

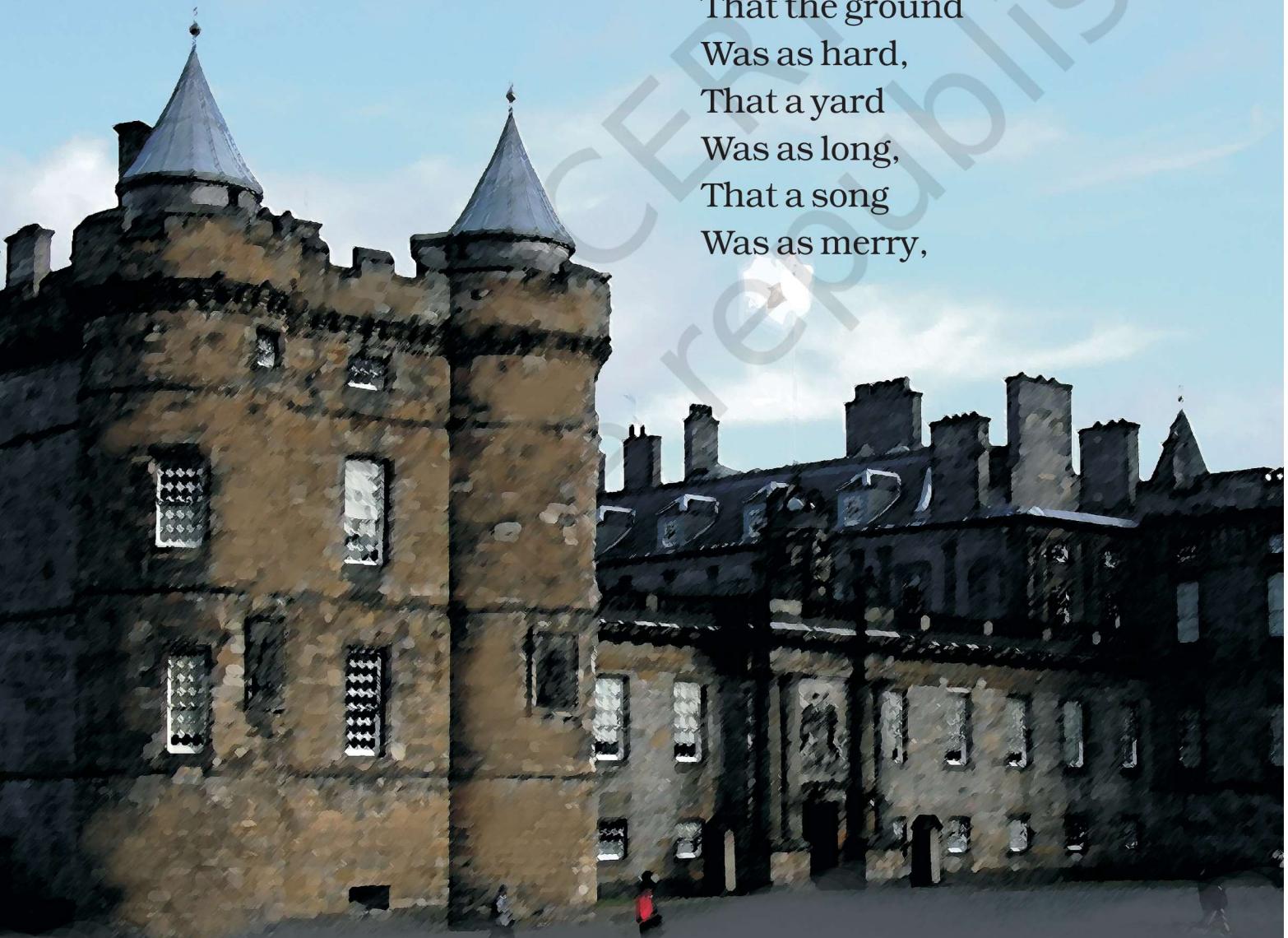
Enjoy and learn this poem

The Naughty Boy



0424CH09

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



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

– John Keats

New words

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





Reading is fun

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



Let's listen

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



Let's talk

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

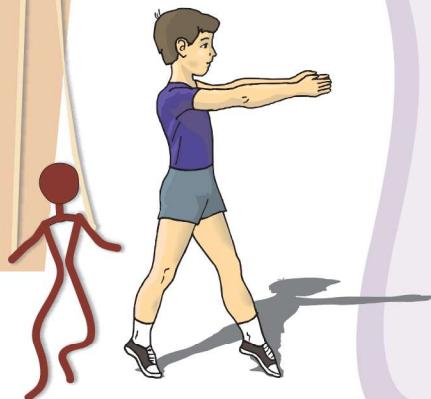




Word building

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

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



2. Now write these words here –

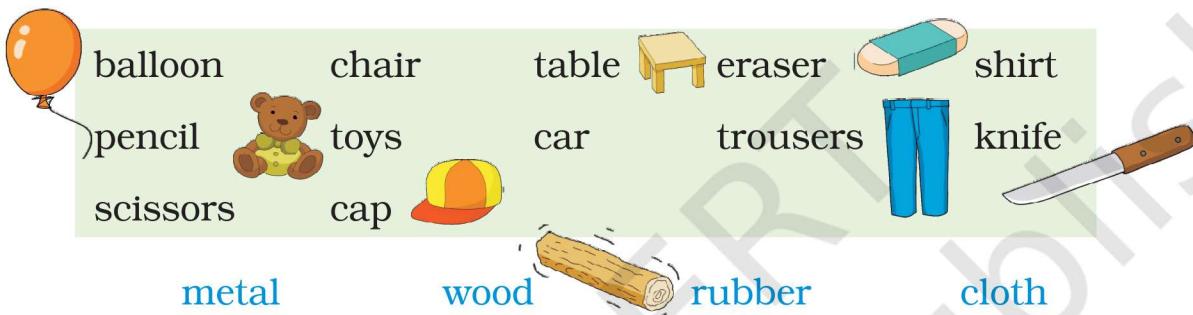
- The peacock is a _____ bird.
- Pinocchio is a _____ puppet.
- I saw an _____ quarrel.
- Morning exercises make you _____ .
- A glass of milk makes your teeth _____ .
- Rita's _____ behaviour annoyed me.
- Rahul does not eat green vegetables, therefore his eyesight is _____ .



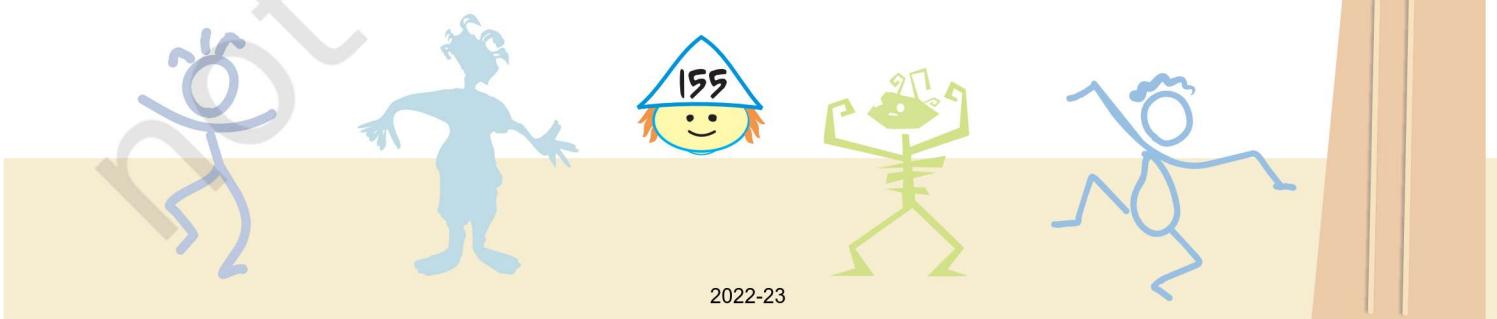
Let's write

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

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



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





Say aloud

hard yard

long song

red lead

weighty eighty

found ground



Fun time

Let's make a mosaic hat for your clown

You need

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

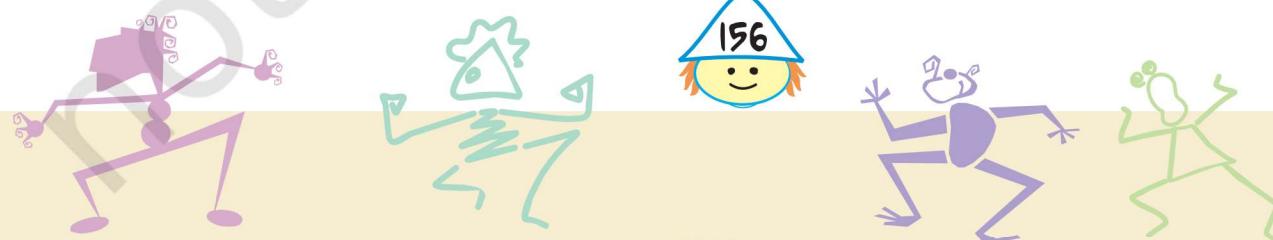
Method

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



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

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



Pinocchio

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

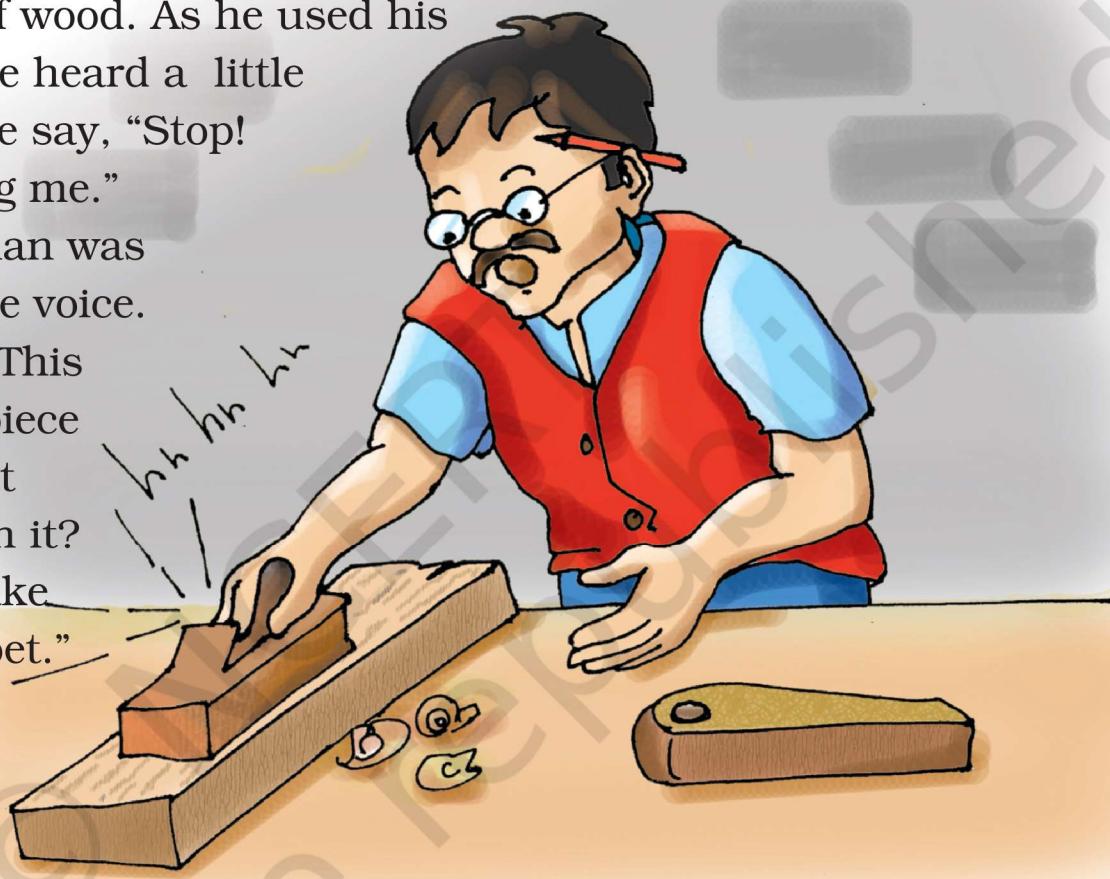
The old man was puzzled by the voice.

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

He set to work, and as the puppet boy took shape, the old man said, "He must have a name. I will call him Pinocchio."

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

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





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

No sooner
were its hands
ready than it
snatched off

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

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

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

"Why
don't you





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

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

– Adapted from the story of Pinocchio

New words

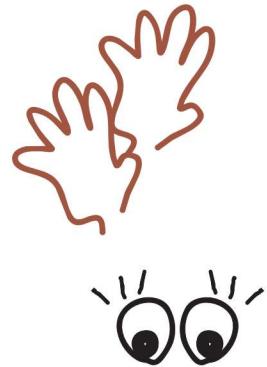
carpenter, queer, plane, puzzled, puppet, took shape, amazed, finished, stiff, decided





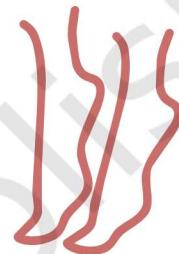
Reading is fun

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



Let's talk

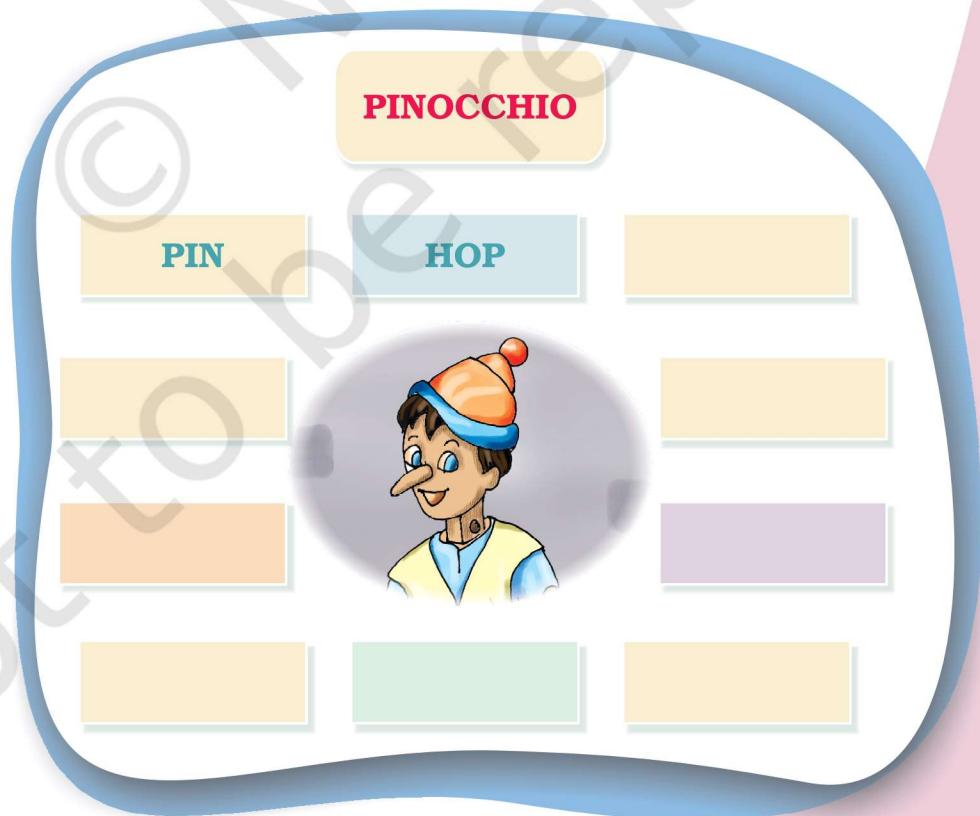
1. Have you ever seen a puppet?
2. Tell the story of Pinocchio with actions.



Word building

Word Fun

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





Let's write

1. Make opposites with the words –

dis__ in__

respect _____ own _____

able _____ capable _____

efficient _____ secure _____

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

public publicity

stupid stupidity

forgive _____

blind _____

kind _____

cruel _____

polite _____

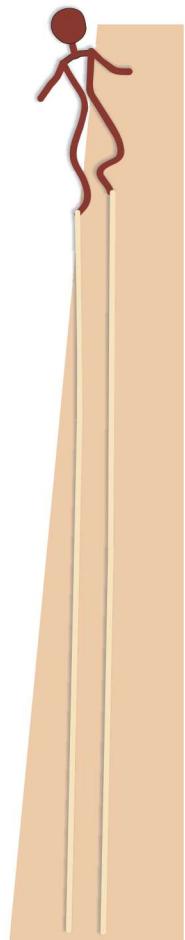
swift _____

moral _____

solid _____

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

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



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



5. Give another word from the story that means
completed

surprised

strange

make up your mind

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

stiff _____

strange _____

fight _____

dance _____

juggle _____

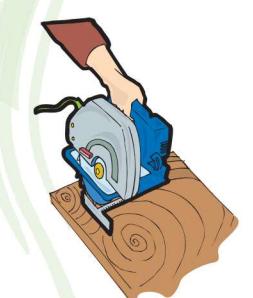
ride _____

speak _____

use _____

write _____

joke _____



Comprehension passage

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

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

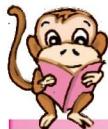
"Hu...aah! Hu...aah!" he cried.

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

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

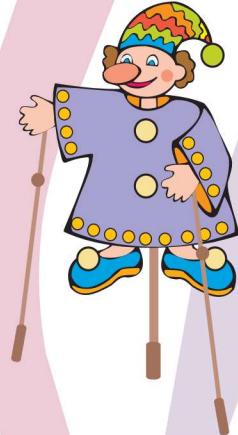
The animals forgave him, but only after he vowed never to bother anyone again.

– A Panchtantra tale



Reading is fun

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





Say aloud

laugh
cough
rough

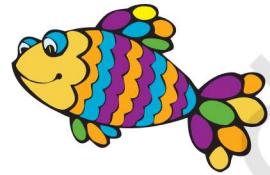
fish
dish
wish

fan
van
ran

few
view
dew



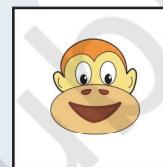
Fun time



Let's make a Puppet

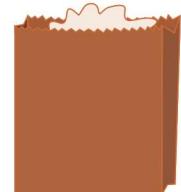
You need

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



Method

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



THEMES

The importance of art, craft and creativity



Teacher's page

Unit 9

Poem : *The Naughty Boy*
Story: *Pinocchio*

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

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

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

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

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

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

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



Amazing world of Puppets



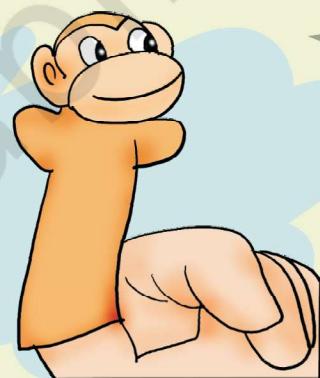
shadow puppets



string puppets



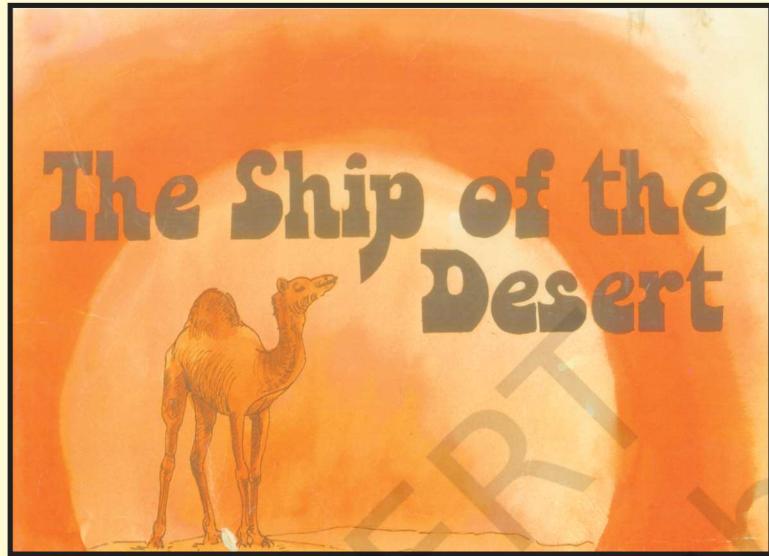
glove puppets



finger puppets



sculpture puppets



The Ship of the Desert

S.K. Ram

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

Rs. 15.00 / Paperback / 14 pp

Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

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

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

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