Story of 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 relating it to their own lives.
- 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.
- Learning moral of the story.

## Teaching / Learning Material

Textbook, blackboard, chalk etc.

## Teaching / Learning Strategies

The story is about a mango tree in Rohit's garden. It had lots of branches and leaves. Rohit and his family had lots of benefits of having a mango tree in their garden.

- Discuss in the class 'the importance of planting more trees'. Ask the students how many of them plants a tree or take care of plants regularly.
- Give them a project to plant a new plant and show it to the teacher when it becomes sapling. Tell them to paste pictures of growing plant in a scrapbook.
- Read the story aloud or ask students to read the story by turn. Guide them to pronounce difficult words properly.
- Explain new words and their pronunciation while reading for better understanding of students.
- Make a flowchart on board giving it heading 'Importance of Trees'.

## Importance of Trees

- ♦ Fruits
  - ♦ Flowers
  - ♦ Make air fresh and cool
  - ♦ Add beauty to nature
  - ♦ Place for fun
  - ♦ Gives shade
  - ♦ Hold the soil
  - ♦ Gives wood
- Explain the moral of the story to the students and ask them to implement it in their lives.
  - Give additional questions to the students to answer and check their understanding of the text.

## Additional Questions

- Which tree was there in Rohits' garden?
- What did tree give in summer?
- What did Rohit's mother do with raw mangoes?
- What did Rohit's father put on the mango tree?
- What do trees give us?
- What is the moral of the story?

# Annual Examination Sample Paper-1

## Reading Section

Read the following poem carefully and answer the questions given below.

Two ducks went waddling down the lane said one to the other, "What beautiful rain!" Two children ran to the door with a frown.

"We can't go out, while the rain pours down!"

The clerk of the weather scratched his head:

"You can't please everyone", he said.

**A. Read the poem and choose the correct option.**

- Two ducks went \_\_\_\_\_ down the lane.  
a) singing                      b) talking                      c) waddling
- \_\_\_\_\_ children ran to the door with a frown.  
(a) Two                      b) Three                      c) Four
- The \_\_\_\_\_ of the weather scratched his head.  
(a) mayor                      b) clerk                      c) boss

**B. Answer the following questions.**

- How can you say duck were happy to see the rain?
- Why were the children frowning?
- What did the clerk of the weather say? Why?

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

- Three ducks went waddling down the garden.
- We can go out while the rain pours down.
- You can't please everyone.

## Writing Section

- Write few lines on your favourite animal.
- What does your mother do for you? Make a list of her activities.

## Grammar Section

**A. Underline the nouns in the following sentences.**

- Rahul goes to school.
- The bus is red in colour.



3. I bought a new bag.
4. My mother cooks delicious food.
5. Apple is a fruit.

**B. Fill in the blanks with has/have.**

1. She \_\_\_\_\_ a dog pet.
2. They \_\_\_\_\_ their own car.
3. Rohan and Sheela \_\_\_\_\_ got new pair of shoes.
4. The children \_\_\_\_\_ completed their homework.
5. The girl \_\_\_\_\_ got a new dress.

**Text Section**

**A. Answer the following questions.**

1. What do the birds do?
2. What is greeting the dawn?
3. What covered the body of the lamb?
4. With whom did the lamb lived?

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

1. There are few stars in the sky.
2. The lambs are grazing in the sunny weather.
3. Jolly was white in colour.
4. Jolly was an obedient lamb.

# Annual Examination Sample Paper-2

## Reading Section

Read the following passage carefully and answer the questions given below.

An old woman had some problem with her eyes. So, she called a doctor. It was agreed that if she recovered, the doctor would get some money. If not, he would get nothing. The doctor came to the woman's house many times. He put some medicine in her eyes. As he was leaving, he took away her things one by one. Soon, there was nothing left. The woman's eye were cured, but she refused to give any money to the doctor. They went to court. The woman said, "when I started my treatment, there were many valuable things in my house. Now, I can't see anything. It seems that I am still blind. So why should I pay the doctor?" The judge agreed with her. The case was dropped.

**A. Read the passage and choose the correct option.**

1. The old woman had some problem with her \_\_\_\_\_.  
a) legs                      b) eyes                      c) hands
2. The doctor came to woman's house \_\_\_\_\_ time.  
a) two                      b) many                      c) three
3. They went to the \_\_\_\_\_.  
a) jail                      b) police                      c) court

**B. Answer the following questions.**

1. What was the agreement between the lady and the doctor?
2. How many times did the doctor come to lady's house? What did he do there?
3. What happened in the court?

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

1. Doctor put some medicine in her eyes.
2. The old lady gave money to the doctor.
3. The judge agreed with doctor.

## Writing Section

- A.** Write few lines on 'Our National Animal'.
- B.** If your were in the place of Jolly, what you would have done? Explain.

### Grammar Section

**A. Write plural form of each of the following words.**

Baby	_____	Army	_____
Branch	_____	Loaf	_____
Bus	_____	Face	_____
Wolf	_____	Wife	_____

**B. Write feminine of each of the following words.**

Boy	_____	Uncle	_____
King	_____	Bull	_____
Cock	_____	Horse	_____
Man	_____	Nephew	_____
Gentleman	_____	Husband	_____

### Text Section

**A. Answer the following questions.**

1. Why the girl was named little Red Riding Hood?
2. Where did Red Riding Hood go?
3. Who was Rocky?
4. How many cakes did Rocky eat?

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

1. All animals were scared of Rocky.
2. The old house was at one corner of the village.
3. Everybody loved Red Riding Hood.
4. The wicked wolf killed Red Riding Hood.

# Annual Examination Sample Paper-3

## Reading Section

Read the following poem carefully and answer the questions given below.

Goodness, What a lot of shoes!  
Buy me shoes, buy me shoes,  
Pretty, pointy, party shoes.  
Walking shoes, dancing shoes,  
Playing, skipping and marching shoes,  
Stout shoes, flat shoes,  
Tough as nails, black shoes.  
Buckled shoes, beaded shoes,  
Buy me some much needed shoes.

### A. Read the poem and choose the correct option.

- The poem describes \_\_\_\_\_ shoes.  
a) two                      b) three                      c) a lot of
- \_\_\_\_\_ shoes are tough as nails.  
a) Brown                      b) Black                      c) White
- The poet wants to buy \_\_\_\_\_ shoes.  
a) pretty                      b) skipping                      c) much needed

### B. Answer the following questions.

- Count and write the number of shoes being spoken of in the poem.
- Name two different kind of shoes, each name ending in '-ing'.  
a) \_\_\_\_\_                      b) \_\_\_\_\_
- Complete the following sentences.  
a) Pretty, pointy \_\_\_\_\_  
b) Buy me some \_\_\_\_\_

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

- The poet is saying not to buy shoes.
- Party shoes are pretty and pointed.
- Black shoes are tough as nails.

### Writing Section

- A. Write few lines on 'Your Favourite Teacher'.
- B. If you were in the place of Red Riding Hood, what would you have done?

### Grammar Section

**A. Rewrite the sentences using capital letters and full stops.**

1. i saw the boy
2. the cat ran across the garden
3. these are my books
4. put the pen on my table
5. it snows every winter

**B. Rearrange the words to make meaningful sentences.**

1. monkeys bananas like.
2. she well dances.
3. is skipping my sister.
4. is making mother lunch.
5. like we Diwali celebrating.

### Text Section

**A. Answer the following questions.**

1. Why were all the animals afraid of Rocky?
2. Why was the fox worried?
3. What did Bonny find in the field?
4. Where did Bonny begin to eat the carrot?

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

1. Bonny lived in a forest.
2. Bonny refused to take Chucky with him.
3. Rocky met a rabbit.
4. The people killed the fox.

# Annual Examination Sample Paper-4

## Reading Section

Read the following passage carefully and answer the questions given below.

There lived an old man and his wife. They were poor. They had little to eat. One day, a stranger came to their cottage. He said, " I have travelled all day. I am very hungry. May I have something to eat?" The old couple welcomed the stranger. They placed before him their own dinner. It was only four slices of bread and a glass of milk. The couple knew that there was no more food in the house. They would have to go hungry that night. But they were happy that the stranger had a good meal. From that day, they always had enough to eat.

**A. Read the passage and choose the correct option.**

1. The old man and his wife were \_\_\_\_\_.  
a) rich people      b) poor people      c) bad people
2. The stranger was \_\_\_\_\_.  
a) thirsty      b) hungry      c) wounded
3. They placed before him their own \_\_\_\_\_.  
a) lunch      b) supper      c) dinner

**B. Answer the following questions.**

1. Who came to the old couple's cottage?
2. What did he say?
3. How do you know that the old couple was poor?

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

1. The old man and his wife had little to eat.
2. The old couple did not welcome the stranger.
3. They gave four slice of bread and a glass of milk to the stranger.

## Writing Section

- A. Write few lines on 'My Mother'.
- B. Explain in your own words how greed is bad for all of us.

## Grammar Section

**A. In each of the following sentences, an incorrect form of noun has been used. Write the correct form of nouns in the blanks.**

1. My friend ate three piece of cake. \_\_\_\_\_

2. There are many girl in the school.
3. My hobby are singing and collecting stamps.
4. The old building has rat all over it.
5. There are many duck in the pond.

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**B. Circle the words that show belonging.**

1. This is my father's desk.
2. The bird's wing is broken.
3. The dog's collar is lost.
4. Jyoti's father is in England.
5. Akhil's train is very late.

**Text Section**

**A. Answer the following questions.**

1. What does the bee do all day?
2. From where does the bee gather the honey?
3. What are children talking about?
4. Name flowers that you find in summer.

**B. Write 'T' for true and 'F' for false sentences.**

1. Teena is Madhu's sister.
2. In summer the days are longer.
3. Bees are not hardworking.
4. Bees collect honey from the flowers.

# Annual Examination Sample Paper-5

## Reading Section

Read the following poem carefully and answer the questions given below.

Early in the morning,  
Or the evening hour,  
Are the times to water  
Every kind of flower.

Watering at noonday,  
When the sun is high,  
Doesn't help the flowers,  
Only makes them die.

Also, when you water,  
Water at the roots,  
Flowers keep their mouths where  
We should wear our boots.

### A. Read the poem and choose the correct option.

- The best time to water flower is \_\_\_\_\_.  
a) night                      b) afternoon                      c) morning
- Watering flowers at noon makes them:  
a) fall                      b) die                      c) dry
- We should water \_\_\_\_\_ of plants.  
a) leaves                      b) stems                      c) roots

### B. Answer the following questions.

- What does this poem tell you about flowers?
- Name three things that flowers need to grow well.
- Why are you told to water flowers at the roots?

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

- We should not water plants.
- Watering plants at noon makes them die.
- We should water roots of the plants.



### Writing Section

- A. Write few lines on 'Our Country'.
- B. How can you say Bonny was a foolish rabbit? Write few lines describing the character of Bonny.

### Grammar Section

- A. Complete the sentences with the names of places given in the box.

police station, hospital, bus stop, market, park

1. When we are ill, we go to the \_\_\_\_\_.
  2. When we want to buy something, we go to the \_\_\_\_\_.
  3. When we need help, we go to the \_\_\_\_\_.
  4. When we want to catch the bus, we go to the \_\_\_\_\_.
  5. We play games in the \_\_\_\_\_.
- B. Fill in the blanks with correct pronouns.
1. \_\_\_\_\_ do not like pizzas. Give me a sandwich.
  2. Rahul and I are classmates. \_\_\_\_\_ study in class II.
  3. Raju could not go to the party. \_\_\_\_\_ fell ill.
  4. I have got a new pet. \_\_\_\_\_ is a cat.
  5. Amit is the person you are looking for. \_\_\_\_\_ is the singer.

### Text Section

- A. Answer the following questions.

1. Who was Sohanlal?
2. How did Rohan look?
3. What kind of tiger cub was Sheru?
4. What did Sheru think?

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

1. The little sparrow laughed at Sheru.
2. Sheru killed the little sparrow.
3. Sohanlal was very kind to his servants.
4. He carried along with him many things to sell.

# Annual Examination Sample Paper-6

## Reading Section

Read the following passage carefully and answer the questions given below.

Once upon a time, there lived a miser. He loved to save up money. One day, he sold off all that he had and bought a lump of gold. He dug a hole in the ground by the side of an old wall. He buried the gold in the hole and went to look at it everyday. Someone noticed his frequent visits to the spot. Digging deep, he came upon the lump of gold and stole it. On his next visit, the miser found the hole empty. He began to cry. One of his neighbours smiled and said, "Why do you feel bad about the loss of the gold? You were not making use of it anyway. You may as well get a stone and bury it instead of the gold". The miser was ashamed and went home.

### A. Read the passage and choose the correct option.

1. Once upon a time, there lived a \_\_\_\_\_.  
a) lasy                      b) miser                      c) old man
2. He loved to save up \_\_\_\_\_.  
a) clothes                      b) money                      c) gold
3. He buried \_\_\_\_\_ in the hole.  
a) gold                      b) silver                      c) copper

### B. Answer the following questions.

1. What did the miser love to do?
2. What did he buy after selling off all that he had?
3. How did the miser felt in the end?

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

1. One day he sold off all that he had, for gold coins.
2. He visited the spot everyday.
3. Someone stole the miser's lump of gold.

## Writing Section

- A. Write few lines on 'Dog'.
- B. How can you say honeybees are hardworking? Write few lines on how honey bees work.

## Grammar Section

### A. Fill in the blanks with correct words from the brackets.

1. An elephant is a \_\_\_\_\_ animal. (tiny/big)
2. A mouse is a \_\_\_\_\_ animal. (small/ new)
3. It was very \_\_\_\_\_ this summer. (hot/cold)
4. My uncle bought a \_\_\_\_\_ car. (red/broken)
5. Arnab is a \_\_\_\_\_ footballer. (good/dull)

### B. Write opposites of the following words.

Thick	_____	Fast	_____
Awake	_____	Dark	_____
Quiet	_____	White	_____
Hot	_____	Cool	_____
Less	_____	Tall	_____

## Text Section

### A. Answer the following questions.

1. How many pets did Nitu have? Name them.
2. What happened to Nitu one day?
3. What all things plants need to grow?
4. Where is the seed buried?

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

1. One day, Nitu forgets to take her pets to the park.
2. Bobby and Tabby go to the park with Nitu's brother.
3. A little plant was sleeping inside the seed.
4. The sunshine and the rain drops called the little plant.

# Annual Examination Sample Paper-7

## Reading Section

Read the following poem carefully and answer the questions given below.

Our bow-wow is a pup, you know  
A little black and tan,  
Its tail keeps wagging to and fro,  
Just like a lady's fan

We've thought and thought, but cannot guess  
What makes him wag it thus,  
And wondering we'll be, unless  
It is explained to us'.

We asked a doggy man we knew,  
To clear the mystery up.  
He answered that the habit grew  
On ev'ry proper pup.

"It's one," he said , "of Nature's laws,  
And not the pup's whim,  
He wags his tail because  
of course, it can't wag him".

### A. Read the poem and choose the correct option.

1. Our bow-wow is a \_\_\_\_\_.  
a) cub                      b) calf                      c) pup
2. Its \_\_\_\_\_ keeps wagging to and fro.  
a) ears                      b) tail                      c) eyes
3. The colour of the pup was \_\_\_\_\_.  
a) black and white    b) white and tan                      c) black and tan

### B. Answer the following questions.

1. Why do you think puppy wags his tail?
2. What did the doggy man say?
3. Why can't the tail wag the puppy?

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

1. Puppy wags its tail because of Nature's laws.
2. The tail of the puppy can't wag him.
3. Puppy's tail wags like lady's fan.

**Writing Section**

- A. Write few lines on 'My Father'.
- B. Write down few lines on your favourite season.

**Grammar Section**

**A. Fill in the blanks with correct verbs from the box.**

feeds, barks, likes, takes, plays

1. Amit's dog \_\_\_\_\_ at strangers.
2. He \_\_\_\_\_ his dog for a walk every evening.
3. He \_\_\_\_\_ with his dog in the park.
4. Madhu is Amit's sister. She \_\_\_\_\_ birds.

**B. Fill in the blanks with was/were.**

1. Ajay \_\_\_\_\_ not in the office.
2. Many students \_\_\_\_\_ absent yesterday.
3. My father \_\_\_\_\_ in Chandigarh last week.
4. My uncle and my father \_\_\_\_\_ in Shimla.
5. I \_\_\_\_\_ very tired.

**Text Section**

**A. Answer the following questions.**

1. What is seen on the lawn?
2. How is the weather?
3. What did Jolly's mother do to entertain him?
4. Who was moving around in jungle?

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

1. The stars are in the sky.
2. There are bees in the lawn.
3. Jolly's colour was black.
4. Some parrots also flew in there.

# Annual Examination Sample Paper-8

## Reading Section

Read the following passage carefully and answer the questions given below.

A farmer and his wife lived in a village of Japan. They had no children. They longed for a child. Once, it snowed heavily. With the soft snow, the farmer made a figure of small girl. His wife made some clothes for her. All at once, the girl came to life! How happy the farmer and his wife were! They named the girl Snow Maiden. Snow Maiden lived and worked with them. But she never, went near the fire in the kitchen. One day her friends took her near bonfire. Snow Maiden began to melt. Soon, she melted away. Snow Maiden was gone forever.

**A. Read the passage and choose the correct option.**

- This story is about a village in:  
a) India                      b) Japan                      c) Brazil
- The girl was named Snow Maiden because:  
a) She was made of snow.  
b) She was made in winters.  
c) She was made with artificial snow.
- Near the fire, Snow Maiden began to \_\_\_\_\_.  
a) burn                      b) melt                      c) flow

**B. Answer the following questions.**

- Where did Snow Maiden did not want to go?
- What does the story tell about snow?
- What farmer and his wife longed for?

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

- Snow Maiden herself went near the fire
- The farmer made figure of a small girl.
- The farmer and his wife became very happy.

## Writing Section

- Write few lines on your best friend.
- Cleverness should be used in the goodness of others. Explain.

## Grammar Section

### A. Fill in the blanks with 'has' and 'have'.

1. Lions \_\_\_\_\_ long manes.
2. The tigers \_\_\_\_\_ two cubs.
3. Shilpa \_\_\_\_\_ two brothers.
4. Mohan and Bharat \_\_\_\_\_ many pets.
5. The ladies \_\_\_\_\_ flowers in their hair.

### B. Fill in the blanks with '-ing' form of the verbs.

1. Mala is \_\_\_\_\_ the chicken. (feed)
2. Suman and Rita are \_\_\_\_\_ water from the well. (fetch)
3. Ravi and his friends are \_\_\_\_\_ to the farm. (go)
4. The child is \_\_\_\_\_. (sleep)
5. Seem is \_\_\_\_\_ water in the tank. (pour)

## Text Section

### A. Answer the following questions.

1. What did the wicked wolf put on?
2. What did little Red Riding Hood do in fear?
3. Where did fox take Rocky?
4. What did both of them see through kitchen window?

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

1. Rocky pushed and opened the window and slipped in.
2. The old house was at one corner of the village.
3. Her mother gave her a basket full of ripe apples.
4. Red Riding Hood stopped to pluck some wild flowers.

# Annual Examination Sample Paper-9

## Reading Section

Read the following passage carefully and answer the questions given below.

One day Ravi bought a clay money box. It had a hole for putting in coins. Ravi was very happy. He said, "Now I'll save money to buy a cricket bat for my birthday". Ravi began to save money. He had two rupees left from his Diwali shopping. He put them into the money box. His aunt had given him ten rupees to buy Diwali candles. These too, he put into the money box. He spent his money very carefully. But Ravi knew he could not save enough. It made him sad.

A day before his birthday, Ravi's father said, "Call your mother. We'll break open the money box". They broke open the money box. There was fifty rupee note among the small coins. Ravi hugged his father happily, they went out to buy a cricket bat.

**A. Read the passage and choose the correct option.**

1. The money box was made of \_\_\_\_\_.  
a) wood                      b) iron                      c) clay
2. Ravi wanted to buy \_\_\_\_\_.  
a) a book                      b) a cricket bat                      c) a football
3. Ravi spent money \_\_\_\_\_.  
a) carefully                      b) carelessly                      c) unknowingly

**B. Answer the following questions.**

1. Why did Ravi's father wish to break open the money box?
2. Who do you think put in fifty rupee note?
3. Why was Ravi sent to call his mother?

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

1. Ravi bought an iron money box.
2. Ravi had three rupees left from Diwali shopping.
3. Ravi found a fifty rupee note when he broke open the money box.

## Writing Section

- A.** Write few lines on your favourite vehicle.
- B.** Why being arrogant is bad? Was Sheru's arrogance good or bad for him. Comment.



## Grammar Section

### A. Add '-ly' to the words given in the bracket and complete the following sentences.

1. The sun shines\_\_\_\_\_. (bright)
2. Meethi holds her teddy bear \_\_\_\_\_. (tight)
3. Mala checks her pockets \_\_\_\_\_. (careful)
4. Sandeep eats \_\_\_\_\_. (slow)
5. Rahul sat \_\_\_\_\_. (quiet)

### B. Write opposites of the following words.

Happy	_____	Noisy	_____
Fast	_____	Hot	_____
Sleep	_____	Wise	_____
Big	_____	Fat	_____
Tall	_____	Strong	_____

## Text Section

### A. Answer the following questions.

1. Where does honeybees save their honey?
2. How do honeybees collect honey?
3. What all do we do in winter season?
4. What do you wear in rainy season?

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

1. A man should be hardworking as a honeybee.
2. Honeybees are lazy.
3. In winters, day are shorter.
4. Teena does not like winter vegetables.

# Annual Examination Sample Paper-10

## Reading Section

Read the following passage carefully and answer the questions given below.

A man had a plot of land. He dug up the land. He sowed turnip seeds. Soon little plants came up. But one plant kept growing bigger and bigger. It did not stop growing. It grew into a giant turnip. The man thought, 'I should present this to the king.'

When the king saw the turnip he said, "This is wonderful! You must be a magician!" The king took the turnip. In return, he gave the man many gold coins and two cows. The man came home happy.

Now his neighbour thought, "This man gave only a turnip to the king. In return the king gave him gold coins and two cows. I'll give the king jewels and horses. Surely, I'll get a bigger reward."

The king thanked the neighbour for the gifts. The king said, "I'll give you something you have never seen." And the king gave him the giant turnip!

**A. Read the following passage and choose the correct option.**

1. A man had a \_\_\_\_\_ of land.  
a) piece                      b) plot                      c) area
2. He thought to present the turnip to the \_\_\_\_\_.  
a) mayor                      b) prince                      c) king
3. The man came home \_\_\_\_\_.  
a) sad                      b) happy                      c) crying

**B. Answer the following questions.**

1. What happened to one of the plants?
2. What reward did the man get?
3. What reward did the neighbour get?

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

1. A man sowed carrot seeds.
2. King said that the man must be a magician.
3. The king thanked the neighbour for the gifts.

## Writing Section

**A. Write few lines on 'Importance of Plants'.**

**B. Write names of five plants and five trees.**

## Grammar Section

### A. Arrange the words to make meaningful sentences.

1. School/a/library/My/big/has
2. takes/Nainital/nine/has.
3. Jack/hill/up/the/Jill/and/went.
4. animal/faithful/The/is/dog.
5. must/healthy/we/to/stay/eat/strong.

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

1. \_\_\_\_\_ this your bat?
2. \_\_\_\_\_ that your sister?
3. \_\_\_\_\_ these your cards?
4. \_\_\_\_\_ those your coins?
5. \_\_\_\_\_ it yours?

## Text Section

### A. Answer the following questions.

1. How sohanlal treated his servants?
2. What did Sohanlal understand in the end?
3. Where was little sparrow sitting?
4. What happened when Sheru was climbing the hill?

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

1. Sheru climbed up the hill easily.
2. Sheru was very arrogant.
3. Nitu calls her pet Tommy and Kitty.
4. Nitu's uncle brings some comic books for Nitu.

# Listening Section

## Lesson -1

### (Mother)

- Child : Mother, I need your permission.  
Mother : For what my son?  
Child : My school is organising a trip and I also want to go.  
Mother : How much money you need?  
Child : I need to pay rupees 50/- as entry fee.  
Mother : Okay, you can go.  
Child : Thank you so much.  
Mother : But be careful about yourself.  
Child : Sure!

## Lesson -2

### (The Little Lamb)

- |                            |                       |
|----------------------------|-----------------------|
| Quack-Quack (Duck's voice) | Squeak (Rat's voice)  |
| Ba-Ba (Sheep's voice)      | Bow-Wow (Dog's voice) |
| Cluck-Cluck (Hen's voice)  | Mew-Mew (Cat's voice) |

## Lesson -3

### (Little Red Riding Hood)

- |        |        |        |      |        |
|--------|--------|--------|------|--------|
| Reads  | Tricks | Blinks | Less | Babies |
| Thinks | Rows   | This   | His  | Trees  |

## Lesson -4

### (Greed is Bad)

- |        |         |       |       |        |
|--------|---------|-------|-------|--------|
| Bag    | Began   | Games | Page  | Gently |
| Ginger | Giraffe | Give  | Great | Genie  |

## Lesson -5 (The Sky is Falling)

Red beak	Bushy tail	Mane	
Long neck	Wings	Sharp eyes	
Yellow stripe	Trunk	Hump	Fins

## Lesson -6 (How Doth the Little Busy Bee...)

I can see  
a big bee  
a big bee  
I can see  
a tree a tree  
I can see  
a big tree  
I can see  
see a bee  
see a tree  
see a big bee  
in a big tree.

## Lesson -7 (Seasons in India)

Neat	Kind	Quick
Slow	Loud	Sweet

## Lesson -8 (The Clever Servant)

Sohanlal hired a new servant. He was a young man with a frail body. He was looking thin and pale. He was very clever as well. Sohanlal took pity on him and said, "you cannot carry a heavy load." He thanked his master for his kindness.

## **Lesson -9**

### **(The Arrogant Tiger)**

I am a Tiger,  
Striped with fur.  
Do not come near,  
Or I might grr...  
Do not come near  
Or I might growl!  
Do not come near  
Or I might bite.

## **Lesson -10**

### **(Nitu and her Pets)**

Riya has two pets, a cute puppy and a white kitten. Her puppy's name is Rocky and kitten's name is Zoey. Rocky is 5 years old and Zoey is 2 years old. Rocky is brown in colour and Zoey is white in colour. They both love Riya so much and Riya loves them too.

## **Lesson -11**

### **(The Little Plant)**

Cell	Candy	Crawl	Crime	Cycle
Centre	Call	Creep	Court	City