



# Ice-cream Man

Read and Enjoy



0526CH01



What is cold, sweet and creamy, and wonderful to eat? Everyone's favourite treat especially on a hot summer day is an ice cream! And everyone's favourite person might just be the Ice-cream Man!

When summer's in the city,  
And brick's a blaze of heat,  
The Ice-cream Man with his little cart  
Goes trundling down the street.

Beneath his round umbrella,  
Oh, what a joyful sight,  
To see him fill the cones with mounds  
Of cooling brown and white:

Vanilla, chocolate, strawberry,  
Or chilly things to drink  
From bottles full of frosty-fizz,  
Green, orange, white, or pink.  
His cart might be a flower bed,  
Of roses and sweet peas,  
The way the children cluster round  
As thick as honeybees.

RACHEL FIELD



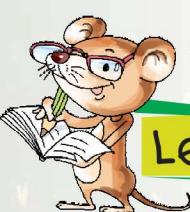


blaze	: bright flame or fire
trundling	: moving on small broad wheels
mounds	: heap, pile
frosty-fizz	: chilled drink making a hissing, bubbling sound
cluster	: gather around, group of similar things



### Reading is Fun

1. In which season is ice cream popular?
2. Who feels joyful on seeing the Ice-cream Man?
3. Name the different flavours of ice cream the Ice-cream Man has in his cart.
4. What are the two things that the Ice-cream Man is selling?
5. What is the ice-cream cart compared to in the poem?



### Let's Write

Having an ice cream on a hot summer day is exciting and enjoyable.

1. Write about some of the exciting and enjoyable things that one can do in the winter season.

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*Marigold*

2. List as many summer activities as you can.



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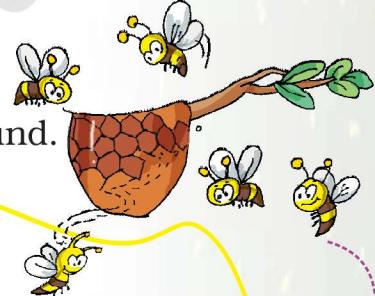
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3. Now group these activities into indoor and outdoor activities.



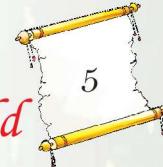
**Say Aloud**

Circle the words where you get a zzzz sound.  
One is done for you.



honeybees

price	prize	maze	face
rice	rise	blaze	fizz
lazy	lacy	busy	racy
raise	rays	race	ace
chase	this	these	frosty



*Marigold*



## Let's Listen

1. Listen and tell the sounds that these words in the poem produce.

► cart \_\_\_\_\_

► drinks \_\_\_\_\_

Can you make these sounds?

2. What are some of the different sounds you hear when the Ice-cream Man comes?

## Find Out and Write a Report

Here is a report on Uncle Lal's farm.

*Father took me to visit Uncle Lal's dairy farm. I saw all of Uncle Lal's cows. He has fifty cows. They eat grass in the big green farms. In the evening the farmers bring them to the barn to be milked. Uncle Lal sells his milk in the city.*



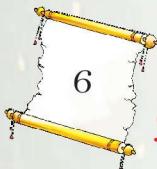
When writing a report, remember to do these things

- Think of a good title. Write it correctly.
- Keep to your subject.
- Tell things in the right order.
- Make your paper look neat.

In groups of four, write a report on different brands of ice creams available in your area.

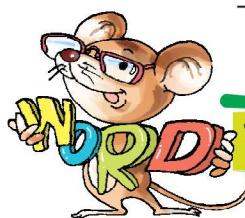
You may use the following clues.

- Start with a short introduction which contains the topic.
- Then list the ice cream brands available in your area.



*Marigold*

- ▶ Next, say which are the common flavours of ice cream in each of the brands.
  - ▶ Under each brand, find out which flavours are being sold the most. Also find out their prices.
  - ▶ Finally, write which do you think is the most popular ice cream.
- 
- 
- 
- 
- 



## Word Building

1. Colour the boxes that have rhyming words.

city  
cart

heat  
street

blows  
goes

do  
go

hard  
yard

bowl  
doll

cow  
so

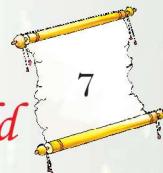
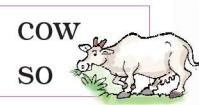
label  
table

sky  
my

play  
obey

race  
face

write  
night



2. What do the following words describe in the poem?

joyful \_\_\_\_\_

little \_\_\_\_\_

round \_\_\_\_\_

What are the describing words used in the poem for the following?

\_\_\_\_\_ mounds

\_\_\_\_\_ flavour

\_\_\_\_\_ cluster



1. Colour the boxes with the colours of the flavours mentioned in each.

chocolate

vanilla

orange

black currant

strawberry

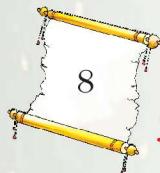
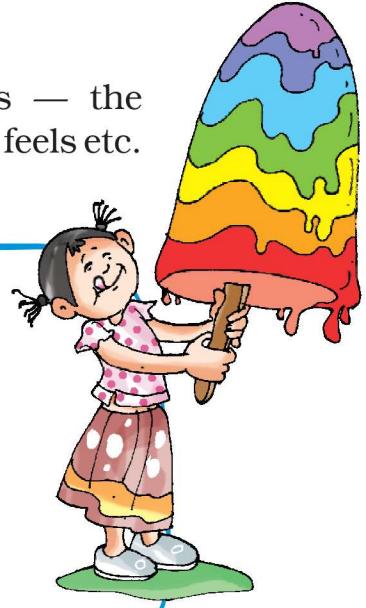
raspberry

butterscotch

pista

2. Draw and colour your dream ice cream.

Describe it using interesting describing words — the colours, the flavours, the size, how it looks, tastes, feels etc.



*Marigold*

3. Have you ever eaten *kulfi*, the ice cream from North India?

The following sentences describe how it is served but they are not in the correct order. Write the correct number before each sentence.



— He scoops out the *kulfi* on a plate.



— Then he pours some sweet syrup over it and serves it.



— The *kulfiwala* takes the *kulfi* mould out of the pitcher.



— He arranges some *falooda* around it.

# Wonderful Waste!

Waste can be quite useful !  
Find out for yourself from this story...

Once, the Maharaja of Travancore ordered a grand dinner in his palace. In the afternoon before the dinner, the Maharaja entered the kitchen to survey the dishes that had been prepared for the feast.

"What are you going to do with those vegetable scraps?" he asked the cook, pointing to the basket of scraps near the cook. The cook replied, "They are waste. We will throw them away."

"You cannot waste all these bits and pieces of vegetables. Find a way to use them," the Maharaja commanded sternly and walked away.

The cook was in a fix and kept staring at the vegetable scraps for some time. Suddenly,



an idea flashed across his mind.

He took all the vegetable bits, washed them and cleaned them well.

Then he cut them into long strips. He put them in a huge pot and placed it on the fire to cook. Next, he ground some fresh coconut, green chillies and garlic together. He added this paste and some salt to the cooking vegetables.

A tempting smell started coming from the pot.

Now he whipped some curd and added it to the curry. He also poured a few spoonfuls of coconut oil and decorated the dish with curry leaves.

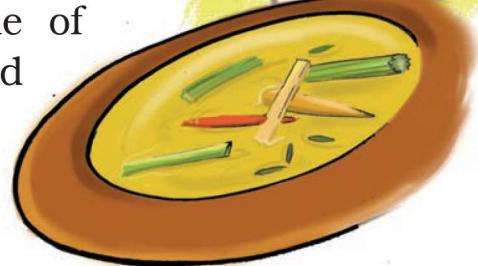
Lo and behold! The new dish was ready. The cook served this new dish to the guests that evening.

Everyone was eager to know the name of the new dish. The cook thought and thought. Then a name came to his mind. He named it *avial* (uh-vi-ul).

*Avial* became famous all over Kerala and is now one of the dishes in a traditional Kerala feast. And imagine, it all came from a basket of waste!



AVIAL





## New Phrases

in a fix	: a situation hard to escape from
flash across the mind	: suddenly think of
lo and behold	: look! what a surprise
traditional feast	: hearty meal for many guests served on a special occasion



## Reading is Fun

1. What were the preparations in the palace for?
2. Why did the Maharaja go into the kitchen in the afternoon?
3. What had the cook planned to do with the vegetable scraps?
4. Ingredients are the things that are used to make a dish. Circle the ingredients of *avial* in the box below.

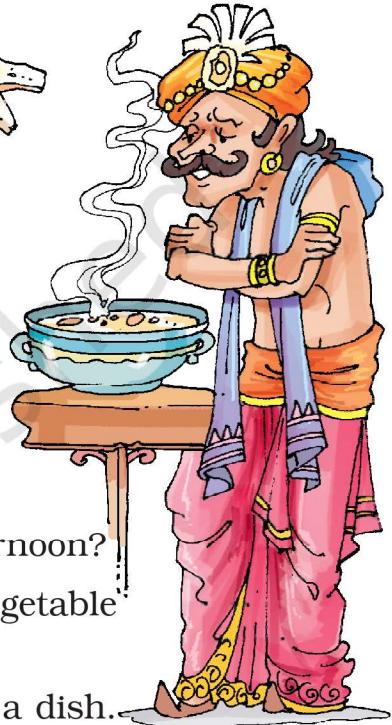
chillies	groundnut	wood	vegetable scraps
coconut	roasted peanuts	curd	pot
garlic	broken bangles	basket	curry leaves

5. State whether the following are True or False.

(i) The king had ordered a dinner in the palace.  
\_\_\_\_\_

(ii) No one had heard of or tasted *avial* before.  
\_\_\_\_\_

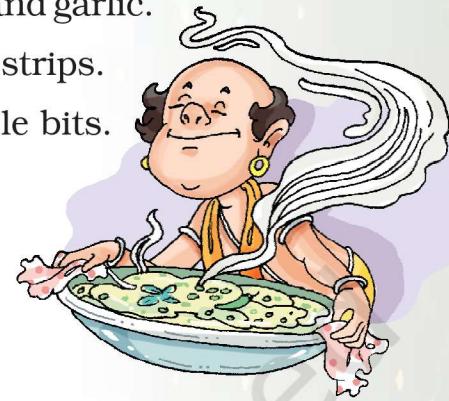
(iii) The cook had planned to make another dish using the vegetable scraps.\_\_\_\_\_



*Marigold*

1. A recipe is a list of directions to prepare a dish. The following sentences are not in order for preparing **avial**. Number them in the correct order.

- Grind some coconut, green chillies and garlic.
- Cut the vegetable scraps into long strips.
- 1** Wash and clean the mix of vegetable bits.
- Decorate with curry leaves.
- Whip some curd and mix it in.
- Pour some coconut oil on top.
- Avial** is ready.

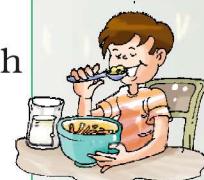


2. Given in the box are some things that children do after they reach home from school.

Choose five things that you do when you reach home from school. Write them in order.



pack school bag	put away school bag	have lunch
read a story book	chat with mummy about school	
sleep for a while	wash up	
do the home work	watch TV	
go to play	change out of school uniform	



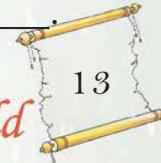
First, I \_\_\_\_\_.

Then, I \_\_\_\_\_.

Next, I \_\_\_\_\_.

After that, I \_\_\_\_\_.

Finally, I \_\_\_\_\_.



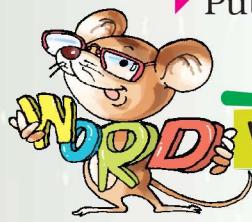


## Let's Talk

The Maharaja was a wise man and ordered the cook to use the vegetable scraps instead of throwing them away.



- ▶ Name some of the things which are thrown away at home or in school.
- ▶ Sit in groups of four and think of interesting ways in which they can be made useful.
- ▶ Put up your findings on the class board.



## Pair work

1. Some words have more than one meaning.

For example, **point** —

Meanings: **noun** a dot in print or writing, full stop, decimal, the number you score in a game

**verb** to show or call attention to something



Look up the following words in the dictionary. They may have more than one meaning. List these meanings.

ground \_\_\_\_\_

survey \_\_\_\_\_

scrap \_\_\_\_\_

sternly \_\_\_\_\_

tempting \_\_\_\_\_



*Marigold*

2. Make new words by adding/dropping a few letters from the root word. Some are done for you.

	-ed	-ing	-er	-est
pound			×	×
try	tried		×	×
large	×	×		
new	×	×		
tasty	tasted	tasting	tastier	
wise	×	×		
stare			×	×
clean				

Do any of these words use all of four endings? \_\_\_\_\_

### Find Out

1. Name food that is made in your home

- (i) for a feast/ festival.
- (ii) when you are unwell.
- (iii) everyday.

Share the information with your friends.

2. *Avial* is a dish made in Kerala.

Do you have a similar dish in your state made from a mix of many vegetables?

- What is it called? \_\_\_\_\_
- Note down the ingredients used to make it.
- Write down the recipe.
- Present attractively and display on the class board. You can draw and stick pictures too.





# Bamboo Curry

Have you ever eaten a dish made of bamboo?  
Let's read this picture story and find out which part  
of bamboo can be cooked and eaten.



1. One day the mother-in-law of a Santhal bridegroom cooked a special dish for him when he visited her.
2. "This curry is delicious. What is it?" The mother-in-law pointed at the bamboo door.
3. Next morning, just as he was about to leave, he remembered that there was no bamboo in his village.
4. So he removed the bamboo door and carrying it with him left for his home.
5. On reaching his village, he told his wife, "Make curry with this bamboo door."

6. She was shocked. "How can I make curry out of a bamboo door?"



7. "Come, I'll help you by chopping up the bamboo," he said.

8. His wife boiled it and boiled it. Later when her husband tasted it he said, "It's too hard to eat. You don't know how to cook."



9. His wife added more water and boiled it and boiled it.  
"It's still too hard. I can't eat it."



10. The in-laws came to visit the young couple that evening. They all laughed at his foolishness. The mother-in-law said, " Didn't you know the curry was made from **bamboo shoot** and not from a **bamboo door**?"

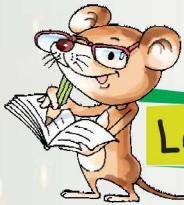


(A Santhal folk tale)

*Did you know this?*

*Marigold*





## Let's Write

1. Complete the sentences meaningfully.

- The bridegroom left with the door of his in-laws' house because it was made of \_\_\_\_\_ and there was no bamboo in his \_\_\_\_\_.
- The bridegroom was unable to have bamboo curry in the end because \_\_\_\_\_

2. Word hunt

Fill in the blanks with words from the story.

- The bridegroom went to visit his \_\_\_\_\_.
- The mother-in-law pointed \_\_\_\_\_ the bamboo door.
- He stayed the night \_\_\_\_\_ his in-laws.
- He carried the \_\_\_\_\_ back with him.
- The curry was made \_\_\_\_\_ bamboo shoots.



## Say Aloud

im-pa-tient ( im-pay-shnt)

de-li-cious (di-li-shius)

bo-iled

cho-pped

bam-boo

be-gan



*Marigold*

**Poem:** Ice-cream Man**Story:** Wonderful Waste !**Picture Story:** Bamboo Curry**THEMES**

Recycling waste

Folk tales

Multi-cultural approach to food

To avoid wastage of food

**READING TIME**

In every country of the world, there are stories which have been handed down from grandparents to grandchildren or which have been sung by mothers to their babies. These stories are called **folk tales** and tell us about the customs and culture of the place they are set in.

A Kerala folk tale and a Santhal folk tale have been retold in this unit. The teacher should encourage children to read folk tales from different parts of the country. The mother tongue can be given its due place by being used for discussion and understanding, along with teaching of English.

The **Poem** and **Say Aloud** activities should be done through imitation — the teacher first and then the children. Poems could be recited in groups. They may also be presented through dramatisation, actions etc. in the school assembly. The children can make big cutouts of ice creams and vegetables or dress up as particular vegetables or ice-cream and recite the poem. You could think of a suitable rhythm for the poem.

**CONVERSATION TIME**

The **Let's Talk** section can begin with a discussion started by the teacher, in this case on environment and recycling of waste. This can be done with the help of a practical example of children making paper bags from old newspaper. These bags could be given to the neighbourhood provision store to be used instead of plastic bags. Remember, paper bags are environment friendly. Old newspapers can also be used to make envelopes of different sizes and masks for school plays.

**WRITING TIME**

When we use several sentences to tell others about something that we have seen, read, heard or done, it is called a report. For **Report Writing** the teacher, along with the children, should first go through the report on Uncle Lal's farm. The children can then do the guided report on ice creams available in their area or on food, toyshops, soaps, some animal, care of pets etc.

**PROJECT WORK**

A creative activity should be followed by a presentation before the entire class. The poems, recipes, the findings of any task etc. could be done as group activities and presented or displayed in the classroom. This sharing is as important an experience as any individual activity.





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# Flying Together

What are some of the things your parents and teachers tell you to do on time? ...Get up in the morning... do the homework... pack your school bag...

What happened when you didn't do as they asked you to do?

Deep in a forest stood a very tall tree. Its leafy branches spread out like strong arms.

This tree was the home of a flock of wild geese. They felt safe there. One of the geese was a wise old bird.

He noticed a small creeper at the foot of the tree. He spoke to the other birds about it.

"Do you see that creeper?" he said to them. "Let us destroy it". "Why must we destroy it?" asked the geese in surprise. "It is so small. What harm can it do?" "My friends," replied the wise old bird, "that little creeper will soon grow. As it creeps up this tree, it will become thick and strong."

"What of that?" asked the geese. "What harm can a creeper do us?"

"Don't you see?" replied the wise bird, "with the help of that creeper, it will be possible for someone to climb this tree. A hunter can come up and kill us all."

Trees and plants are to be conserved. Discuss in class and find out which plants, creepers or trees may be harmful for the existence of others.



"Well there's no hurry," they replied, "the creeper is very small. It would be a pity to destroy it now."

"Destroy the creeper while it is still young," the old bird advised. "Now it is tender and you can cut it easily. Later it will become hard and you will not be able to cut it."

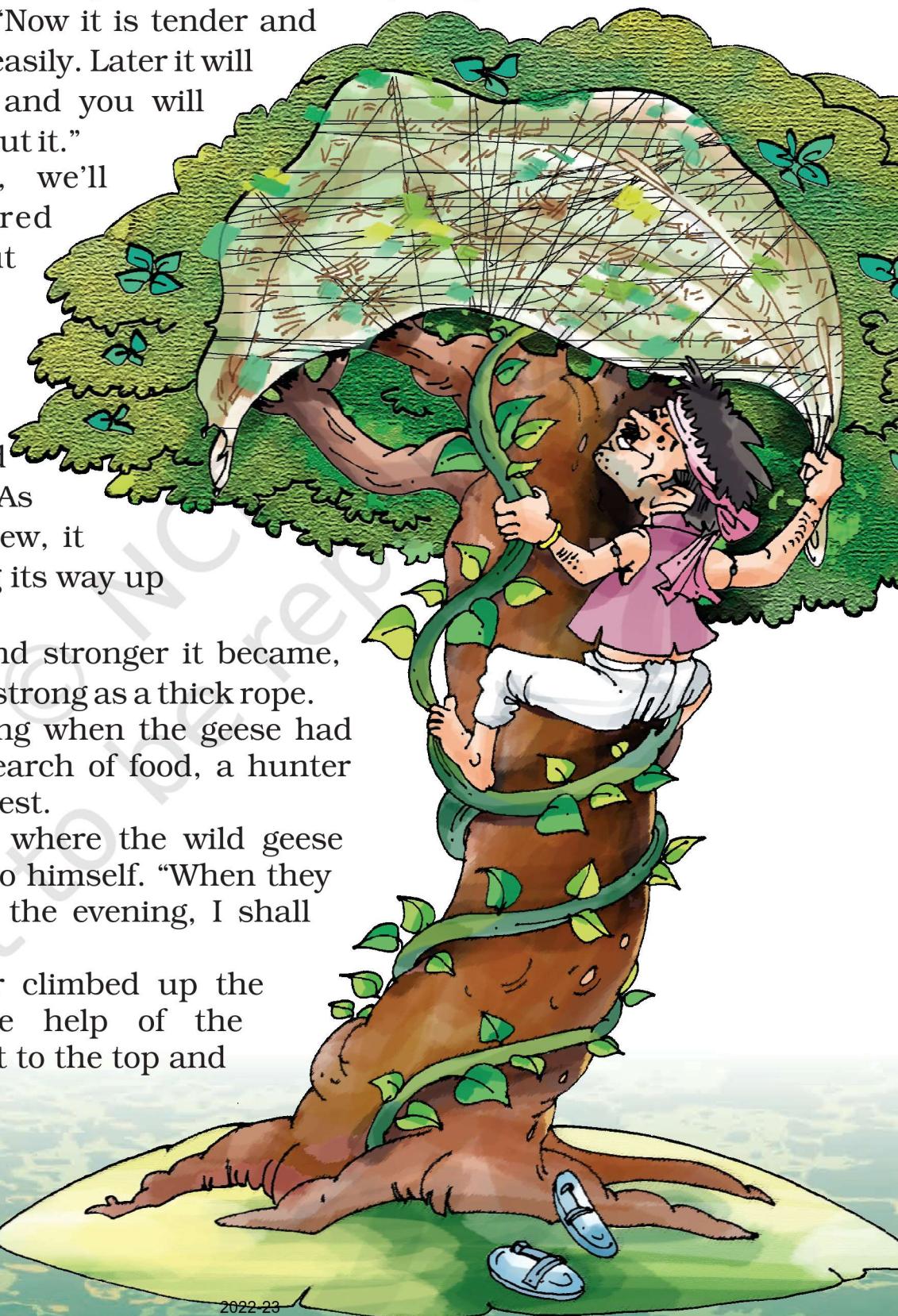
"We'll see, we'll see," answered the birds. But they did not destroy the creeper. They forgot the wise old bird's advice. As the creeper grew, it began winding its way up the tree.

Stronger and stronger it became, until it was as strong as a thick rope.

One morning when the geese had gone out in search of food, a hunter came to the forest.

"So this is where the wild geese live," he said to himself. "When they come back in the evening, I shall catch them."

The hunter climbed up the tree with the help of the creeper. He got to the top and



spread his net there. Then he climbed down and went away.

In the evening, the geese returned home. They did not notice the net. As they flew into the tree, they were trapped. They struggled hard to get out, but could not.

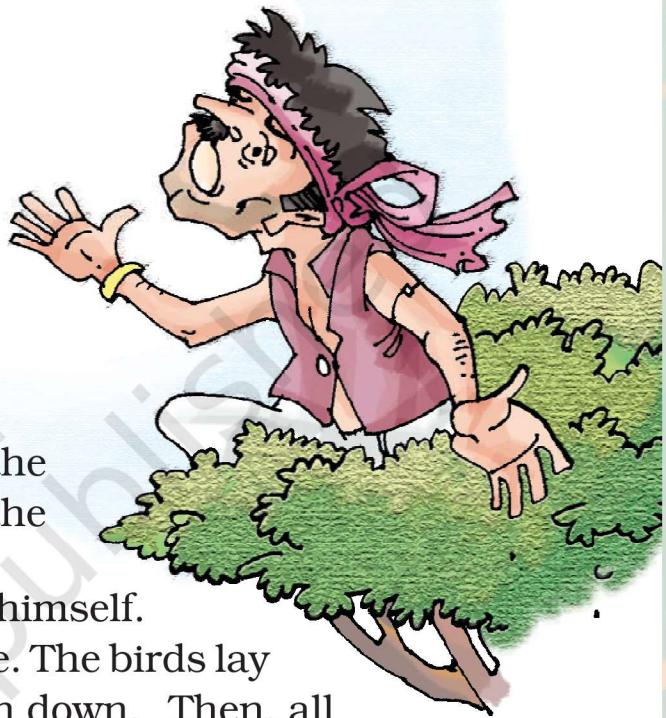
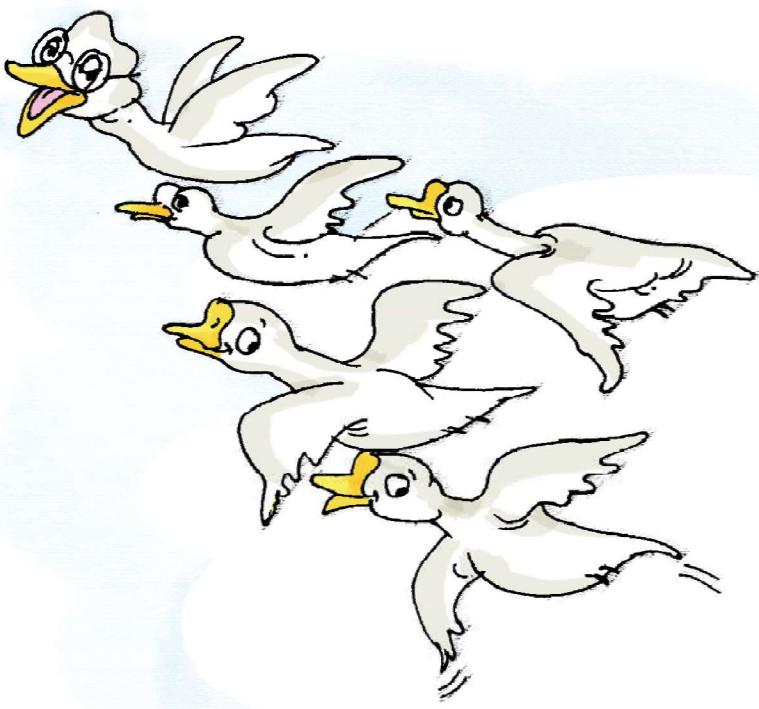
"Help! Help!" cried the geese. "We are caught in the hunter's net. Oh! What shall we do?"



"Don't make a fuss now," said the wise old bird. "Long ago I told you to destroy the creeper, but you did not. Now see what has happened. Tomorrow morning the hunter will come back and kill us all."

"We were foolish," wept the birds. "We are very sorry we did not listen to you. Please tell us what to do?"

"Then listen carefully," replied the wise bird. "When the hunter comes you must all pretend to be dead. Just lie still. The hunter will not want dead birds. He will throw us to the ground. It will then be easy for him to climb down, collect the dead birds, and take



them home. When the last of us has been thrown down, we must quickly get up and fly away."

In the morning the hunter came to the tree and climbed up. He looked at the geese in the net.

"They are all dead," he muttered to himself. He threw them out of the net one by one. The birds lay still until the last one had been thrown down. Then, all at once, they got up, flapped their wings, and flew away.

The hunter was taken by surprise. From the top of the tree he watched all the geese fly away.

SHIV KUMAR

(Adapted from *Stories from Panchatantra* – 'A wise old bird')



- geese : plural for goose; large web-footed bird
- creeper : plant that needs support to grow, usually along a wall or a tree
- winding : go in circular, spiral course
- muttered : spoken in a low tone
- flapped : move wings up and down





## Let's Read

1. Where did the geese live?
2. Why did the old bird advise the other birds to destroy the creeper?
3. Why did the geese cry, "Help Help"?
4. What did the hunter do when he thought that the geese were dead?
5. Why did the geese pretend to be dead?
6. Describe one incident when you got into trouble because you did not do your work on time.

**State whether the following statements are True or False.**

1. The tree was the house of a flock of parrots.

\_\_\_\_\_

2. The wise old bird wanted the creeper to be destroyed.

\_\_\_\_\_

3. The hunter climbed the tree with the help of a ladder.

\_\_\_\_\_

4. When caught in the net the foolish birds began to weep.

\_\_\_\_\_

5. The wise old bird helped them to escape. \_\_\_\_\_





## Let's Listen

Listen to the following paragraph.

### The Ant and the Dove

On his way home, an ant saw a sparkling fountain. He crawled on to its wall to take a closer look.

Suddenly he slipped and fell into the water. He gurgled and panicked and waved his legs in the air. "Help! I can't swim," he cried. Luckily, just at that moment, a friendly dove flew by. She saw that the tiny ant was drowning and quickly flew to a nearby tree.



She pulled off a leaf and let it glide down to the ant. "Here you are," she cooed, and flew away.

(Adapted from *Aesop's Fables*)

- (i) Why do you think the dove helped the ant?
- (ii) How do you think the ant felt on finding the leaf?
- (iii) Have you ever been in trouble like the ant? Did anyone help you?



*Marigold*



## Let's Talk



1. Work in pairs.

- ▶ Ask your friend questions about all the things he does.
- ▶ Use question words such as **where, what, how, who, when, why**. One is done for you.

Anu : I watch TV in the evening.

Amit : When do you watch TV?

Anu : I play games.

Amit : \_\_\_\_\_

Anu : I collect stamps.

Amit : \_\_\_\_\_

Anu : I play in the ground.

Amit : \_\_\_\_\_

Anu : On Sunday I go shopping.

Amit : \_\_\_\_\_

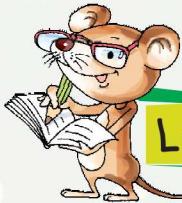
2. Answer these questions about yourself.

- (i) What is your name?
- (ii) What languages do you speak?
- (iii) How old are you?
- (iv) Which is your favourite food?
- (v) Where did you go yesterday?
- (vi) Which country do you belong to?
- (vii) When do you go to sleep?
- (viii) Why do you drink milk?



3. In groups of five discuss what you would do if you were caught in the following situations.

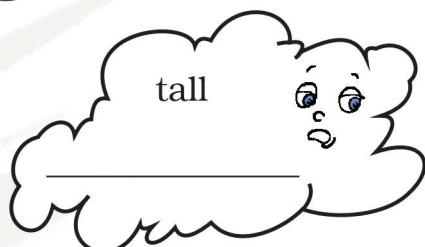
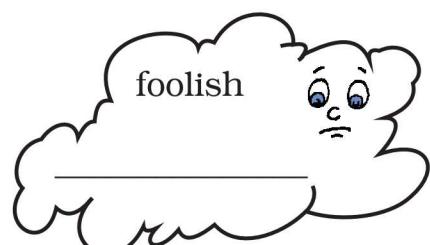
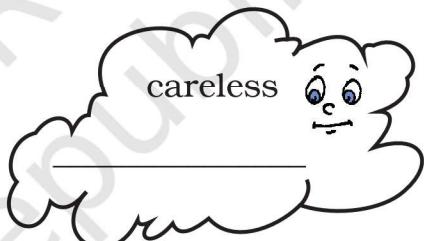
- ▶ Your friend falls in the play field and is hurt...
- ▶ You are trapped in a fire...
- ▶ You are stuck in a traffic jam...



### Let's Write

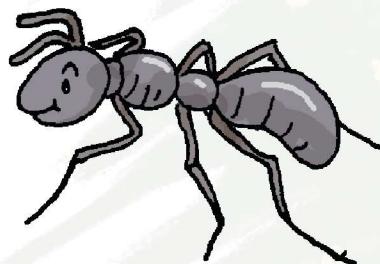
1. The words in the clouds describe something or someone in the story. Name them in the blanks provided.

Make sentences of your own with the words given in the clouds.



2. Here are some answers about the given picture.

- (i) The colour of the ant is black.
- (ii) It lives on land.
- (iii) It has two long antennae.
- (iv) It crawls on the ground.
- (v) It eats sugar.



Now frame questions for the above answers.

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3. Fill in the blanks with prepositions such as **to, at, off, on, in, into, with**. One has been done for you.

- (i) This tree was the home of a flock of wild geese.
- (ii) He noticed the creeper at the foot of the tree.
- (iii) "It would be a pity to destroy it now."
- (iv) As they flew off the tree they were trapped.
- (v) The boy ran with the dog.
- (vi) The frogs jumped into the well.
- (vii) The girl was thrilled to see her new bicycle.
- (viii) The birds were caught in the net.
- (ix) The children walked over the bridge.



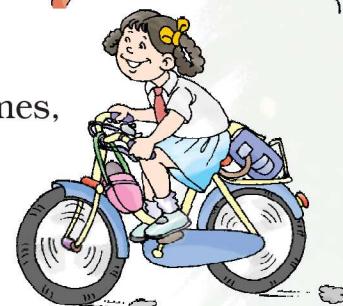
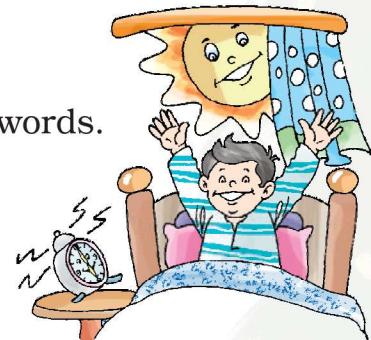
4. Complete the paragraph with suitable words from the box.

around      across      with      along      to  
after      next to      into      from

One day, as I was walking \_\_\_\_\_ the bank of the river, I saw my friend running \_\_\_\_\_ the field. He was calling my name and waving \_\_\_\_\_ me. I stopped and waited. \_\_\_\_\_ sometime he reached where I was standing. He said, "I went all \_\_\_\_\_ the town looking for you. I have some exciting news to share \_\_\_\_\_. Do you remember the old house \_\_\_\_\_ the neem tree? Guess who is moving \_\_\_\_\_ that house? Janak Das, the great magician. Now we can learn lots of magic tricks \_\_\_\_\_ him."

5. Fill in the blanks given below with question words.  
For example, **where** do you live?

- (i) \_\_\_\_\_ do you play?  
(ii) \_\_\_\_\_ do you get up?  
(iii) \_\_\_\_\_ do you have for breakfast?  
(iv) \_\_\_\_\_ do you go to school?  
(v) \_\_\_\_\_ do you like best in the school – games, art or music?  
(vi) \_\_\_\_\_ is your birthday?  
(vii) \_\_\_\_\_ do you want for your birthday?



6. Reference to context.

1

“ Well there's no hurry, the creeper is very small, it would be a pity to destroy it now.”

2

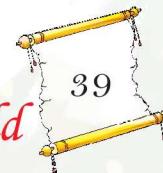
“So this is where the wild geese live.”

Who said this? \_\_\_\_\_

To whom was it said? \_\_\_\_\_

When was it said? \_\_\_\_\_

Draw pictures of the speakers of the above lines.





## Fun Time

1. Proverbs are short, wise sayings. For example — **Look before you leap**. This means that we should think carefully before we take any action. Here are some popular English proverbs. Read them aloud together and discuss what each could mean.

- ▶ Old is gold
- ▶ As you sow so shall you reap
- ▶ Unity is strength
- ▶ United we stand divided we fall
- ▶ A friend in need is a friend in deed



2. Look at this proverb: All's well that ends well.

- (i) Discuss what it means. Can you think of events/happenings in life where this proverb can be used?
- (ii) Write down your story or the event. Then read the paragraph to your neighbour.

### The clap word game

3. Let's play the clap word game.

Where the word produces one sound, clap once, as in 'creep'. Clap twice if the word can be broken up into two syllables as in cree-per, and thrice as in to-mo-rrow.

creeper	struggled	tomorrow	geese
throw	foolish	possible	noticed
carefully	flapped	returned	evening
trapped	surprise		



*Marigold*

**Poem:** Teamwork  
**Story:** Flying together

### THEMES

Collaboration  
 Teamwork  
 Doing work on time

### READING TIME

Help children experience the joy which comes from listening to good poetry. Let the class express how they feel about music. They can dance, tap their fingers, laugh, or sing poems. Explain to the class that listening to poetry is like listening to music. Poetry helps children sing inside themselves.

The stories of *Panchatantra*, originally written in Sanskrit, are very old. *Panchatantra* depicts *nitiashastra* (wise conduct of life) through the medium of stories. The stories are mainly of animals, which children love to read. To enhance their reading habits the children must be encouraged to read more *Panchatantra* tales on their own. They can listen to stories from their grandparents and be asked to read some stories aloud to their friends. For purposes of language learning, listening needs to be encouraged with the help of music which includes folk, classical or popular compositions.

### CONVERSATION TIME

The questions in the **Let's Talk** exercise aim to develop the language and thinking skills of the child. Real life situations familiar to the child have been given so that he/she is able to identify with them. Every child should be given an opportunity to freely express himself/herself.

### WRITING TIME

The child will make a list of activities he/she likes to do alone and in a group. They can share with the class which activities they enjoy more.

Working in pairs, the children will write five ways in which they think birds and animals are like human beings. E.g. Humans look after their young ones and so do animals and birds.



The picture writing exercise should be done after a discussion about the various people involved in building a house and also the different steps involved in building a house.

### PROJECT WORK

Undertake a tree conservation drive to look after the plants in the school by watering them and weeding the area around them.

The students can also take up a campaign for keeping the school compound clean by collecting litter and throwing it into dustbins.

*Marigold*

