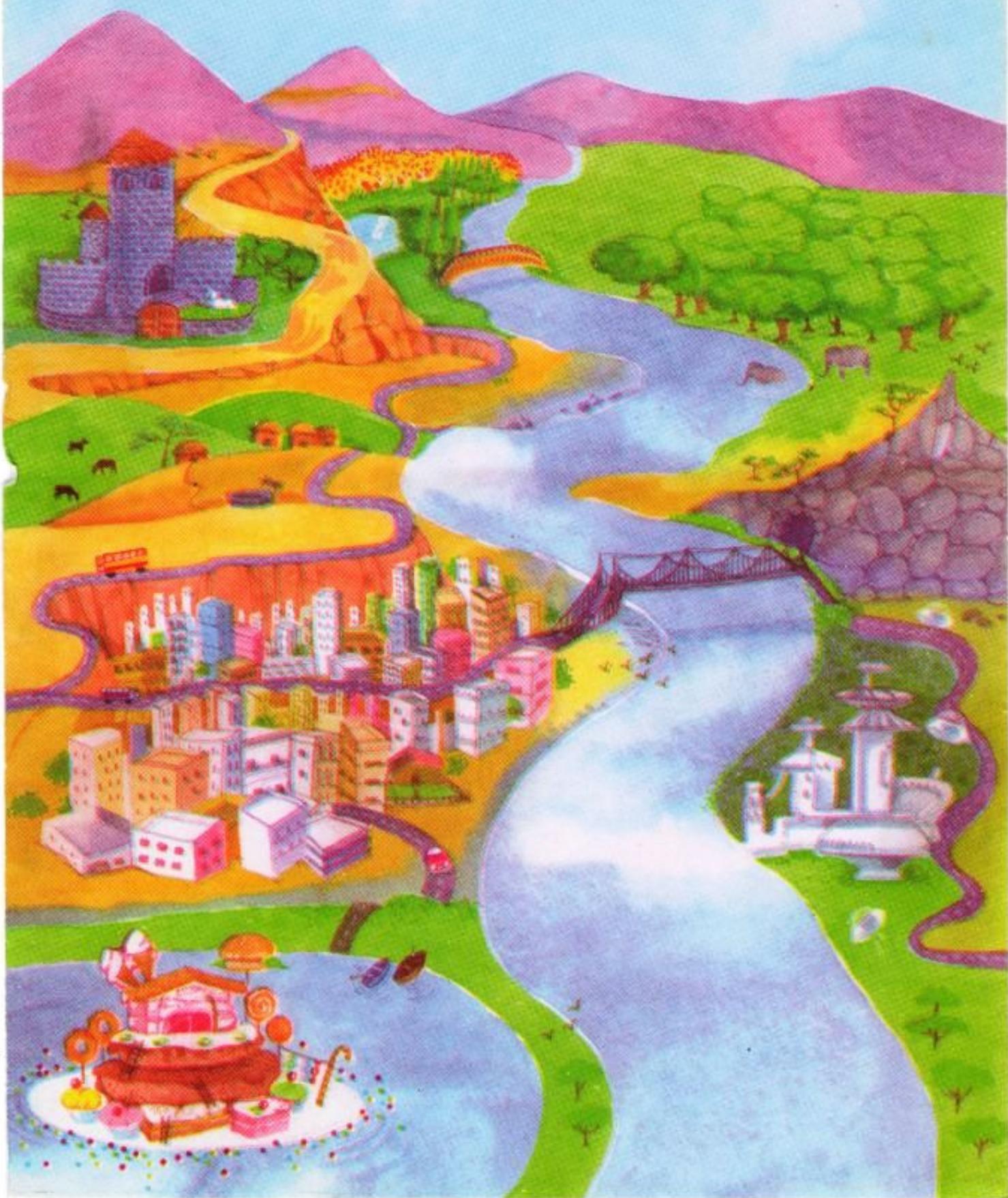
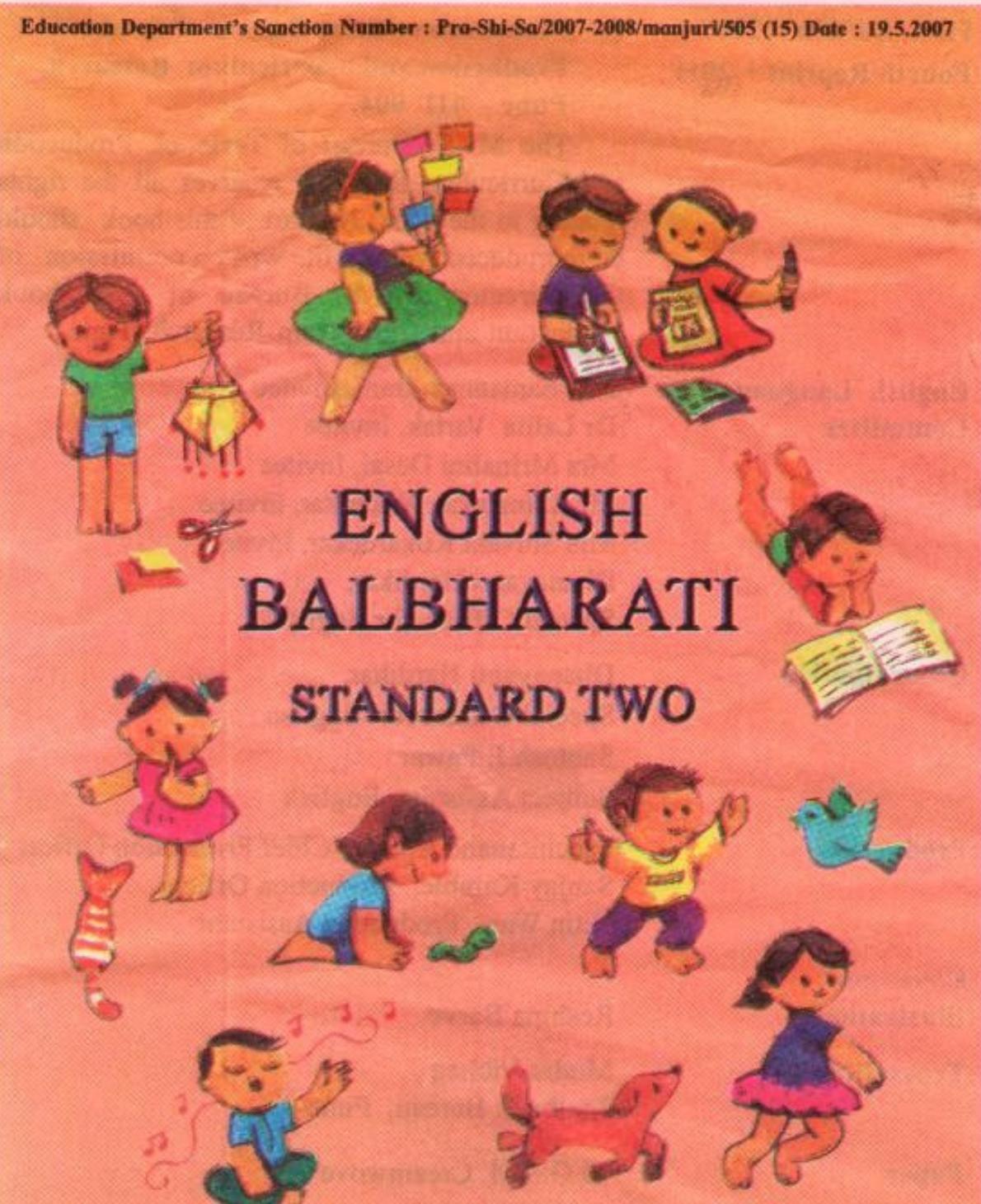


ENGLISH **BALBHARATI**

STANDARD TWO



Education Department's Sanction Number : Pro-Shi-Sa/2007-2008/manjuri/505 (15) Date : 19.5.2007



ENGLISH BALBHARATI

STANDARD TWO



MAHARASHTRA STATE BUREAU OF
TEXTBOOK PRODUCTION AND
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English Language Committee : Mrs Samannaz Irani, Invitee
Dr Lalita Vartak, Invitee
Mrs Mrinalini Desai, Invitee
Mr Kamalakar Wakankar, Invitee
Mrs Shivani Kokardekar, Invitee
Dhanavanti Hardikar,
Special Officer for English

Co-ordination : Dhanavanti Hardikar,
Special Officer for English
Santosh J. Pawar
Subject Assistant, English

Production : Sacchitanand Aphale, Chief Production Officer
Sanjay Kamble, Production Officer
Nitin Wani, Production Assistant

Cover and Illustrations : Reshma Barve

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PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Preface

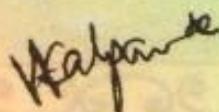
The Maharashtra State Textbook Bureau has launched a new series of First Language textbooks based on the 'Primary Education Curriculum-2004', approved by the State Government for implementation from the academic year 2006-07. '**Balbharati English Standard Two**' is the second textbook in the series. We are happy to place it in your hands.

Language plays a very important role at the primary level as other subjects, too, are learnt through language. A child learns language from all sources – in school, at home and from his/her environment. Teaching and learning of languages in school is designed to provide a series of graded activities in a suitable environment with a view to developing the child's language skills and sensibilities to their full potential. The curriculum expects a balanced development of all the four skills of listening, speaking, reading and writing in the proper sequence. The emphasis in the initial years is on developing the child's confidence and expression.

This textbook presents a number of activities in a particular sequence which will allow the child to learn language actively, in an enjoyable manner. Many instructions and suggestions have been given for teachers and interested parents to help them motivate and guide the children while learning English. Teachers should handle the various items given in this book within the framework provided by the instructions.

This textbook was reviewed by many teachers and experts. Their comments and suggestions have helped us to make the textbook as useful and flawless as possible. The English Language Committee and the artist have taken great pains to prepare this book. The Bureau is grateful to all of them.

We hope that students, teachers and parents will give the book a warm welcome.



(Dr Vasant A. Kalpande)

Director

Pune

Date : 11.05.2007

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

For Teachers

Before you take up the textbook in the classroom :

- * Go through the entire book to get an overall idea of the contents.
- * All passages and activities are important. Don't 'drop' any of them.
- * When you plan your year's work,
 - Note that some activities can be repeated from time to time throughout the year. They are • From A to Z • What are they doing at this time ? • Special Events • Role Play • A Picture Composition • Fair's fair ! • Meet my friends.
 - Every passage is followed by '*Things to do*' which involve a variety of activities and exercises. Note that many of them can be repeated with other passages. The textbook will help you to design additional interesting exercises.
 - Make the necessary preparations for the activities given under 'Young Scientists'. Demonstrate each activity yourself. Let the students, too, try the activities in the classroom itself. If necessary, take the help of interested parents.

Create an atmosphere that facilitates language learning :

- * At this stage, oral work is in fact, more important than written work. Get the students to do a lot of oral work.
- * Let the students speak and write a lot. Do not focus on accuracy all the time.
- * Many activities in the book require pair work and group work. Train the students to form pairs and groups quickly. They should get used to working with their friends without creating problems of discipline.
- * See that every student gets many opportunities to use his/her imagination. Make maximum use of the exercises and activities given here for this purpose.
- * Do not expect stereotyped or uniform responses. Accept and appreciate originality in students' work.
- * Encourage students to present their work in front of the class or guests. Display their work regularly and provide many opportunities for monologues, speeches and recitation. See, for example, • Role Play • Fair's fair !
- * Encourage students to collect jokes, riddles, puzzles and other interesting material.

• • •

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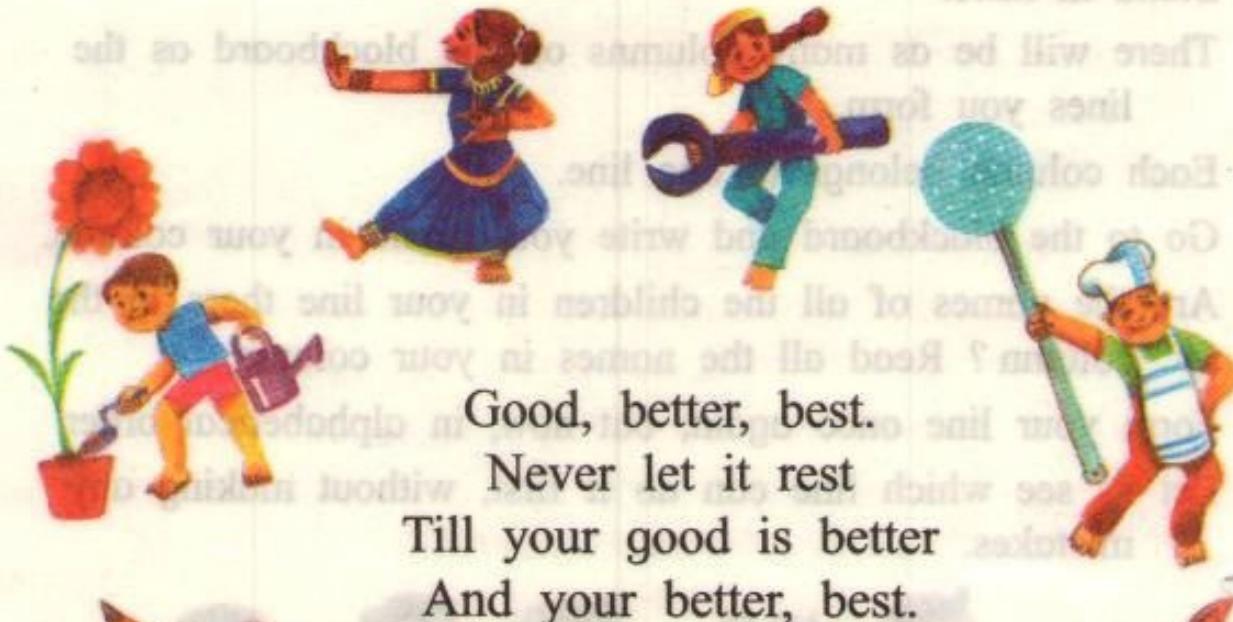
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1. Good, Better, Best



Good, better, best.

Never let it rest
Till your good is better
And your better, best.

Things to do :

1. Read the poem aloud. Learn it by heart.
2. Copy it in neat handwriting.
3. Say something about each picture.
4. Say what you would like to work at.

3. Students may talk about the children's dress, action, instruments. Encourage them to imagine what the children in the pictures are saying.

2. From A to Z

Activity 1. Listen and act :

Stand in lines.

There will be as many columns on the blackboard as the lines you form.

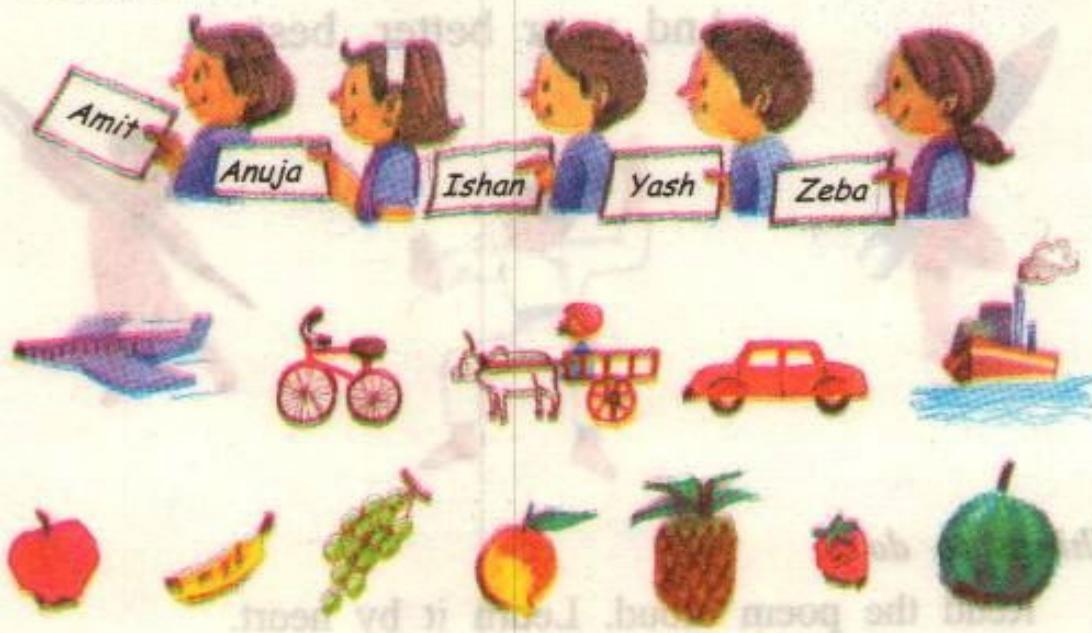
Each column belongs to one line.

Go to the blackboard and write your name in your column.

Are the names of all the children in your line there in the column ? Read all the names in your column.

Form your line once again, but now, in alphabetical order.

Let us see which line can do it first, without making any mistakes.



Activity 1. If necessary, explain how to put words in alphabetical order by giving simple examples before using this activity. There should be 6-8 children in a row. Repeat the activity using surnames.

- Assign categories like fruits, flowers, animals, occupations, place names to each row. Instead of their name, children write any word of their choice from that category on the board and repeat the activity using those words.

Activity 2. Look and tell :

Form pairs.

Close your eyes and put your finger on any letter.

Open your eyes.

Now, each one of you has one letter.

So, each pair has two letters.

Write as many words as you can, which have both the letters you picked.



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

marble,
comb, bloom,
bamboo,
mobile

funny, forty,
fly

ox, box,
xerox, fox



b m



f y



o x

Activity 2. Students write the words in pairs.

- Note that each pair will get different letters and will form different words.
- Students may choose a fresh pair of letters, if the ones they found are too difficult.
- Some of the pairs can be asked to read aloud the letters they picked and the words they formed.

3. Mr Cross swats a fly !

Mr Cross was always angry. He was always angry with his family and friends. He lost his temper every now and then. He shouted at his wife and children and scared away his friends. So they all stayed away from him, as far as possible. This made him angrier.

One day, Mr Cross was busy writing a nasty letter to the Mayor. He wanted to complain about the town-crier. Mr Cross felt that he shouted too loudly.

Just then, through the open window, a fly buzzed in. Oh, bother ! At once, Mr Cross got up and began to shoo away the fly.

“Shoo ! Out ! Out you go !”

But the fly didn’t go away. It began to buzz around the ink-pot on the table. Mr Cross grabbed

a ruler and hit at the fly. But oh !

What’s this ? The ink-pot fell and all the ink splashed over his letter. Now Mr Cross was very very cross with the fly.

“Hey, you, fly ! You dirty thing ! Wait till I swat you.”
He rushed after the fly.



The fly flew into the kitchen. It settled on a pot of honey. Down went Mr Cross's ruler and toppled the pot of honey. The honey spilled on the table.



Buzz... buzz... buzz went the fly. Snap, snap, snap went Mr Cross's ruler, trying to get the fly. But, no ! He couldn't swat the fly. It buzzed merrily from place to place.



The fly then flew to a shelf of jars. Mr Cross was now trembling with anger. "Wait, you wicked creature ! I'll get you still !"



He picked up a pestle and brought it down heavily on the fly. But the fly was too quick for Mr Cross. The pestle landed on the jar and ... crash ! The jar broke into a hundred pieces.

Buzzzzz went the fly louder than ever. Wherever the fly went,



Mr Cross followed with his pestle. Buzz... buzz... buzz... ! Jars, cups, saucers, plates, bowls, glasses,



pots, ... everything went crashing to the floor. What a mess the kitchen was !

But Mr Cross could not stop now. He threw away the pestle and began to look for something bigger to swat the fly. He found a large and heavy frying pan. Holding it in both his hands, he got ready to strike. Just then, the fly came towards Mr Cross and settled on his nose.

"Got you !" cried Mr Cross and, oh dear ! He struck his own nose with the pan !



Things to do :

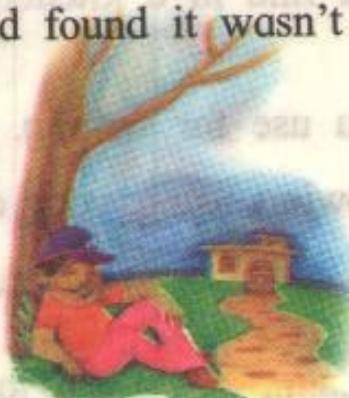
1. Read the story. Read aloud any one paragraph.
2. Write what happened to the following in this story :
 - the ink-pot • the ink • the honey • the jar
 - the fly • Mr Cross (at the end).
3. Listen and write : • Cross, possible, glasses, mess
 - all, till, tell, spilled, followed • letter, settled
 - bigger, grabbed • wicked, picked
4. Read and copy correctly : made, felt, got, began, went, brought, threw, found, struck
5. From the story, find words that contain the following pairs of letters :
 - ar • br • cr • dr • er • fr • gr • hr • ir
6. From the story, find words that stand for a sound. For example, buzz, shoo.
7. List the things you find in a kitchen. Write as many as you can think of.
8. List the things you use for writing.
9. Complete the following using your own ideas :
 - a pot  of, • a cup  of,
 - a glass  of, • a jar  of,
 - a box  of, • a bucket  of,
10. Form pairs. One person in the pair says with actions, a 'sound' word like 'splash' or 'hmm'. The other person guesses what the word shows. For example, 'Sssh!' (with the forefinger on your lips) means 'Keep quiet'.
...
...

4. The Little Dreamer

A little boy was dreaming,
Upon his granny's lap,
That the pins fell out of all the stars,
And the stars fell into his cap.



So, when his dream was over,
What did that little boy do ?
Why, he went and looked inside his cap,
And found it wasn't true.

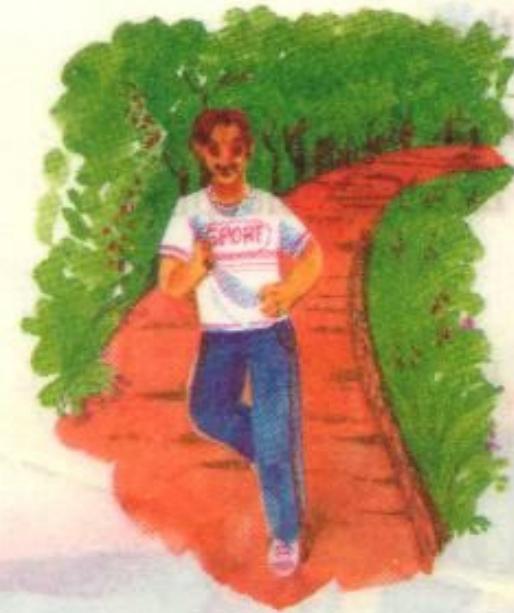


Things to do :

1. Listen to the poem and read it after the teacher.
2. Answer the following questions :
 - (a) What did the boy see in his dream ?
 - (b) Why did the boy look inside his cap ?
3. Draw a picture to show your dream. Also, write something about it.

• • •

5. What are they doing at this time ?



What time is it ?

It's 7 o'clock.

What is Father doing
at this time ?

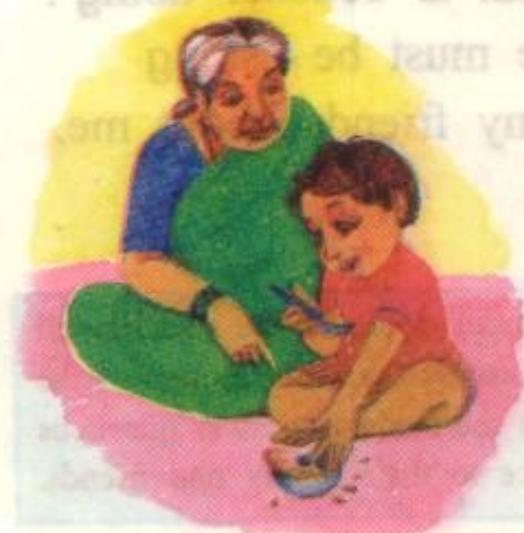
He must be jogging
in the park.

What time is it ?

It's nine-thirty.

What is Mother doing ?

She must be going to
her office, on her scooter.

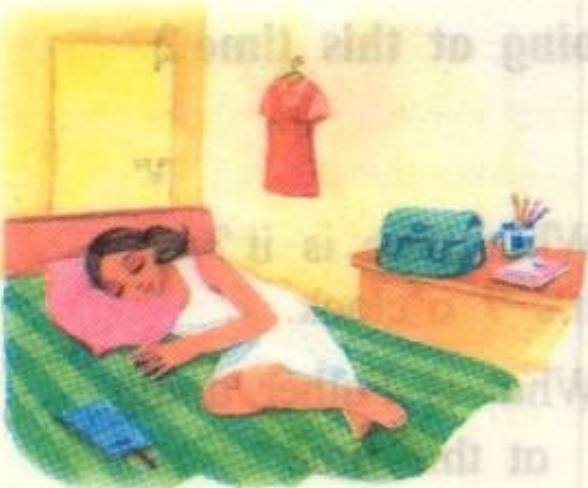


What time is it ?

It's twelve o'clock.

What is Baby doing
at this time ?

He must be having
his lunch.



What time is it ?

It's three o'clock.

What is Didi doing ?

She must be sleeping.

What time is it ?

It's eight-thirty.

What is your friend

Sachin doing ?

He must be watching TV.



What time is it ?

It's eight-thirty.

What is Teacher doing ?

She must be asking

my friends about me.

- First of all, with the help of a model clock, let the students tell the time in complete and half hours.
- Discuss the daily routine of the students and their family members.
- Let the students answer questions such as those given above with reference to their family and friends.

Things to do :

- Who do you see in the pictures ? Write the entire day's timetable for each of them. Use the chart given below to write the timetable of each person/animal or plant.



Early morning :

The lotus wakes up.



Morning :

The lotus starts smiling.



Afternoon :

The lotus gives a wide smile.



Evening :

The lotus feels sleepy.



Late evening :

The lotus goes to sleep.



Night :

The lotus is fast asleep.



Give scope to the students' imagination while discussing the daily routine/activities of each person/animal or even the lotus flower. Accept different timetables if they are meaningful or relevant.

6. Five Little Chickens

Said the first little chicken,
With a queer little squirm,
“Oh, I wish I could find
A fat little worm !”



Said the second little chicken,
With an odd little shrug,
“Oh, I wish I could find
A fat little bug !”



Said the third little chicken,
With a little sigh of grief,
“Oh, I wish I could find
A little green leaf !”



Said the fourth little chicken,
With a sharp little squeal,
“Oh, I wish I could find
Some nice yellow meal !”



Said the fifth little chicken,
With a faint little moan,
“I wish I could find
A wee gravel stone !”



"Now, see here," said their mother
From the green garden patch,
"If you want any breakfast,
You must all come and scratch!"



Things to do :

1. Listen to the poem and read it after your teacher.
2. Read aloud with proper actions, what each chicken said.
3. Answer the following :
 - (a) What did the chickens wish for ?
 - first
 - second
 - third
 - fourth
 - fifth
 - (b) Where was their mother ? What did she tell them ?
4. Look at the pictures at the end of the poem. What did each chicken get ?

7. I Wish I Were

Ashwin had gone to the park with his mother. He saw a red balloon floating high in the sky. "Look at the balloon," he said to his mother. "How pretty it looks ! I wish I could be a balloon."

"And what will you do if you were a balloon ?"

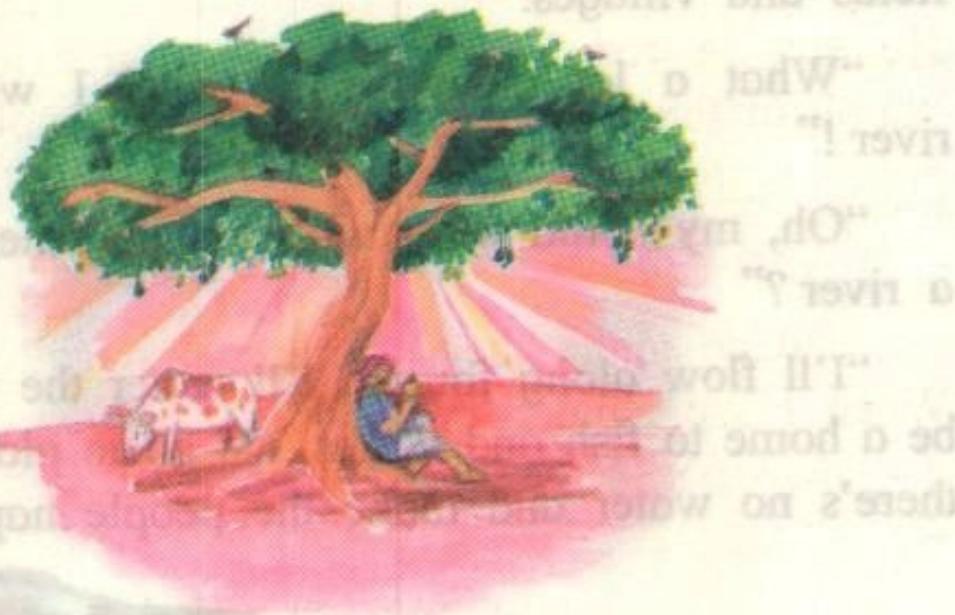
"I'll go up in the sky and roam with the wind. When I see children who don't have any toys, I'll go down and play with them."



Ashwin had gone for a picnic with his family. It was a hot afternoon. Ashwin spotted a big, green mango tree at a distance. "What a beautiful tree !" he said to his mother. "It looks so cool and shady. I wish I could be a mango tree."

His mother smiled and said, "And what will you do if you were a mango tree ?"

"I'll give shade to people and animals. I'll have fruits for everyone who visits me."



One night, Ashwin was going back home with his mother. He looked up and saw the big lights on the tall lamp-posts. "How bright and lovely they are," he said to his mother.

"I wish I were a tall street light!"

"Hmm," said his mother with a smile. "And what will you do if you were a street light?"

"I'll shine brightly and light up the road so no one will be afraid to be out in the dark."



Ashwin was watching TV with his mother. He saw a big river flowing past forests and woods, fields and villages.

"What a lot of water! I wish I were a big river!"

"Oh, my! And what will you do when you are a river?"

"I'll flow along forests. I'll water the fields. I'll be a home to fish and turtles. I'll go to places where there's no water and make the people happy."



Ashwin's mother thought, "My little boy wants to be so many things to make people happy. But he makes me happy simply because he is Ashwin."



Things to do :

1. Read the story.
2. Form pairs. One person should be Ashwin, and the other, his mother. Now read aloud the conversations between Ashwin and his mother.
3. Match the following :

Ashwin wants to be a -	Then he will -
balloon	light up the road.
mango tree	water the fields.
street light	give shade to people and animals.
river	play with children who don't have toys.

4. What would **you** like to be? What will you do then?
5. From the story, find the words that end with '-ed' and '-ing'.
6. Complete the following words with the help of the story.
 • sh--- • sh--- • sh--- • --- sh • --- sh
7. Complete the following in as many words as possible using your own ideas. (At least 5.)
 - I saw a
 - I want
 - I will
 - I saw some
 - I want to

8. Listen only once and repeat correctly :

- How pretty it looks !
- What a beautiful tree !
- How bright and lovely they are !
- What a lot of water !

Read each sentence carefully. Close your eyes and say the sentence correctly.

9. **Activity :** Look and tell :

Choose any object in your classroom, or something that you see from the window of your classroom. Say a few words about it.

10. Answer the following and collect / make up many more -

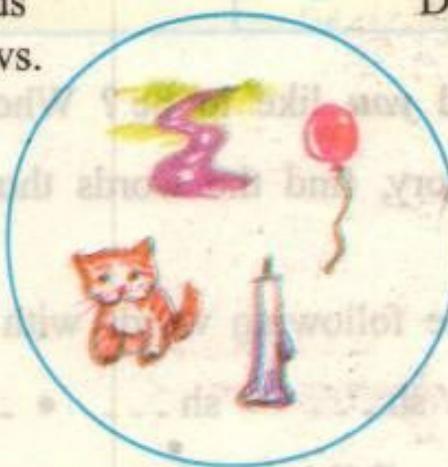
Riddles

1. Little Nancy Etticoat
In a white petticoat
The longer she stands
The shorter she grows.

2. **Drop letters :**
It floats in the air.
Drop three letters.
It bounces.
What is it ?

3. **Add letters :**
You travel on me.
Add a letter to
make me wide.
Who am I ?

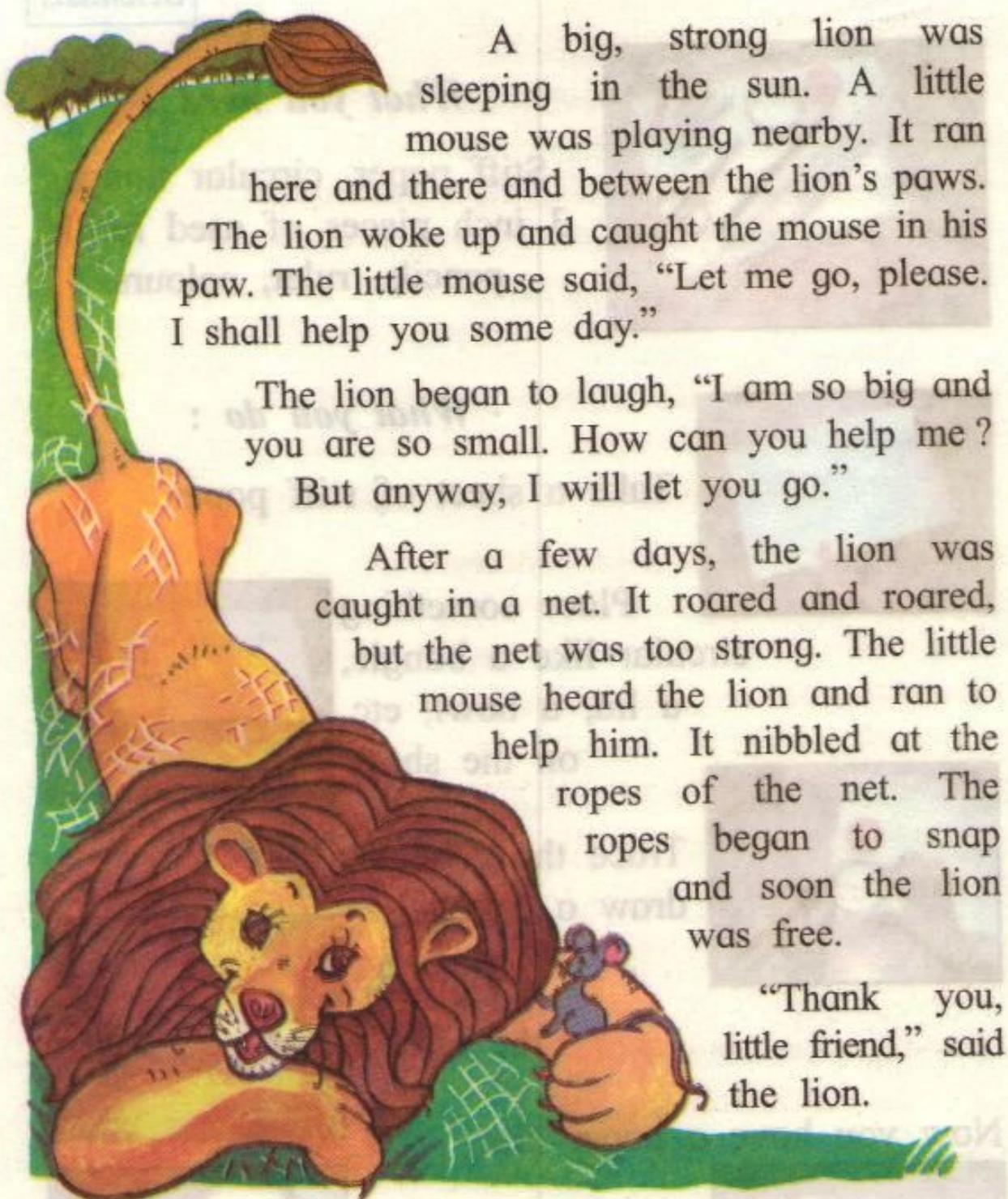
4. I am small
and soft.
I purr.
I drink milk.
Who am I ?



11. Form groups of rhyming words from the following :

high	play	do	you	I	no	sky	to
light	so	who	night	mango	park	they	
wood	bright	dark	go	could	flow		

8. The Lion and the Mouse



A big, strong lion was sleeping in the sun. A little mouse was playing nearby. It ran here and there and between the lion's paws. The lion woke up and caught the mouse in his paw. The little mouse said, "Let me go, please. I shall help you some day."

The lion began to laugh, "I am so big and you are so small. How can you help me? But anyway, I will let you go."

After a few days, the lion was caught in a net. It roared and roared, but the net was too strong. The little mouse heard the lion and ran to help him. It nibbled at the ropes of the net. The ropes began to snap and soon the lion was free.

"Thank you, little friend," said the lion.

Things to do :

- Listen to the story. Then read it aloud and enact it in groups of three.

9. Spinner Magic

Young
Scientists



What you need :

Stiff paper, circular things,
3 inch pieces of used refills,
pencils, ruler, colours.



What you do :

Take a sheet of stiff paper.



Place something
circular like a bangle,
a lid, a bowl, etc.
on the sheet.

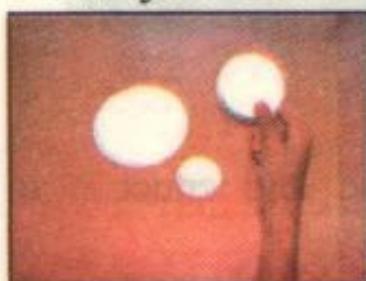


Trace the edge to
draw a circle.



Cut out
the circle.

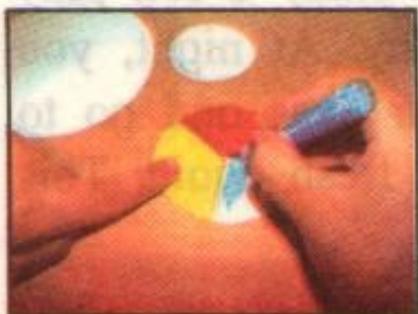
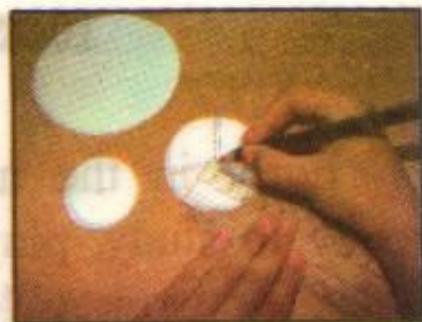
Now you have a paper disc.



Draw a dot
exactly in the
middle of the disc.

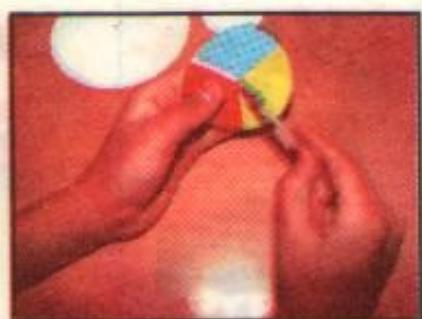


Draw three lines to make
three equal parts.



Colour one part yellow,
one blue, and one red.

Make a tiny hole in the dot in
the middle. Push the piece
of refill through the hole.



Your spinner is ready. Spin it
and see the magic.

Make more discs. Draw other
designs using different colours. Spin
the discs to see spinner magic.

Things to do :

1. Read '**What you need**' and '**What you do**' and make spinners. Do your own 'spinner magic'.
2. Name and label what you see in each photograph.

Demonstrate how to make and spin spinners using these steps in the classroom itself. Get the students to make spinners in the same way. Then, encourage them to talk about • how they made the spinner • what happened when they spun the disc.

10. Sleep is necessary.

Did you know ?

Early in the morning, you feel fresh. You are ready to study, play or work. You study a lot, play a lot, or work a lot during the day. At night, you start feeling sleepy. You close your eyes and go to sleep. After a good sleep, you feel fresh again. This happens every day.



What happens when people don't get enough sleep ? They feel tired and sleepy the next day. They cannot pay proper attention to what they are doing.

People need sleep to be in a good mood. When we sleep, our body gets rest. Sleep is also good for our brain. It helps us to remember things better the next day.

Young children need about 10 to 11 hours of sleep. Grown-up people need less sleep. Some people need more sleep than others.

Have you seen animals sleep ? How do they sleep ? You may have seen cattle dozing, or cats and dogs sleeping. Animals, too, need sleep. They



all have their special ways of taking a nap. Cats, dogs and foxes curl up to go to sleep. Horses can sleep standing ! Birds sleep standing or perching on a branch or bar. Monkeys, too, go to sleep on trees without fear of falling down ! Bats sleep hanging upside down ! Some water birds can sleep while swimming. Elephants usually sleep standing, but sometimes lie on one side. Luckily, they don't need a bed !



Some of the things you should remember !

- Your bed should be clean.
- The place where you sleep should be airy.
- You should wear loose-fitting clothes when you sleep.
- Try to go to bed at the same time every night.

Things to do :

1. Answer the following :

- (a) Why do people need sleep ?
- (b) What happens when they don't get enough sleep ?
- (c) When do you go to bed every day ?
- (d) Where do you sleep ?
- (e) How do you sleep ?
- (f) How long do you sleep every day ?

2. Complete the following table :

Animal or bird	How it sleeps	How it moves	What it eats	Where it lives
elephant				
horse				
monkey				
cat				
parrot				
duck				

Write about other animals in the table above.

3. **Activity : Half-circles**

Collect several sheets of coloured paper.

Cut out circles.

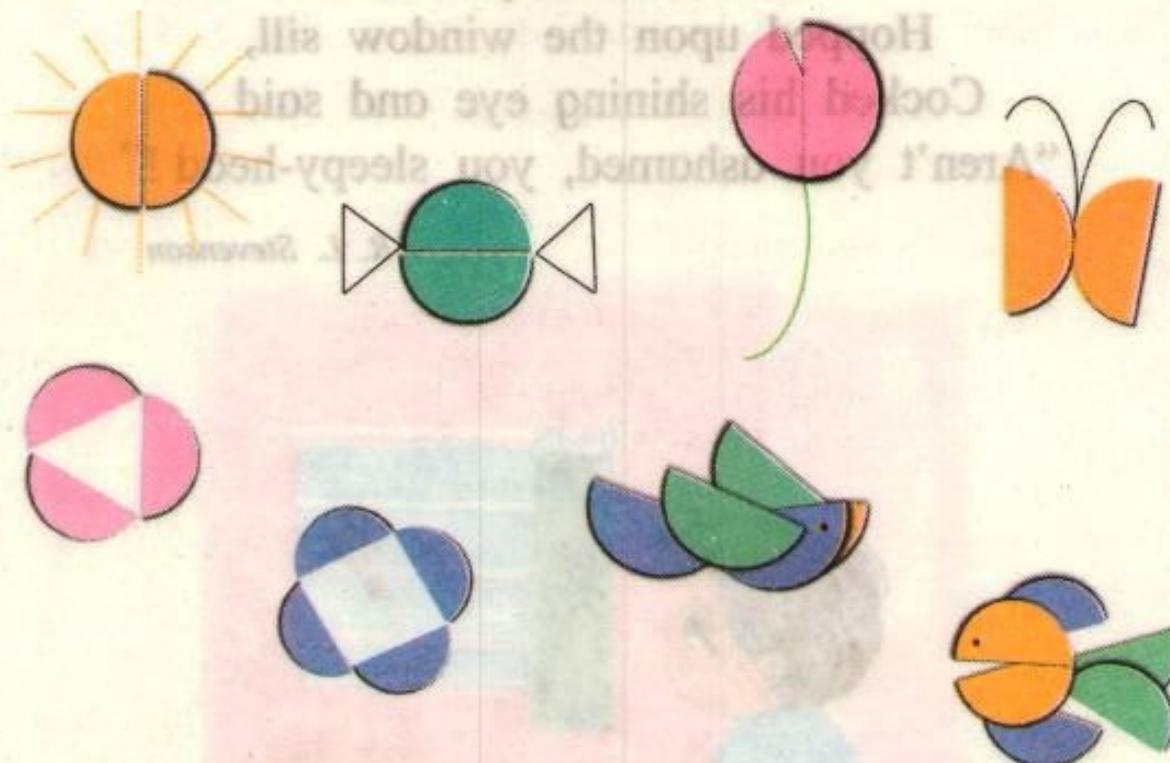
Cut the circles in half to make half circles.

You can now make a number of things using these half circles.

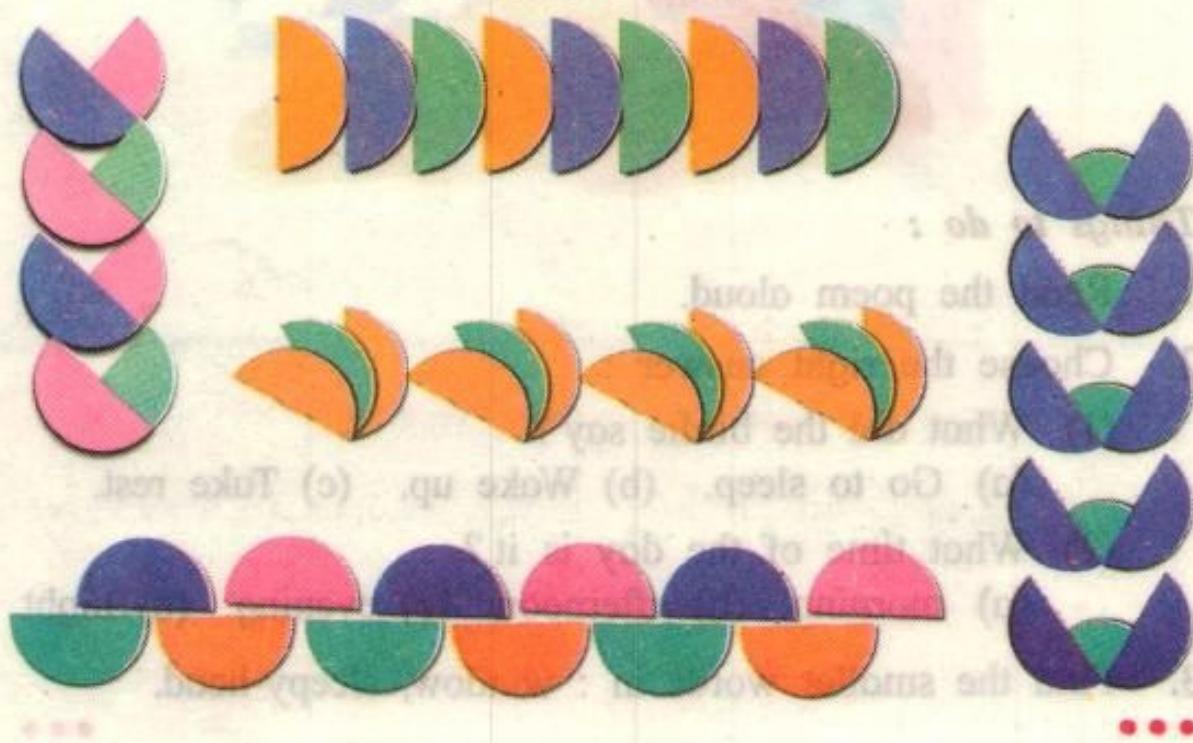
Look at the ones given below.

Name them.

Make other things on your own, and say what they are.



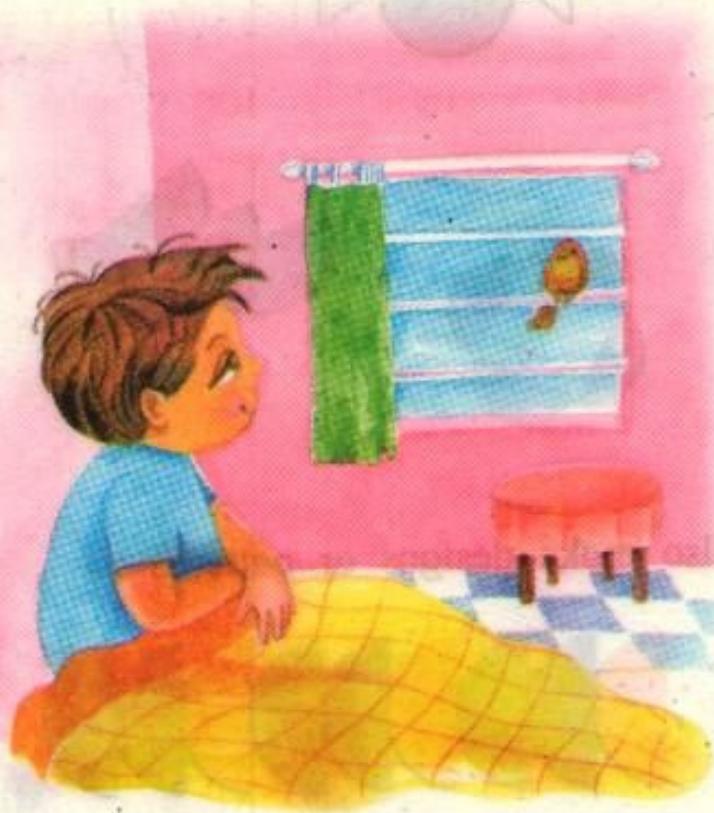
You can also make designs or patterns :



11. Time to Rise

A birdie with a yellow bill
Hopped upon the window sill,
Cocked his shining eye and said :
“Aren’t you ashamed, you sleepy-head !”

— R. L. Stevenson

**Things to do :**

1. Read the poem aloud.
2. Choose the right answer :
 - (1) What did the birdie say ?
(a) Go to sleep. (b) Wake up. (c) Take rest.
 - (2) What time of the day is it ?
(a) morning (b) afternoon (c) evening (d) night
3. Find the smaller words in : window, sleepy-head.

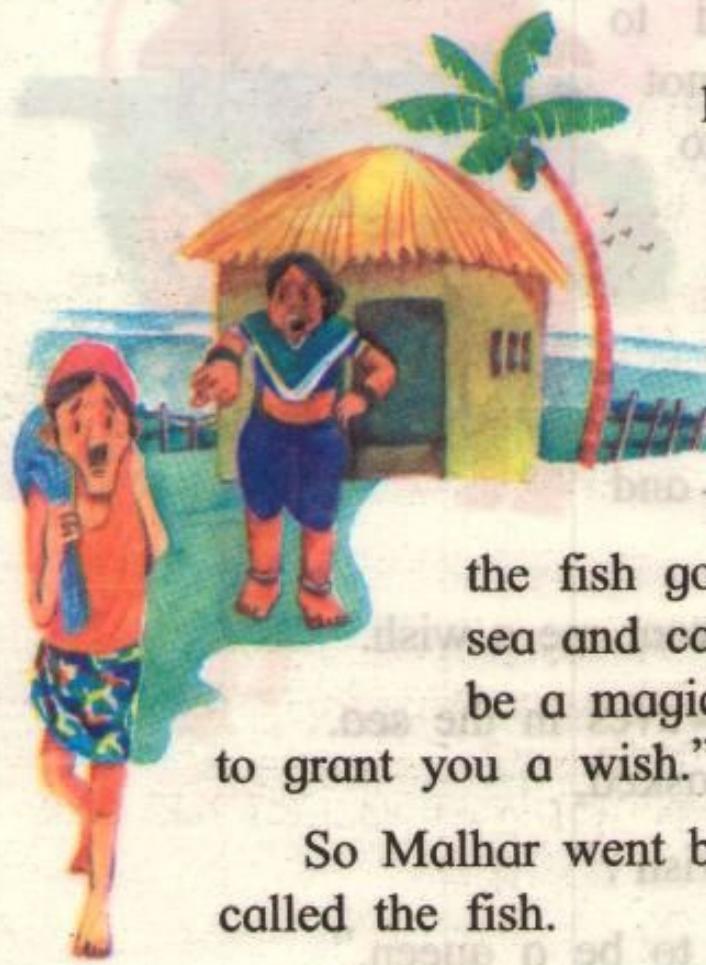
12. The Fisherman and the Golden Fish

Malhar was a fisherman. He lived with his wife in a little hut near the sea. He went down to the sea every day to catch fish.

One day, a strange thing happened. He caught a big golden fish in his net. When Malhar took the fish out of water, the fish began to speak.

"O fisherman, please let me go."

Malhar was very surprised. He was a kind man. He let the fish go.



Malhar went home empty-handed. He told his wife about the fish. His wife was not very kind.

"Foolish man ! Why did you let the fish go ? Go back to the sea and call the fish. It must be a magic fish. Ask the fish to grant you a wish."

So Malhar went back to the sea and called the fish.

"O fish, please grant me a wish."



The fish popped up its head out of the blue sea and said,
“What is your wish?”

“I want a big house with a garden for my wife.”

“Go back home. Your wish is granted.”

Malhar went back home. In place of his little hut, he saw a big house with a garden. “What a beautiful house!” he said.

Some days passed. Malhar’s wife said to him, “This house is not enough. I want to live in a castle. I want to be a queen.”

So Malhar went back to the sea and called the fish.

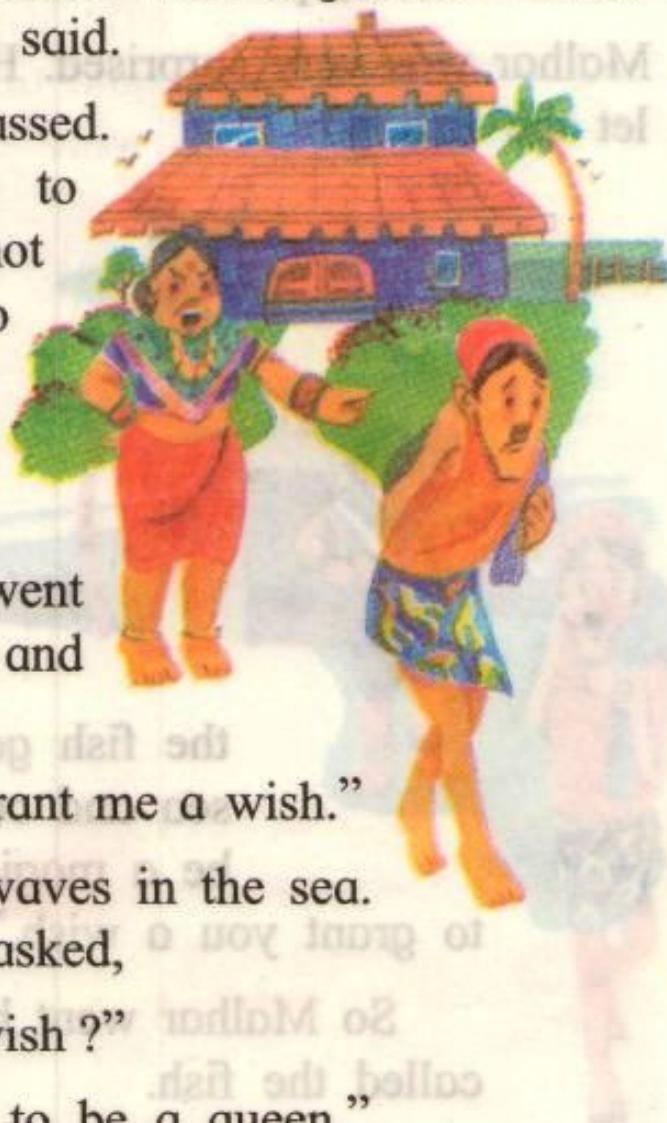
“O fish, please grant me a wish.”

There were big waves in the sea. The fish came and asked,

“What is your wish?”

“My wife wants to be a queen.”

“Go back home. Your wish is granted.”



Malhar went back home. In place of the big house, he saw a castle. The castle had many buildings and towers. There were many gardens around the castle.

"What a beautiful castle!" said Malhar.

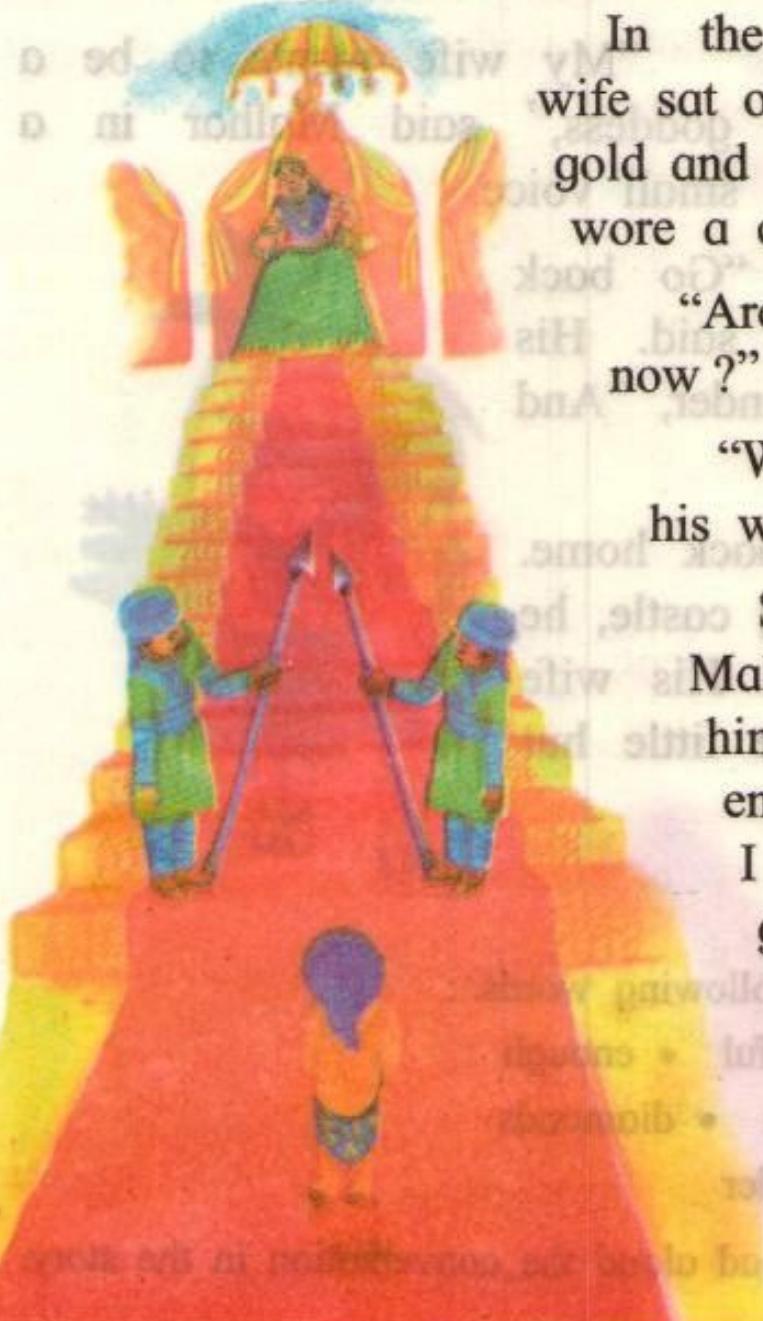
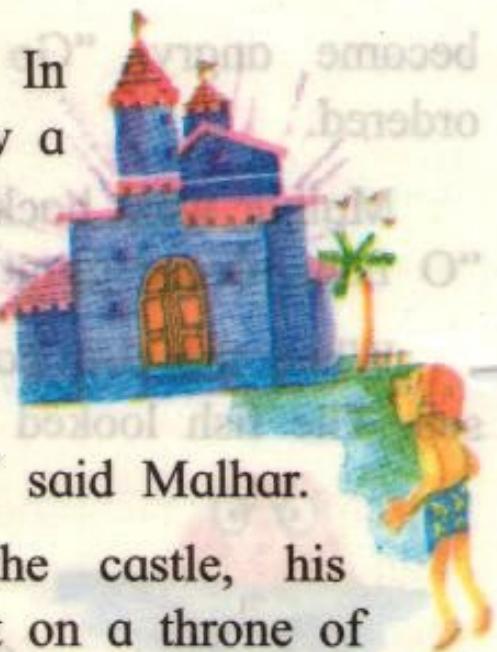
In the castle, his wife sat on a throne of gold and diamonds. She wore a crown.

"Are you happy, now?" said Malhar.

"We shall see," said his wife.

Some days passed. Malhar's wife called him, "This is not enough for me. Now I want to be a goddess."

"What are you asking for, wife? It is not right." said Malhar. But his wife



became angry. "Go to the fish at once!" she ordered.

Malhar went back to the sea and called the fish, "O fish, please grant me one more wish."

When the fish came, there was a storm in the sea. The fish looked very very cross.

"What is it, now?"



"My wife wants to be a goddess," said Malhar in a small voice.

"Go back home!" the fish said. His voice was like thunder, "And don't come again."

Malhar went back home. In place of the big castle, he saw his little hut. His wife had to live in the little hut once again.



Things to do :

1. Read aloud the following words :

- catch • beautiful • enough
- castle • throne • diamonds
- goddess • thunder

2. Form pairs and read aloud the conversation in the story.

3. Give one word for the following :

- a person who catches fish _____
- a person who keeps watch _____
- a person who makes pots _____
- a person who drives a bus _____
- a person who weaves cloth _____

Now, make a list of words like these that tell us about the work of a person. (At least 25 words.)

4. Put the following sentences in the proper sequence.

- Malhar's wife wanted to be a goddess.
- Malhar caught a golden fish. 1
- In place of the house, Malhar saw a big castle.
- In place of the castle, Malhar saw his little hut.
- In place of the hut, there was a big house with a garden.

5. Complete the following in as many ways as you can.
(At least 5.)

- He caught a • The fish began to
- His wife was • They had
- They had to • He let

6. Change any one letter and make another meaningful word. Examples : big → pig / big → bag / big → bit

- was • his • hut • sea • day
- fish • kind • went • wife • more
- house • shall • there • crown

7. Using your imagination, describe the following :

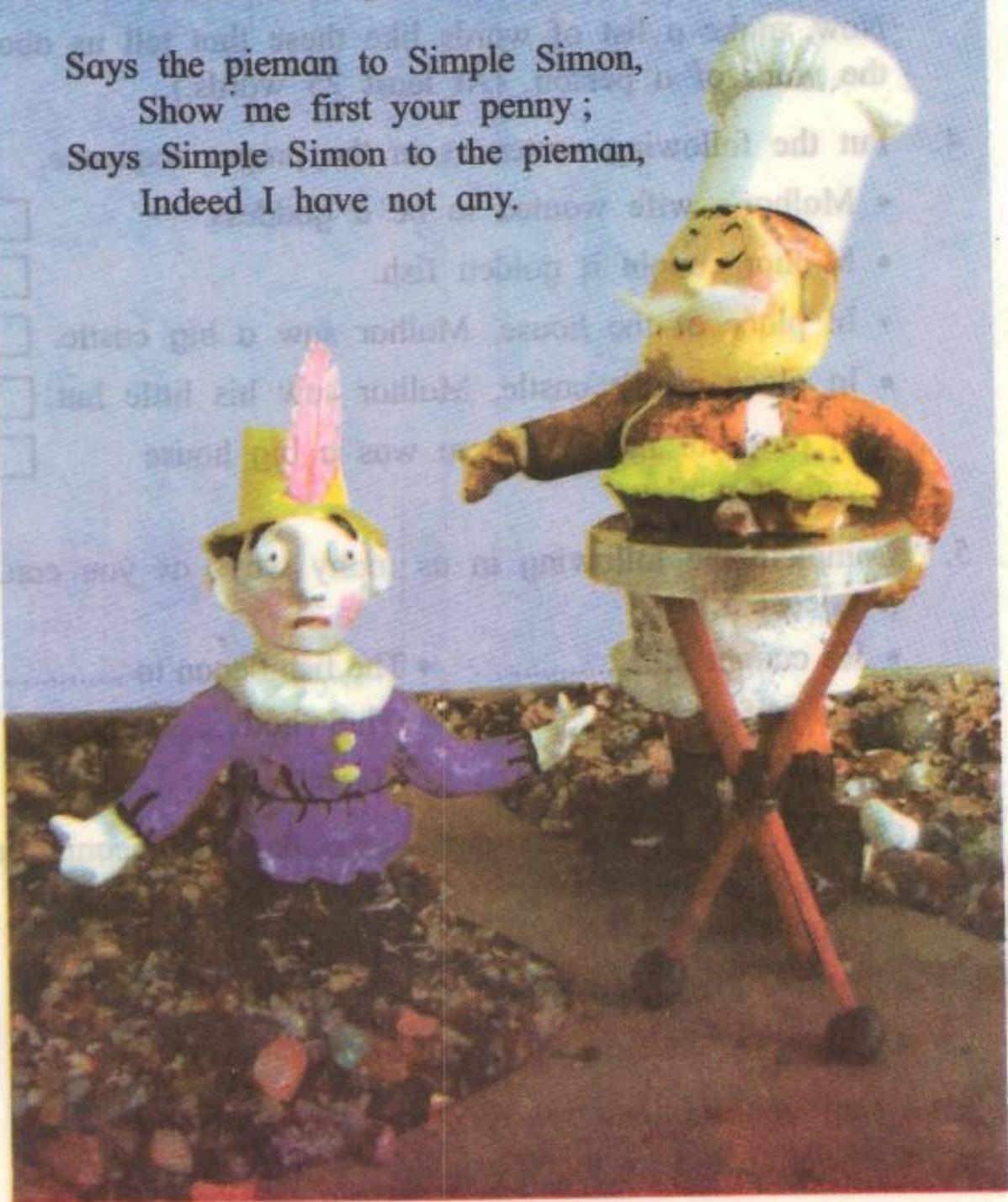
- Malhar's hut • the big house • the castle



13. Simple Simon

Simple Simon met a pieman
Going to the fair.
Says Simple Simon to the pieman,
Let me taste your ware.

Says the pieman to Simple Simon,
Show me first your penny ;
Says Simple Simon to the pieman,
Indeed I have not any.



Simple Simon went a-fishing
For to catch a whale ;
All the water he had got
Was in his mother's pail.

He went for water in a sieve
But soon it all fell through ;
And now poor Simple Simon
Bids you all adieu.



Things to do :

1. Sing or recite the poem.
2. What do you need in order to ...
 - buy things from the market ?
 - carry water ?
 - carry oranges ?
 - write a letter ?
 - cook food ?
3. Write funny stories about Simple Simon. For example,
'He wanted some potatoes. So he began to look for
them on trees.'
 - He wanted to comb his hair
 - He wanted to travel by train
 -

...

14. The sky is falling !



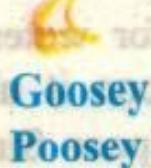
Chicken
Licken

Henny
Penny



Cocky
Locky

Ducky
Lucky



Goosey
Poosey

Foxy
Loxy



One day, Chicken Licken was hopping about under the trees.

Chicken Licken : Chirp, Chirp ! tweet, tweet !
What's there for me to eat ?
I hop here, and hop there,
Any tidbit anywhere ?
Ah there ! Grains of wheat.
Crunchy, crunch, what a treat !

All of a sudden, a leaf fell on
Chicken Licken's head.

Chicken Licken : Oh ! Help ! Run !
The sky is falling.

Holding its
head, it began to
run. It ran into
Henny Penny.



Henny Penny : Now there ! Why are you running so fast, Chicken Licken ?

Chicken Licken : Run, Henny Penny, run ! The sky is falling. A piece of it just fell on my head.

Henny Penny : Cluck, cluck, cluck, cluck.

What hard luck ! Run faaa...st.

Henny Penny, too,
began to run.
They both ran into
Cocky Locky.



Cocky Locky : Cock-a-doodle-doo !

Where are you off to, Chicken Licken and Henny Penny ?

Henny Penny : The sky is falling. A piece of it just fell on Chicken Licken's head. Run, Cocky Locky, run for your life.

Cocky Locky : Goodness me ! The sky's falling ? Wait ! I'm coming.

Cocky Locky, too, began to run. They all ran into **Ducky Lucky**.



Ducky Lucky : My word ! It's Chicken Licken, Henny Penny and Cocky Locky. Hey, why are you running?

Cocky Locky : The sky is falling ! A piece of it just fell on Chicken Licken's head. Run before all of it falls down.

Ducky Lucky : Quack, quack ! Quack, quack ! I must run to save my back Wait for me !

Ducky Lucky, too, began to run with them. They ran into Goosey Poosey.



Goosey Poosey : Honk, honk ! Oh, dear, dear ! Why are you running in such fear ?

Ducky Lucky : Hurry, Goosey Poosey, run ! Run to save your life. The sky is falling. A piece of it just fell on Chicken Licken's head.

Goosey Poosey : Oh, no ! Dear me !

Goosey Poosey, too, began to run with them. They ran into Foxy Loxy.



Foxy Loxy : (to himself) I can't believe it. Chicken Licken, Henny Penny, Cocky Locky, Ducky Lucky and Goosey Poosey. A big feast for me ! Tasty ! Delicious !

(Aloud) Why are you running ? Where are you going in such a hurry ?

Goosey Poosey : Run, Foxy Loxy, run ! The sky is falling. A piece of it just fell on Chicken Licken's head.

Foxy Loxy : Really ? Don't worry. I will take you to a safe place. Come ! Follow me ! Quick !
Foxy Loxy took them to his cave.



Foxy Loxy : Here ! Get inside ! Quick, quick !

They all rushed in. But the wicked Foxy Loxy shut them in the cave.

Foxy Loxy : Ha, ha, ha, ha ! I have got you locked inside, you foolish creatures. Now you cannot escape. Some good lip-smacking meals for me for a couple of days. Ha, ha, ha ...

Chicken Licken : (shouting) Help ! Help ! Let us out. Somebody, please help !

Henny Penny : No use shouting.

Cocky Locky : You have got us into trouble.

Ducky Lucky : Now you must get us out.

Goosey Poosey : Oh, what are we to do ?

Chicken Licken : Alright ! Wait, let me think !

Chicken Licken thought and thought.
He went round and round in the cave,
thinking hard.



He found a big sheet of cloth.

Then, suddenly, he had an idea.

Chicken Licken : I have an idea. Foxy Loxy has tricked us. We will also trick him. Let us stand together and cover ourselves with this.

Chicken Licken then explained to the others how they could trick Foxy Loxy.

Then, they all huddled together and covered themselves with the sheet. They began to shout.

All : Help ! Help ! A monster ! There's a monster in the cave ! He is going to eat us all up ! Help ! The monster wants to gobble up all of us.

Foxy Loxy was just outside the cave.

Foxy Loxy : What ? Who dares eat up my meal ?

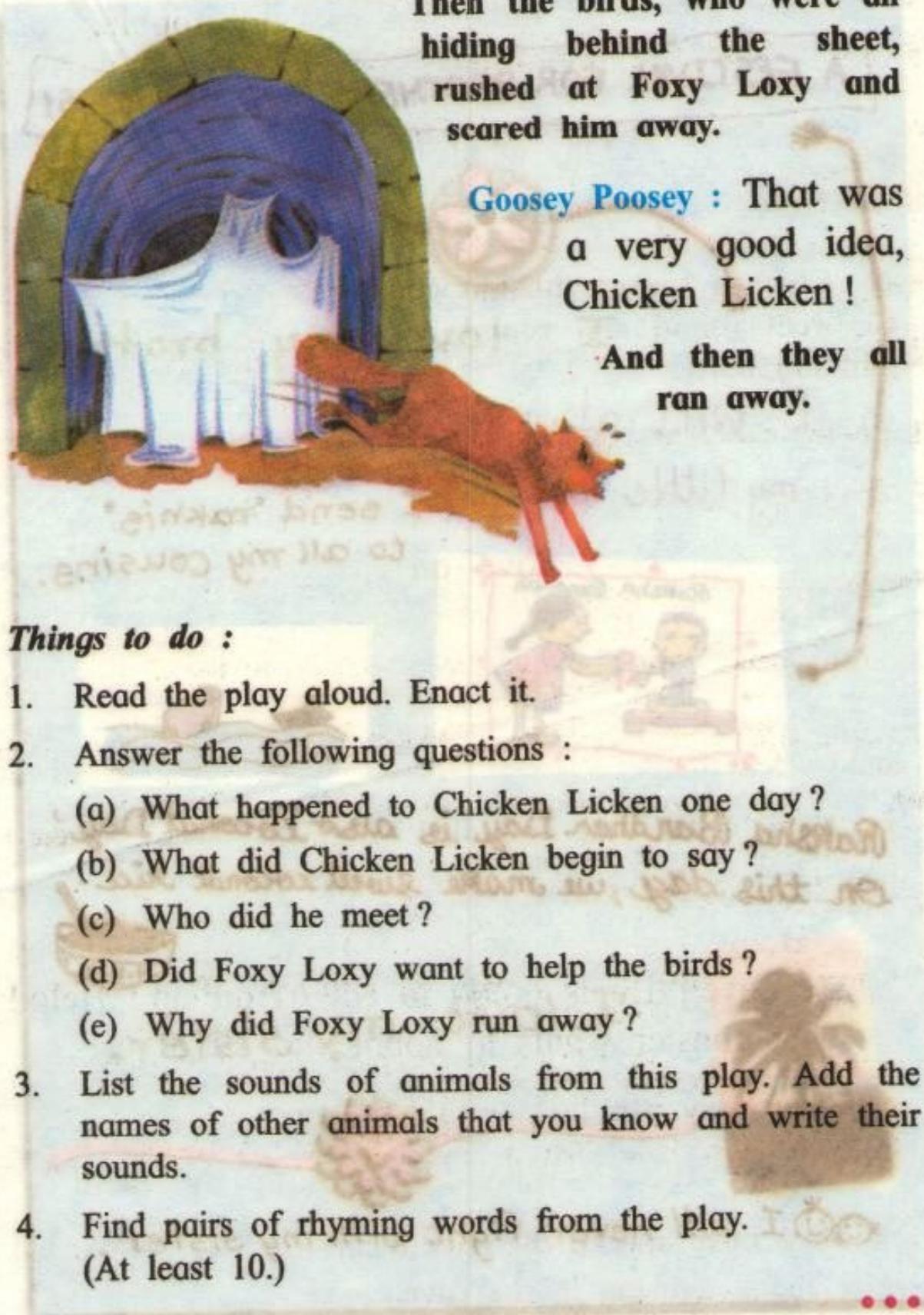
Foxy Loxy opened the door of his cave. He saw a big white shape dancing in the cave.

Foxy Loxy : Who are you ? How did you get in ?

Then the birds, who were all hiding behind the sheet, rushed at Foxy Loxy and scared him away.

Goosey Poosey : That was a very good idea, Chicken Licken !

And then they all ran away.

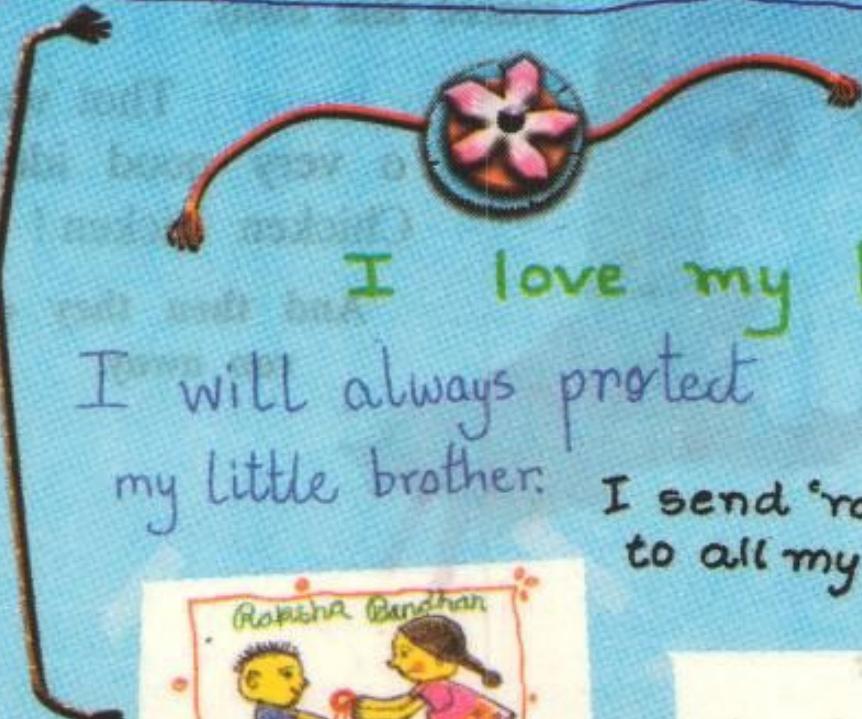


Things to do :

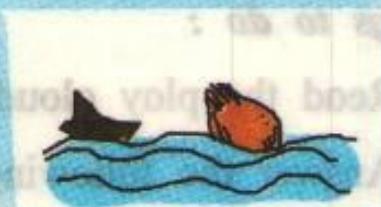
1. Read the play aloud. Enact it.
2. Answer the following questions :
 - (a) What happened to Chicken Licken one day ?
 - (b) What did Chicken Licken begin to say ?
 - (c) Who did he meet ?
 - (d) Did Foxy Loxy want to help the birds ?
 - (e) Why did Foxy Loxy run away ?
3. List the sounds of animals from this play. Add the names of other animals that you know and write their sounds.
4. Find pairs of rhyming words from the play.
(At least 10.)

15. Special Events

A FESTIVAL FOR BROTHERS AND SISTERS!



I love my brother.
I will always protect
my little brother. I send 'rakhis'
to all my cousins.



Raksha Bandhan Day is also 'Coconut Day.'
On this day, we make sweet coconut rice.



I love my sister.



☺☺ I will never fight with my sister.

A Composition :

Raksha-Bandhan is a festival for brothers and sisters. On this day, sisters tie rakhis on their brothers' wrists. You can also tie a rakhi on your cousin's or friend's wrist. A rakhi means that the brother and sister will always care for each other. We celebrate Raksha-Bandhan with sweets. A beautiful full moon shines on this day.

A Speech :

"Yesterday was Raksha-Bandhan. My sister had brought a big, beautiful, red and golden rakhi for me. It had a silken thread and tassels. She also brought my favourite mango burfi for me. But I gave her a piece first. I have decided that I will never fight with my sister."

Every month, put up large sheets of chart paper in the classroom. Announce one or more events (festivals, celebrations or special days eg., Teacher's Day, Environment Day) as topics of the month. Within a period of 1-2 weeks, each child contributes something to the sheet : • some writing (meaningful phrases, sentences), • pictures (hand-drawn or cut-out from old newspapers), • small objects, etc.

When the sheet is full, discuss it with the children with the help of all the writing and decorations. Then, let each student write his/her own composition of 8-10 lines on that topic.

For large classes, make groups of 8-10 children and assign separate sheets to each group. Each group may write on the same or different topic.

See that all types of festivals and special days are covered in the topics so that children belonging to different backgrounds enjoy the activity.

The event and the poster thus created can also be used for elocution. Students may compose their own short speeches and deliver them in front of the entire class. See that each child gets the opportunity to give such a speech at least once in a year.

16. Our Teeth

Did you
know?

New born babies do not have teeth. The first tooth appears when a baby is about seven months old. By the time a child is 3 years old, all of the baby teeth appear. Little children have twenty baby teeth. Some time between five to seven years, baby teeth start falling off. But there's no reason to worry. Another set of teeth is ready to take the place of the baby teeth or 'milk teeth'. In fact, it's the new teeth that push the milk teeth out of their place.

This new set of teeth lasts long. These teeth are known as permanent teeth. When these teeth fall off, there are no other teeth to take their place.

People have thirty-two permanent teeth. Most of them appear by the time a person is ten years old. Only the last tooth on each side

of the jaws appears later. Sometimes, these teeth appear quite late – even after a person is forty or fifty ! They are known as



‘wisdom teeth !’

You know that our teeth help us to bite,
chew and eat our food.



They also help us to speak properly. A person who does not have teeth is not able to speak properly.

• • •

Animal babies also have milk teeth that fall off. Then they get a new set of teeth. Some animals are lucky. They get several sets of new teeth one after the other. But remember that when we lose a permanent tooth, we won’t get another one. So, it’s best to take good care of our teeth.

- We must brush our teeth and clean our mouth properly twice a day.
- Every time we eat something, we must rinse our mouth properly.



Things to do :

- Make a chart to give interesting information about our teeth. Draw or paste pictures on the chart.

• • •

17. My Life Story

Activity : Read the questions. Find the answers from your parents and write the story of your life.

First two years :

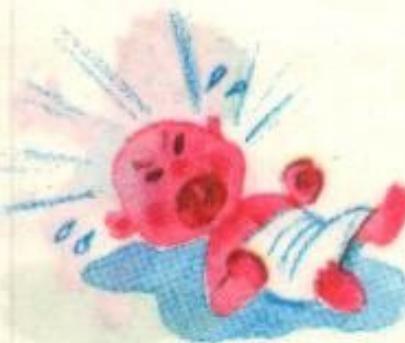
- What time was I born ?
- How did I look as a baby ?
- When did my first tooth appear ?
- What did I like to eat as a baby ?
 - What were my first words ?
 - What was my favourite toy ?
- When did I learn to walk ?
- What other things did I do as a baby ?
- Who was my favourite person ?

From two to five years :

- Did I want to go to school ?
How were my first few days at school ?
- Did I ever fall ill ? What happened then ?
- Did I have any accidents or injuries ?
Tell me about them.
- Who were my first friends ?
What games did we play ?
- What important events have taken place in our family up till now ?
Where and how old was I then ?

I was born late at night –
at about 11.30.

I cried very loudly when I
was born. . . .



I was a cute and chubby
baby.

But I did not have any
hair !

. . .

My first tooth appeared when I
was seven months old.

I loved mashed banana with ghee.



. . .



My first words were
'Ta-ta' and 'mum-mum'.

. . .

My favourite toys were a rubber
duck and a blue elephant.



. . .

Activity : Please note that each student has to write his/her own story and so, each story will be different. They may write the stories on loose sheets, draw/paste pictures, photographs, etc and then tie the sheets together in the form of a booklet.



I took my first step
when I was one year old.

• • •

mod now

When I was a baby, I slept
during the day and cried at night.

I loved outings with my
grandfather, and my baby swing -
'ju-ju'.



My favourite person was my uncle !

• • •

I did not want
to go to school. I
cried and cried in
the first week.



• • •

I had chicken-pox when I was four years old.

I had very high fever and red spots and scabs
all over my body.

Mother put medicine on each spot
and scab to make me feel better.



• • •

Once, I fell from the stairs and cut my forehead.
There was a lot of blood.

Mummy took me to the doctor.

The doctor stitched up my
forehead. He put three stitches !



I have a scar where he put the
stitches !

• • •



Ishan and Sejal were
my friends.

We played 'House'
and 'Shopping'.

• • •

Important events in my family :

- My parents' wedding : I was not there !
- My parents shifted to a new house : I was six months old !
- A new arrival ! : My baby sister was born when I was five. I stayed with Granny for one week because my Mummy was in hospital with the baby.

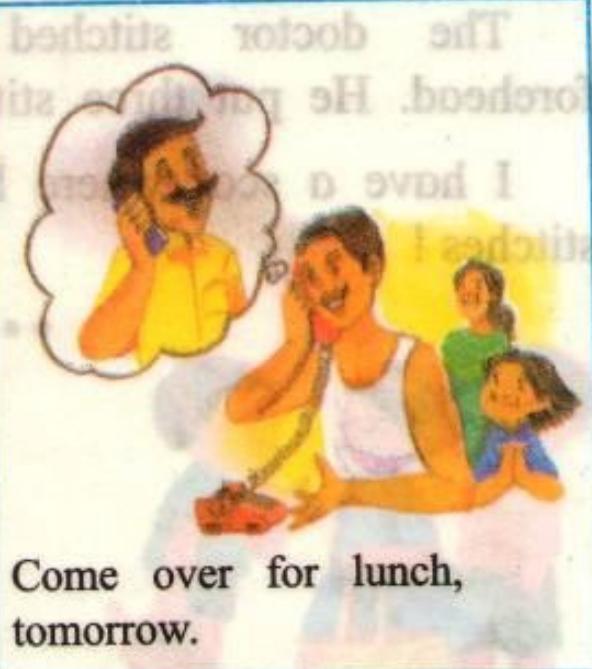


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18. Role Play

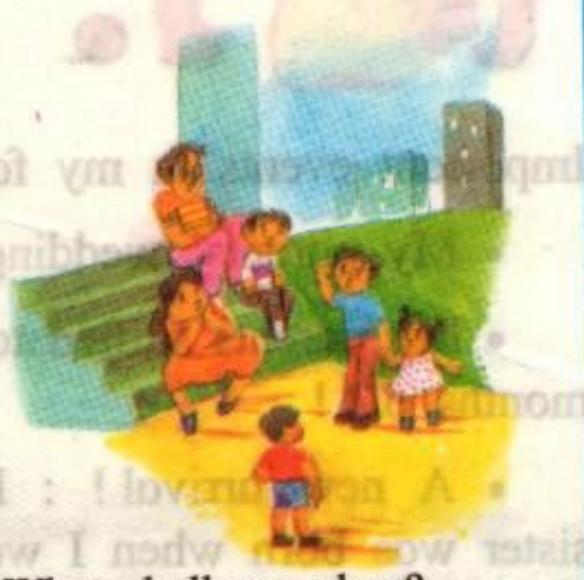
Activity : Look at the pictures. Guess what the people are saying and play the roles.

May I take down that ball please, Auntie ?



Come over for lunch, tomorrow.

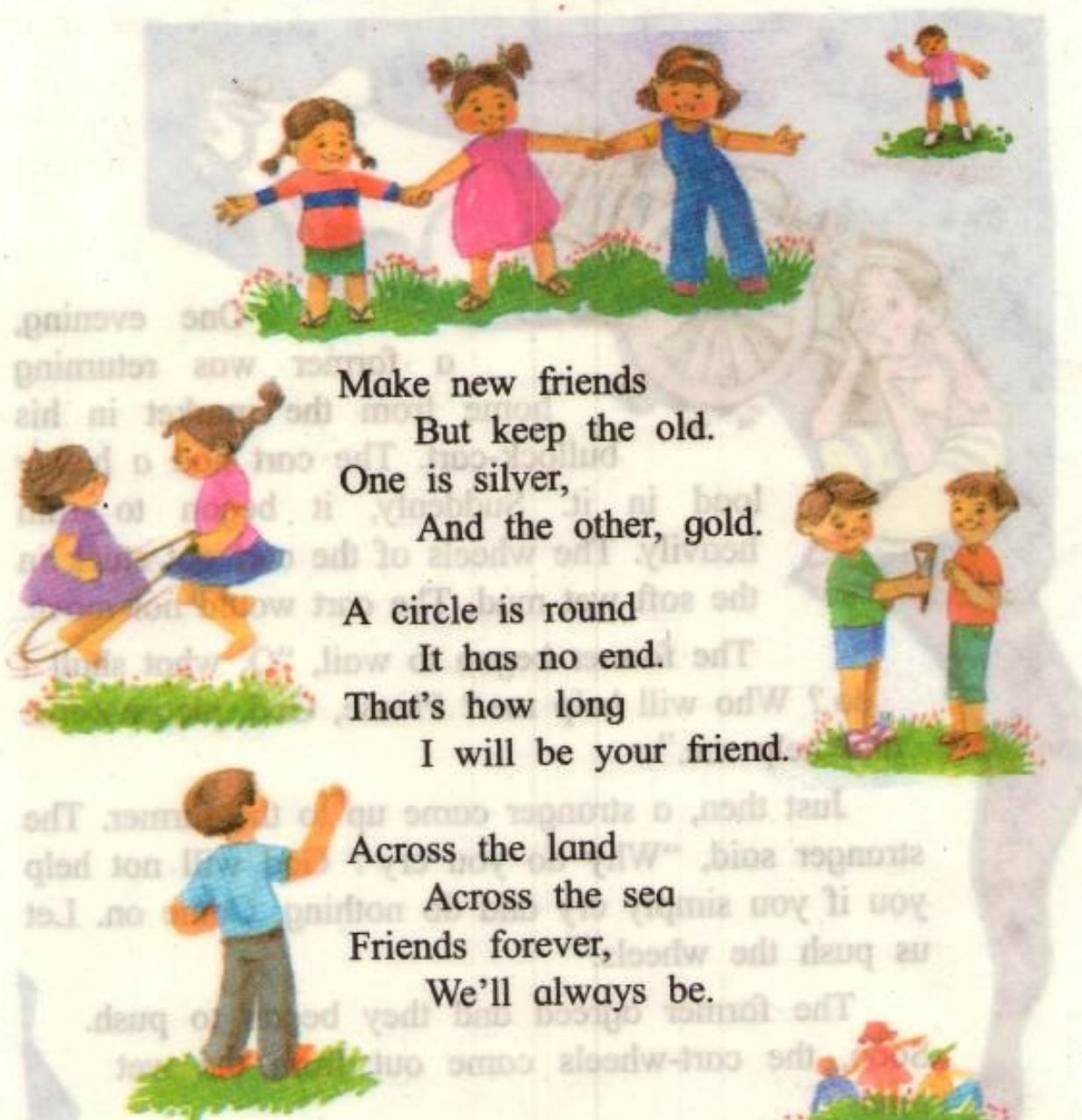
Behave yourself, children.



What shall we play ?

Discuss each picture with the class and develop short dialogues/conversations with the help of the line given below the pictures. Form groups of 2, 3 or 4 according to convenience and let the children play the roles turn by turn.

19. Friends Forever



Make new friends
But keep the old.
One is silver,
And the other, gold.

A circle is round
It has no end.
That's how long
I will be your friend.

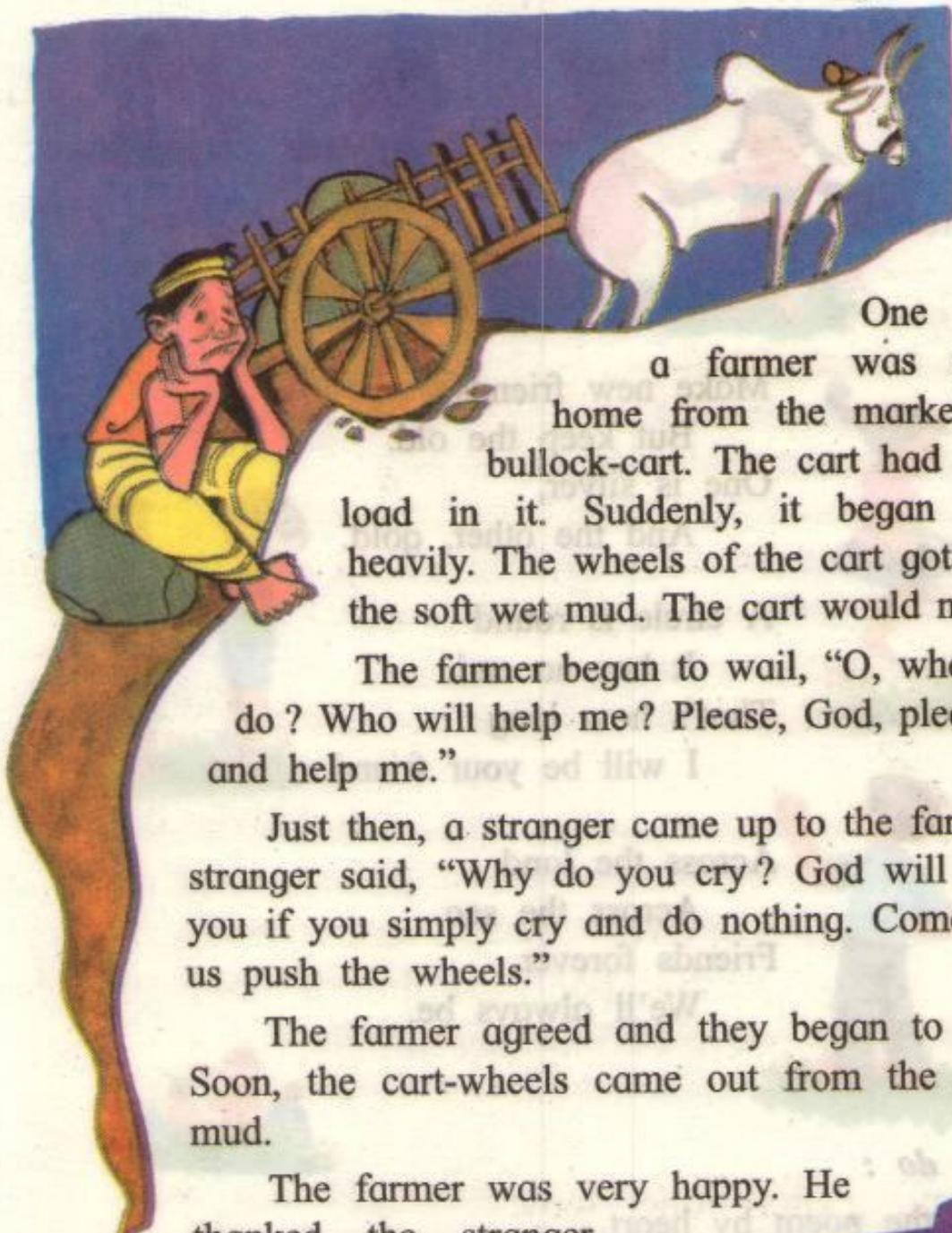
Across the land
Across the sea
Friends forever,
We'll always be.

Things to do :

1. Learn the poem by heart.
2. Find the rhyming words in the poem. Find ten different sets of rhyming words.
3. Read : 'Friends Forever', 'Simple Simon'. Write other meaningful phrases in which two or more words begin with the same sound or letter, eg. 'clean cloth'.
4. Write about your best friend.

• • •

20. Self help is the best help.



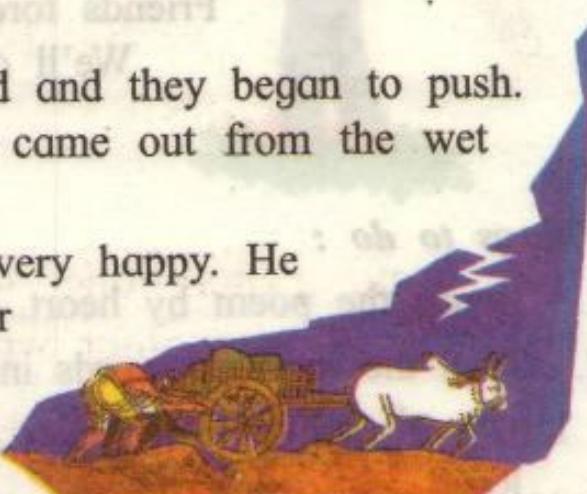
One evening, a farmer was returning home from the market in his bullock-cart. The cart had a heavy load in it. Suddenly, it began to rain heavily. The wheels of the cart got stuck in the soft wet mud. The cart would not move.

The farmer began to wail, "O, what shall I do ? Who will help me ? Please, God, please come and help me."

Just then, a stranger came up to the farmer. The stranger said, "Why do you cry ? God will not help you if you simply cry and do nothing. Come on. Let us push the wheels."

The farmer agreed and they began to push. Soon, the cart-wheels came out from the wet mud.

The farmer was very happy. He thanked the stranger and said, "I will always remember your good advice."



Things to do :

- Listen to the story. Read it aloud and enact it in pairs.

21. Fast Backward

What you need :

Two pencils, a strong and short rubber band.



What you do :

Hold both the pencils side by side.

Slip the rubber band over both the pencils.

Make more loops with the rubber band so that it holds the pencils together tightly.

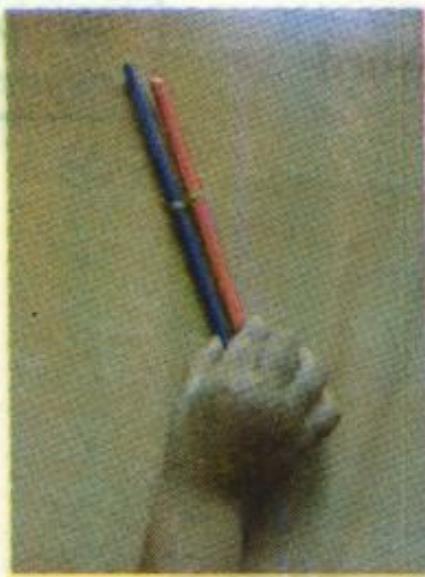


Turn one pencil one way, and the other, the other way.

Do this again and again.

The rubber band gets twisted many times between the pencils.





Drop the pencils on to the floor or the table.

Watch the pencils wrestle.



They will stop
wrestling when there are
no twists (in the rubber
band) between them.

Things to do :

1. Read '*What you need*' and '*What you do*' and try the activity yourself.
2. Name and label what you see in each photograph.
3. After you have tried the activity, tell what you did and what happened. You may do it with the help of the pictures.
4. Try the activity using more than two pencils.
 - Write the opposites of :
(a) strong (b) short (c) more (d) tightly (e) one way
(f) many (g) drop (h) stop
 - Collect as many pairs of opposites as you can.

...

22. Merry Sunshine

Good morning, merry sunshine.

How did you wake so soon ?

You scared away the little stars

And shined away the moon.

You bring for us a lovely day

To sing and play and learn

You give us light and keep us warm

We wait for your return.

Things to do :

1. Sing or recite the poem.

2. Answer the following questions :

(a) What happens when sunshine comes ?

(b) How do we spend our day ?

(c) What does sunshine do for us ?

3. Write the following :

(a) Things that you do **EVERY** day.

(Any 5.)

(b) Things that you do on **MOST** of the days.

(Any 3.)

(c) Things that you do on **SOME** of the days.

(Any 3.)

...

23. Whose pond is it ?



Long, long ago, in a region of tall mountains, there was a thick forest. Many many birds and animals lived in that forest.

In the middle of the forest, there was a big pond. It was always full of water.

During the day, it reflected the blue sky and the clouds in it. It sparkled in the golden sun.

At night, it looked silver in the moonlight. You could see the stars in it.

The water of the pond was cool and refreshing. All the animals and birds loved to drink the water of the pond.

The animals liked the pond so much that they wanted it all for themselves. They did not like to share it with the birds.

“We have discovered the pond. It belongs to us,” they said.

"It's a lie!" said the birds.
"We found the pond first. We knew about it before you discovered it."

"If you knew about it, why didn't you tell us?" said the clever fox.

"Because we did not want to share our pond with you. It belongs to us, and not to you," the hawk answered.

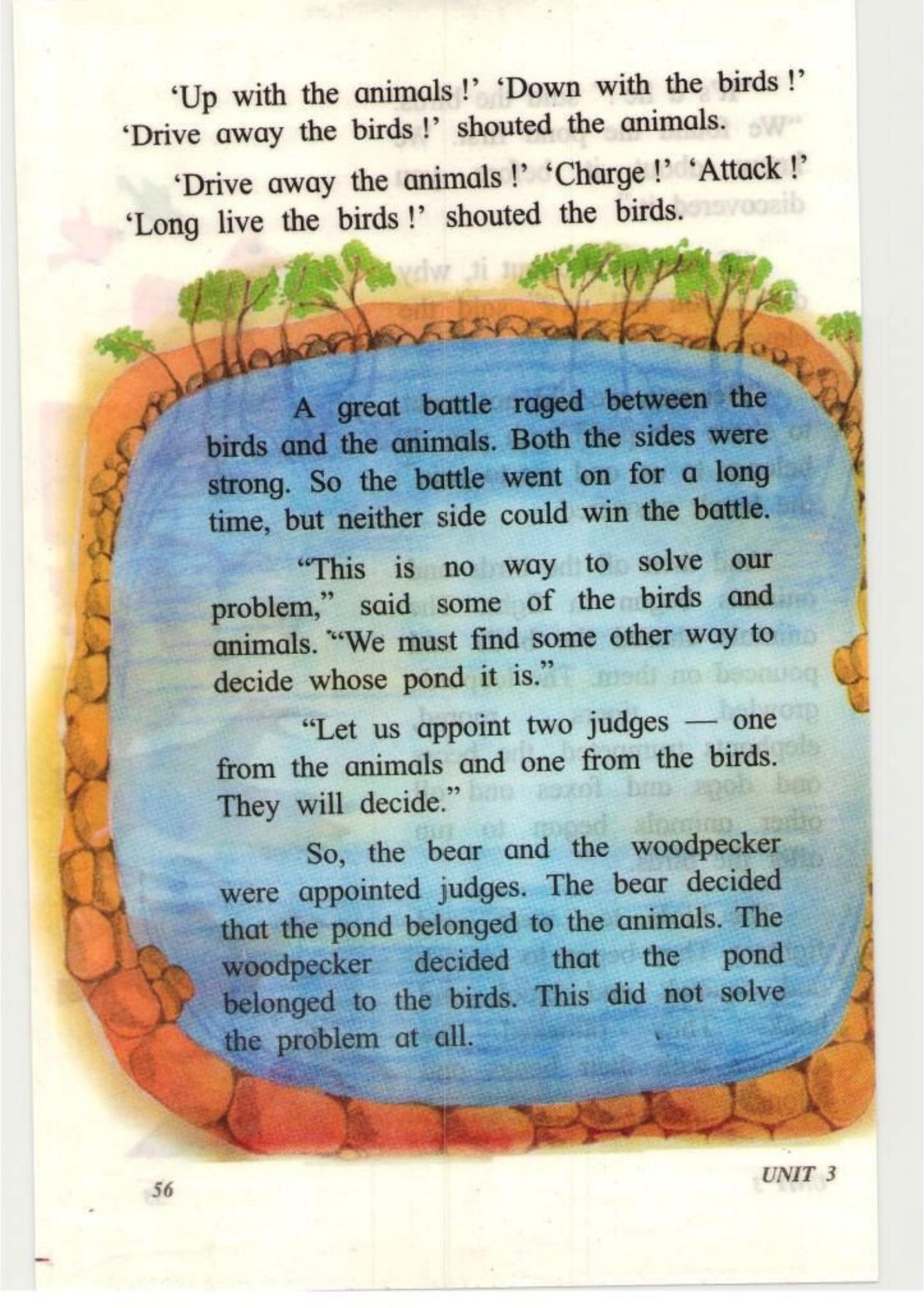
And then all the birds and animals began to fight. The animals chased the birds and pounced on them. The leopards growled, tigers roared, elephants trumpeted, the bears and dogs and foxes and all other animals began to run after the birds.

The birds, too, were good fighters. They began to screech and squawk and croak and honk. They attacked the animals with their beaks and talons.



‘Up with the animals !’ ‘Down with the birds !’
‘Drive away the birds !’ shouted the animals.

‘Drive away the animals !’ ‘Charge !’ ‘Attack !’
‘Long live the birds !’ shouted the birds.



A great battle raged between the birds and the animals. Both the sides were strong. So the battle went on for a long time, but neither side could win the battle.

“This is no way to solve our problem,” said some of the birds and animals. “We must find some other way to decide whose pond it is.”

“Let us appoint two judges — one from the animals and one from the birds. They will decide.”

So, the bear and the woodpecker were appointed judges. The bear decided that the pond belonged to the animals. The woodpecker decided that the pond belonged to the birds. This did not solve the problem at all.

"We need only one judge who will give a good judgement," said the deer.

So, the sparrow was asked to be the judge. She was a little bird, but she was very wise. She thought for some time and said:

"I think the pond belongs to the one who is thirsty. If an animal is thirsty, it belongs to him. So, he can drink from it. If a bird is thirsty, the pond belongs to him. So he, too, can drink from it. This way we can all enjoy the cool, refreshing water of the pond. No one will be thirsty."

This was such a good judgement that all the birds and animals began to clap.

Then they all lived together happily in the forest around the pond.



— Based on a folk tale from Nagaland

Things to do :

1. Read the story aloud.
2. Listen and tell whether each sentence is right or wrong.
 - (a) The forest was in a region of tall mountains.
 - (b) There was no water left in the pond.
 - (c) The animals wanted to share the pond with the birds.
 - (d) The birds were good fighters.
 - (e) The animals won the battle.
 - (f) Everybody liked the sparrow's judgement.

3. Answer the following questions :

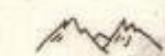
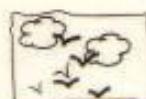
- (a) Write the sentences that tell us about the pond.
- (b) How did the animals fight ?
- (c) How did the birds fight ?
- (d) What did the birds and animals fight for ?
- (e) Did they solve their problem by fighting ?
- (f) What was the sparrow's judgement ?

4. Frame questions on the story :

- Where ?
- What ?
- Who ?
- How ?
- Why ?

5. Draw a picture to show the mountains, the forest, the pond, the birds and animals, etc. Write what you have shown in your picture.

6. Look at the pictures, guess the words and solve the crossword puzzle.



						y		
	f							
m	o		n					
			c				d	
	s	t						

24. Fog in a Jar

Young
Scientists

What you need :

A jam jar, a mugful of hot water, some ice, a strainer.



What you do :



Fill the jar with hot bathwater. Wait for half a minute.

Holding the jar carefully, pour out most of the water.

Leave some water in the jar.

Place the strainer on the mouth of the jar. It should cover the mouth of the jar properly.



Demonstrate the experiment in the classroom. (Children may try it, too, using transparent plastic bottles instead of jam jars.) Then encourage them to talk about what was done, what they saw, etc.



Put some ice
in the strainer.

Wait for
some time.



You will soon see fog
in the jar.

When you lift the strainer, the fog will rise out
of the bottle and vanish.

Things to do :

1. Name and label what you see in each photograph.
2. Write how you made fog with the help of the steps in '**What you do**'.
3. Collect as many words as you can, related with rain and weather : hot, cold, cloudy, hail, storm, thunder, etc.

• • •

Make as many words as you can from the each square. You can begin with any letter and move in any direction, but you cannot jump over a letter or use a letter twice.

s	t	n
c	a	d
p	b	m

g	n	n
s	e	c
b	r	d

f	n	s
l	i	t
b	g	n

b	f	x
g	o	i
h	t	d

25. Play by Moonlight

Girls and Boys,
come out to play,
The moon does shine
as bright as day ;

Leave your supper
and leave your sleep,
Come with your playfellows
into the street.

Come with a whistle,
come with a call,
Come with a goodwill
or come not at all.



Things to do :

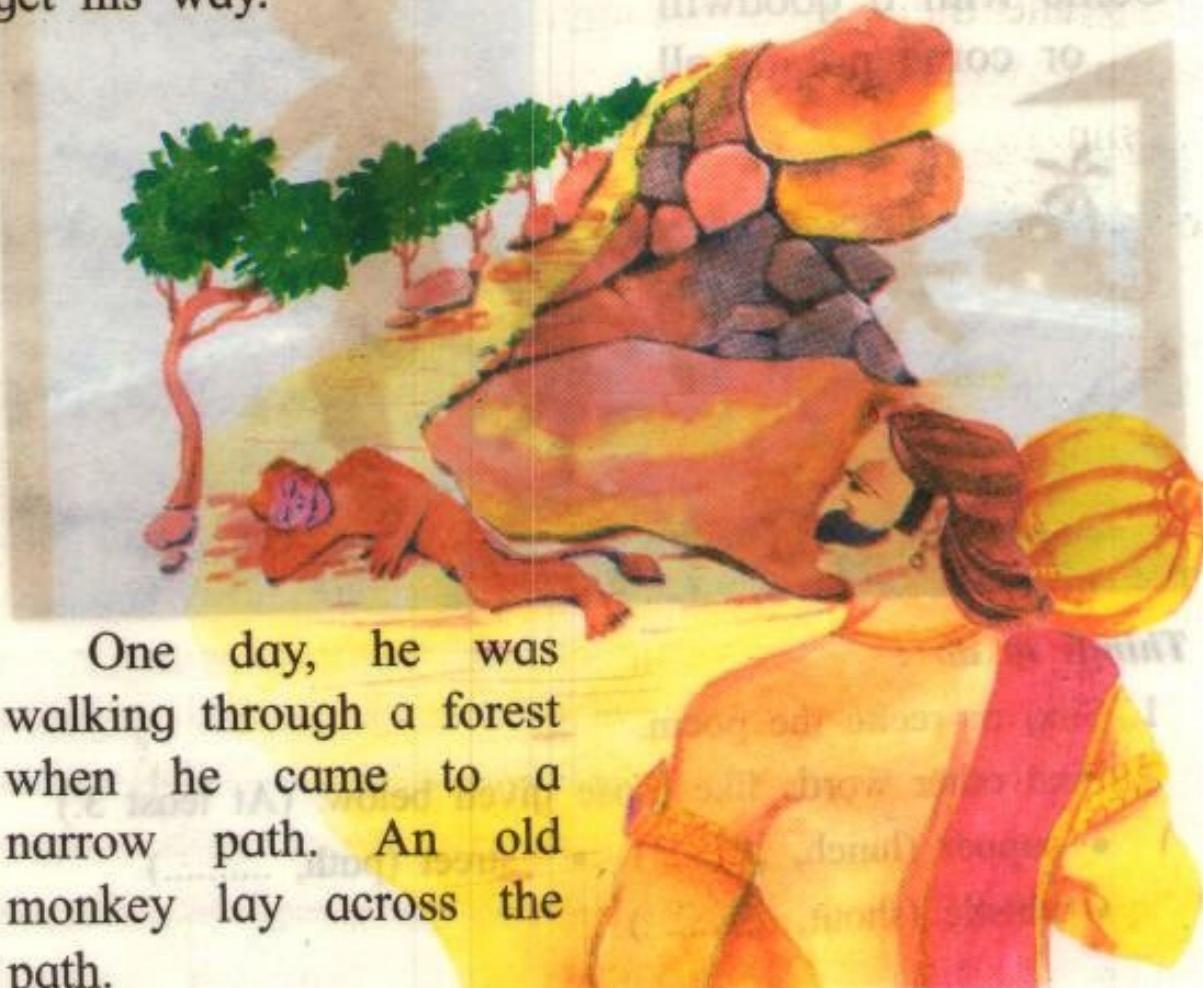
1. Sing or recite the poem.
2. Find other words like those given below. (At least 3.)
 - supper (lunch,)
 - street (path,)
 - whistle (shout,)

26. Bheem learns a lesson.

Bheem was the strongest of the five Pandavas. He had broad shoulders and a very well-built body. He always carried his mace with him. He wielded it easily and skilfully. He was always ready to help the weak and the poor.

Bheem had fought many wicked giants and had defeated each one of them.

But all these victories had made Bheem very proud. He began to think that there was no one stronger than him. He bullied people when he didn't get his way.



One day, he was walking through a forest when he came to a narrow path. An old monkey lay across the path.

The monkey didn't show any sign of moving even after Bheem came quite close to him.

"Hey, move aside," ordered Bheem.

But the monkey paid no attention to him.

"Out of my way, you monkey," shouted Bheem.

The monkey just turned his back to Bheem.

This made Bheem very angry. Till then, nobody had ever disobeyed Bheem.

"Are you deaf or stupid? Didn't you hear what I said? Out of my way, at once!"

The monkey now turned to face Bheem. "But I don't want to move. If you are in a hurry, you can jump over me."

"Don't tell me what I should do. Just move, or else..."

"Or else, what will you do?"

"I'll throw you away."

"Go ahead," said the monkey with a twinkle in his eye.

Bheem decided to teach the monkey a lesson. "I'll lift him by his tail and just throw him away."

He bent down to pull the monkey's tail – but, oh, wonder of wonders! He couldn't move the tail even the slightest bit. It was heavier than ten maces.

Bheem looked up and saw a smile spread on the monkey's face. Without another word, he bent down again and pulled harder. The tail had become heavier than before – perhaps it weighed a hundred maces now.

Bheem pulled with all his might. But the tail just became heavier and heavier. The smile on the monkey's face grew wider and wider.

Bheem was now sweating all over. He was panting with all the effort. The monkey began to laugh. Bheem couldn't understand what was happening.

'I can't believe this. It's just an ordinary monkey and I can't lift even his tail? Have I lost all my strength? I, who could knock down giants with a flick of my fingers! What's the matter with me?'

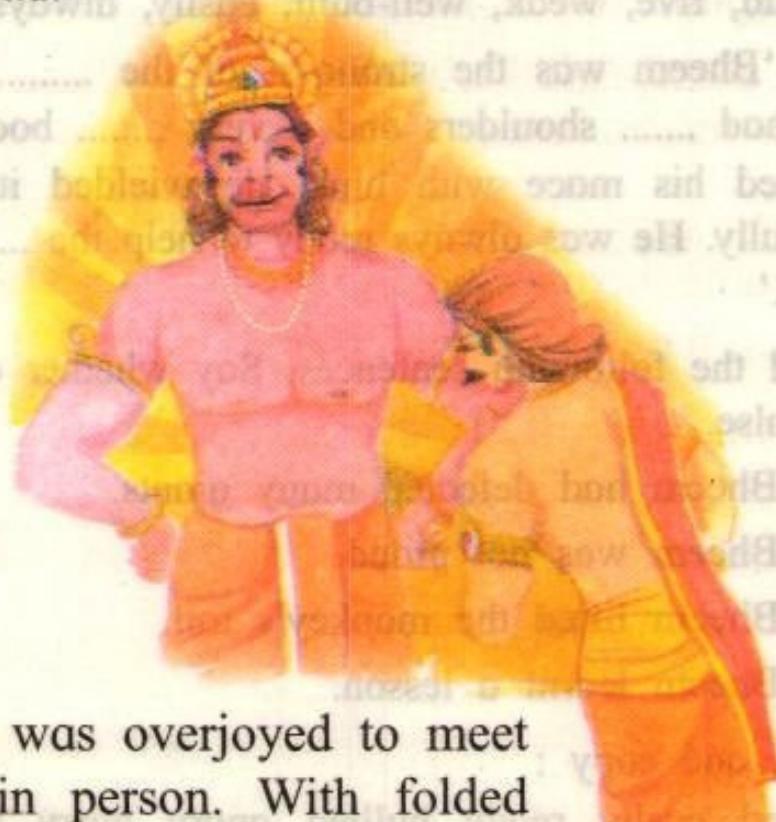
The monkey watched Bheem with laughing eyes.

'An ordinary monkey is proving stronger than me. Now I'll never be able to hold my head up!'

Aloud, Bheem said to the monkey, "Forgive me for my rudeness. You've shown me that I'm not the strongest of all. Pray tell me who you are."

The monkey stood up. He was big and powerful. He shone like the sun. It was none other than Mahabali Hanuman. He now spoke kindly to

Bheem, "Don't lose heart. You're indeed very strong. But your strength should not give you a swollen head."



Bheem was overjoyed to meet Hanuman in person. With folded hands, he said, "I've learnt my lesson. Please give me your blessings."

"Just think of me whenever you need me and I'll be there with you. You will always be victorious."

— A tale from Indian mythology

Things to do :

1. Form groups. Take turns in your groups at reading parts of the story.
2. Listen and write :
 - (a) laugh, laughing, could, deaf, hear, said
 - (b) show, throw (c) don't, didn't, I'll, I've, can't

3. Read the following paragraph and the words in the brackets. Then fill in the blanks by reading the first paragraph of the story.

(broad, five, weak, well-built, easily, always)

'Bheem was the strongest of the Pandavas. He had shoulders and a very body. He carried his mace with him. He wielded it and skilfully. He was always ready to help the and the poor.'

4. Read the following sentences. Say whether each is true or false.

- (a) Bheem had defeated many giants.
- (b) Bheem was not proud.
- (c) Bheem lifted the monkey's tail.
- (d) Bheem learnt a lesson.

5. Look and copy :

carried, easily, ready, bullied, angry, hurry, heavier

6. Complete the following tables :

strong	stronger	strongest
weak		
poor		
old		
big		

angry		angriest
heavy	heavier	
happy		
wide	wider	
nice		

27. Jemima



There was a little girl
who had a little curl,
Right in the middle
of her forehead.

And when she was good,
she was very, very good.

But when she was bad,
she was horrid.



Things to do :

1. Write the rhyming words.
2. Write the names of as many body parts as you can.
(At least 10.)
3. Using your imagination –
 - (a) Write about any 3 things that Jemima does when she is good.
 - (b) Write what she says to herself or to others when she is good. (Any 3-4 sentences.)
 - (c) Write about any 3 things that Jemima does when she is horrid.
 - (d) Write what she says to herself or to others when she is horrid. (Any 3-4 sentences.)

28. Chocolate

Do you know where chocolate comes from? Chocolates  don't grow on trees  but they are made from seeds or beans  that grow on cacao trees . Cacao trees grow in hot regions. They bear flowers.  The flowers grow into big pods.  These pods  have a tough casing. Inside each pod , there are many seeds or beans .

When the pods are ripe , the beans  are removed from the pods. The beans are bitter to taste . So, to remove the bitterness, the beans are soaked and fermented for a few days. Then they are dried  in the sun . The dried beans are cleaned and sorted . Then they are roasted well. The roasted beans are crushed .

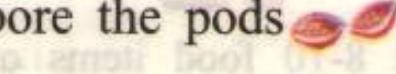
We get three things from the crushed beans –

a bitter liquid  , yellow cocoa butter  , and cocoa powder  .

The powder  is used in cookies  and cakes  — and of course for making chocolates. Chocolates  are made with cocoa powder  , milk  and sugar  .

The chocolates that you get in shops are made in big chocolate factories. Wouldn't it be fun to visit a chocolate factory ?

You can also make a chocolate drink at home. Just put some cocoa powder and sugar in a cup of warm milk and stir !

Next time you bite into a chocolate  , think of the tree  that bore the pods  which had the beans  that gave the cocoa powder  !

Things to do :

1. Look at the pictures and tell the story of chocolate.



2. Write down the recipe of your favourite dish. List the ingredients — the different things that go into the dish. Find out where each ingredient comes from.
3. Read the following table :

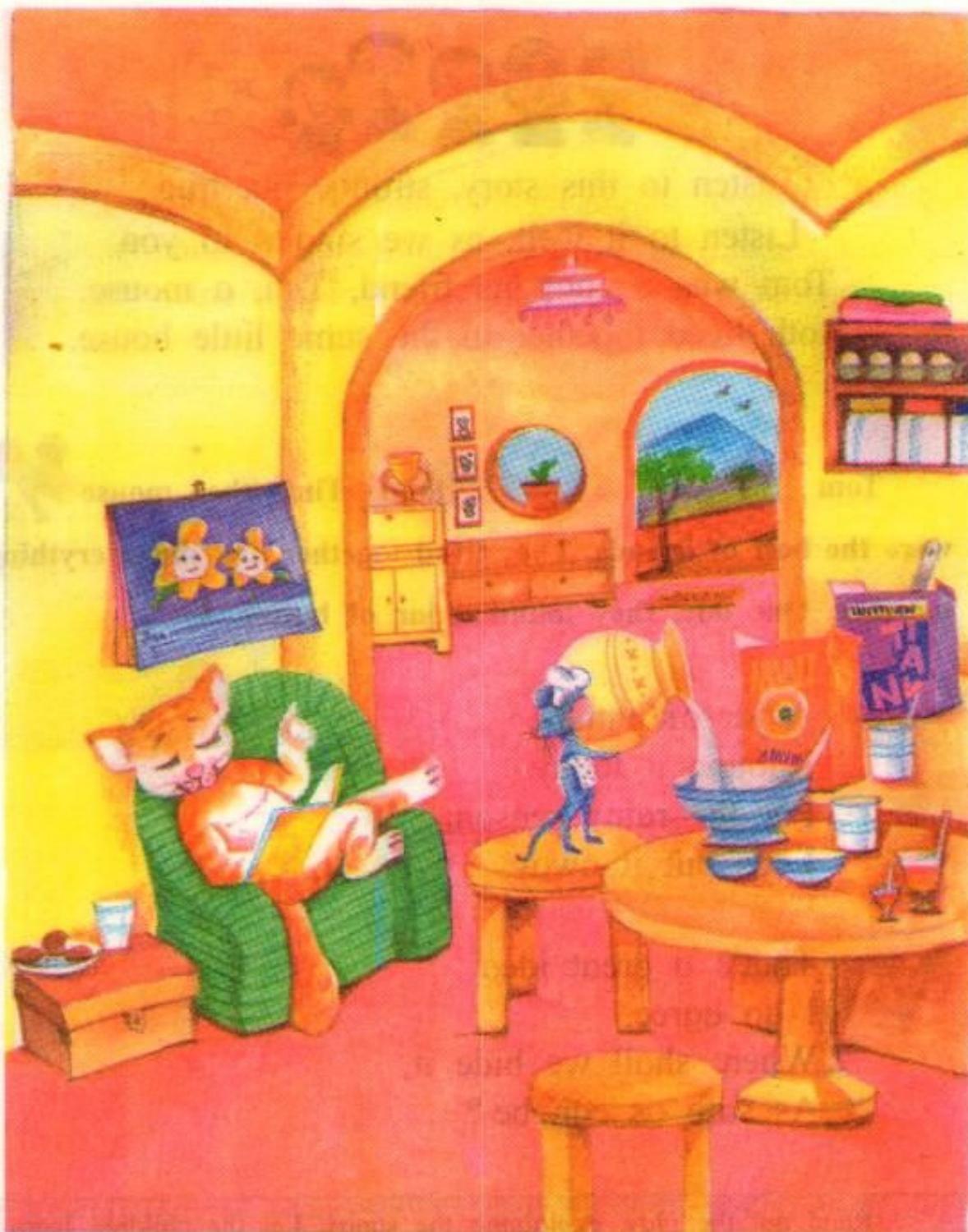
Food item	Taste	Colour	Solid or Liquid	Shape	Hot or Cold	Yummy or Yuk	Good for you ?
yoghurt	a bit sour	white or cream	partly solid	—	cold	nice	yes
bhel	sweet, sour and hot	many colours	solid (wet)	—	cold	yummy	(If clean.)
drum-stick	funny	green	solid	pencil shaped	hot, when cooked	yuk ?	very good



- Now list 8-10 food items and add them to the table. Write about them in the columns.
- Discuss your likes and dislikes.
- Find out which of the items are good for you.
- Write 3-4 lines about your favourite food item.

• • •

29. Tom and Tim – A Picture Composition



Let the children form groups and discuss what they see in the picture above. Draw their attention to each small detail shown in the picture. Encourage them to imagine how the cat and the mouse live together in the house. Then, let them write about it in short.

30. Tom and Tim – A Musical



Listen to this story, strange but true;
Listen to it well, as we sing it to you.
Tom was a cat; his friend, Tim, a mouse.
Both lived together in the same little house.

...

Tom the cat  and Tim the mouse 
were the best of friends. They lived together and did everything
together. One day, they found a jar of butter.



A jar of butter!
I found it today.
For the rainy season,
Let's put it away.



That's a great idea.
I do agree.
Where shall we hide it,
As safe as can be?

Read out the play, explaining the songs. Let the children learn and sing the songs. Later, form groups and allow them to play the roles turn by turn, giving everybody a chance. The 'Chorus' sings the first and the last verse. There should be a 'Narrator' to tell the prose lines in between. Tunes for the songs are suggested at the end of the play.



On the hill there,
In the hollow tree.
Deep down inside it,
No one will see !



And so the two of them, Tom and Tim, went to the hill
and hid the jar of butter in the hollow of that tree.

Hours passed, days passed, weeks passed. Alas ! Tom the cat
could not stop thinking of the jar of butter hidden in the tree.



O for a bite of that butter !³
O just a wee bit of the butter.
O for a taste of that butter,
I wish I could have it right now !



At last, Tom made up his mind. But did he tell his friend
what he wanted ? Let us see.



Timmy dear, I must go. I have to be away.⁴
My sister has invited me. It is her wedding day.



Yes, Tom, do go. Have a lovely day !
I will tidy up the house, while you are away.

Thus, Tom fooled his friend and went away by himself,
singing, dancing and swinging his bag.



There's no wedding to attend,⁵
Oh, how I fooled my friend !

If Tom had no wedding to attend, where did he go ? When
he came back, he was wiping away bits of butter from his
mouth and whiskers.



Oh, the yummy butter,⁶
Hidden in the tree.
I've licked all the top-off
Couldn't wait, you see !



Tim was surprised to see Tom return home so soon.



Why, Tom, you're back so soon ?
How did the wedding go ?
And what's your dear sister's name ?
Forgot to ask, you know.



You want to know her name?
Well, she is called Top-off.



Now that's a very strange name.
Oh, how it makes me laugh.

Tom and Tim : Ha, ha, ha ! Ha, ha, ha !

And so the two friends lived together as they did before.
But Tom the cat soon began to long for more butter, once again.



O for a bite of that butter !³
O just a wee bit of the butter !
O for a taste of that butter,
I wish I could have it right now !



He went to Tim, and made the same excuse as before.



Listen Timmy, I must go.⁴
I have to be away.

My second sister's called for me,
It is her wedding day.



Yes, Tom, do go, and have a lovely day.
I will wash all our clothes, while you are away.

So once more, Tom rushed off, singing, and dancing. When he came back, he was smacking and licking his lips and wiping his whiskers.



Oh, that yummy butter⁶
Hidden in the tree !
Half of it is eaten up
Couldn't wait, you see.

Tim was surprised to see Tom back so soon.



Why, Tom, you're back so soon ?
How did the wedding go ?
What's your second sister's name ?
Forgot to ask, you know.



You'd like to know her name,
Well, she is called Half-gone.



What !
Isn't that a funny name,
For a cat who is fully grown ?

Tom and Tim : Ha, ha, ha ! Ha, ha, ha !

And the two friends lived together just as they did before.
Not long after, Tom began to crave for the remaining butter.



O for a bite of that butter!³
O just a wee bit of the butter!⁴
O for a taste of that butter,
Wish I could have it right now!

And again, Tom went to Tim with the same excuse.



Timmy dear, I must go. I have to be away.⁵
My youngest sister's sent for me. It is her
wedding day.



Yes, Tom, do go and have a lovely day!
And I will scrub the pots and pans, while you
are away.

Once more, Tom rushed off singing and dancing. And he
came back licking and smacking his lips as before.



Oh that yummy butter,⁶
Hidden in the tree.
I ate up every little bit.
Couldn't wait, you see.

And Tim of course was surprised to see Tom return so
soon.



Tom, Tom, you're back so soon.
How did the wedding go?
What's your little sister's name?
Forgot to ask, you know.



You wish to know her name?
Well, she is called All-gone.



What !
Isn't that a funny name,
For a cat who wed this morn ?

Tom and Tim : Ha, ha, ha ! Ha, ha, ha !

Then, one day, there was nothing left in the house to eat. Tim the mouse remembered the jar of butter that they had saved.



Come ! We will,
Climb up the hill
To fetch the jar of butter.
Then we'll eat
A lovely treat.
Oh, what a tasty supper !

They reached the hollow tree and opened the jar of butter.
What an unpleasant surprise for poor Tim ! What did he see ?



The jar is empty, no butter's left^s
I wonder who has made this theft ?
This hiding place here, no one knew.
If I didn't eat it, it must be YOU !

A false friend, really, that's what you are !
Not a bit of butter left IN THIS JAR.

Top-off and half-gone ! How UNTRUE.



ONE MORE WORD AND I'LL EAT YOU.

*How mean of you !
How BAD !*



And instead of saying 'Sorry!', the wicked Tom pounced on Tim. But Tim was too fast for him. So he got away. But alas! That was the end of the friendship between Tom and Tim. O, what a sad story!



You have heard this story, strange but true.¹
We hope you enjoyed it. We sang it for you.

Remember when you make a friend,
Be true to him, until the end!

(THE END)

Things to do :

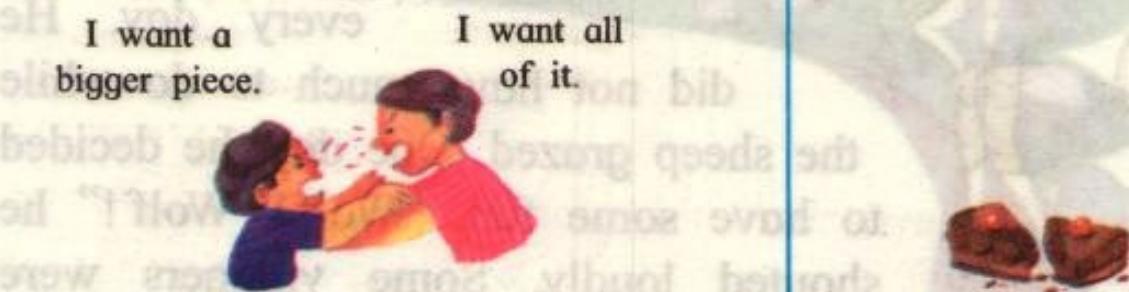
1. Learn and sing any of the songs that Tom and Tim sing.
2. Answer the following questions orally :
 - (a) Did Tom really go to attend weddings? Where did he go?
 - (b) What were the names that Tom gave his sisters? What is the meaning of each name?
 - (c) Was Tom a good friend?

Tunes : 1. I am a tea-pot... 2. I hear thunder... For rhymes in this tune, sing each line twice. 3. O, dear, what can the matter be... 4. I come from Alabama... 5. Mary had a little lamb... 6. Row, row, row your boat 7. Jack and Jill... 8. Baa, baa, black sheep...

31. Fair's fair!

Activity • Read, enact and decide what is fair :

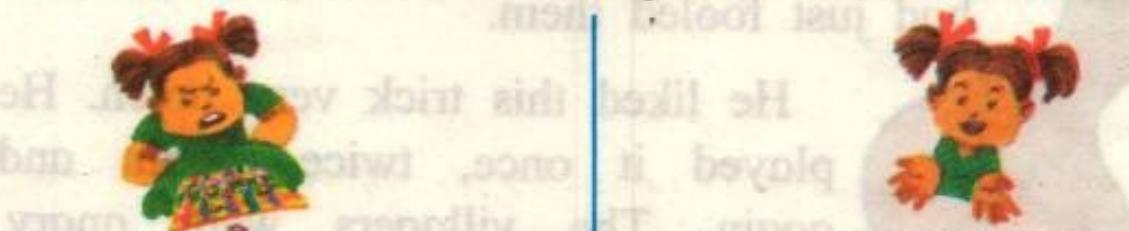
- (a) One piece of cake is left. Sumit and Nandan both like it very much.



Sumit and Nandan fight for a bigger share.

They get an equal share!

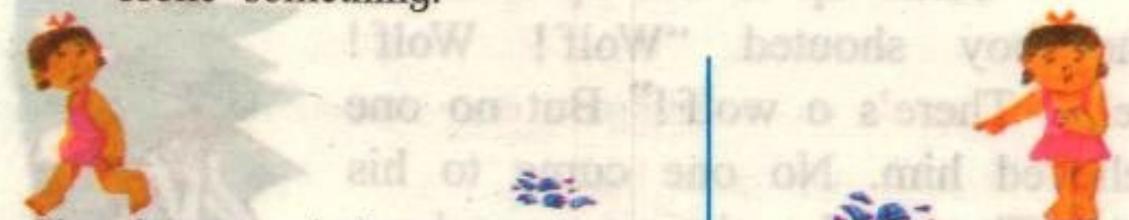
- (b) Sarah begins to lose at a game of snakes and ladders.



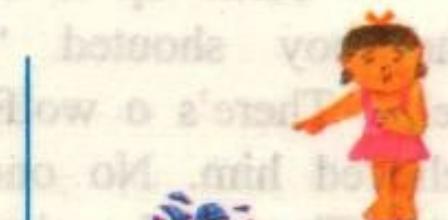
She starts crying for more chances.

"It's all right. Maybe I'll win some other time."

- (c) Sonu was playing alone in a room, when she accidentally broke something.



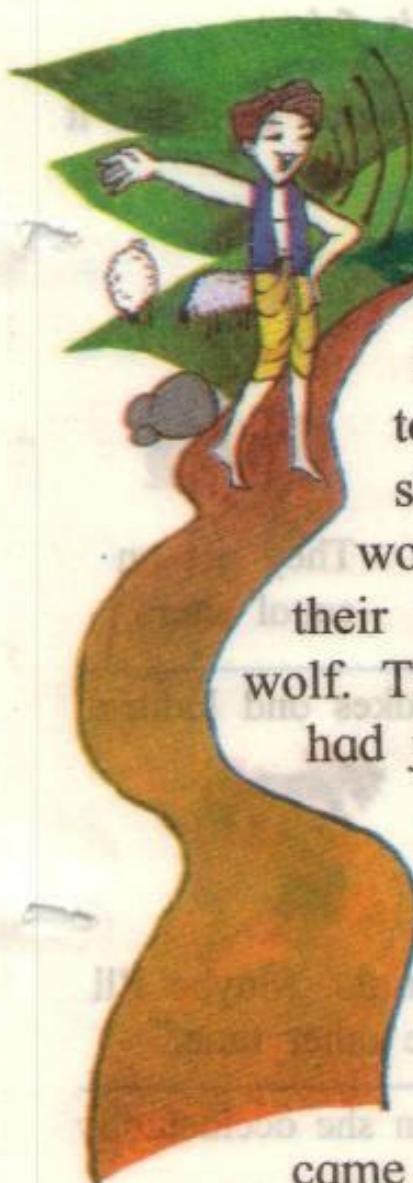
She tiptoes quietly to another room and doesn't tell anyone what has happened.



"I'm sorry, Mummy, the vase is broken."

Use other familiar situations in a similar way. Students can prepare and present short monologues based on these situations.

32. The Boy who Cried "Wolf!"



A shepherd boy took his sheep to graze every day. He did not have much to do while the sheep grazed. One day, he decided to have some fun. "Wolf! Wolf!" he shouted loudly. Some villagers were working in the field nearby. They left all their work and rushed to drive away the wolf. The boy laughed at them and said he had just fooled them.

He liked this trick very much. He played it once, twice, again and again. The villagers were angry. "He's a liar!" they said.

One day a hungry wolf really came up to eat up a sheep.

The boy shouted "Wolf! Wolf! Help! There's a wolf!" But no one believed him. No one came to his help. The wolf took away a sheep and left the boy crying.



Things to do :

- Listen to the story carefully. Tell it in your own words.

• • •



33. The Old Woman in the Basket

There was an old woman went up in a basket
Ninety-nine times as high as the moon.
And whither she went I could not but ask it,
For in her hand she carried a broom.

"Old woman, old woman, old woman," said I,
"Oh whither, oh whither, old woman, so high ?"
"To sweep the cobwebs off the sky,
And I shall be back, by and by."

Things to do :

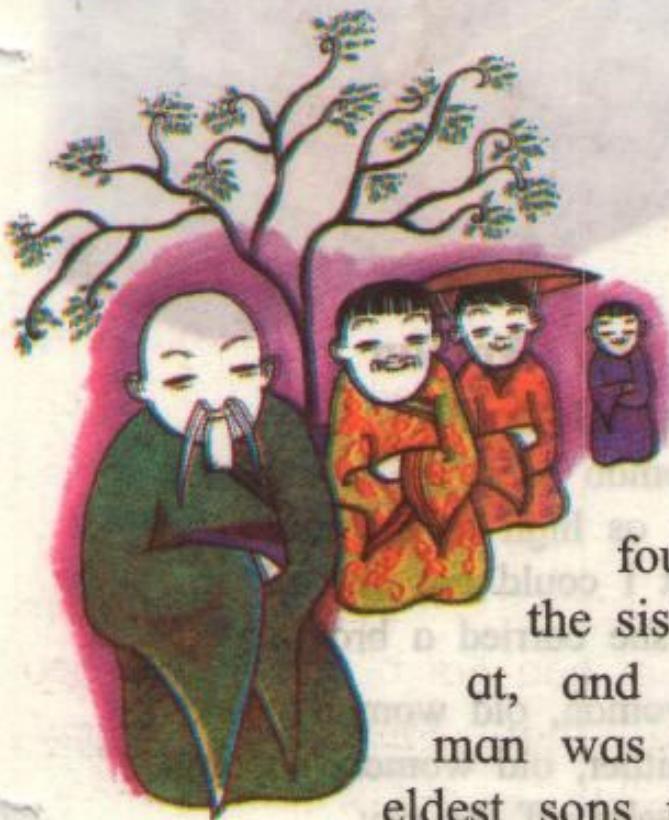


Have you ever met an unusual person ? Tell the class about the person in a few sentences.

34. Wind, Fire and Paper



Once, in the faraway land of China, there lived an old man with his three sons. Their house was on a hill, a little away from the village. There was a beautiful garden around the house.



All the three sons were good-looking and hard-working. The old man wanted to find brides for them. He searched far and wide. In another village, he found two sisters. Both the sisters were lovely to look at, and good-natured. The old man was very pleased. The two eldest sons married the two sisters and they all began to live happily.

The sisters were fond of their youngest brother-in-law. They wished that he would also get a nice bride.

Many days passed. Now it was time for the two brides to visit their parents' home. Before they left, they went to seek the old man's blessings. Then they asked, "Father, we both want to bring you a gift when we come back. Please tell us what you would like to have."

The old man thought for a while. "It's nice of you to ask me what gift I would like. I have wanted two things for a long time. I always wish that I could carry the wind and the fire with me. Then I can use them whenever I like. I would be very happy if you bring for me wind and fire, each wrapped in paper."

The two brides stayed with their parents for a few days. Soon, it was time to return to their home on the hill. However, they had not been able to get the two gifts for the old man. They asked many people but no one knew how to put wind or fire in paper. "Impossible!" they said, "Whoever heard of putting wind or fire in paper! Wind will blow away the paper and fire will burn it. It cannot be done."

The two brides felt very sad.



"We will try our best to find the gifts. We will not go back home till we get them," they decided. They left their parents' home. On their way back, they made enquiries in many places. But alas, no one could show them what they wanted.



The two sisters were very tired. They stopped to rest near a well. They felt so unhappy that both began to cry.

Just then, a beautiful young maiden came to the well to fetch water. She saw the two sisters crying. So she went near them and said, "Friends, why do you weep? Can I help you in any way?"

Then the two sisters told her about the gifts. The maiden smiled and said, "Don't worry. I will show you how to put wind and fire in paper." The sisters' joy knew no bounds.

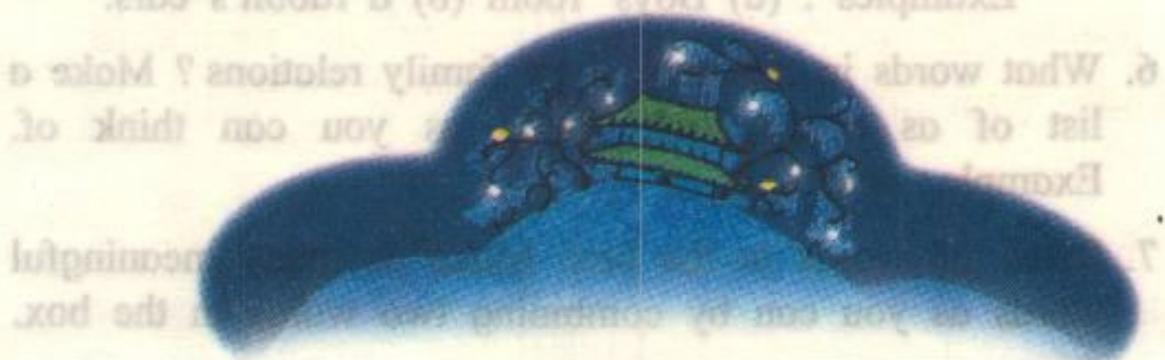
Then the maiden showed them how to make a fan. When they moved the fan, soft breezes blew from it. That was the first gift. The maiden then made a beautiful paper box, and put a lamp inside it. That was the second gift – a paper lantern! How pretty the gifts looked!



The sisters took the beautiful gifts to their father-in-law. He was speechless with joy.

"Amazing ! Beautiful ! You have brought me just what I needed !" he said.

Then the two sisters told him about the clever young maiden. They all agreed that she was just the right bride for the youngest brother. So the two were married, and they all lived together happily in their beautiful home.



Things to do :

1. Read the story.
2. Form pairs or groups. Tell / Write the story in short with the help of partners. You may refer to the textbook when you tell / write the story.
3. Frame questions based on the story / the sentences in the story given in the textbook.
 - (a) Where ?
 - (b) How many ?
 - (c) What ?
 - (d) Who ?

4. Describe the following with the help of the story, or by using your imagination.

- (a) The house on the hill
- (b) The paper lantern
- (c) The paper fan.

5. Copy the following phrases and tell what they mean :

- (a) • parents' home • sisters' joy (b) old man's blessings
- (c) Write more phrases on your own, like those given in (a) and (b).

Examples : (a) Boys' room (b) a rabbit's ears.

6. What words in the story show family relations ? Make a list of as many such words as you can think of.
Example : uncle.

7. Read the words in the box. Make as many meaningful words as you can by combining two words in the box.

(a)

good hard
working
looking natured

(b)

what how who
where ever
which when

(c)

in out up
down side

(d)

speech use less
harm care

8. Add the ending '– ly' or '– ful' to the proper word in the box and make meaningful words.

beauty	love	care	sad
hand	use	happy	quiet

• • •

35. A Pop-up Card

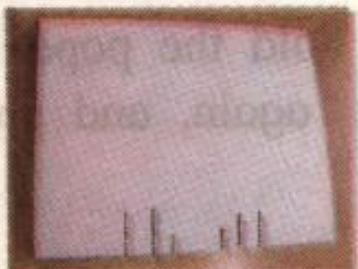
Activity : Read, look at the pictures and do what is shown.



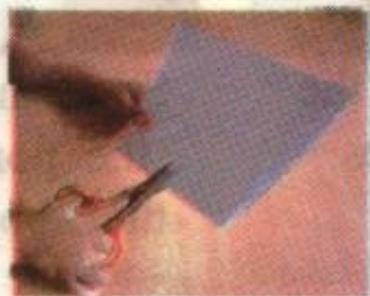
Take a piece of chart paper as big as your notebook.



Fold it in half.



Draw lines as shown.

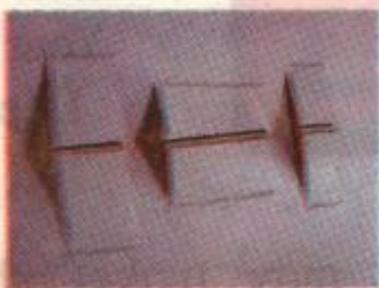


Cut along the lines.



Fold the cut part as shown. Unfold it.

Unfold the sheet and draw lines on the cut portions as shown.

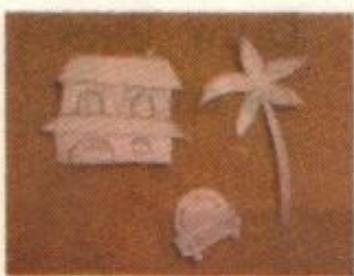


Hold each line in a pinch and make a fold. Pull out the cut part gently.



Fold the paper once again, and press.

Unfold the paper carefully. The cut portion will pop up.



Draw a house, a tree, etc on a thick piece of paper. Cut out the pictures.



Colour the pictures.



Stick them to the portions that pop up.



Fold the paper and paste another sheet of coloured paper on it. Your pop-up card is ready. Decorate it as you wish.

You may make other pop-up designs by sticking other pictures to the pop-up portions.



36. Ira's Adventures

Ira loved to talk. She was always telling her friends about what she had to do to come to school every day.

"But you come to school in an auto-rickshaw with your friends," said Neha.

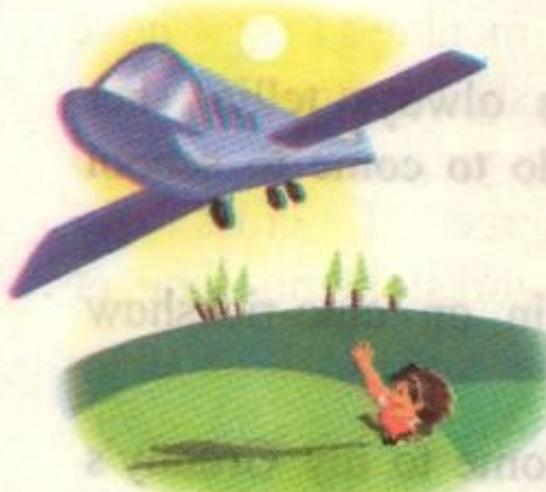
"That's right," said Ira. "I come to my Granny's place and from there I come in an auto-rickshaw. But my home is far far away from my Granny's place. Do you know how I travel every day from my home?"

"Tell us," said her friends.

"I told you my home is very far away. I have to cross a mountain, and a sea and a forest every day to come to school."

"Ooooooh!" said her friends.

"I start from home on a horse. It is perhaps the fastest horse in the world. It runs faster than all the bikes and cars. I cross the mountain riding on the horse."



"Sometimes, I fly over the mountain in my Daddy's aeroplane. I could come to school in the plane. But there's no place for it to land here. And Daddy has to go in another direction. So he just takes me to the seashore and flies off in his plane.

"At the seashore, there's a speedboat waiting for me. I get into the boat and speed across the sea. I have made friends with a dolphin who lives in that sea. Sometimes, he gives me a ride on the way back home."

"That's cool!" said Ira's friends.

"I come to a thick forest when I have crossed the sea. There are hundreds and thousands of trees in that forest."

"Aren't there any wild animals in the forest?" asked one of her friends.

"Oh! Of course there are! The forest is full of them! But they're all my friends! There's always someone to take me across the forest at top speed.





And anyway, the monkeys have shown me how to swing from tree to tree. I cross the forest in no time at all."

"Then how do you reach your Granny's house?"

"Ah! That's the part I like best. I'm so tired after the riding and swinging. So I just lie on my flying carpet. Then all I have to say is :

Fly, fly, magic carpet

One, two, three.

Take me to Granny's house,

She's waiting for me.

And I get my forty winks
before I reach her house."

"And, where's the carpet?"

"I can't carry it to school, silly. It's at Granny's house, obviously."

How some of Ira's friends envied her! How they wished they could fly on magic carpets and ride dolphins and tigers! But when Neha spoke about it to her sister, her sister laughed and laughed.

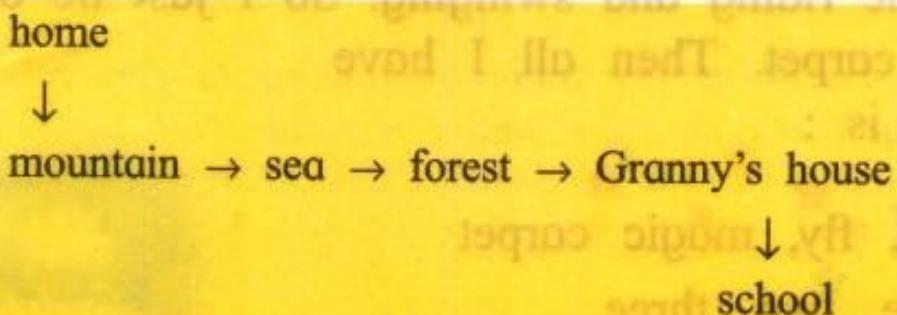


"Do you really believe her stories ? Whoever heard of a small schoolgirl crossing mountains and forests and seas to come to school every day !"

But Neha didn't know who to believe – her sister or Ira. What about you ?

Things to do :

1. Read the story.
2. Draw a map to show Ira's journey from her home to school every day.



3. Write about the various rides that Ira takes on her way to school.
4. Discuss whether each one of Ira's tales is true.
5. Read : 'It runs faster than all the cars.'
Write similar sentences using other words in place of 'faster'.
Example : The elephant is bigger than many animals.
6. Using your imagination, write funny and fantastic stories of –

- (a) what you do at home every day,
- (b) how you play with your friends,
- (c) what you do at school.

...

37. Meet my friends.

Activity 1 : Complete the following, using words that begin with the same letter.

I am Asmita.

I come from Akola.

I have an apple.

I like acting.

A

I am B.....

I come from B.....

I have a b.....

I like b.....ing.

B

- Write similar frames of other letters of the alphabet.

Activity 2 : Fill in the table by talking to five of your friends. Put (✓) for 'Yes' and (✗) for 'No'.

Have you ever –	1	2	3	4	5
– touched a fish ?					
– been to the seashore ?					
– climbed a tree ?					
– had a boat-ride ?					
– used a mobile ?					
– eaten sugarcane ?					
– heard a bulbul ?					

- Write a few lines about what your friends have done.

Activity 2 : Form groups of five. Let the children talk to one another and fill in the table in the classroom itself. Encourage them to write as many sentences as they can based on the table, eg. 'Mita has never touched a fish', 'Joy has climbed trees many times'.

38. Books

We use hundreds of things  every day. We get some of them in nature.  Some things  are made by man. Not just one man, it may take many many people to produce even a small thing.

Let us see how story-books  are made. First, someone has to think of a story  – or many stories.  It's the author or the writer. The writer writes down the stories.  The writer may ask friends to read the stories and give their opinion.  Sometimes, the author may make changes in the stories.

Once the stories are ready, the artist  draws or paints pictures  for them. Another person may have to ‘type’ the stories.  It's the typesetter. Yet another person will read the typing carefully to see if there are any mistakes 

in it. It's the proof-reader.



Once the pages of the story-book are ready with the pictures , they are sent to the printing press. There, the printer gets the pages printed on the machines in his printing press. The pages are then bound together and a cover is put on them.

The books are ready !



The books are then sent to book-shops where you can buy them. So many people work to produce the books. Who gets them to do all their work ? It's the publisher !



This is the story of the making of a story-book. Find out the stories of your clothes, shoes and the several things that you use everyday !

Things to do :

- Make a chart to show how books are made.

...

39. My Dog Spot



I have a white dog
Whose name is Spot,
And he's sometimes white.
And he's sometimes not.
But whether he's white
Or whether he's not,
There's a patch on his ear
That makes him Spot.

He has a tongue
That is long and pink,
And he lolls it out
When he wants to think,
He seems to think most
When the weather is hot.
He's a wise sort of dog,
Is my dog Spot.



Things to do :

1. Read the poem aloud.
2. Write about a pet, using the following points :
 - what animal it is
 - its name
 - how it looks
 - what it does
 - why you like it.

40. Union is strength.

Once there was a farmer, who had four sons. They always quarrelled with one another. This made the farmer unhappy.

One day, he called all the four sons. He gave them each a stick. He told them, "Try and break the stick."

One by one they tried. Each one could break his stick easily.

Now the farmer tied up a bundle of sticks together.

"Try and break this bundle," he told them.

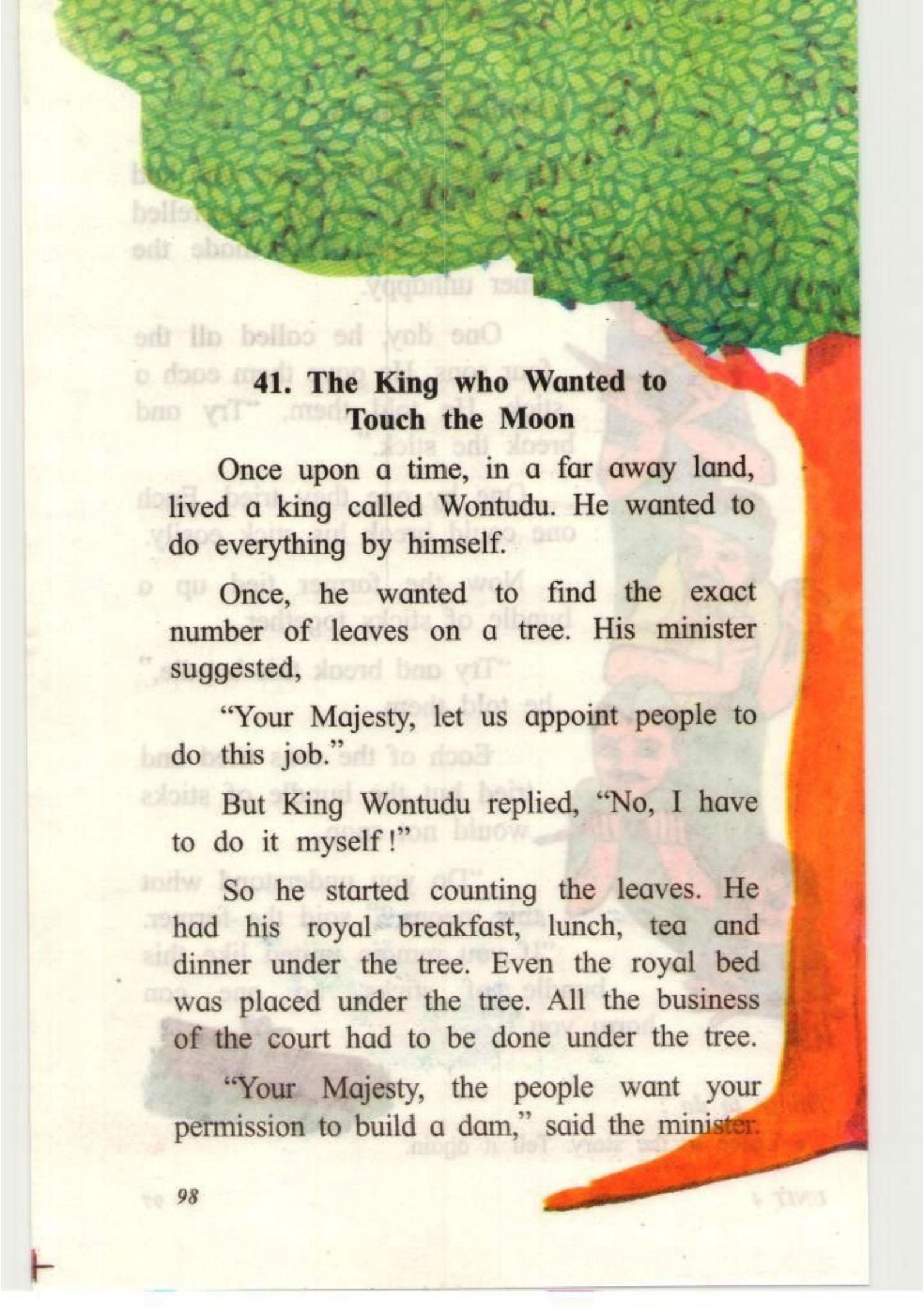
Each of the sons tried and tried but the bundle of sticks would not snap.

"Do you understand what this means?" said the farmer. "If you remain united like this bundle of sticks, no one can harm you."

Things to do :

- Listen to the story. Tell it again.





41. The King who Wanted to Touch the Moon

Once upon a time, in a far away land, lived a king called Wontudu. He wanted to do everything by himself.

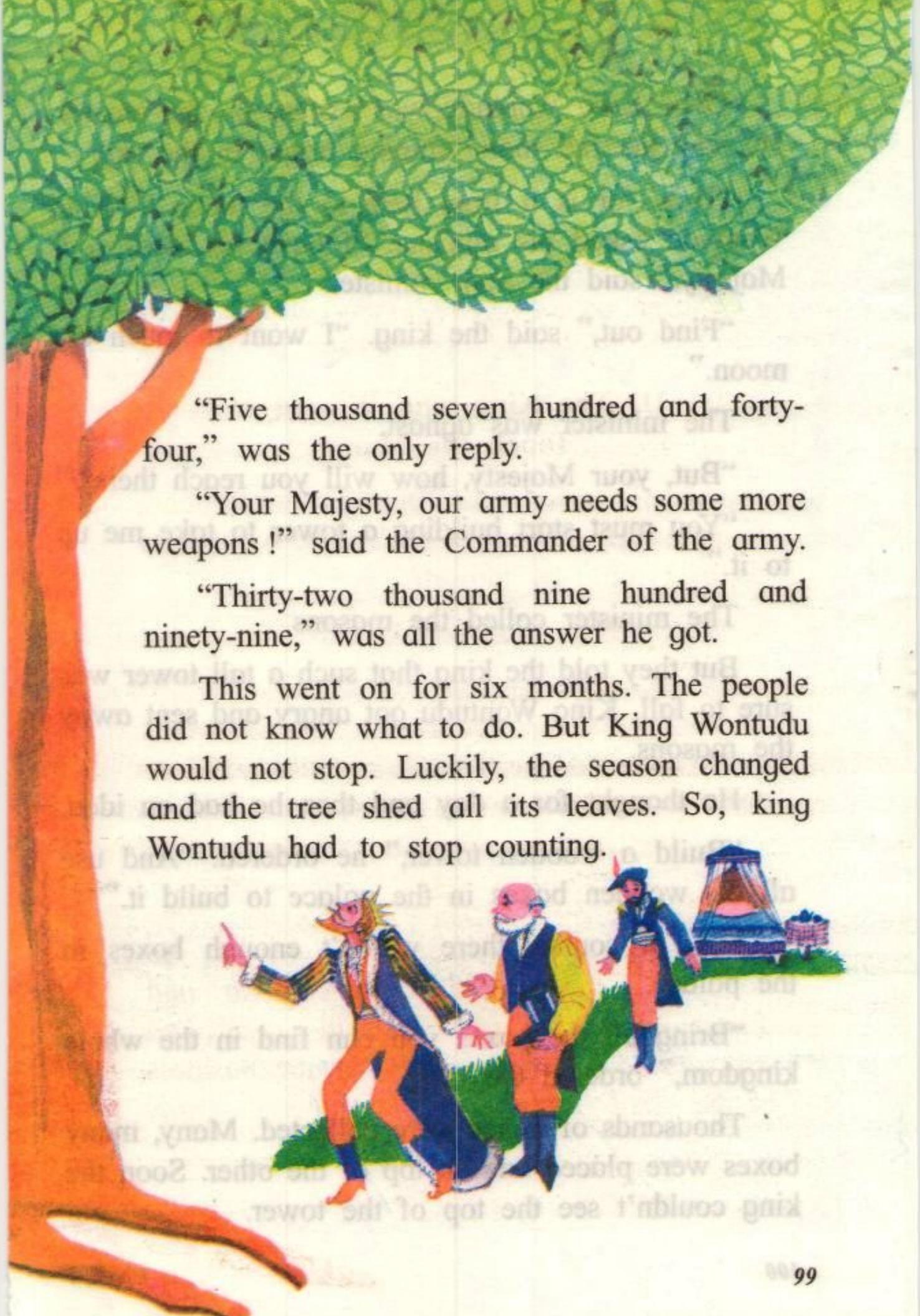
Once, he wanted to find the exact number of leaves on a tree. His minister suggested,

"Your Majesty, let us appoint people to do this job."

But King Wontudu replied, "No, I have to do it myself!"

So he started counting the leaves. He had his royal breakfast, lunch, tea and dinner under the tree. Even the royal bed was placed under the tree. All the business of the court had to be done under the tree.

"Your Majesty, the people want your permission to build a dam," said the minister.

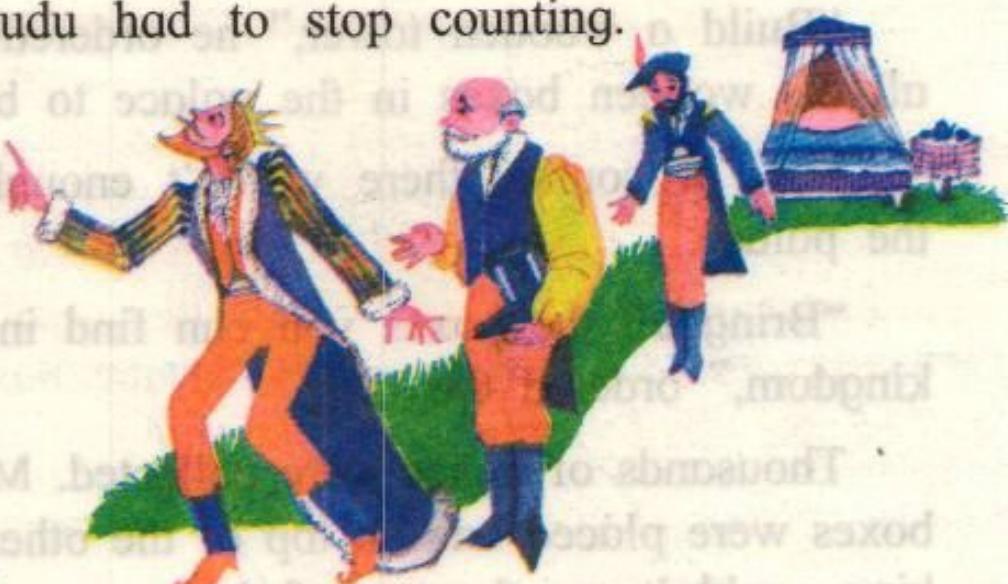


"Five thousand seven hundred and forty-four," was the only reply.

"Your Majesty, our army needs some more weapons!" said the Commander of the army.

"Thirty-two thousand nine hundred and ninety-nine," was all the answer he got.

This went on for six months. The people did not know what to do. But King Wontudu would not stop. Luckily, the season changed and the tree shed all its leaves. So, king Wontudu had to stop counting.



Once King Wontudu was resting on the terrace. He saw the full moon shining bright in the sky.

"How far is it from here to the moon?" King Wontudu asked his minister. "I have no idea, your Majesty," said the poor minister.

"Find out," said the king. "I want to touch the moon."

The minister was aghast.

"But, your Majesty, how will you reach there?"

"You must start building a tower to take me up to it."

The minister called the masons.

But they told the king that such a tall tower was sure to fall. King Wontudu got angry and sent away the masons.

He thought for a day and then he had an idea.

"Build a wooden tower," he ordered. "And use all the wooden boxes in the palace to build it."

But, of course, there weren't enough boxes in the palace.

"Bring all the boxes you can find in the whole kingdom," ordered the king.

Thousands of boxes were collected. Many, many boxes were placed one on top of the other. Soon the king couldn't see the top of the tower.

"Now," he thought, "the tower is ready! I shall go up and touch the moon."

The minister said, "Let us send a guard up first to see how tall the tower is, your Majesty."

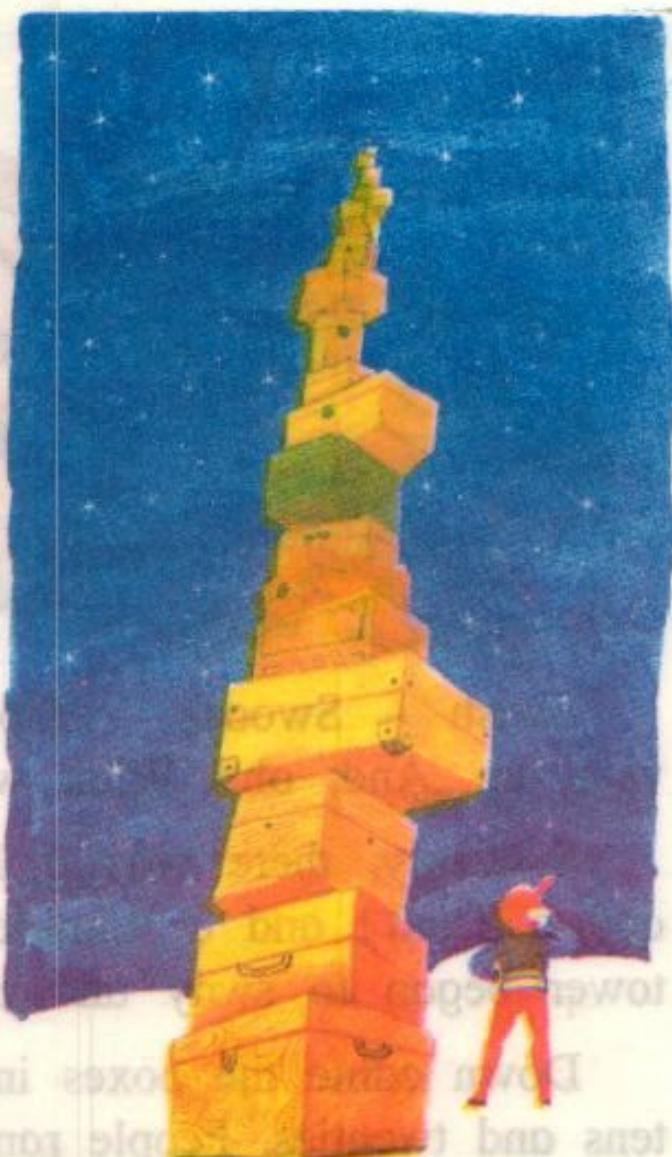
"No need," said the king. "I shall go up myself first."

He began to climb up the tower. Higher and higher he went. The people couldn't see him now. But, they soon heard his voice from the sky.

"The moon is still far away. Throw some more boxes to me." So, they obeyed.

After a while, they heard the voice again, "More boxes! The moon is still away!" Once again, more boxes were thrown up.

"More boxes, more boxes," they heard every little while. Up went the boxes — one, two, three, four ... "More! more!" came the orders from above.





Swish — Swoosh — Zip — Zang. The boxes went up. And, oh ! What was that ?

Suddenly, there was a Bang ! and a Crash ! and a Thud ! and a Rumble and a Tumble ! The tower began to sway and crumble.

Down came the boxes in twos and threes and tens and twenties. People ran for their lives. Soon, there was a mound of tumbled down boxes where there had been a tower. And where was the king ?

Did the king really touch the moon ? No one ever found out. The people never dared to ask. And the king — not a word did he speak about it ever again !

- based on a Caribbean folk tale

Things to do :

1. Read the story aloud.
2. Make a list of the people mentioned in the story.

3. From the story, write down the words related to numbers.
Example : thousands.
4. Write down how the tower fell.
5. List a few things that are difficult to count. (At least 5.)
6. List a few things that are difficult to do. (At least 3.)

• • •

Read and enjoy :



Daddy : Sachin, why are you wearing an odd pair of shoes ?



Sachin : The other pair is just as odd as this one.

• • •

Mummy : What's going on ?



Bunty : The teacher has asked us to write ten lines on a pet dog.

• • •



Akhil : Why are you standing in a tub of water ?

Nikhil : The doctor has asked me to take 2 teaspoons of this medicine in water.

• • •

Doctor : Take the glasses. Now you'll be able to read the newspaper.

Patient : You mean I don't have to learn to read first ?

• • •

42. Bent Straw Spray

What you need :

A straw, a glass, some drinking water, scissors.



What you do :

Make a cut in the straw near the top.



Bend the straw as shown where you have made the cut.



Fill a glass with water. Put the long end of the straw in the glass.

The bend in the straw should be a little above the water. If necessary, cut off the lower portion of the straw.

Keeping the bend as shown, blow steadily through the straw. You will see a spray coming out at the top.

Things to do :

- Using the steps given above, write about how you made a bent straw spray.



★ Choose a setting from the front cover and as many of these characters as you like and make up your own stories. ★



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