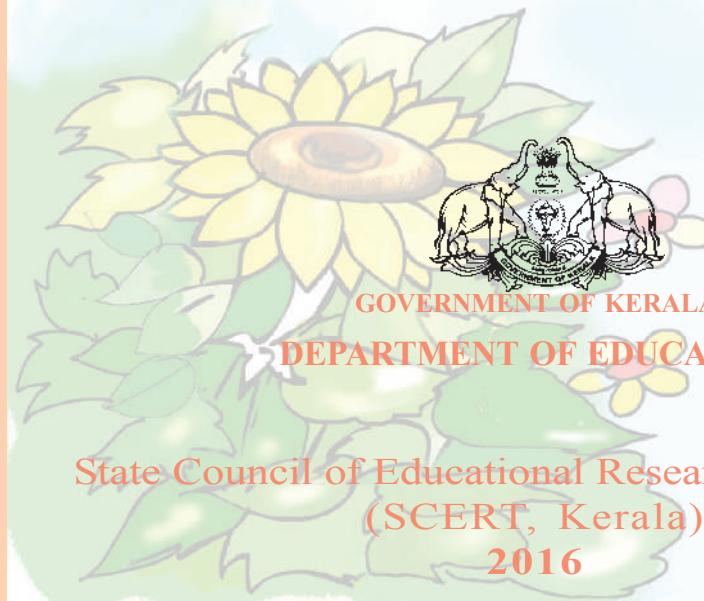


KERALA READER

ENGLISH

STANDARD III

PART 1



GOVERNMENT OF KERALA
DEPARTMENT OF EDUCATION

State Council of Educational Research and Training
(SCERT, Kerala)
2016

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.

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

Kerala Reader - English Standard III Part 1

Prepared by:

State Council of Educational Research & Training (SCERT)
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**Government of Kerala
Department of Education
2015**

Dear children

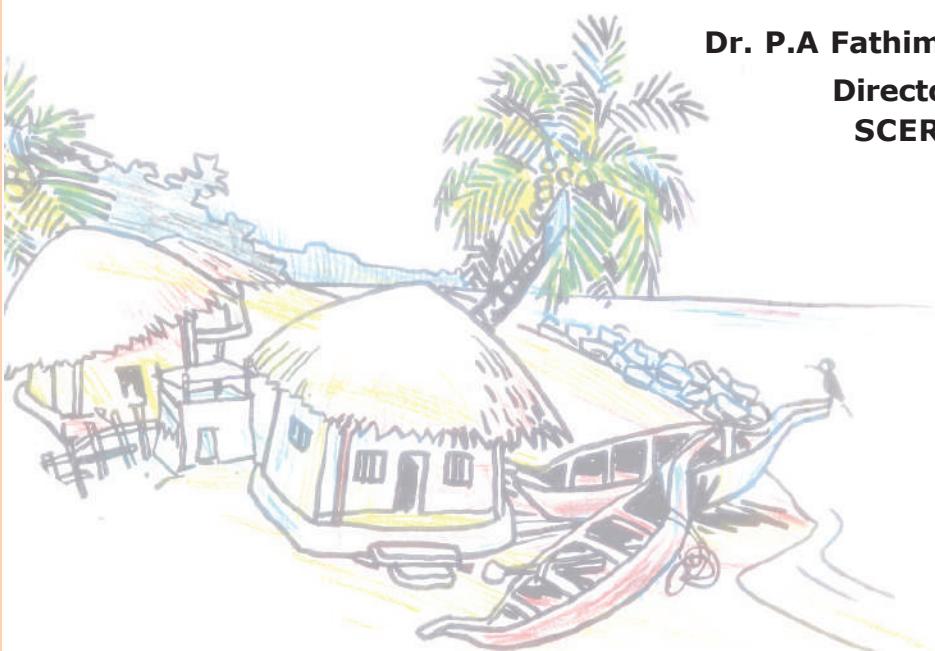
The English Textbook Part 1 for Standard III is a good collection of stories, poems, pictures and activities. There are stories of butterflies, animals, birds and a little boy with a magic ring. Your teacher will take you to their wonderful world of adventure. I hope you will like the stories, poems and pictures in this book. There are also interesting and challenging activities along with each unit of the textbook. Enjoy doing the activities on your own. You can approach your teacher whenever you need help.

I am sure you will love reading this book.

Wish you all the best.

Dr. P.A Fathima

**Director
SCERT**



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UNIT 1

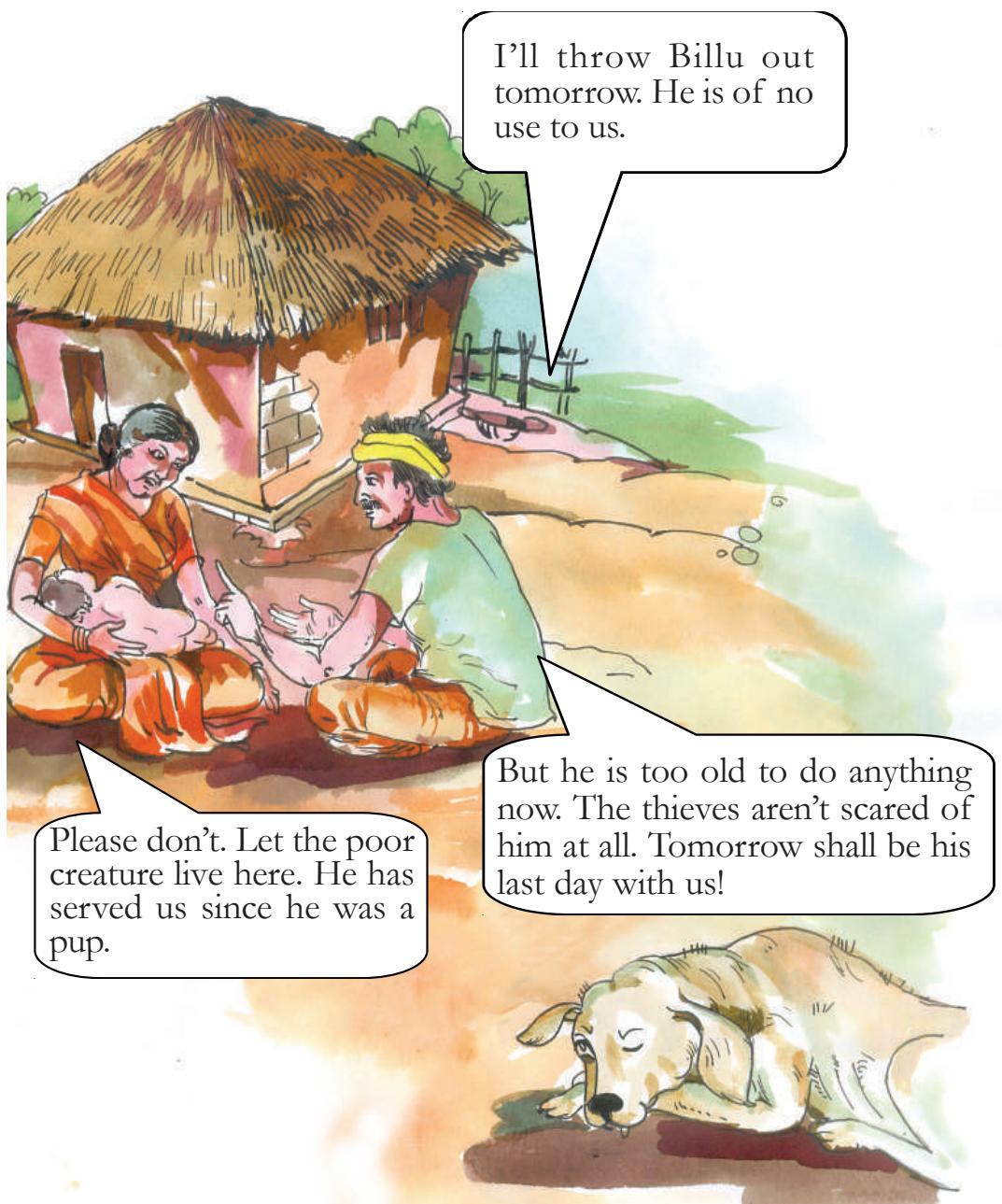
BILLU, THE DOG



A farmer had a faithful dog called Billu.
He was very old and had lost almost all his teeth.

What do you see in the picture?
Do the animals in the picture help us in any way?
How do they help us?
Can Billu help the farmer? Why?

One day the farmer told his wife:



If you were the farmer, would you throw Billu out? Why?
What will Billu do now?

Billu heard what the farmer said. He was frightened. In the evening, he went to the woods. He met his best friend, the fox. He told the fox what was going to happen.

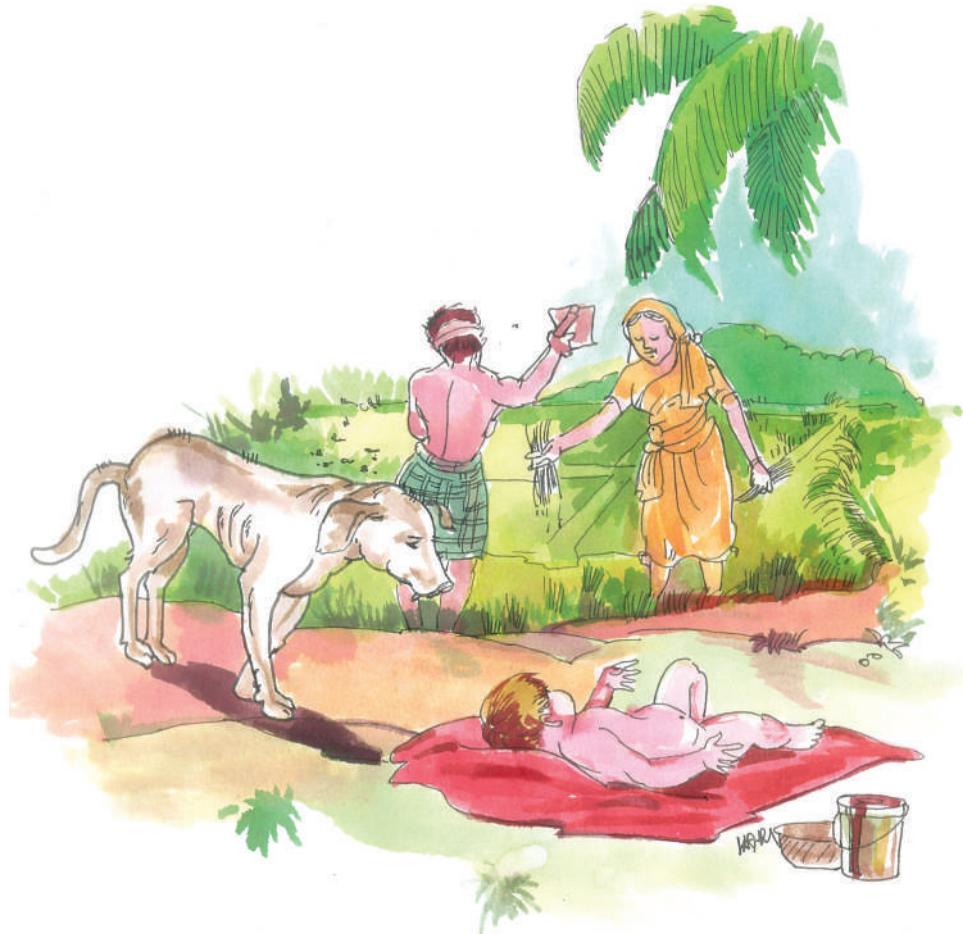


If Billu approached you, what advice would you give him?



The fox shared the idea with Billu.

What would be the fox's idea?



Next day, early in the morning, the farmer went to the field with his wife. They took their baby with them. They laid the baby in the shade of a tree. While they worked, the old dog stood near the baby watching it.

Other than guarding homes, how do dogs help their masters? Have you heard of such stories? Share them with your friends.

Suddenly, the fox came out of the bush. It ran towards the baby. It jumped at the baby.



What will happen to the baby?



Billu attacked the fox and saved the baby.

Did you ever think that this was the fox's idea?

Billu is our dear dog!
I was stupid to think of
throwing him out.

Thank God! Billu
saved our child.



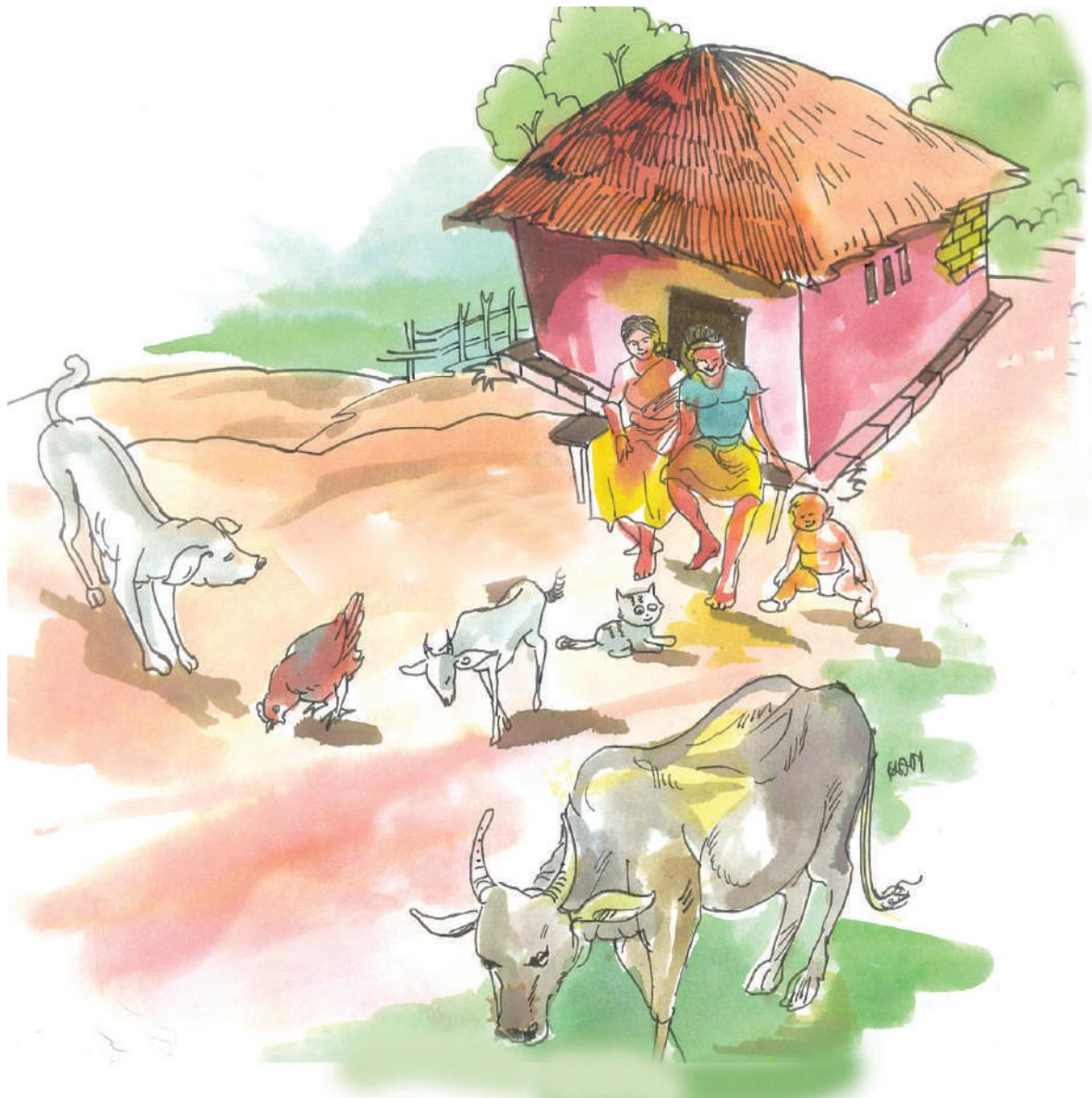
What changed the farmer's attitude towards Billu?

Dear, let's go home and give our Billu a good dinner.



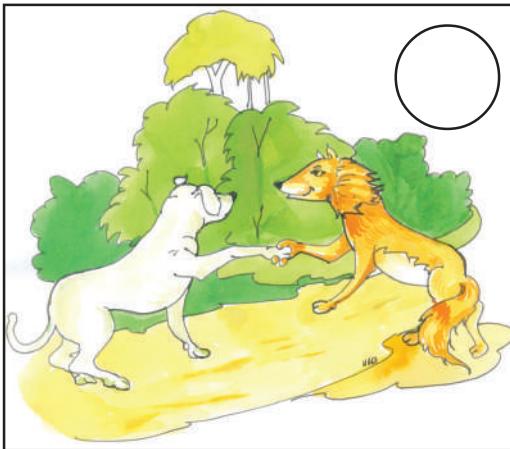
The farmer patted Billu affectionately.
The mother was very happy to get her baby back.

Did Billu wish that this would happen?
Was the fox's idea effective?



The whole family lived together happily.

Look at the pictures given below. Sequence them and narrate the rest of the story.



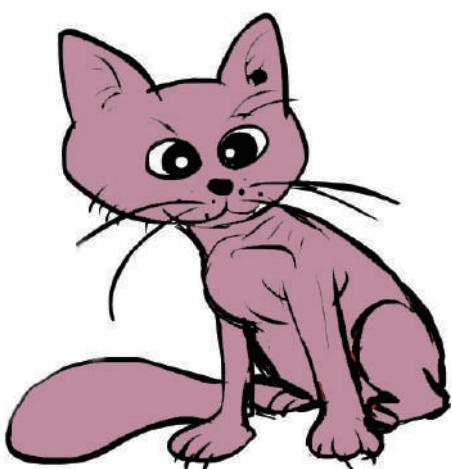
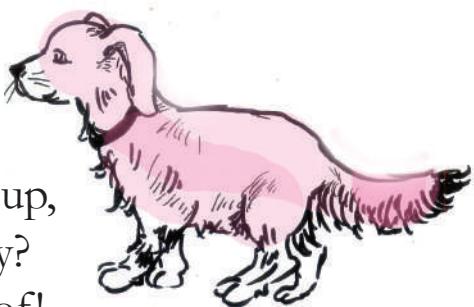
You may begin like this:

The farmer was happy. He built a kennel for Billu.

Now, read the poem about animals and find out what they can do.

LITTLE PUP, LITTLE PUP

Little pup, little pup,
What do you say?
'Woof, woof, woof!
Let's go and play.'

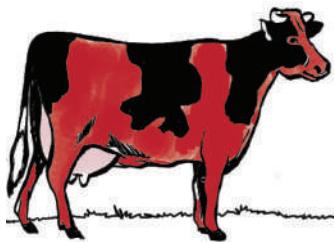


Kitty cat, kitty cat,
How about you?
'Meow, meow, meow!
And I purr, too.'

Pretty bird, pretty bird,
Have you a song?
'Tweet, tweet, tweet!
The whole day long.'

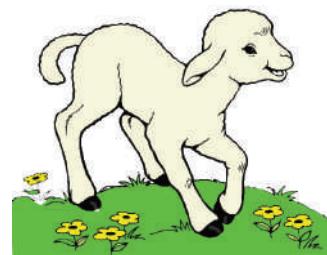


Who is the speaker of the poem?
Who answers the questions of the speaker?



Jersey cow, jersey cow,
What do you do?
'Moo, moo, moo!
And give milk too.'

Little lamb, little lamb,
What do you say?
'Baa, baa, baa!
Let's all play.'



What do the animals and bird say? Complete the table given below.
One is done for you.

| Animal/Bird | Sound it makes | What it can do |
|-------------|------------------|----------------|
| little pup | woof, woof, woof | play |
| | | |
| | | |
| | | |
| | | |

ACTIVITY 1

The fox's idea saved Billu. Billu was very happy. He ran to the forest and met the fox.

Continue the conversation.

Billu : Oh! My dear friend

Fox :

Billu :

Fox :

ACTIVITY 2

Billu served his master from the time he was a pup. The young one of a dog is called a pup or puppy. Complete the table given below suitably.

| Animals | Young ones |
|----------|------------|
| dog | puppy |
| cat | |
| cow | |
| lion | |
| | piglet |
| elephant | |
| | duckling |
| horse | |
| | lamb |
| hen | |
| tiger | |

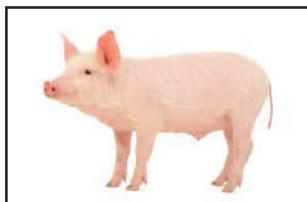
ACTIVITY 3

The farmer and his family lived in a small house. The farmer made a kennel for Billu.

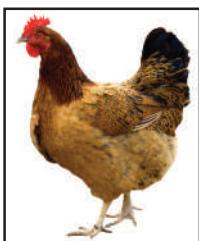
Where do the following animals and birds live? Match the animals with their homes by drawing connecting lines.



coop



shed



kennel



stable



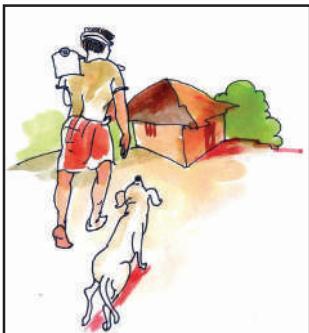
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ACTIVITY 4

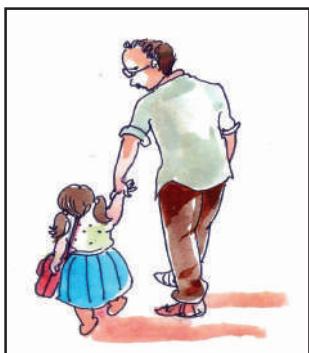
Read the following sentence from the story.

The farmer went to the field *with his wife*.

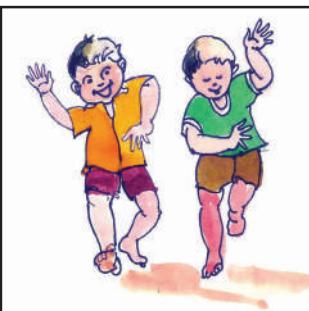
Now, look at the pictures and complete the sentences.



Billu is going home *with the farmer*.



Anu is going to school.....

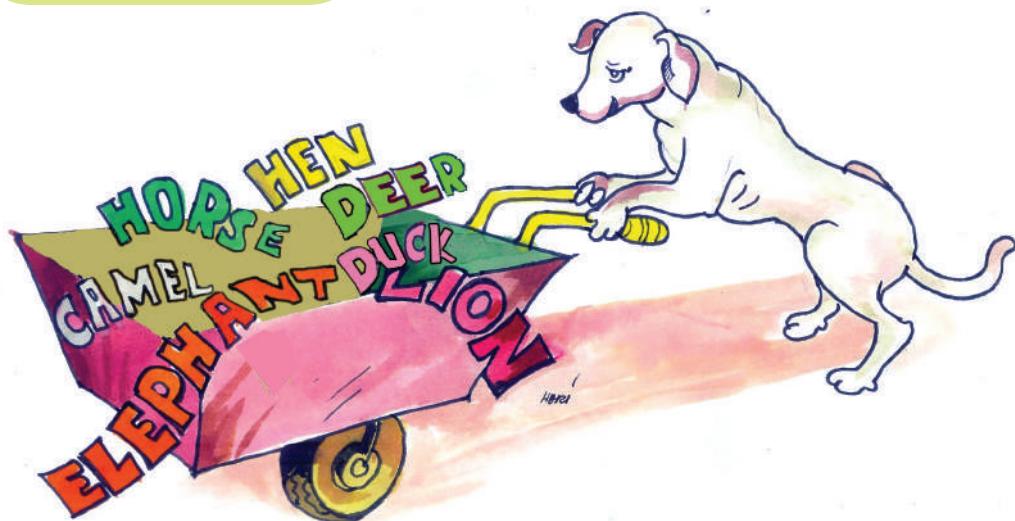


Rafeek is his friend.



Jessy is sleeping

ACTIVITY 5



There are names of some animals and birds in Billu's trolley. Pick and place them in the boxes to complete the crossword.

| | | | | | | | | |
|---|---|---|--|--|---|--|---|--|
| | | | | | | | 5 | |
| 1 | | | | | 6 | | | |
| | | 2 | | | | | | |
| | 3 | | | | | | | |
| | | | | | | | | |
| | 4 | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

The following clues will help you.

Across

1. The largest animal on land.
2. The king of the forest.
3. An animal that eats grass and runs fast
4. The ship of the desert.

Down

3. Quacks.
5. Gives us egg.
6. Kings travel on its back.

ACTIVITY 6

Read the following sentences:

The thieves are not scared of him.

The thieves aren't scared of him.

What difference do you observe in these two sentences?

Which sentence of the two is used in the story?

Now, use the contracted forms of the words in the boxes and the expanded forms in the ovals.

Do not worry; I have an idea. worry; I have an idea.

I won't throw him out. I throw him out.

Let us go home. go home.

Oh! Billu's attacking the fox. Oh! attacking the fox.

What will I do now? I do now?

I've an idea. an idea.

PROJECT WORK

Find out your friends' pets. List them as given in the table below. A sample is done for you.

| Name of student | Pets | What it does | Where it lives |
|-----------------|------|--------------|----------------|
| Suresh | dog | guards home | kennel |
| | | | |
| | | | |
| | | | |
| | | | |

Now, write in your notebook about your friends' pets. Draw their pictures or paste photos along with the descriptions.

One is done for you.

| | |
|--|---|
| Suresh has a dog. It is called Pepper. It guards his house. It is kept in a kennel. |  |
|--|---|

| |
|--|
| |
|--|

MY WORDS

Trace the words you came across in the story from the puzzle given.

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

Now, arrange the words in alphabetical order. You may add in the list, new words you have come across. Refer to a dictionary and write the meaning of the words.



I CAN

1. I know that Billu saved the _____.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

2. I know where the farmer worked.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

3. I know that Billu guarded the little child when it was _____.

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

4. I know where Billu lives.

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

5. I know that finally the farmer understood his decision to throw Billu out was _____.

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Now, write the letters found in the circles together. You will get the name of the farmer's pet. Write it down here.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|



MY LEARNERS

| My learner | |
|---|--|
| can retell the story using his/her own words. | |
| can construct meaningful sentences using the preposition ‘with’ in different contexts. | |
| can identify and use contracted forms of do not, will not, let us etc. | |
| can use words like ‘sleep’, ‘pat’, ‘serve’, ‘frighten’, ‘shade’, ‘scare’ etc. in meaningful contexts. | |
| can identify animals and their homes. | |
| can identify the names of animals and their young ones. | |
| can sequence pictures and narrate a story based on them. | |
| can do activities when instructions are given clearly. | |
| can participate actively in group activities, theatre games etc. | |
| shows eagerness to learn English. | |

TEACHER'S PAGE

How to process the text

You may introduce the stories given along with each unit initiating a discussion showing a related picture/video/slide presentation or by asking learners to do an interesting activity. You may lead the discussion based on the introduction to the themes of the stories: caring for the old and the weak, resisting discrimination, adventure and fantasies and father-son relationship. The stories are subdivided into smaller units and separate titles are given. Moreover, on every page you can see questions for interaction with the learners. These questions mainly serve four purposes:

- to read the picture (e.g. *What do you see in the picture?*)
- to elicit the text (e.g. The text given on page 32 can be elicited by asking questions like: *Where did the butterflies live? Were they friends or brothers? What was the colour of each one? What were the three things they did in the garden?*)
- to connect the learners' own experiences with the events, persons, places or objects described in the story (e.g. *Have you seen butterflies of different colours? Do you know their names?*)
- to help learners predict what is going to happen next (e.g. *Will anyone help the butterflies? What will happen next? Who will come now? Where will the butterflies go now?*)

Learners may answer in their mother tongue, the questions you ask in English. Then, you may say the answers aloud in English



and write them on the blackboard or chart paper. Care should be given to write the letters legibly and neatly. You may invite the attention of learners to how words are formed and letters are written. Then, you may read aloud the text you have written with correct pronunciation and intonation, pausing at meaningful chunks.

How to interact with learners

Meaningful interaction with learners is the key to language acquisition. You may use simple English to interact with learners.

Classroom interactions like:

Why didn't you come yesterday?

Please show me your notebook.

Why are you late?

When is your birthday? will be better understood by learners if asked in meaningful contexts. But you can also use the mother tongue to give detailed instructions to do a task or play a game. Encourage learners to talk about their habits, likes, dislikes, favourite people/things/places etc.

How to deal with language activities and theatre games

Simple theatre games and interesting language games can greatly help learners acquire a second language. All the activities are not intended to be attempted at the end of the unit only. If you feel that some of the activities can be done while processing the story, you are free to do so. You may first present these activities as individual tasks with clear instructions. If necessary, you can assign the task to pairs or groups. Working and playing together in small groups will promote effective interaction, togetherness and team spirit. Theatre games also trigger learners' imagination and make learning a pleasurable experience. Simple games like



'Ding Dong Bell' help them expand their vocabulary in interesting ways. In this game, for instance, learners are made to stand in a circle and the teacher says that 'Ding' indicates classroom, 'Dong' indicates animals and 'Bell' indicates birds. The teacher walks round the circle and pointing to a learner says 'Ding'. Then he/she says the name of an object in the classroom.

Yet another interesting game you can attempt is 'Bingo'. In this game, you may write 15 words taken from any of the stories introduced in the class and read them out to the learners keeping an order. Then, learners are asked to write down any five words they like on a piece of paper. You then read out the 15 words again, this time, taking care not to keep any order. Learners put a tick mark against the words they have written when you read them out. Those who complete ticking all the five words they have written can stand up and say, 'BINGO'.

How to conduct learner assessment

Learner assessment is a continuous process and an integral part of learning. You can assess your learners at each stage of the learning process. Informal interactions, interaction questions, reading of the text, associating pictures with the text, language activities and theatre games give you ample opportunities for assessing your learners. Apart from these, you can see two separate sections in the textbook titled 'I can' and 'My Learners' meant for assessment alone. The first one is for the unit-end self-assessment of the learner. The second is for your assessment of learners.

How to use information communication technology

It is always a challenging task for a teacher to catch the attention of very young learners. Learners are exposed to the world of high quality digital audio-visual materials these days and



attempting to teach them using only ‘chalk and talk’ may not turn out to be a fruitful exercise. So you must think about bringing effective audio-visual materials to the classes. The internet is a rich source of such materials. For example, you can show amusing pictures of butterflies available in ‘Google Images’ and ask them to draw their own pictures of butterflies. While they are at work, you can interact with them in simple English.

For instance:

What colour is your butterfly?

Where are its wings?

Oh nice!

Excellent!

How many antennas does your butterfly have?

Most of the songs/poems included in the textbook are also available in ‘YouTube’.



UNIT 2

THREE BUTTERFLIES

Join the dots. You will find who it is.

Don't forget to colour it.



Now, write its name in the boxes.

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

HAPPY FRIENDS



Three butterflies lived in a garden.
They were friends.
One was white, one red and one yellow.
They played together.
They danced together.
Together, they sucked nectar from the flowers.

What do you see in this picture?
Where did the butterflies live?
What did they do together?
Can you name the flowers?

THE RAIN



One afternoon, the butterflies were playing in the garden. It suddenly grew dark. A cold wind blew. 'It's going to rain. Let's stop playing,' said the red butterfly. Suddenly it started raining. The three butterflies got wet in the rain. They found it difficult to fly. They looked for a shelter. A sunflower was watching them curiously.

Why did the butterflies stop playing?
What will the butterflies do now?
Will anyone help them?

SEEKING SHELTER

'Sunflower, sunflower,
it's raining heavily.
Shall we stay here
till the rain is over?'
asked the butterflies.

The sunflower said:
'My favourite fellows
the red and the yellow ones,
you can stay with me
till it stops raining.
But I can't let in here
the white one.'

The yellow and the red butterflies replied:

'No dear, no dear,
we won't stay here,
sending away
our friend in dismay.'

The rain came down like pebbles
on the butterflies.



If you were the sunflower, what would you do?
'We won't stay here.' Why did the butterflies say so?

A REQUEST

Then the butterflies saw a white lily.

'Good lily, good lily,
it's raining heavily.'

Open your petals wide
and take us in to hide,'
the butterflies begged.

'My favourite one,
the white one,
you can stay with me
till it stops raining.
But I can let in here
only the white one,'
said the white lily.

'No dear, no dear,
I won't stay here,
sending away
my friends in dismay,'
replied the white butterfly.



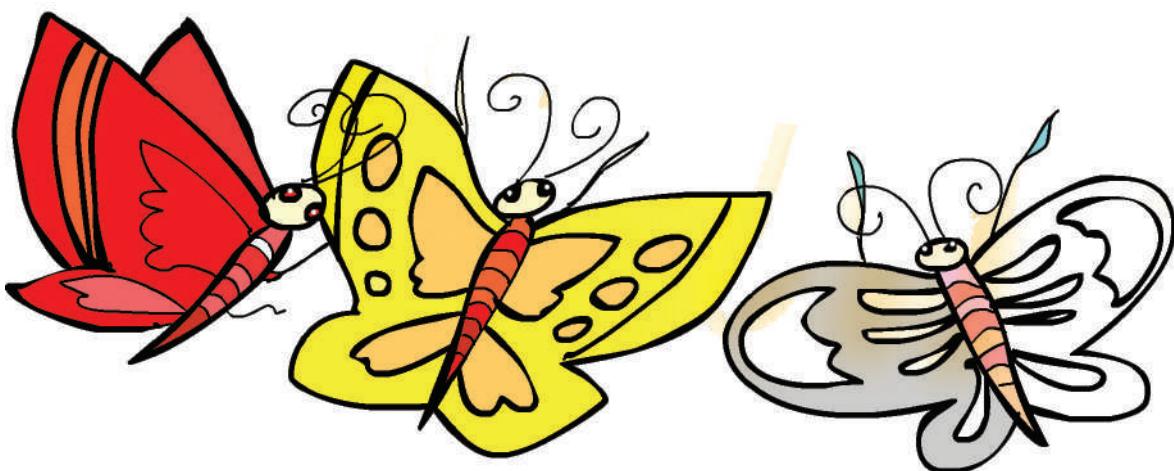
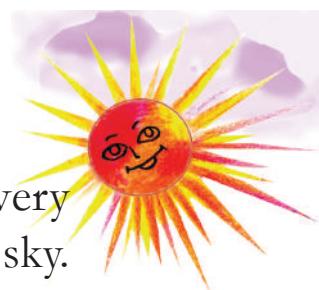
What will the butterflies do next?
Where will they go?

TRUE LOVE

The butterflies were totally wet. It was very difficult for them to fly. They looked at the sky. It was still cloudy. The sun was watching the butterflies from behind the clouds. He was pleased to see the love and care among the butterflies. So he chased the clouds away.

It stopped raining. The sun dried the butterflies' wings. The three butterflies were happy again. They danced in the garden among the flowers till evening.

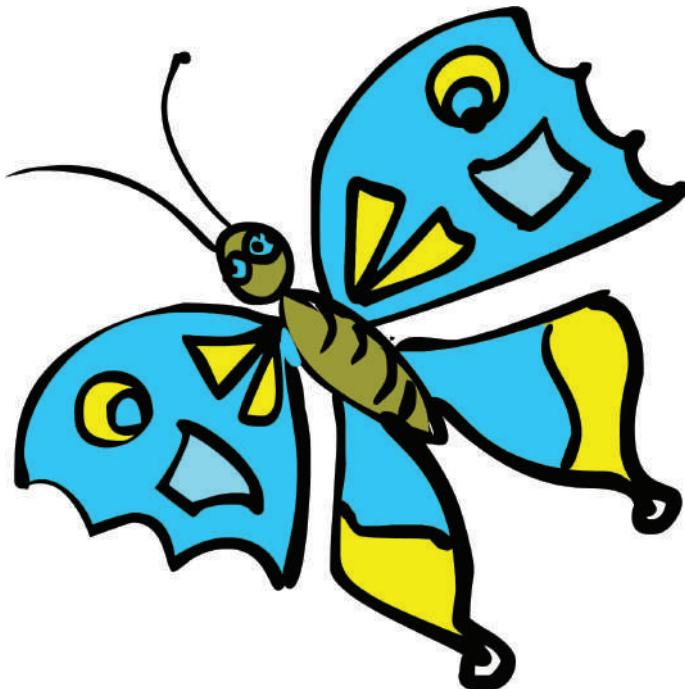
When night fell, they went to sleep.



What do you see in the picture?
How does the sun look?
How did the sun help the butterflies?

Now, read the poem given below.

BUTTERFLY, BUTTERFLY



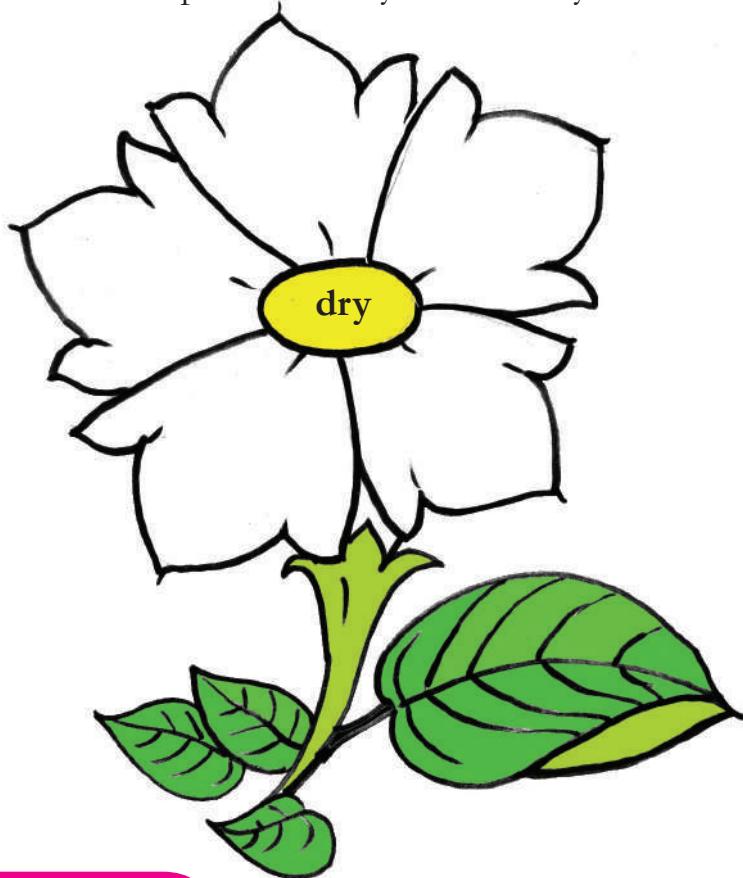
Butterfly, butterfly
Fly in the sky.
Butterfly, butterfly
Flies so high.
Butterfly, butterfly
Lands on my thigh.
Butterfly, butterfly
Motionlessly lies.
Butterfly, butterfly
Gracefully dies.

Adryan Bates

What does the butterfly do?
Where does the butterfly land to rest?
What happens to the butterfly in the end?

ACTIVITY 1

Write words from the poem that rhyme with 'dry' in the flower petals.



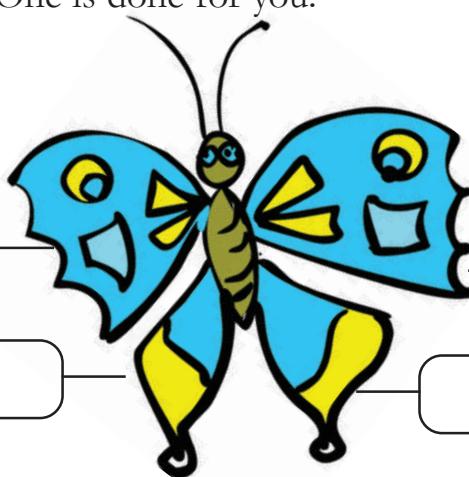
ACTIVITY 2

Fill in the boxes picking out phrases from the poem that show what the butterfly does. One is done for you.

Flies so high

[Empty box]

[Empty box]



ACTIVITY 3

Hearing the request of the butterflies, many friends in the garden offered them help.



The peacock said:
Butterflies, butterflies
Come with me.
We can play, we can dance
We can stay together.

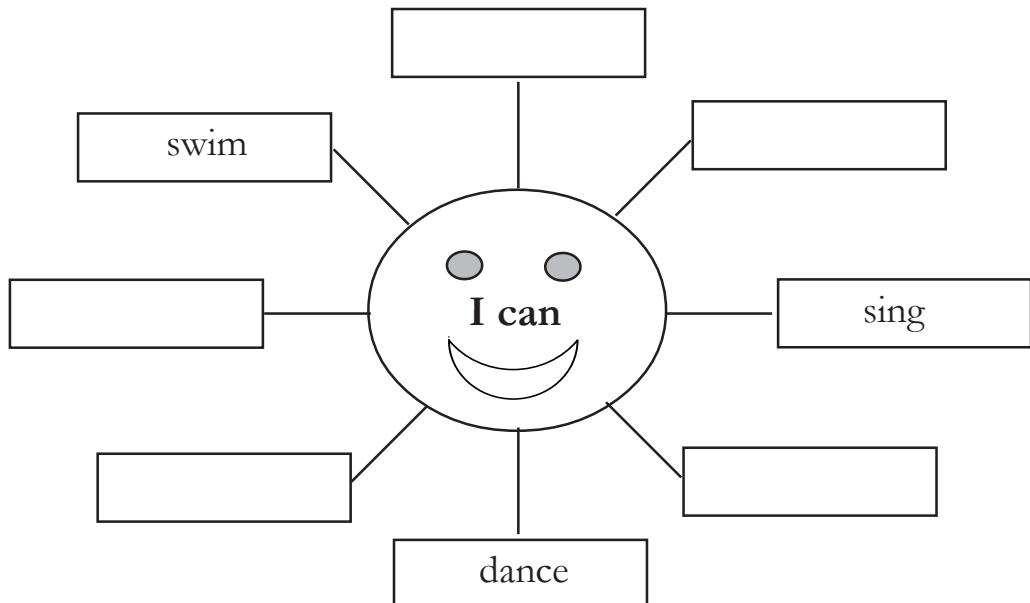
*The sparrow jumped up and sang:
What would the sparrow tell the butterflies?*



.....
.....
.....
.....

ACTIVITY 4

A. The peacock can dance. The sparrow can sing. What can you do?
Complete the word-web.



B. Write a song in the following pattern.

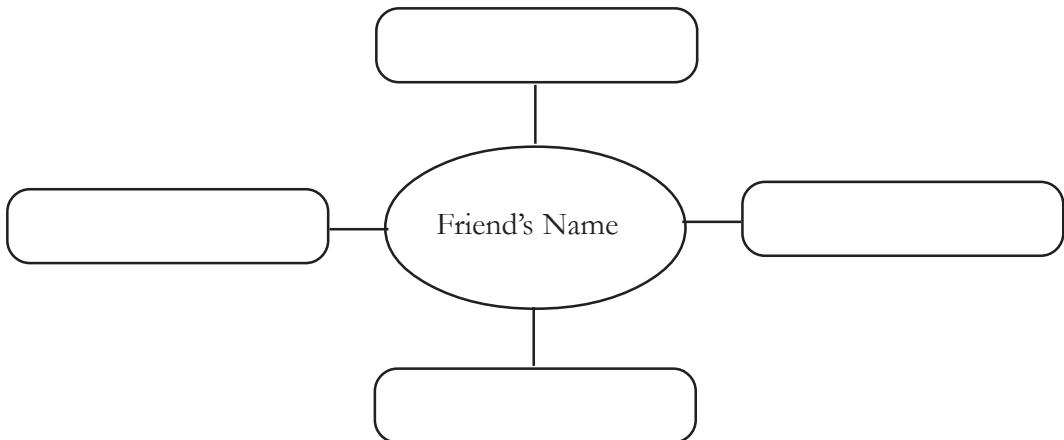
I can jump, I can swim
I can sing and dance

.....
.....
.....
.....

ACTIVITY 5

Who is sitting near you?
Write his/her name.

What can he/she do? Write them down.



Write in the box below, what you and your friend can do.

| I | My friend |
|---|-----------|
| | |

What are the things that your friend can do but you can't?

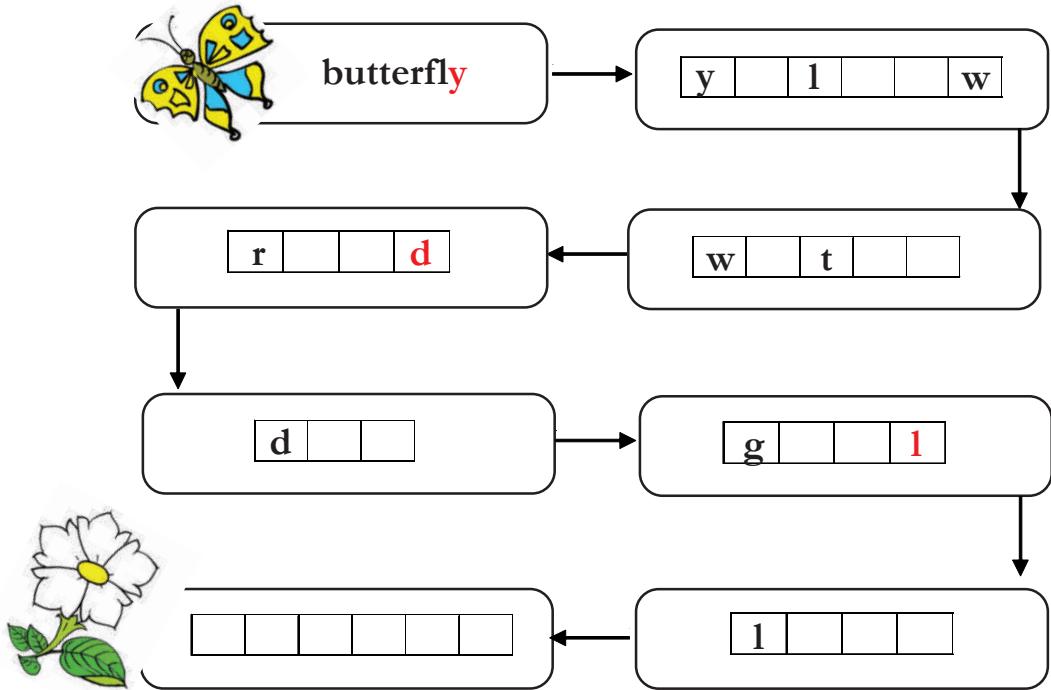
My friend can.....

But I can't.....

ACTIVITY 6

WORD CHAIN

Help the butterfly reach the flower by filling up the boxes. You may begin the next word with the last letter of the previous word.



ACTIVITY 7

Look at what the yellow butterfly says about herself and her friends.



I am a yellow butterfly. I live in a garden. There are two other butterflies like me in the garden. I have many other friends as well. They are frogs, dragonflies, parrots, sparrows and peacocks. We play and dance together. We are all very happy.

Now, write about yourself and your friends.

.....
.....
.....

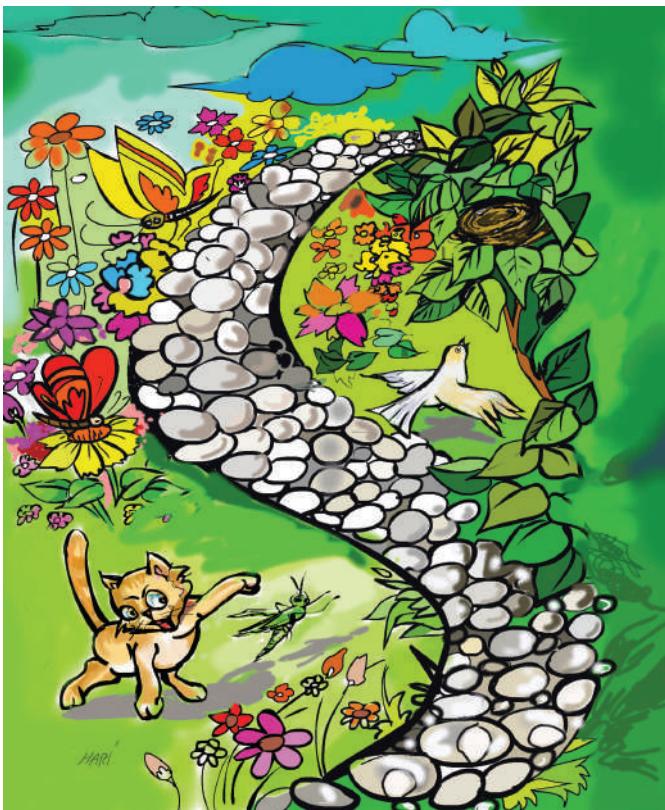
PROJECT WORK

The butterflies are your friends. There are a lot of beings in and around your house. Collect their pictures and paste them in your notebook. Write a short description of each one of them. You may write its name, colour, size, other features of appearance, food habits, where they live etc.

You may also write whether you like them or not and give reasons.

MY WORDS

Look at the picture carefully and fill in the blanks in the passage with suitable words from the box given below.



*cloudy
petals
motionlessly
pebbles
shelter
sucking
gracefully
chasing
wings*

This is Ammu's garden. There are many flowers in the garden. Smooth white _____ fill the garden path. A butterfly is _____ flying round a flower. Another one is sitting on a flower _____. It is _____ nectar from the flower. The _____ of the flower are yellow. There is a kitten _____ a green grasshopper. The sky is _____. It may rain. A small bird is flapping its _____. It is flying towards its nest. The bird has found its _____.

Write the new words you have learned in the space provided. Use them in sentences of your own.



I CAN

Do you remember who said these?

No dear, no dear,
I won't stay here,
sending away
my friends in dismay.

Sunflower, sunflower,
it's raining heavily.
Shall we stay here
till the rain is over?

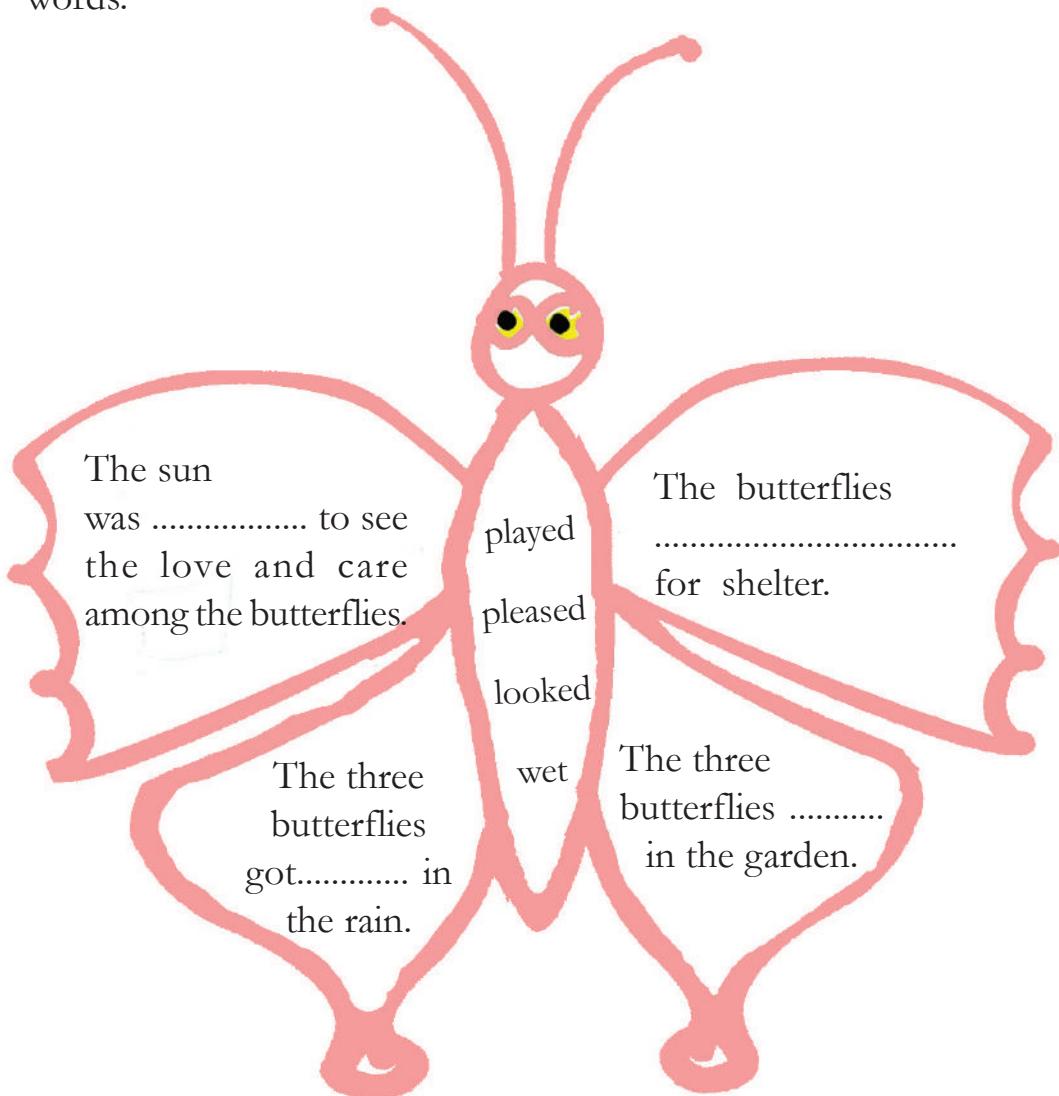
My favourite fellows
the red and yellow ones,
you can stay with me
till it stops raining.

But I can let in here
only the white one.



I CAN

I understood the story ‘Three Butterflies’. I remember the events in the story. I can now complete the sentences by supplying suitable words.



Let me colour the wing with the first event of the story yellow, the one with the second blue, the one with the third red and the last one green.



MY LEARNERS

| My learner | |
|---|--|
| can read words such as 'butterfly', 'garden', 'search', 'difficult' etc. | |
| can name flowers like 'lily', 'sunflower', 'rose', 'shoe-flower' etc. | |
| can use simple English while answering interaction questions. | |
| can understand simple questions like 'Why did the butterflies stop playing?' 'Will anyone help the butterflies?' etc. | |
| can identify rhyming words in a poem. | |
| can use the modal auxiliary 'can' to show ability in meaningful contexts. | |
| can write short descriptions about one's friends. | |
| can add lines to a poem following a set pattern. | |
| can participate actively in group activities, theatre games etc. | |
| can do activities in the textbook when instructions are given clearly. | |
| shows progress in learning English. | |

UNIT 3

MOWGLI

Look at the pictures and read the story.



Bhageera, the panther finds a baby in a boat.



He takes the baby to a wolf.



The wolf's cubs peeped into the basket.

What will Bhageera tell the wolf?

What will happen to the baby?

Now, read on.

A SURPRISE

'It is a man cub!' said a cub.

'It has no tail,' said the second cub.

'There is no hair on its body,' said the third.

'Hey, shall we take it home?' the cubs asked their mother.

'Why not? Take him with you,' said the Mother-wolf.

The baby grew up with the cubs. They called him Mowgli. Now he is a young boy. The wolves love him very much. He loves them too.



Do you have any pets? What are they?

How do animals express their love?

THE JUNGLE SIGHTS

One day the wolves and Mowgli went into the deep forest. They saw streams and waterfalls. Tall trees touched the sky. Creepers wound around the trees.

‘What a beautiful place!’ said Mowgli.

They stopped under a tree. There were fruits on the tree. Sweet, ripe apples!

‘Mowgli, please get apples for us!’ the cubs said.



What fruits do you like? Write down their names.

A THREAT

Mowgli climbed up the tree.

‘Oh, such a lot of sweet apples!’ He plucked one.

‘Catch it,’ he threw it down.

He plucked another.

‘This is for you.’

One, two, three... Mowgli went on plucking apples.

‘Mowgli, come down! That’s enough,’ the cubs shouted.

‘Have as much as you can. They are very sweet.’

Mowgli came down and ate the apples with his friends.

‘Sssssssss....’ Suddenly they heard a hissing sound.



What could be the sound?

KAA, THE SNAKE

'Run! It's Kaa, the dangerous snake.'
The cubs cried as they ran.
'Stop there! This is my tree.
How dare you pluck apples from my tree?'
Kaa, blocked their way.
It rushed towards them and hissed.



What will happen next?

THE FIGHT

Mowgli caught Kaa by the neck. Kaa tried to free himself. 'No, I won't let you go.' Mowgli held Kaa tightly. Kaa hissed fiercely. The birds on the tree flew away crying loudly. The cubs hid behind a tree and watched the fight. 'Will Mowgli win? Will Kaa bite Mowgli?'

They were terrified. No one came forward to help Mowgli. Kaa opened his mouth to swallow Mowgli. Mowgli pressed Kaa's neck with all his strength. Kaa choked and cried in pain. Mowgli let him go and he crawled away.

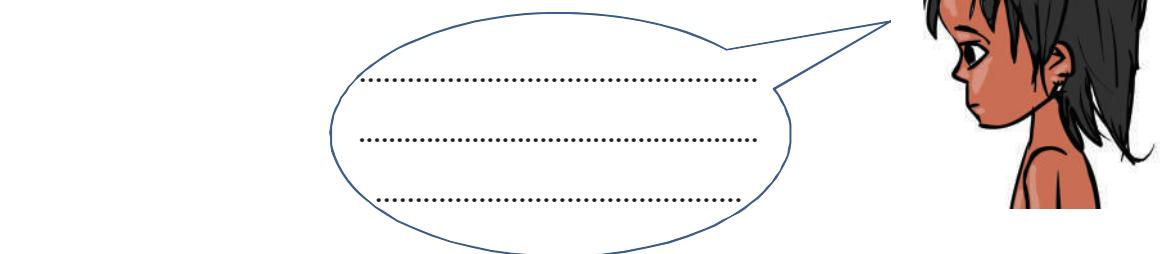
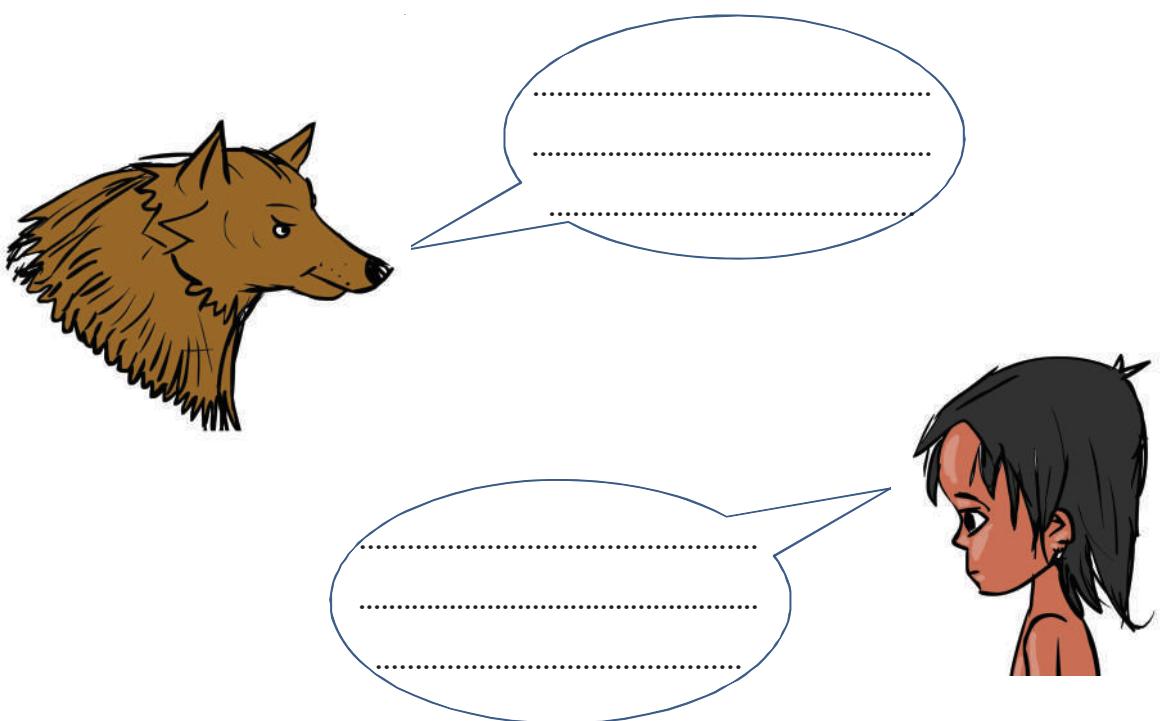
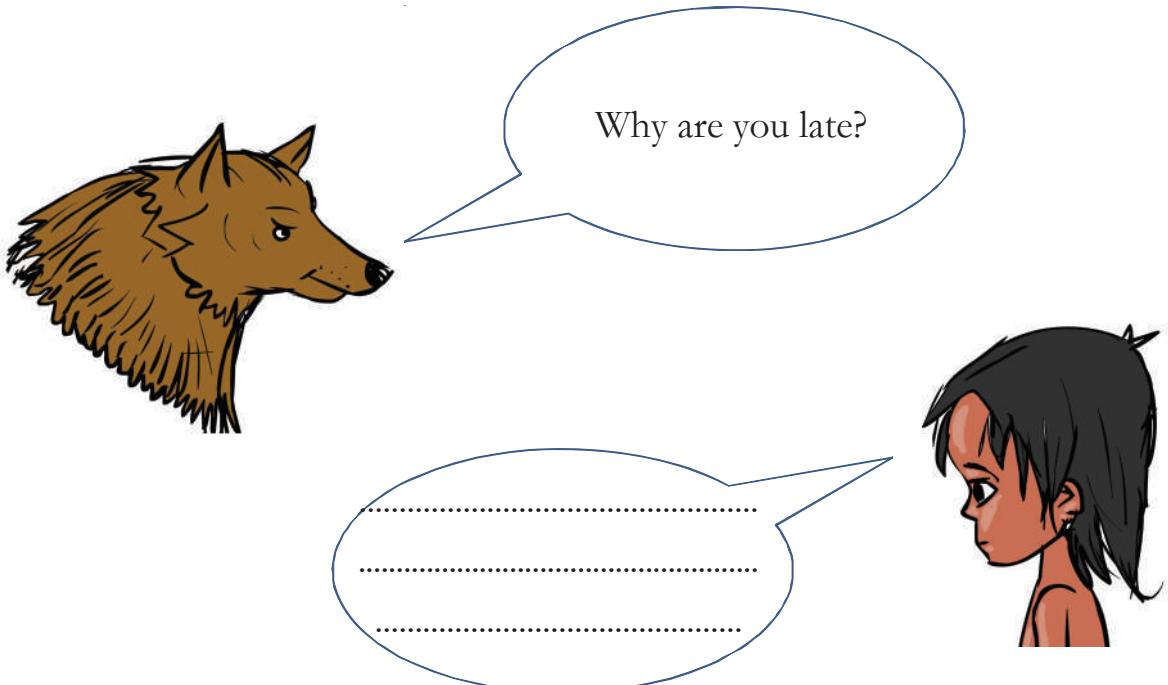


'Hurrah!' The cubs shouted. An elephant trumpeted. The birds chirped and flew back to the tree. The cubs howled with joy and hugged Mowgli. They were very happy. They ran towards their mother. Mother-wolf was waiting for them.

'Why are you late?' she asked.

What could be Mowgli's reply?

Complete the story by writing the conversation between Mowgli and the Mother-wolf.



Now, let's read a poem.

NOBODY'S FRIEND

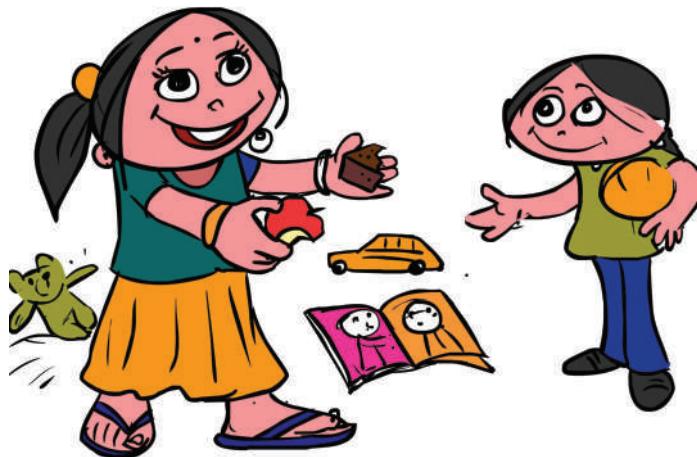
She had some sweets that she wouldn't share,
 She had a book that she wouldn't lend,
 She wouldn't let anyone play with her doll,
 She's nobody's friend!



He had some toffee, and ate every bit,
 He had a tricycle he wouldn't lend,
 He never let anyone play with his train,
 He's nobody's friend!



But I'll share all of my sweets with you,
 My ball and my book and my games I will lend,
 Here's half my apple and half my cake,
 I'm your friend!



Enid Blyton

How many children are there in the poem?
 Among them, who do you like most? Why?
 Do you share your things with your friends/others?

ACTIVITY 1

The good child in the poem is everybody's friend. What kind of a child are you? Complete the following.

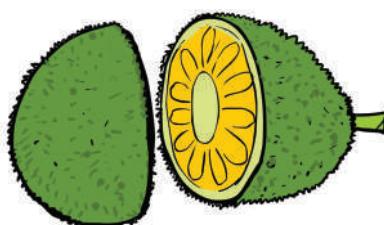
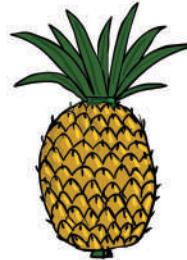
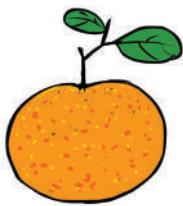
I'll sharewith you.

I'll lend

I am your friend!

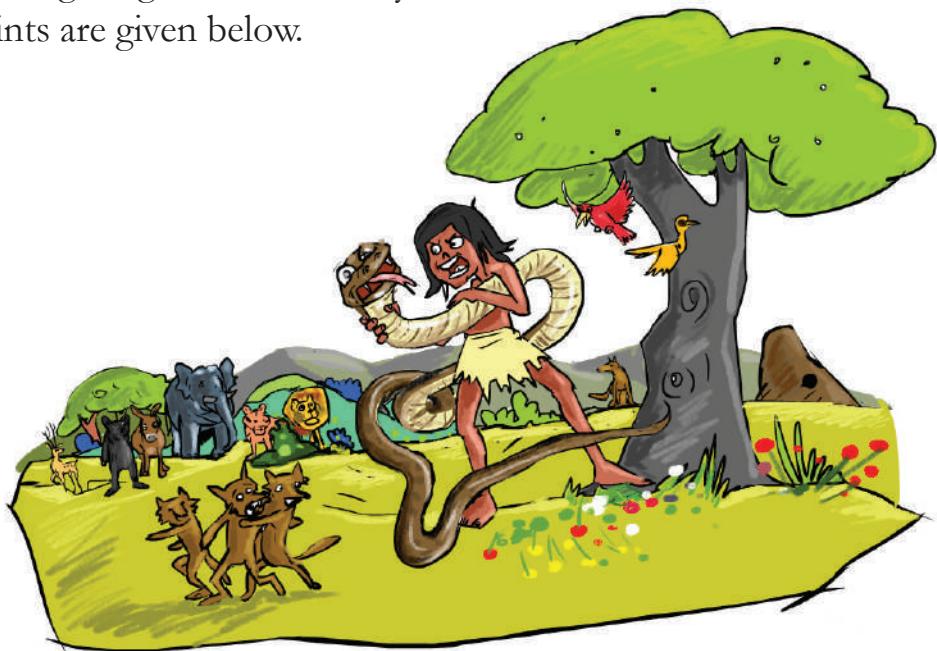
ACTIVITY 2

Mowgli and his friends saw many fruits in the forest. Let's try to name them.



ACTIVITY 3

Mowgli is fighting with Kaa. Can you describe the scene?
Some hints are given below.



is fighting with

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are the fight.

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ACTIVITY 4

Let's make a mask.



Get a sheet of white paper and paste it on a piece of cardboard.



Cut through the line.
Make holes for eyes.



Draw the face of an animal and colour it.



Tie a string.
Your mask is ready!

Funny Moments

Put on masks of different animals and act like them. Say a few sentences about them.



ACTIVITY 5

Seeing the fight between Mowgli and Kaa, the birds and the animals cried loudly. Can you identify their cries?

Here are the names of a few animals. The words for their cries are also given. Match them correctly by drawing lines.



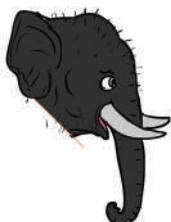
Fox

roars



Lion

trumpets



Elephant

growls



Tiger

howls



Donkey

chatters



Monkey

brays

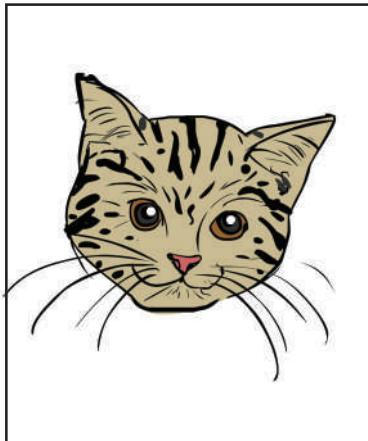
Your teacher will divide the class into two groups. The members of the first group will be given the name of an animal each. The members of the second group will be given the words for their cries. When the member of the animal group says 'I am the lion', the member of the other group who get the word 'roar' have to join the 'lion' and 'roar'.

ACTIVITY 6

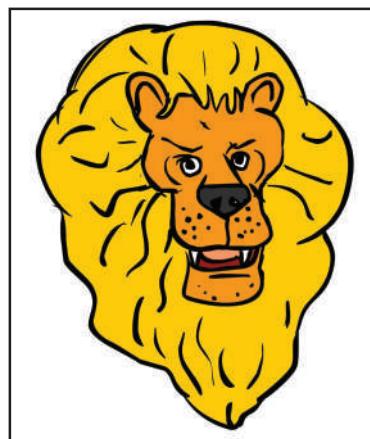
Who am I?

Match the description of the animal with the picture by drawing lines. You can add more details about the animal.

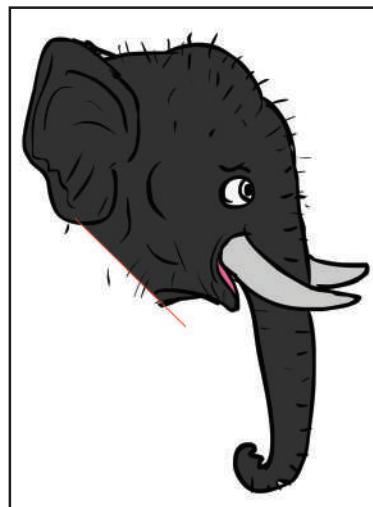
I am big.
I have a trunk.
I trumpet.
I am



.....
.....
I mew.
I am



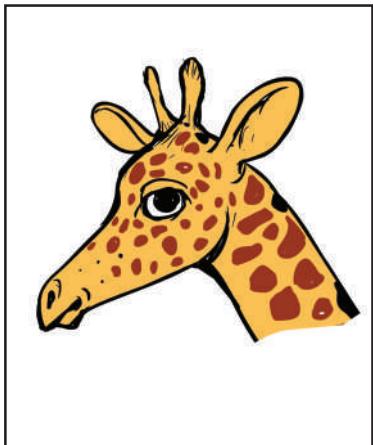
I am the king of the forest.
I am big and strong.
I live in a
I am



ACTIVITY 7

Riddle Corner

Look at the pictures and make riddles related to them.

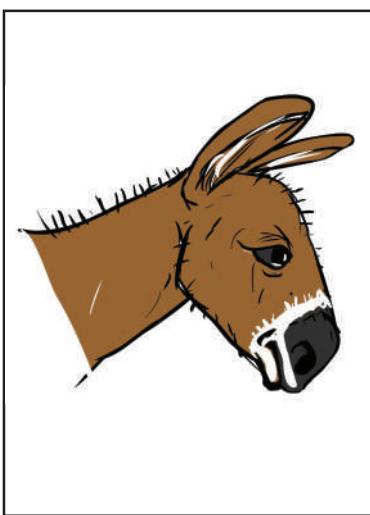
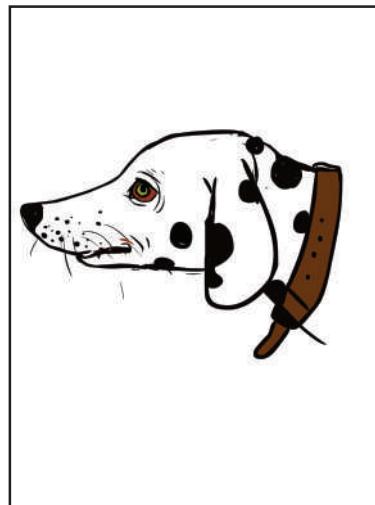


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I am

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I am

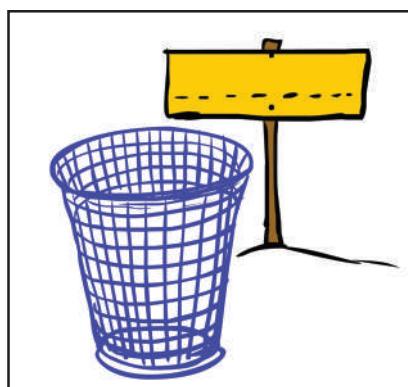
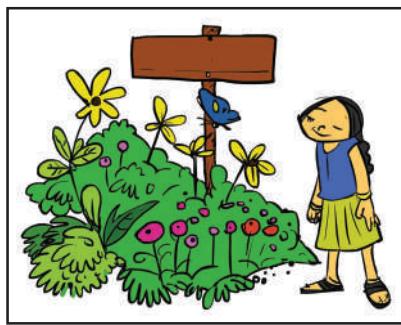
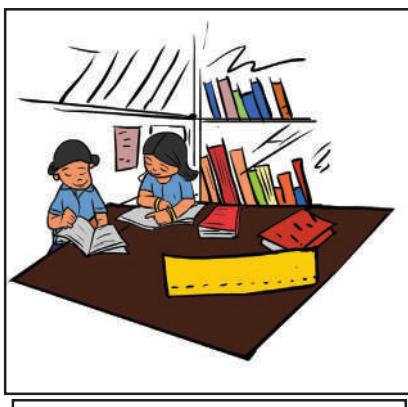
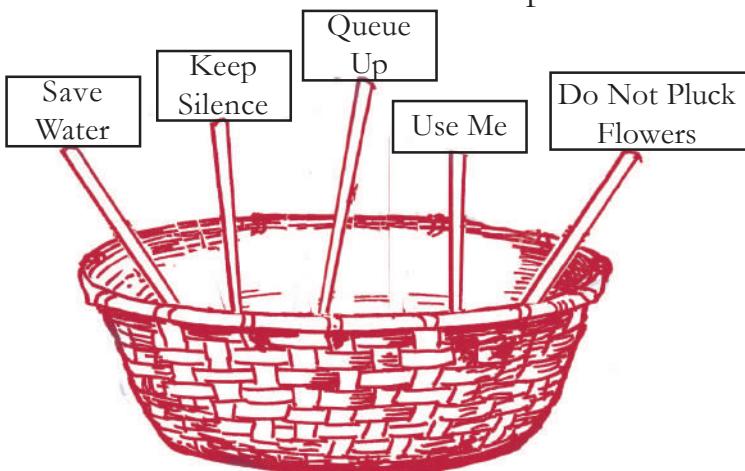


.....
.....
.....

I am

ACTIVITY 8

We can see sign boards and instructions like 'Silence Please', 'Don't Spit Here' etc. in public places like libraries and railway stations. Look at the following pictures and identify the places. Choose instructions from the basket and write them under the pictures.



Let's fix these cards at appropriate places in our school.

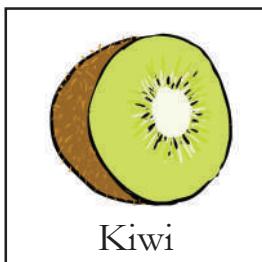
ACTIVITY 9

Mowgli is lost in the forest. The cubs are searching for him. Help them find Mowgli.

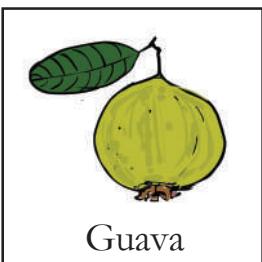


1. Go straight
2. Turn left
3. Turn right
4. Drink some water
5. Take rest for some time
6. Turn right
7. Beware of fire
8. Beware of Kaa

Picture glossary



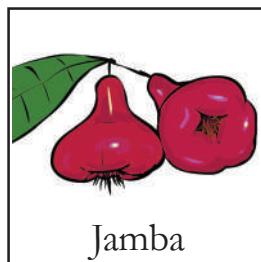
Kiwi



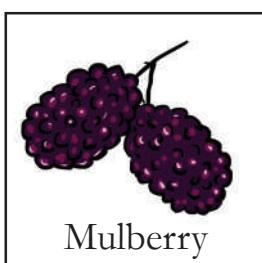
Guava



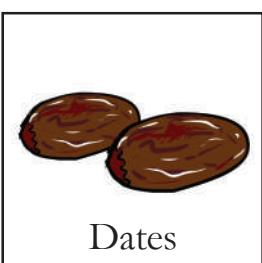
Strawberry



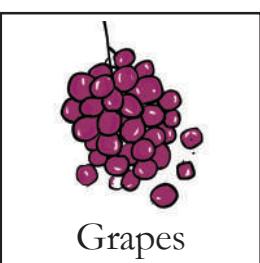
Jamba



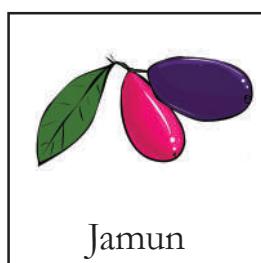
Mulberry



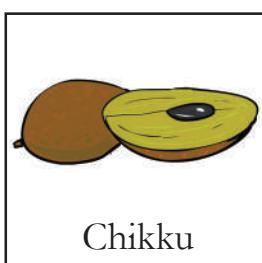
Dates



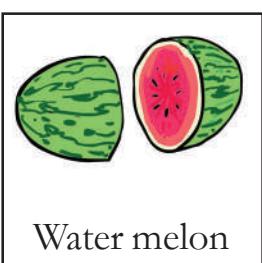
Grapes



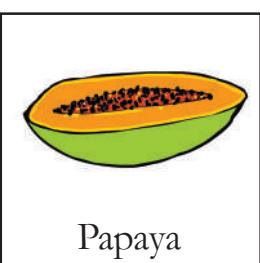
Jamun



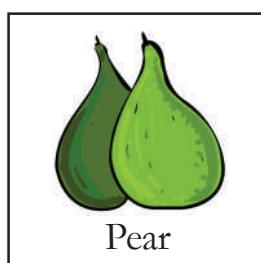
Chikku



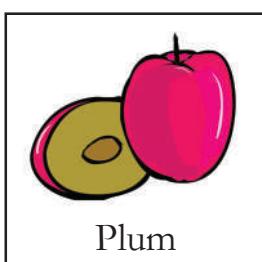
Water melon



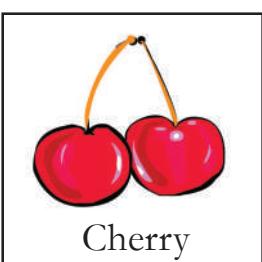
Papaya



Pear



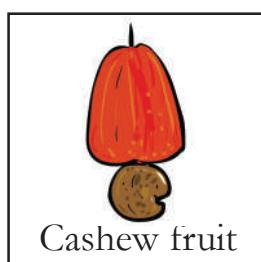
Plum



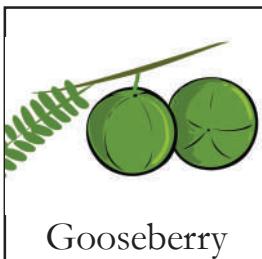
Cherry



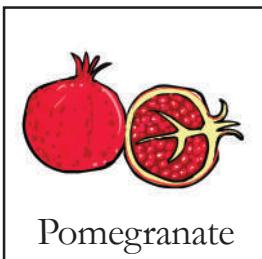
Lichee



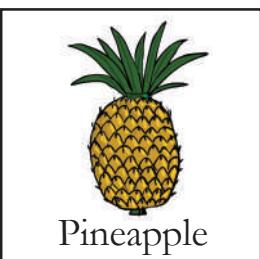
Cashew fruit



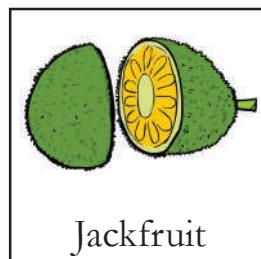
Gooseberry



Pomegranate



Pineapple



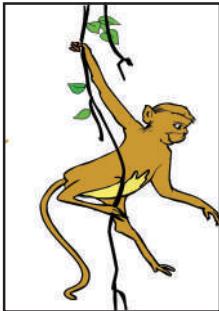
Jackfruit

PROJECT WORK

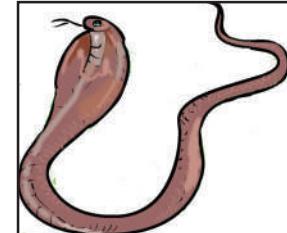
Prepare a glossary of animals. Classify them into domestic and wild animals.

MY WORDS

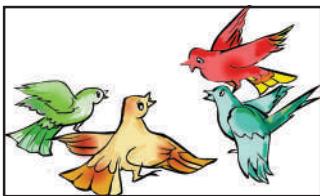
Look at the following pictures and read the sentences given along with them.



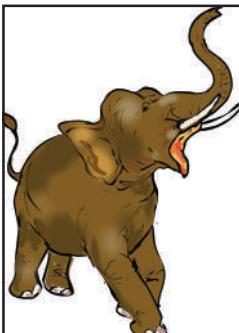
A monkey is swinging on a creeper.



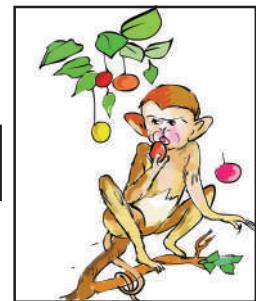
A snake is hissing.



Birds are chirping.



Another monkey is plucking fruits.



An elephant is trumpeting.

Read the passage given below and fill in the blanks with the help of the words in the sentences given above.

One day Deepu and Unni visited a zoo. The _____ of birds welcomed them. There they saw many animals and birds. ‘Look at the monkey. It’s swinging on a _____. It’s funny,’ Deepu said to Unni.

‘See, there is a monkey _____ fruits from a tree. It is throwing some fruits at the monkey on the creeper,’ said Unni. ‘Look, an elephant! It’s _____,’ said Deepu.

‘Look over there, a snake. It’s _____ at the monkey,’ Unni said. They spent a lot of time enjoying the sights.



I CAN

Read the following sentences and connect it with suitable pictures by drawing lines. Put a tick mark in the boxes if you have got the right combination.

Mowgli is playing with the cubs.



Mowgli and the cubs are sitting under a tree.



Mowgli is fighting with Kaa.

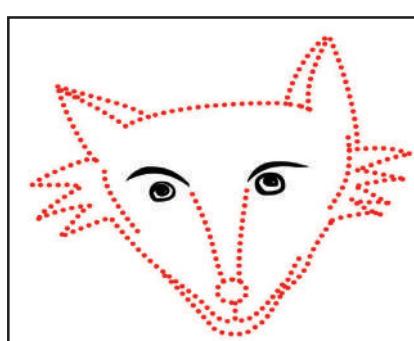
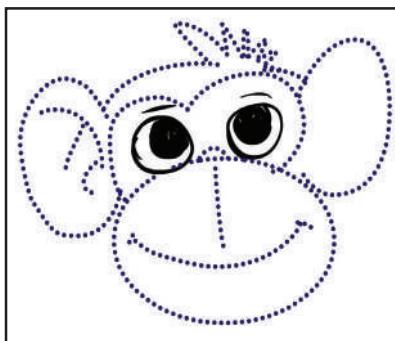
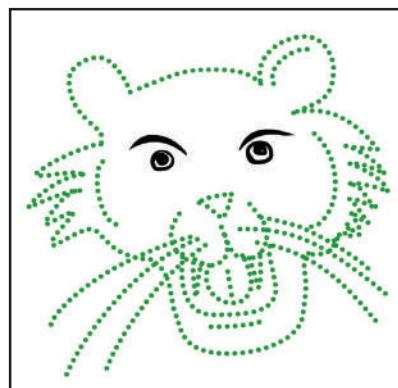
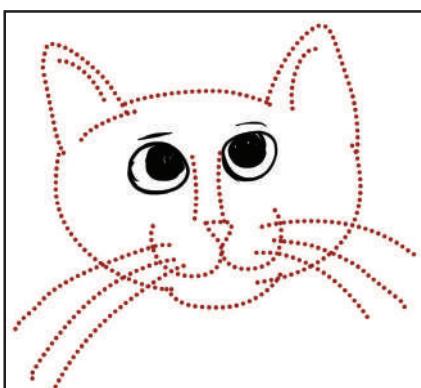


Bhageera is carrying a baby.



How many tick marks did you get?

For every tick mark, join the dots and colour the mask.





MY LEARNERS

| My learner | |
|---|--|
| can identify words such as 'grew', 'cubs', 'deep forest', 'streams', 'waterfalls', 'caught', 'dangerous' etc. | |
| can understand simple questions starting with 'what', 'who', 'can' etc. | |
| can answer in English during classroom interaction. | |
| can read and enjoy a poem. | |
| can add lines to the poem. | |
| can describe the picture. | |
| can write dialogues according to the context. | |
| can make simple riddles. | |
| can place instructions meaningfully. | |
| can undertake simple project work given. | |
| shows progress in learning. | |

UNIT 4

THE MAGIC RING

Look at the picture given below.



What do you see in the picture?

AT THE SEASHORE

One morning, Abin went to the seashore with his father. 'Abin, sit here. I will be back soon.' Abin's father sailed away in a small boat for fishing. Abin sat on the shore waiting for his father.

Abin looked at the blue sea. He tried to count the boats. There were many. He began to dig a small pit in the sand. Waves came and filled it with water.



Hours passed. The fishing boats were coming back. He saw crows and kites flying close to the boats. The boats reached the shore and the fishermen filled their baskets with fish.

'When will my father come back?' Abin wondered.

Have you ever been to the seashore?
Describe any of your visits to the seashore.

A BEAUTIFUL FISH

Abin looked at the blue sea. A small boat came riding on a big wave.

'It's my father's boat!' Abin jumped with joy.

The boat came ashore. Abin ran towards the boat.

There was a big fish in the boat.



'What a huge fish! How beautiful!' Abin tried to lift the fish with both his hands.

'We will take this fish to the market. We will sell it for a good price,' Father said with a broad smile.

'Wait here. I'll go and get a basket,' Father said and walked away.

What was Abin's father's plan?

Why did father walk away leaving the fish with Abin?

A RELIEF

Abin looked at the fish. He had never seen such a large fish alive. Its silver belly gleamed in the sun. Its fins and tail were blue. It opened its mouth at regular intervals. It twisted and turned. Abin held it tight. The fish looked helplessly at Abin with its pink eyes. It was gasping for breath.



'Poor fish. It will die soon!' Abin felt sad. He walked towards the sea. A huge wave swept against Abin's feet. Suddenly Abin let the fish into the sea. The fish happily glided through the waves. It went down into the deep blue sea and disappeared.

Why did Abin let the fish go?

How will Father react?

THE FURIOUS FATHER

Father came back with a big basket.

'Where is the fish?' he asked.

'I let it go.'

'What? Are you crazy?' Father raised his voice.

'Please Father, let it go,' Abin said.

Father was furious.

'Get out of my sight. I don't want to set my eyes on you anymore,' he shouted.



What will Abin do now?

Where will he go?

What would you do if you were in Abin's place?

GRATITUDE

'What shall I do now?' Abin had no idea.
He sat on the shore looking at the boats sailing away.
'Thank you for saving my life!' He heard a voice from the sea.
'Who's that?' Abin looked around in surprise.



Abin could not believe his eyes.
'Can a fish speak?' He stood on the shore like a statue.
'Dear boy, I'll never forget your kindness,' the fish said.
'Take this. This is a magic ring. Rub it and see what it can do. Use this only when you are in need.' The fish came near Abin and opened its mouth. There was a beautiful ring in its mouth. Abin took the ring and the fish swam back to the sea.

What will Abin do with the magic ring?
If you got a magic ring, what would you do?

INTO THE FOREST

Abin walked aimlessly. But he was not afraid. He had the magic ring with him. He could use it in need. He walked for a long time. He reached a dense forest with huge trees and bushes. He heard the chirping of birds and the cries of animals. Suddenly a deer darted in front of him. A pack of wild dogs were chasing it.



What will happen to the deer?

Will the wild dogs catch it?

THE MAGIC RING

‘How can I save the deer?’ Abin thought.

He remembered the magic ring.

‘Will it work?’

He took it out from his pocket,
rubbed it softly and said, ‘Save the deer.’

Suddenly he noticed the trees swinging to
and fro. Abin looked up at the sky. He saw a
huge crane with wide wings. It came near fluttering its
wings. It looked like a war plane. It lifted the deer and
flew up. The scared dogs ran for their lives. The crane
came down again and put the deer back in the bushes.
‘Wow! The magic worked!’ Abin cried out.



How did the magic ring save the deer?

Do you have any other idea to save the deer?

THE MAGIC WORKS AGAIN



Abin walked on. He was tired. He sat under a tree and soon fell asleep.

‘Grr...’ Abin heard a loud roar. It was a lion. It jumped at Abin. Abin rubbed the ring and said, ‘Magic ring, help me!’ The crane appeared once again in the sky. It flew towards Abin.

‘Come, hold on to my legs,’ the crane said. Abin jumped up and held on its legs tightly. Before the lion could do anything the crane flew high up into the air with Abin.

How did Abin wake up from his sleep?
How did the crane help Abin from the lion?

INTO THE VALLEY OF FRUITS

The crane flew above the trees and hills.

'Where are we going?' Abin asked.

'To the valley of fruits,' the crane replied.

The crane landed in a beautiful valley. The trees were all loaded with fruits. Abin and the crane sat on a rock and ate some sweet fruits.



'Are you happy?' the crane asked.

'No...,' Abin said in a sad voice.

'Why? Are you still hungry?' the crane asked.

'I want to go home. I want to see my mom.' Abin started crying.

Have you ever been to a place full of fruit trees?

What will you do if you go to such a place?

Even after eating sweet fruits Abin is not happy. Why?

THE FLIGHT

'Don't worry, my little boy. I'll take you home soon,' the crane said. The crane fluttered its wings. Abin clung to its legs. The crane rose into the sky again. They flew over mountains and across valleys.

'Now we are flying over the sea,' the crane said. Abin looked down. He saw the deep blue sea. The waves were playing with the wind.

'My home!' Abin cried. The crane flew down.



What did Abin see when he looked down?

Can you say where Abin has reached now?

REUNION

Abin heard the sound of the waves. 'Look, that is my home,' Abin yelled in joy. The crane almost touched the ground.

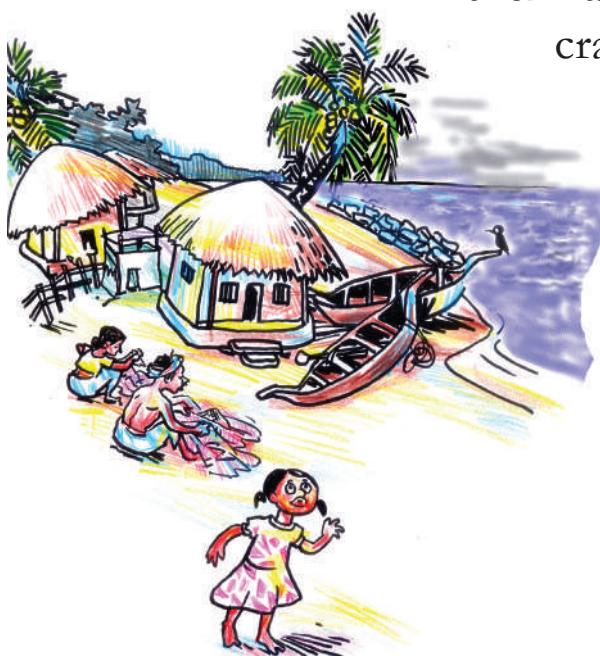
'Mom...', Abin called out and ran to his home. Abin turned to say goodbye to the crane. But the crane had disappeared in the sky. Abin's father and mother came out.



'I'm sorry my dear. Where were you?' Father asked, hugging Abin tightly. Abin wanted to tell them all about the magic ring, the crane, the deer, the lion.... But nothing came out. Words choked in his throat.

'Come dear, let's go inside,' Mother said. Abin looked at the sky again.

'Where has the crane gone?' Abin looked up. He saw a white feather floating in the air. A smile appeared on Abin's face.



How did Father react when he saw Abin?

Why could not Abin say anything about the magic ring?

Where did the crane go?

What would Abin do if he wanted to see the crane again?

Now, complete the dialogue between Father and Abin.

Father : I'm sorry my dear. Where were you?

Abin :

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Let's enjoy the poem

A MAGIC WAND

I have a magic wand
The nicest one
It beats the band
And makes things done
It brings me cookies
And cakes to eat
It gets me ice-creams
And gives me a treat



I have a magic flute
The prettiest one
It blows so sweet
And makes the world stun
It loves me deep
And takes me high
It sings me lullabies
And makes me sleep.

What does the magic wand bring?
Who sings lullabies to the child?
Does your mother sing lullabies to you?

ACTIVITY 1

The wand and the flute are working their magic. Two pictures related to what they do are given below. Find the appropriate lines from the poem which describe them and write them in the space given.



I have a magic

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ACTIVITY 2



What would you do if you got a magic ring?

Write any three things you would like to ask for.

You may begin with:

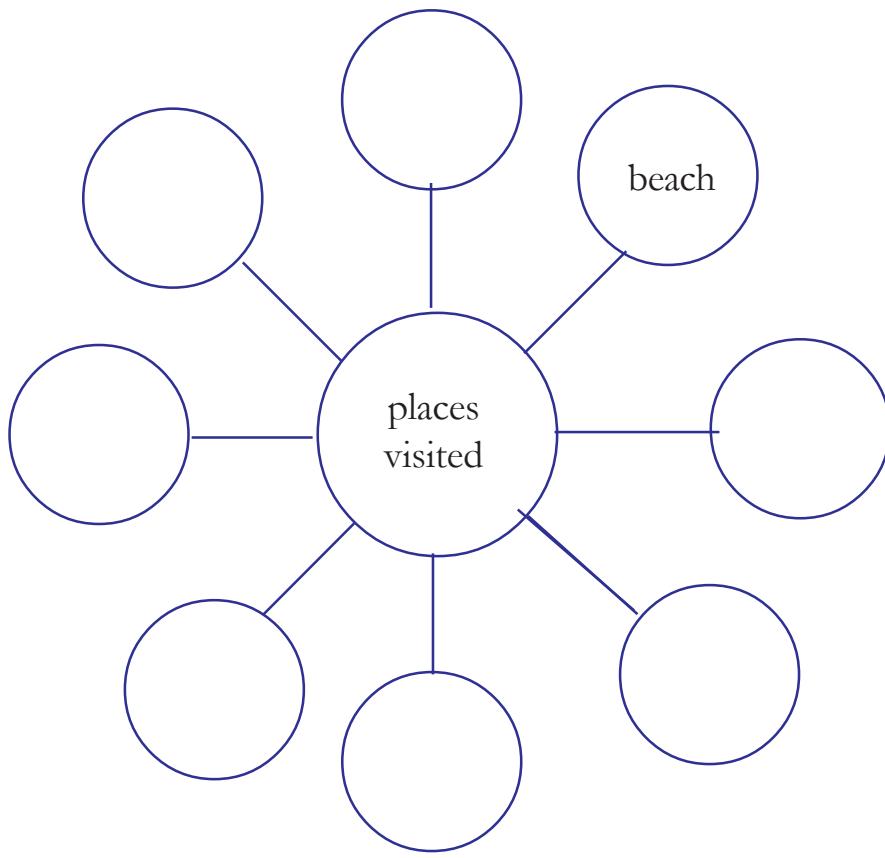
If I got a magic ring, I would ask for

ACTIVITY 3

The crane flew back home. Its young ones were waiting for her. She told them everything that had happened.

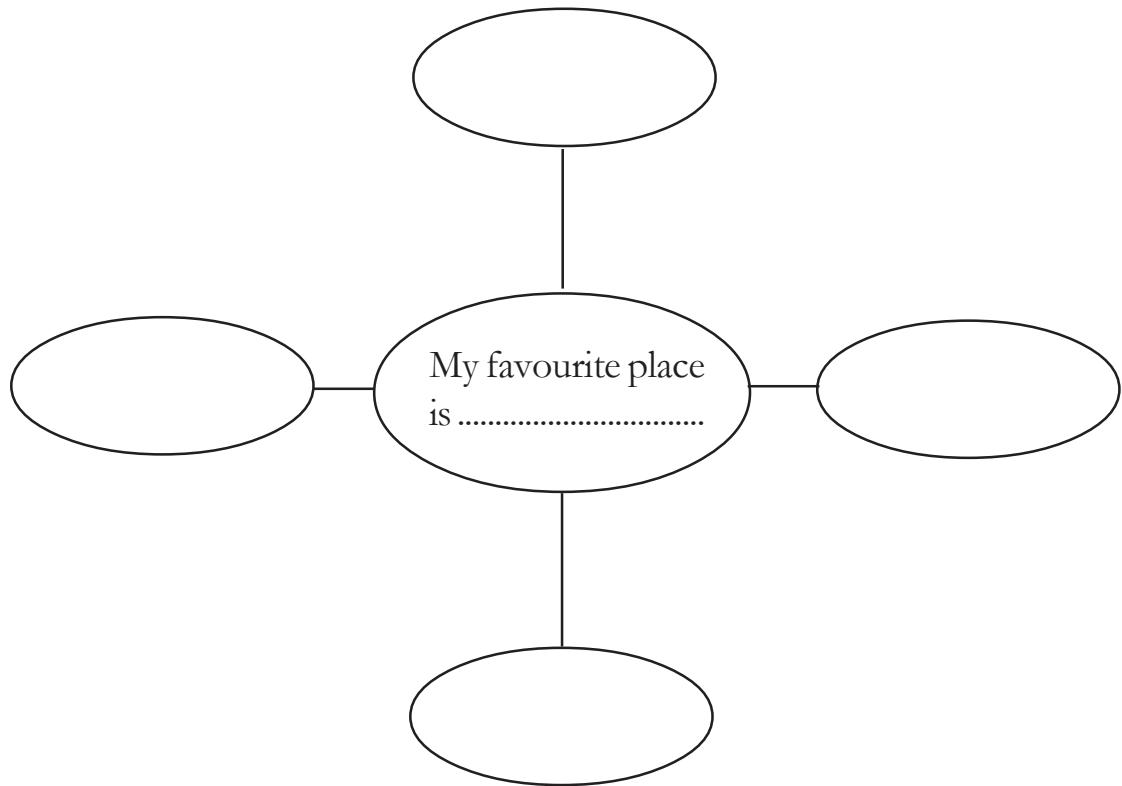
I met a boy today. His name is Abin. He is just eight years old. He lost his way. I helped him reach home safely. His home is on the seashore. It is a beautiful seashore. I saw many people, houses, boats and nets on the shore.

The crane took Abin to the seashore where he lived. The journey was like a tour to him. He saw many places on his way. You may also have visited many such places. List some of those places.



ACTIVITY 4

Which is your favourite place? Fill in the word web with further details of it.



Use the details in the word web and describe the place in the space given below.

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ACTIVITY 5

The beach is crowded. Deepu, Deepa, Arif and Sumayya are trying to make some sculptures with sand. Describe the children and their activities. One is done for you.



This is Deepu. He is in a blue shirt and yellow trousers. He is making a car. It looks cute.

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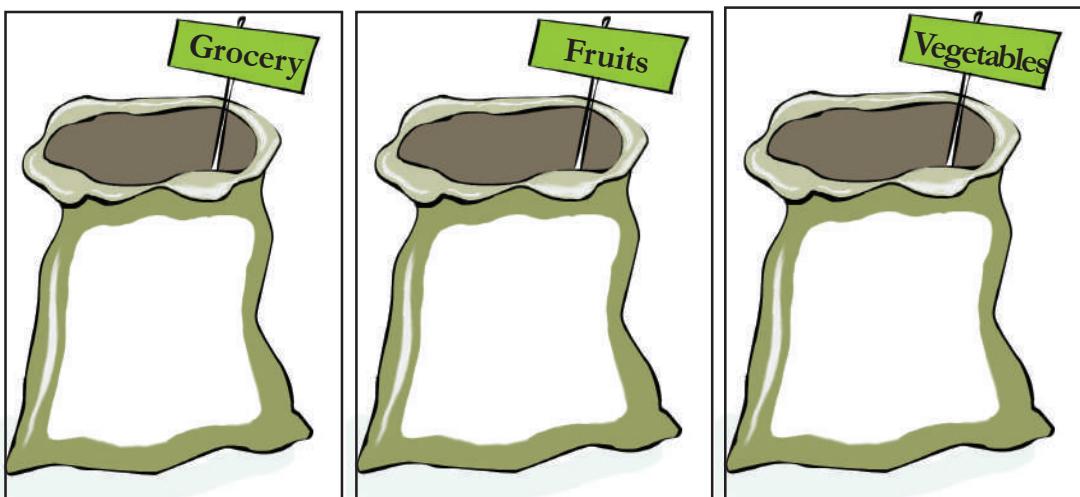
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ACTIVITY 6

Abin was very tired. He was hungry too. But there was nothing at home to eat. He thought of the ring. He touched the ring and said, '*Give me food*'. What a surprise! A variety of food items appeared on the kitchen table. Help Abin fill them in three bags.

salt, apple, rice, cabbage, tomato, wheat, banana, onion, orange, green gram, chilly, sugar, pineapple, brinjal, tea, potato, chikku, dal, ginger, jackfruit.



Now, arrange the food items in alphabetical order.

| | | | | |
|----|-------|----|----|----|
| 1 | apple | 2 | 3 | 4 |
| 5 | | 6 | 7 | 8 |
| 9 | | 10 | 11 | 12 |
| 13 | | 14 | 15 | 16 |
| 17 | | 18 | 19 | 20 |

PROJECT WORK

People around us are engaged in different jobs, aren't they? Some of them are doctors or teachers. Some are masons, some farmers and some carpenters. There are many other jobs too. What jobs are people in your locality engaged in? Let's conduct a survey.

1. Who are your neighbours?
2. Where do they work?
3. What do they do?

Collect details and complete the following table.

| Sl.No. | Name | Age | Male/Female | Job |
|--------|------|-----|-------------|-----|
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Prepare a brief description on any one of your neighbours. The following questions may help you.

- Who is your neighbour?
- How old is he/she?
- What is he/she?
- Where does he/she work?

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Your friends might have collected details of their neighbours too. Now, you can go through the details collected by your friends and fill the table given below.

| Sl. No. | Job | Male | Female | Total |
|---------|-----|------|--------|-------|
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My findings

MY WORDS

Who am I?

Read the sentences below. Fill the boxes with what they suggest.

I am a bird. I can fly high.

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Our home is the sea. We come to the shore and go back.

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I protect birds from heat and cold.
I give colours to the birds. My name starts with the letter 'F'.

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|--|--|--|--|--|--|--|

I am a white bird with a long beak.
I can catch fish easily.

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I am bigger than a hill. Rivers start from me.

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You can feel me but cannot see me. When I blow, the trees sway.

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People wear me on their fingers. I am round in shape.

| | | | |
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| | | | |
|--|--|--|--|

I am covered with fine sand. Waves come and hit me. Some collect shells from me.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|



I CAN

Here are some events in the story. Some of them happened at the seashore. Some of them happened in the forest. Write them in the proper space provided. Write them in the order as they happened in the story.

The fish gave Abin a magic ring.

Abin let the fish go.

Abin dug the pit in the sand.

Abin carried the big fish.

Father told sorry to Abin.

Abin saw kites and crows.

Abin counted the boats.

At the seashore

A b i n d u g t h e p i t i n t h e s a n d

A horizontal row of six empty square boxes for drawing.

A horizontal row of ten empty square boxes, each outlined in black, intended for children to draw or color in.

A horizontal row of 15 empty square boxes, likely for drawing or writing, arranged in three columns of five boxes each.

A horizontal row of five empty rectangular boxes. The second box from the left is filled with a solid yellow color, while the first, third, fourth, and fifth boxes are empty and white.

A horizontal row containing six empty rectangular boxes, intended for children to draw or write in.

A visual representation of a sequence of empty boxes. It consists of six horizontal rows of boxes. The first row has 5 boxes. The second row has 4 boxes. The third row has 1 yellow box and 4 white boxes. The fourth row has 4 boxes. The fifth row has 2 boxes. The sixth row has 3 boxes.

Pick out the letters from the coloured boxes above and write them in the boxes below.

Is your work a success?



I CAN

In the forest

A huge crane appeared.

The wild dogs chased the deer.

A lion attacked Abin.

The crane saved Abin.

The crane saved the deer.

Abin rubbed the magic ring.

T h e w i l d d o g s c h a s e d t h e deer

A horizontal row of ten empty square boxes arranged in two rows of five. The second box from the left in the first row is shaded yellow.

A horizontal row of five empty rectangular boxes. The fourth box from the left is filled with a solid yellow color, while the first, second, third, and fifth boxes are white.

A horizontal sequence of six empty square boxes. The fifth box from the left is filled with a solid yellow color.

The image shows two rows of five rectangular boxes each. The first row contains five empty white boxes. The second row contains five boxes, with the second box from the left being filled with a solid yellow color, while the others are white.



Are you a winner?



MY LEARNERS

| My learner | |
|---|--|
| can identify words such as 'dig', 'gasp', 'sweep', 'sight', 'regular', 'disappear' etc. | |
| can understand simple questions starting with 'where', 'why', 'how' etc. | |
| can answer in English during classroom interactions. | |
| can read and enjoy a poem. | |
| can match pictures with appropriate lines of a poem. | |
| can develop a word web based on places visited. | |
| can describe actions shown in a picture. | |
| can describe a place visited. | |
| can arrange words in alphabetical order. | |
| can undertake a simple project work. | |
| shows progress in learning. | |

My WORD LIST

You can write the new words you have come across in this textbook and find its meaning using a dictionary.

| Word | Meaning |
|------|---------|
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KERALA READER

ENGLISH

STANDARD III

PART 2



PLEDGE

THE NATIONAL ANTHEM

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.

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,

Kerala Reader English Standard III Part 2

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Department of Education
2015**

Dear children

The English textbook Part 2 for Standard III is a collection of stories, poems, pictures and activities. There are stories of a little girl and her friend, a house made of love and a bird. Your teacher will take you to their world.

I hope you will like the stories, poems and pictures in this book. There are also a few interesting and challenging activities along with each unit of the textbook. Enjoy doing the activities on your own. You can approach your teacher whenever you need help.

I am sure you will love reading this book.

Wish you all the best.

Dr. S. Raveendran Nair
Director
SCERT



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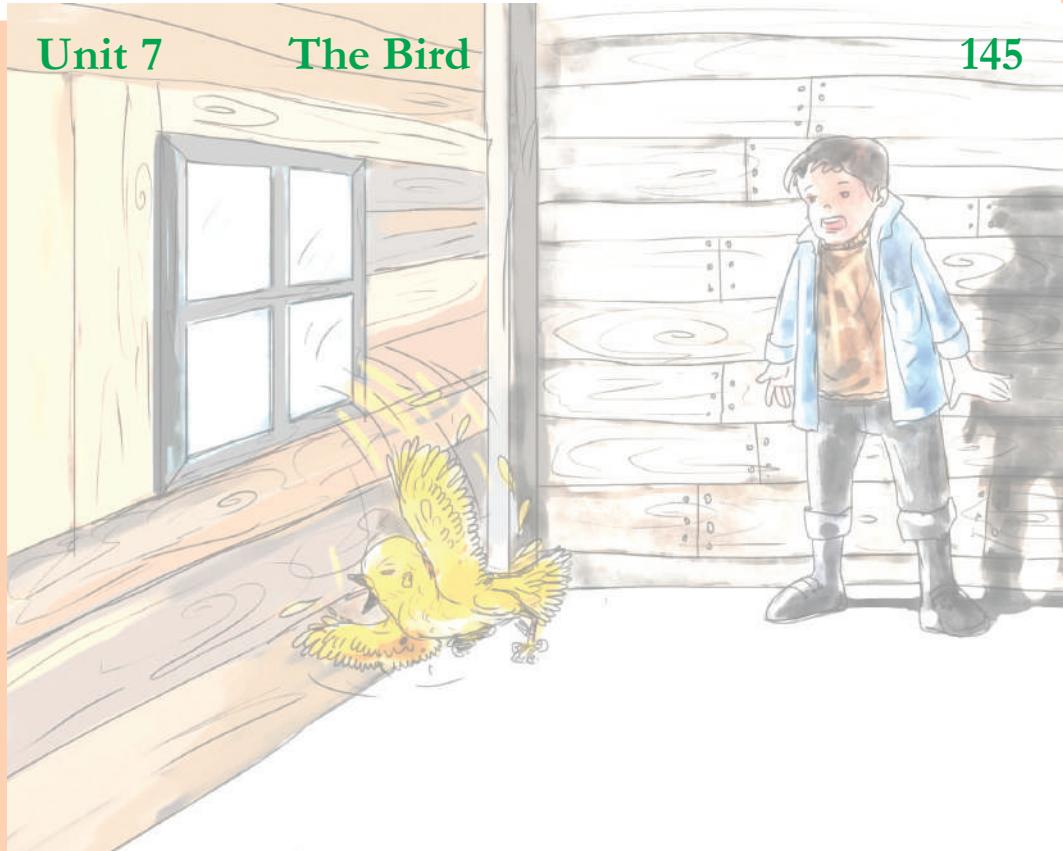
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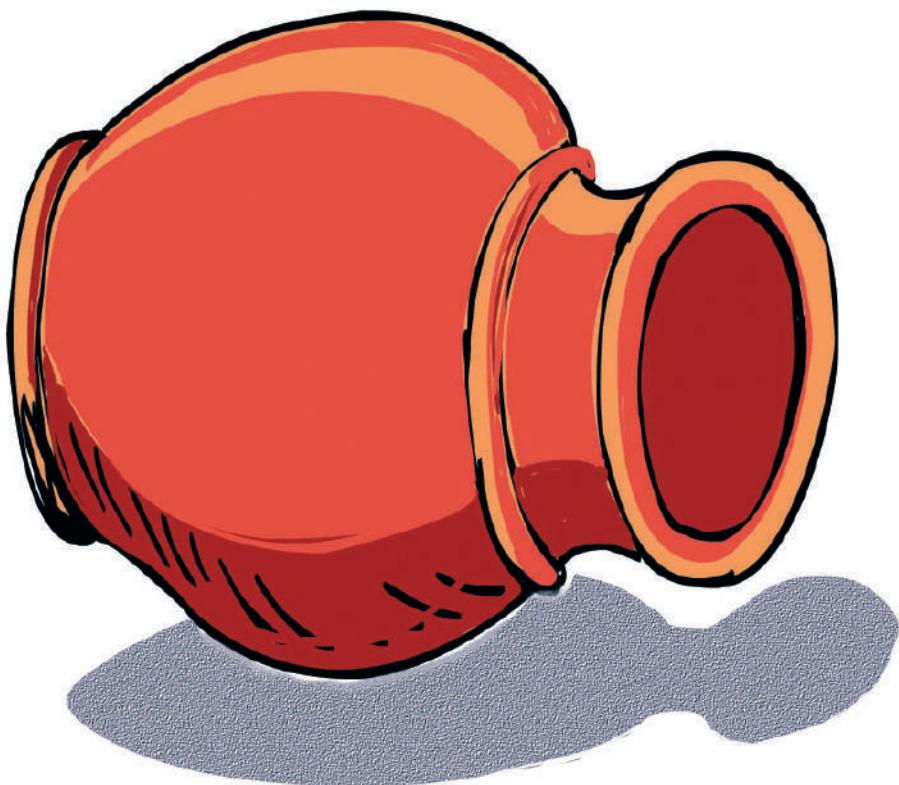
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UNIT 5

THE LITTLE CLAY HUT

Look at the picture given below.



What do you see in the picture?
What is it made of?

THE JOURNEY

Kduck.... Kduck.... Kduck....

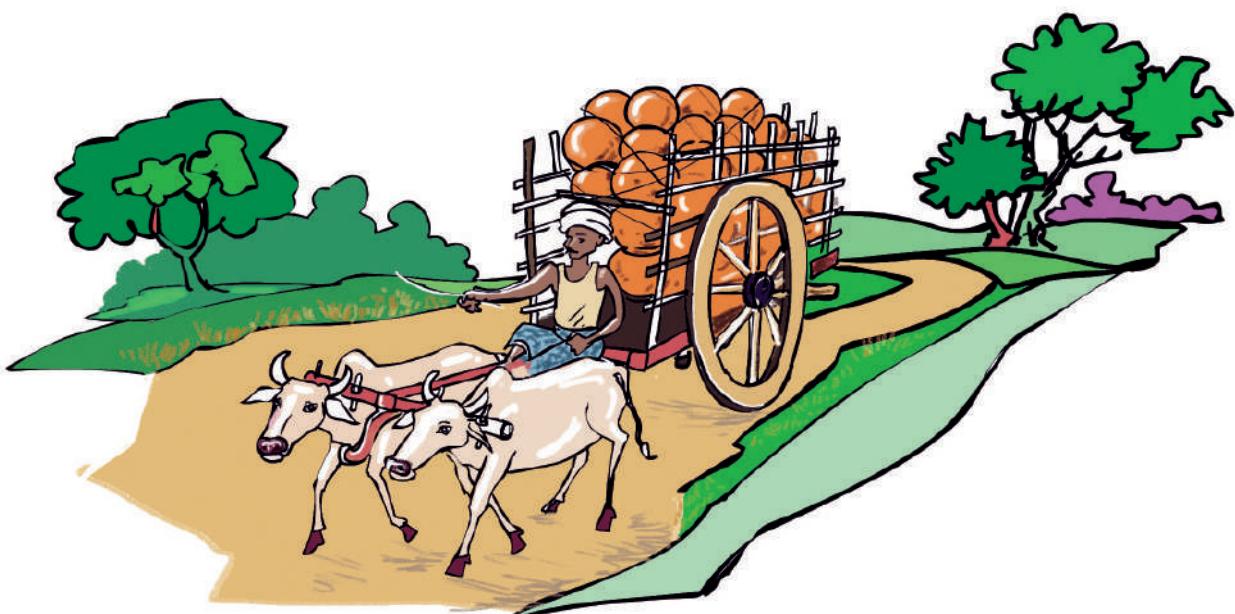
Down the village road, a bullock cart moved on.

The cart, full of clay pots, went swinging and swaying along.

Humming a tune, the cart man drove alone.

A little clay pot peeped out and cried.

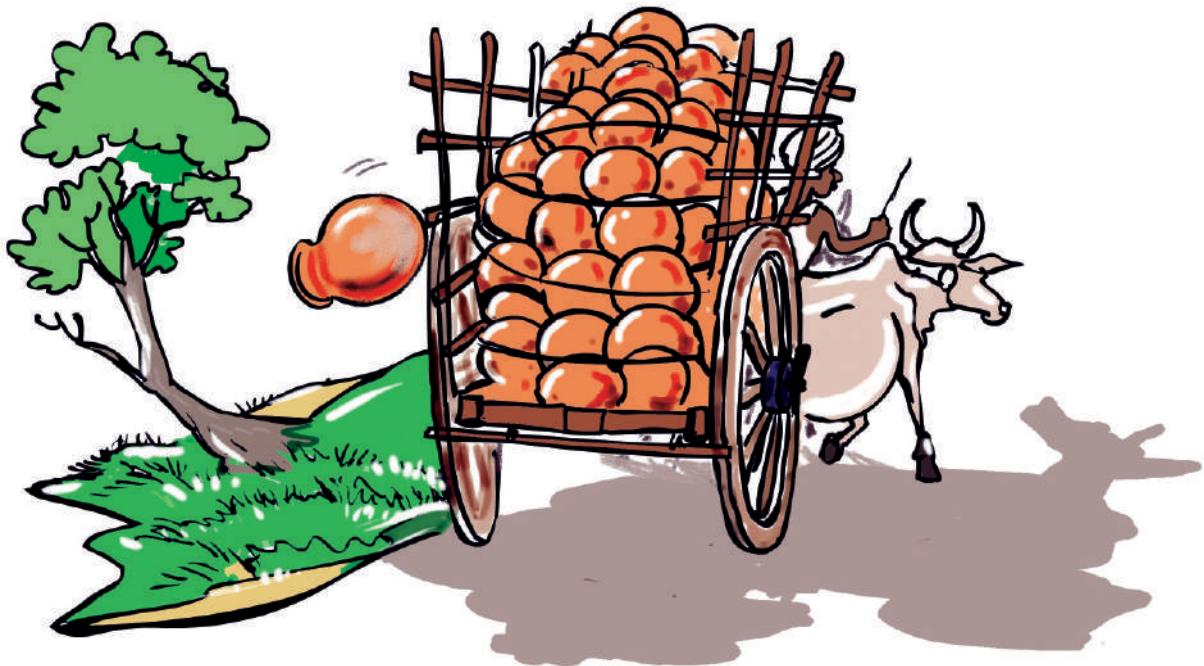
‘Wow! What a beautiful place?’



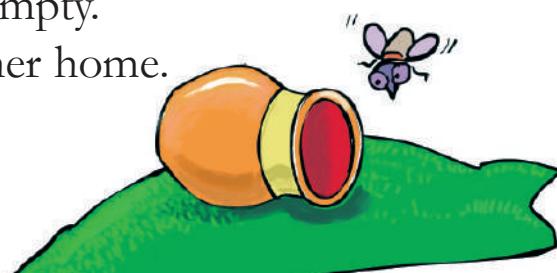
Do you use clay pots at home?
What is special about them?
Have you ever seen a bullock cart?

Buzz-Fuzz, THE FLY

Plak! Down jumped the pot, onto the grass bed.
The pot rolled over and hid in the thick green meadows.

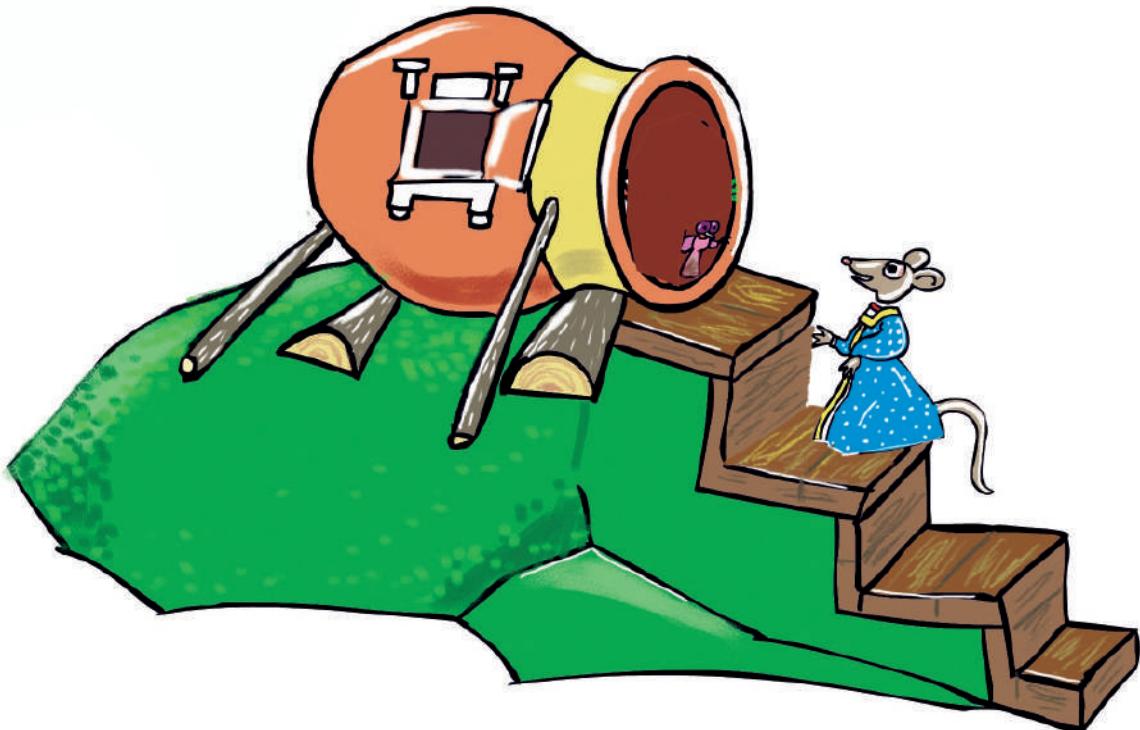


By and by, a fly came flying and saw the pot.
It was Buzz-Fuzz, the fly.
‘Oh! A little clay hut. I wonder who lives here.
Yoo-Hoo! Anyone inside?’
She looked inside the pot. It was empty.
The fly flew in and made the pot her home.



Where were the clay pots taken to?
Why didn’t the clay pot break when it jumped down?
Why did the fly decide to make the clay pot her home?

CRUNCH-MUNCH, THE MOUSE



By and by a mouse came to the pot.
‘Oh! A little clay hut with a window.
I wonder who lives here. Yoo-hoo! Anyone inside?’
the mouse asked.
‘I’m Buzz-Fuzz, the fly here. Who are you?’
‘Crunch-Munch, the mouse.’
‘Well, why don’t you move in with me?’
So the mouse scurried in and both of them made the pot
their home.

Who made the window?

Do you think the fly can live happily with the mouse in the pot?
Why?

HOP-STOP, THE FROG

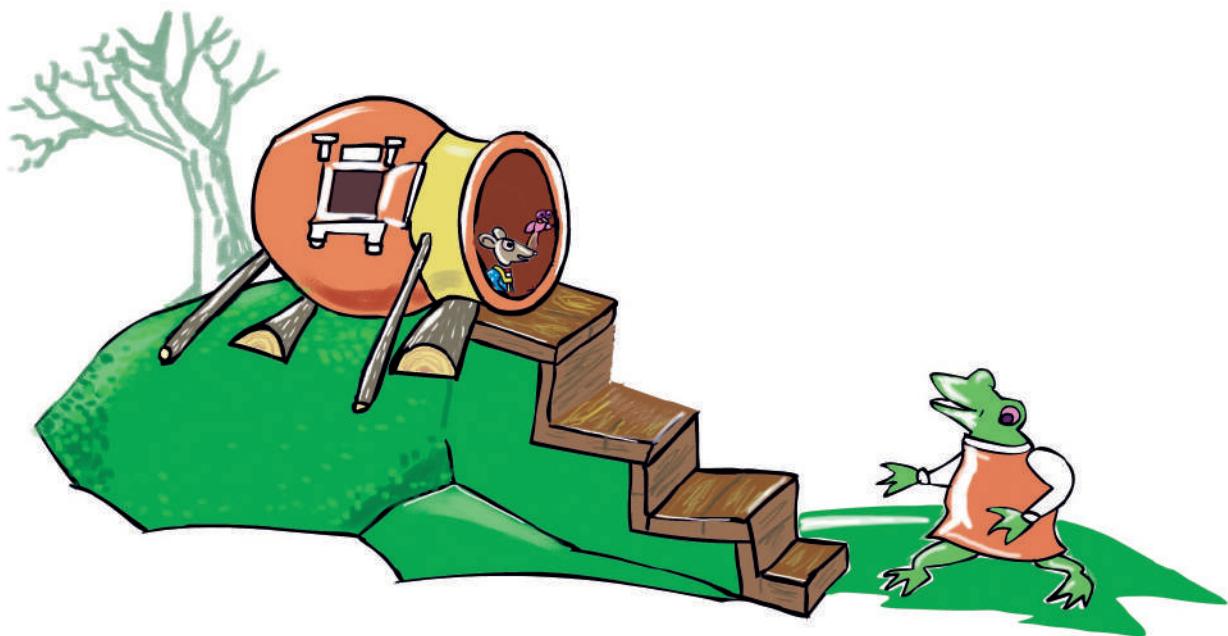
By and by, a frog came hopping by and it saw the pot.
‘Oh! A little clay hut with a window. I wonder who lives here. Yoo-hoo! Anyone inside?’

‘Yes, Buzz-Fuzz, the fly and Crunch-Munch, the mouse. And who are you?’

‘Hop-Stop, the frog.’

‘Well, why don’t you move in with us?’

So the frog hopped in, and the three made the pot their home.



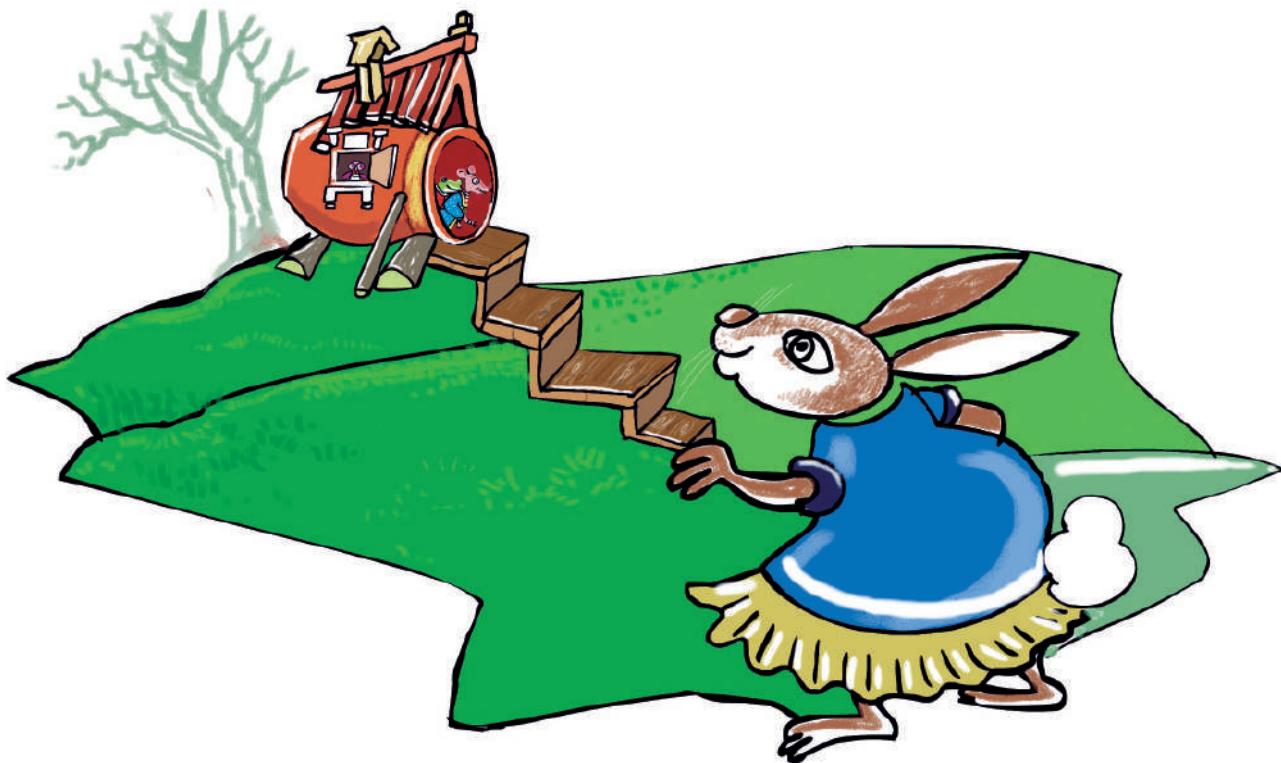
There are three friends in the pot already.
Can the pot hold more friends? Why?

FLEET-FEET, THE RABBIT

By and by, a rabbit came by and saw the pot.

'Oh! A little clay hut with a window. I wonder who lives here. Yoo-hoo! Anyone inside?'

'Here we are. Buzz-Fuzz, the fly, Crunch-Munch, the mouse and Hop-Stop, the frog. And who are you?'



'Fleet-Feet, the rabbit.'

'Well, why don't you move in with us?'

So the rabbit jumped in and the four made the pot their home.

How many friends are there in the pot now? Who are they?

FLUFFY-HUFFY, THE FOX

After a while, a fox came running up and saw the hut.
‘Oh! A little clay hut with a window. I wonder who lives here. Yoo-hoo! Anyone inside?’

‘Here we are. Buzz-Fuzz, the fly, Crunch-Munch, the mouse, Hop-Stop, the frog and Fleet-Feet, the rabbit. And who are you?’

‘Fluffy-Huffy, the fox.’

‘Well, why don't you move in with us?’

So the fox trotted in and the five made the pot their home.



Would the clay hut break if the fox moved inside?

HOWLY-PROWL, THE WOLF

After a while, a wolf came strolling by and saw the hut.
‘Oh! A little clay hut with a window. I wonder who lives here. Yoo-hoo! Anyone inside?’

‘Here we are. Buzz-Fuzz, the fly, Crunch-Munch, the mouse, Hop-Stop, the frog, Fleet-Feet, the rabbit and Fluffy-Huffy, the fox. And who are you?’

‘Howly-Prowly, the wolf.’

‘Well, why don't you move in with us?’

So the wolf squeezed in and the six made the pot their home and lived there happily.



What may happen to the clay hut when bigger animals come to live in it?

GUMBLY-GRUMBLY, THE BEAR

One day a bear came running up and saw the pot. He stopped and asked, 'Yoo-hoo! Any one inside?'



'Here we are. Buzz-Fuzz, the fly, Crunch-Munch, the mouse, Hop-Stop, the frog, Fleet-Feet, the rabbit, Fluffy-Huffy, the fox and Howly-Prowly, the wolf. And who are you?'

'I'm Gumbly-Grumbly, the bear.'

You know me! If I hold you fast, you will breathe your last.'

'Ha...ha...ha....' The friends inside the little clay hut laughed.

'Why are you laughing? I'll smash your hut,' the bear said and he sat on the pot. But the pot did not break.

'Hmm....I'll destroy your hut.'

Then the bear tried to kick off the pot. Nothing happened.

Only his legs tingled with pain.

Why couldn't the bear break the clay hut?

Is the bear like the others in the clay hut?

How is he different from the others?

THE HOUSE OF LOVE

The house did not break.

'Dear Gumbly-Grumbly bear, you can't break this house, because it is made of love!' The friends laughed and said. And the bear went back to the forest.



Buzz-Fuzz, the fly, Crunch-Munch, the mouse, Hop-Stop, the frog, Fleet-Feet, the rabbit, Fluffy-Huffy, the fox and Howly-Prowly, the wolf lived in that clay hut for many many years, dancing and singing, chatting and playing.

Will the bear come back to the clay hut?

Will the bear's attitude change if it comes back?

Let's sing together and enjoy!

THE HOUSE THAT JACK BUILT

This is the house that Jack built!

This is the malt that lay in the house that Jack built.

This is the rat that ate the malt

That lay in the house that Jack built.

This is the cat that killed the rat

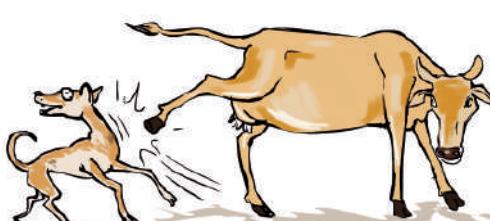
That ate the malt that lay in the house that
Jack built.



This is the dog that worried the cat



That killed the rat that ate the malt



That lay in the house that Jack built.

This is the cow with the crumpled horn

That tossed the dog that worried the cat

That killed the rat that ate the malt



That lay in the house that Jack built.

This is the maiden all forlorn

That milked the cow with crumpled horn

That tossed the dog that worried the cat

That killed the rat that ate the malt

That lay in the house that Jack built.

Where is the malt kept?

How are the cow and the cat connected in the poem?

Who are the two human beings referred to in the poem?

ACTIVITY 1

The bear started walking to the forest. A wind blew. Rain drops came down like pebbles. The bear was drenched in the rain. He found no place to take shelter from the rain. He was about to run. All the inmates of the clay hut came out and called out to the bear.

‘Come inside.’

The bear ran into the hut.

What would be the possible conversation between the bear and the inmates of the clay hut?

Bear:

.....

.....

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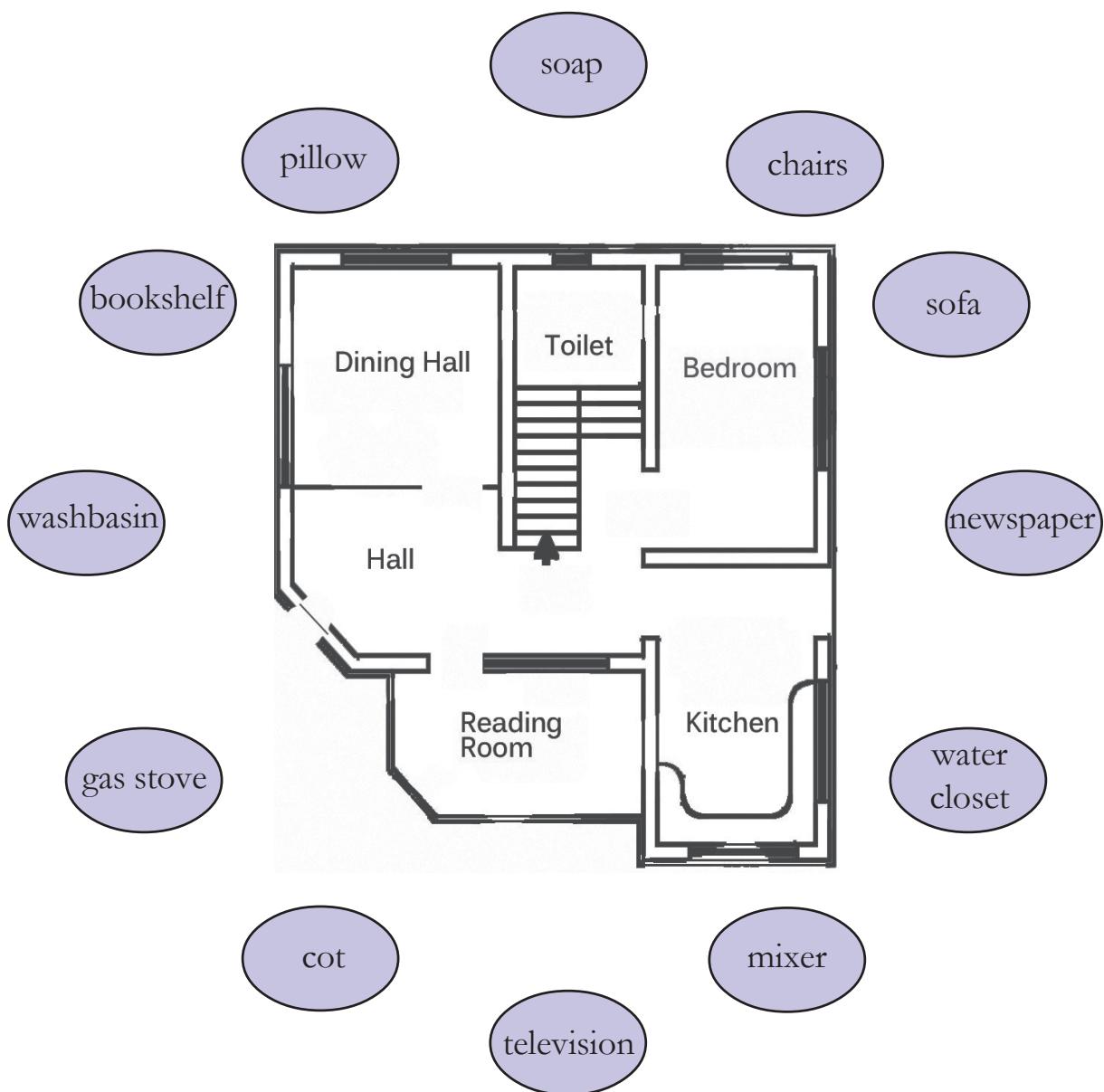
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.....

.....

ACTIVITY 2

The six friends lived in the clay hut happily. We need many things to make our lives comfortable. Here are twelve things which we make use of at home. Draw a line from the things to the appropriate rooms shown in the plan. You can place only two things in a room.



Add two more items which can be placed in these rooms.

| | | |
|--------------|-------|-------|
| Kitchen | | |
| Dining Hall | | |
| Toilet | | |
| Reading Room | | |
| Hall | | |
| Bedroom | | |

ACTIVITY 3

The bear went back to the forest.

The six friends shut the windows and doors of the clay hut.

They were about to sleep. Tap... tap...

They heard a knock at the door. A new visitor!

'Who is it knocking at the door?' the fox asked loudly.

Imagine the conversation between the fox and the new visitor.

You can give the new visitor a name of your choice.

E.g. Fox : Who are you?

.....

.....

.....

.....

.....

.....

.....

ACTIVITY 4

The inmates of the clay hut are going to prepare a feast. Each inmate should make a dish. Write the name of the dish and its main ingredients in the box provided along with the pictures.

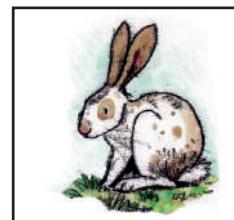
Mouse



-
-
-
-

Rabbit

-
-
-
-



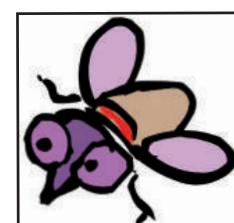
Fox



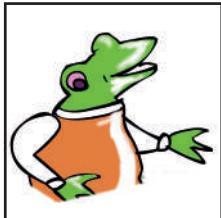
-
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-
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Fly

-
-
-
-



Frog



-
-
-
-

Wolf

-
-
-
-



What would you bring if you were the inmate of the clay hut? How is the dish prepared?

ACTIVITY 5

The six friends who came from different houses are living together in the clay hut now. The former address of the Buzz- Fuzz, the Fly is given in the address tag below.

| |
|----------------------|
| Buzz-Fuzz, the Fly |
| Fly house |
| Sweet mango tree P O |
| Mango groves |

Imagine and write the former addresses of the other five friends in the address tags given below.

ACTIVITY 6

Read the forest newspaper and select titles from those given below and place each above the appropriate news report.

| | | |
|--|---|---|
|  Inmates Wanted | JUNGLE TIMES <hr/> Chief Editor: Fluffy – Huffy, the Fox | Leg pain! Don't worry. Use GRUMBLY OINTMENT |
|  | <p>.....</p> <p>Green Meadow: It is a wonderful sight to see six friends living together in a small clay hut at Green Meadow. One Mr Grumbly Bear tried to break the hut kicking hard at it. But the house of love was unbreakable. The friends said that they loved each other very much and their house could never be broken. The Mayor of Green Meadow, Mr Lion, visited the house and congratulated the inmates.</p> | |
| <p>.....</p> <p>.....</p> <p>Three year old rabbit missing. Name Fleet–Feet Dress - Blue and red frock Height : 15 cms Weight : 3 kgs Inform the nearest police station</p> |  <i>Is it clay or Rock??</i> | <p>.....</p> <p>.....</p> <p>A red fly found stuck on a jackfruit. Dress : Blue and red frock Height : 2 cms Weight : 1 gm Please contact the Mayor of Green Meadow</p> |
| <p>.....</p> <p>.....</p> <p>Jungle City: The clay hut inmates grabbed the Deer Prize for Peace for the year 2014. The winners will be given a good feast in the company of the Mayor along with a cash prize.</p> | <p>.....</p> <p>.....</p> <p>Download new 'Buzz-Fuzz ring tone'. Use the newly released ring tone free on your mobile phones. The first hundred people who download it will be given attractive prizes.</p> | |

Ring tone released

A house made of love

Found

Missing

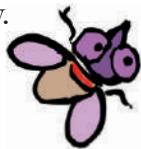
Deer Peace Prize to Clay Hut friends

ACTIVITY 7

We are friends

'Yoo-hoo! Anyone inside?', the bear asked. Hearing this, the fly came out with his friends and said:

I am Buzz-Fuzz,
the fly.



That is my friend
Crunch-Munch,



I am



This is.....

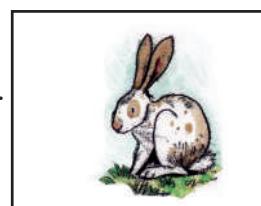
.....

I am



That is.....

.....



I am



.....

.....

I am



.....

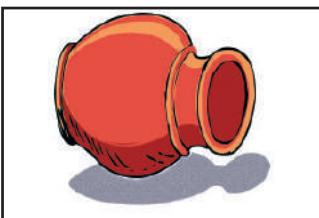
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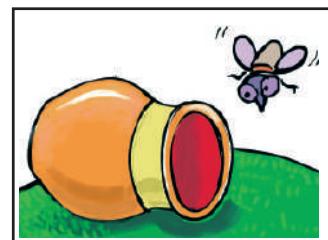
ACTIVITY 8

Clay pot to Clay hut

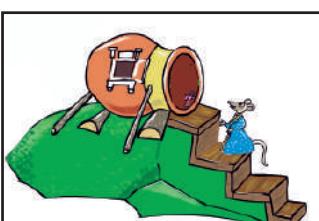
In the story 'The Clay Hut' we have seen how a clay pot turns into a clay hut. The following pictures tell us about the changes that have come over to the clay hut with the arrival of each inmate. Look at the following pictures and write down the changes you notice in the pictures. One has been done for you.



This is a clay pot.



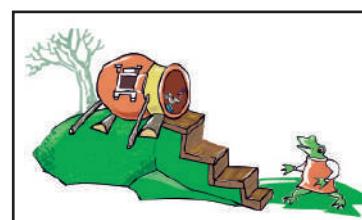
A fly came to live there.



A mouse came then.

Steps appeared before the clay pot.

A window appeared.



After that a frog came.

A tree appeared near it.



Then a rabbit came.



A fox arrived soon.



After that, a wolf came.

PROJECT WORK

The hut in the story is made of clay.

You can see different types of houses around you. What are they made of?

Which type of house is more in number?

Visit your surroundings and find out.

Collect the pictures of different types of houses.

Paste them in your notebook and describe them briefly.

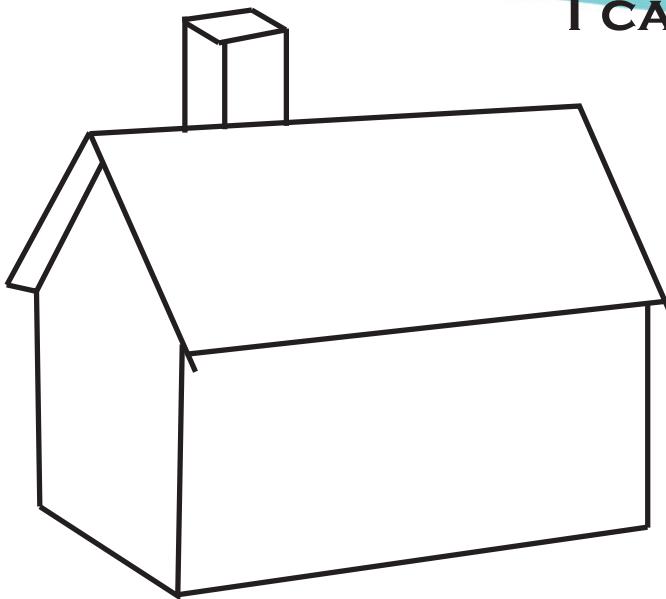
You may write about their size, colour, roof, the number of rooms and other facilities.

My WORDS

The letters in the following words are jumbled. Rearrange the letters and make meaningful words. One is done for you.

| | |
|---------|-------|
| ptmye | empty |
| dya | |
| otp | |
| frgo | |
| xof | |
| cyal | |
| ewmdao | |
| eeqseuz | |
| edsrtoy | |
| dwoenr | |

I CAN



I know the reason why the bear couldn't destroy the clay hut.

If you know it correctly draw a door to the house.

I know the friends who came to the clay hut. I can arrange them in the correct order.

If you know six friends, draw six rows of tiles on the roof. If you know five friends draw five rows and so on....

I can fill the following passage with *in, on, to, into* appropriately.

Many animals came the clay hut. The bear couldn't enter the clay hut. He went back the forest. The six friends were happy. The rat stood the roof and started dancing. There was a balloon his hand.

*If you could fill all the four blanks correctly, draw four windows to the house.
If you could fill only three, draw three windows and so on.*

I can read the story without my teacher's help.

If you can, colour the walls yellow.

I can sing the poem on my own and in chorus.

If you can, colour the tiles red.



MY LEARNERS

| My learner | |
|--|--|
| can identify words such as 'swing', 'sway', 'empty', 'meadow', 'scurry', 'hop'etc. | |
| can understand simple questions with 'where', 'why', 'how', 'how many' etc. | |
| can answer in English during classroom interaction. | |
| can read and enjoy the given poem. | |
| can write dialogues in a given context. | |
| can describe pictures. | |
| can supply suitable headlines to news items. | |
| can introduce people using 'this' and 'that'. | |
| can prepare address tags. | |
| can undertake simple project work given. | |
| shows progress in learning. | |

UNIT 6

WHO DID ALEENA'S HOMEWORK?

Look at the following.



From the list of words given above, there are some which you like and some which you do not like. Write them in the columns below.

| I like | I do not like |
|--------|---------------|
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |

Now, discuss why you like some of the above and why you don't like others.

WHO DID ALEENA'S HOMEWORK?

Aleena was lazy to do her homework.

'It's too boring,' she said. She liked skipping, playing cricket and football.

'Aleena, do your homework or you won't learn anything,' teachers told her.

But Aleena hated homework.



Do you like to do your homework?
What is your favourite hobby?

THE SURPRISE

Aleena had a cat, a cute little white cat. One day she saw it playing with a little doll.

‘Save me!’ The doll yelled.

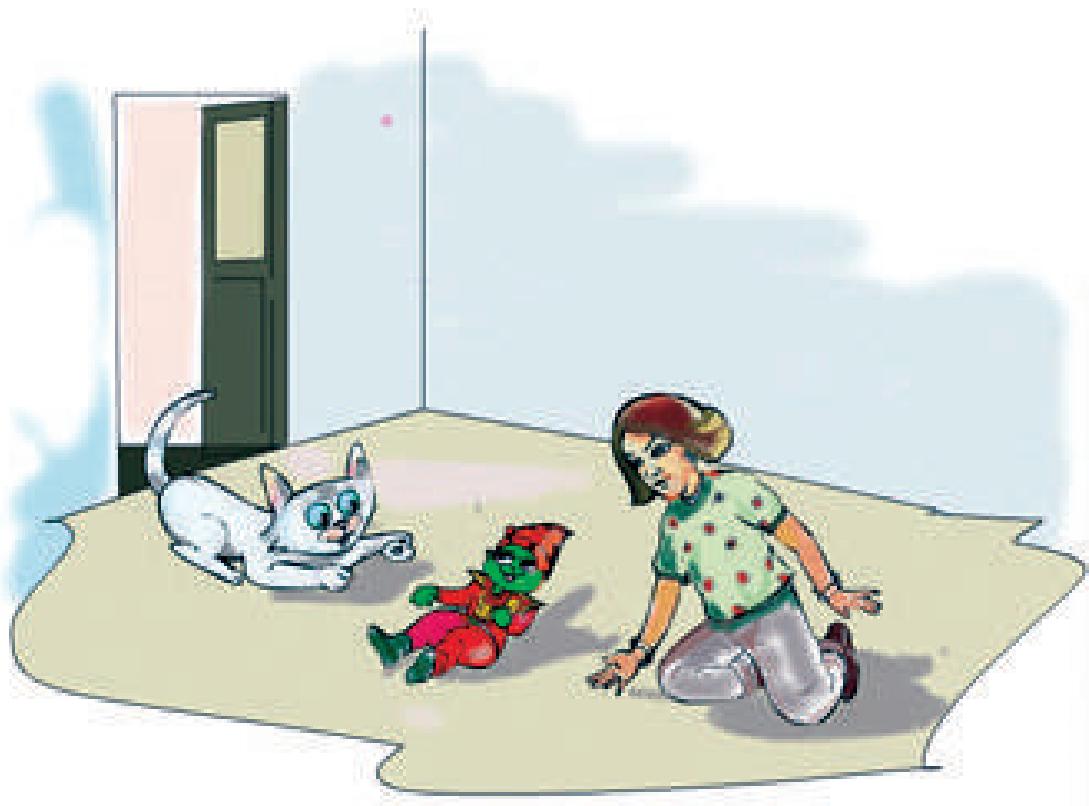
Aleena quickly grabbed the doll from her cat.

She looked at the doll with amazement.

It wasn’t a doll at all. It was a very very small man who was green in colour. She was surprised.

‘I’m an elf,’ it said, ‘If you save me from the cat, I shall do whatever you ask for. I promise.’

Aleena could not believe herself.



Can the elf do whatever Aleena asks?

THE HELP

‘What can you do little one?’ She asked the elf.

‘Anything you wish.’

‘Can you do all my homework till the end of my exams?’ Aleena asked.

Wrinkles appeared on the elf’s face. He kicked the floor and said: ‘Oh! I am damned. But I’ll do it.’

The little elf began to do Aleena’s homework. But the elf did not know what to do and how to do it.

‘Help me, help me,’ the elf would call out every now and then.

‘I don’t know this word. Get me a dictionary. Look up the word and spell it,’ said the elf.

Aleena helped him. When it came to Mathematics, Aleena was in real trouble.

‘Sit down beside me and guide me,’ the little man said. So Aleena had to work harder than ever. She stayed up late at night, went to the library, brought more and more books, and read a lot to help the elf.



How did the elf do Aleena's homework?

Does anybody help you in doing your homework? How?

THE HAPPIEST DAY

The last day at school arrived. Aleena got 'A' grade in all subjects.

Her friends were amazed.

Her teachers were happy and full of praise. They patted her on her back. They wondered how such a change had happened to Aleena.

'She's a model kid. She cleans her room herself. She is always cheerful and is never rude,' said her teachers.

Aleena reached home quite happy that day. She called the elf. There was no answer.

She searched for the elf everywhere - under the cot, behind the almirah, in the kitchen, in the garden.

He was not to be seen anywhere.



Where would the elf have gone?

THE FAREWELL

Aleena became very sad. She sat on her bed. When she turned the pillow, a scrap of paper fell down. She took it. It read:

Dear Aleena

I think it's time for me to leave.

I'll always remember you. You saved me from the cat!

You'll get good grades, I'm sure.

You worked a lot. You taught me many things.

Let me tell you one thing.

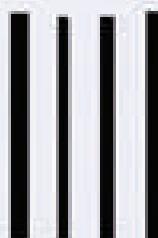
You did all your homework yourself!

I don't think you need me anymore.

You can do wonders.

Love you so much.

Your friend
Elf



Let's sing together and enjoy!

PET SHOPPING

While shopping at the pet store
I got my fondest wish.
I bought myself a fish bowl
And then a pair of fish



And since I was already
Out shopping at the store
I thought I ought to purchase
Another smidgen more

And so I got a rabbit
A hamster and a frog,
A gerbil and turtle,
A parrot and a dog.

I purchased an iguana,
A tortoise and a rat,
An eight-foot anaconda,
A monkey and a cat.

A guinea-pig, a gecko
A ferret and a mouse,
And had them all delivered,
Directly to my house.

My sister went berserk!
She's now installing locks
Because I said her bedroom
Would be their litter box!

-Kenn Nesbitt

What did the speaker buy from the pet store?
Why did the speaker's sister lock her bedroom?

Identify the line in the poem in which the names of the following animals appear and write the line number in the space provided.



Ferret



Guinea-pig



Gecko



Hamster



Iguana



Rabbit



Anaconda



Tortoise



Turtle

Look at the pair of words taken from the poem ‘Pet Shopping’.

wish-fish

How do the words end?

They end with similar sounds. They are rhyming words.

From the poem, find out more words that rhyme with the words given below.

fox

browse

fog

core

dish

ACTIVITY 1

Aleena was really sad on reading the elf's letter. Many thoughts came to her mind. Help Aleena write down her thoughts.

Oh, my friend elf!

.....
.....
.....
.....
.....

ACTIVITY 2

Find out whose words these are:

Aleena, do your
homework.

a)

Oh, I'm cursed.

b)

It's too boring.

c)

You can do wonders.

d)

ACTIVITY 3

Aleena played cricket in the ground. She likes football too. Do you know how the game of football is played?

Read a description of the game of football.

Football

Football is an outdoor game. Usually eleven players are there in a team. There is a goal post each at both ends of the ground. The goal keeper stands at the goal post. Only the goal keeper can touch the ball with hands in the court. The team which scores more goals wins the match.

The following questions will help you describe your favourite game.

- Which is your favourite game?
- Is it an indoor or outdoor game?
- How many players are there in the game?
- What are the things needed to play the game?
- What are some of the rules of the game?

My favourite game

ACTIVITY 4

Teachers appreciated the changes in Aleena. What were those changes?

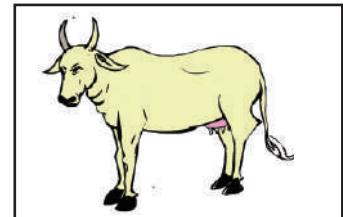
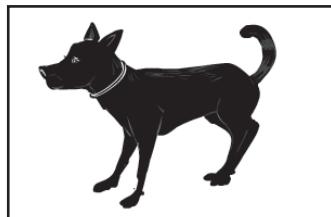
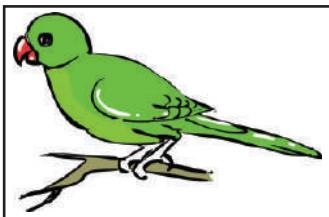
- stayed up late at night
- went to the library
- looked up the meaning of words in a dictionary
- borrowed books and read them
- worked harder than ever

What do you do to study well? Write them in the box below.

-
-
-
-

ACTIVITY 5

Aleena's cat is a cute little white cat.



Now, describe the pets/domestic animals that you see in the pictures above.

ACTIVITY 6

Examine the words given below. There are some familiar words hidden in them. Find out the hidden words. One is done for you.

hated

hat

ate

wrinkled

.....

.....

appeared

.....

.....

whatever

.....

.....

kitchen

.....

.....

down

.....

.....

teacher

.....

.....

ACTIVITY 7

The teachers said that Aleena was a ‘model kid’.

Given below are some of the good qualities they found in her.

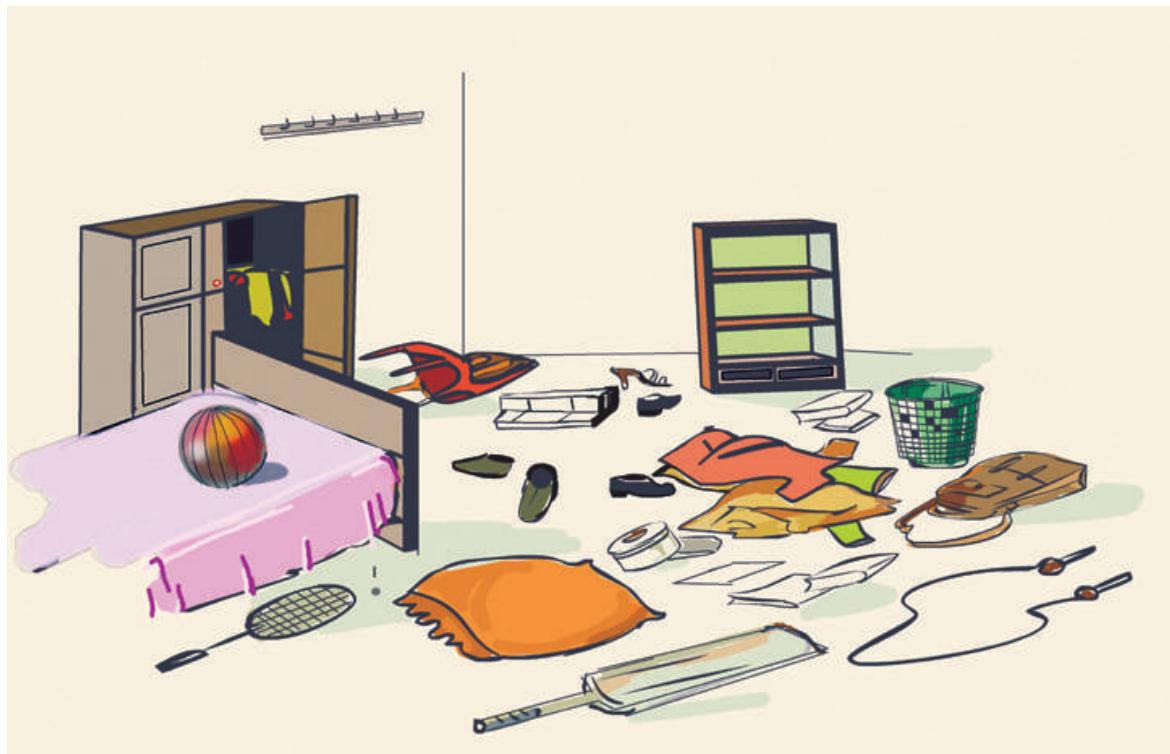
- keeps her room clean
- always cheerful
- never rude
- gets good grade in all subjects

Now, write down a few good qualities that you see in your friends.

-
-
-
-

ACTIVITY 8

Look at the picture given below.

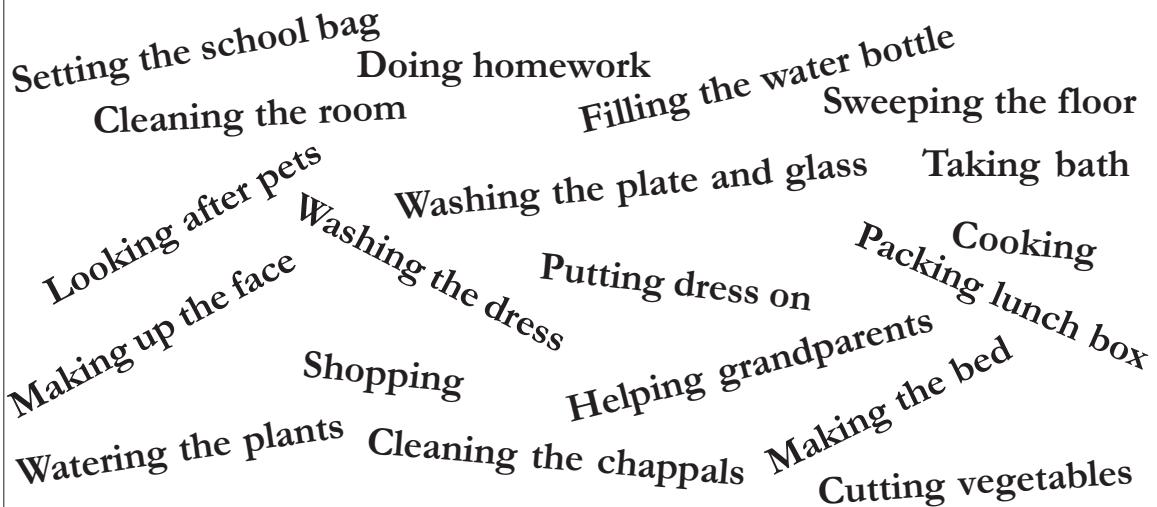


This was Aleena's room before she changed. It was in a mess.
Write down a few suggestions you would give her to arrange her room.
One is done for you.

1. Keep the books on the book rack.
2.
3.
4.
5.
6.
7.
8.
9.
10.

PROJECT WORK

Given in the box below are activities usually done by children. Aleena does many of these herself. But she needs the help of her parents for doing some of them.



How many of these can you do on your own?

For which ones do you seek the help of others?

Which of these can't you do at all?

Complete the table given below.

| I do on my own | I do with others' help | I can't do |
|----------------|------------------------|------------|
| | | |

What are the activities you have written in Column 1?

Sit with your friends and find out what they have written in the columns.

What findings have you arrived at? Write them in the box below.

My findings

.....

.....

.....

MY WORDS

Read the sentences given below.

1. I hate cockroaches.
2. The girl yelled in pain.
3. A monkey grabbed the banana from the child.
4. The boy was amazed at the sight.
5. She kissed grandma's wrinkled cheeks.
6. The player kicked the ball to the goal post.
7. The old man patted the boy.
8. She is always cheerful.
9. Don't be rude to anyone.
10. She noted the number on a scrap of paper.

Examine the words underlined in each sentence. The meaning of the words are given below. Write the numbers of the sentences in the boxes provided against the meaning of the respective words.

| | |
|--------------------|----------------------|
| shouted loudly | <input type="text"/> |
| hit with foot | <input type="text"/> |
| touched gently | <input type="text"/> |
| dislike very much | <input type="text"/> |
| happy | <input type="text"/> |
| impolite | <input type="text"/> |
| with folds on skin | <input type="text"/> |
| got surprised | <input type="text"/> |
| small piece | <input type="text"/> |
| took roughly | <input type="text"/> |

I CAN

Here are some events from the story of Aleena. They are given in a jumbled order. Arrange the events in the order of they occurred in the story and write them in the box below.



Aleena went to the library.

They stayed up late night.

Read a lot to help the elf.

She looked up the word and spelled it.

Aleena and Elf became friends.

Aleena referred to the dictionary.

She liked skipping.

Aleena got 'A' grade in all subjects.

Aleena hated homework.

Elf began to do Aleena's homework.

Aleena worked harder than ever.



MY LEARNERS

| My learner | |
|---|--|
| can identify words such as ‘grabbed’, ‘yelled’, ‘amazement’, ‘surprise’, ‘wrinkle’ etc. | |
| can understand simple questions starting with ‘what’, ‘can’, ‘when’ etc. | |
| can respond to commands and requests. | |
| can answer in English during classroom interaction. | |
| can read and enjoy the poem ‘Pet Shopping’ | |
| can express his/her likes and dislikes. | |
| can write down thoughts related to the contexts. | |
| can read and comprehend the given story. | |
| can use describing words. | |
| can identify words related to the classroom. | |
| can undertake simple projects. | |

UNIT 7

THE BIRD

Look at the picture carefully.



What do you see in the picture?
What occasions do you celebrate at home?
Do you give presents on such occasions?

THE GIFT

It was Sero's birthday. He received many presents. But the present his uncle gave him was a different one. He thought it was more interesting than the rest. It was a trap for catching birds! Sero was very happy. He ran into the house to show his mother the trap.



But his mother said, 'It is not a good plaything. What do you want to do with birds? Why do you want to trap them?' 'I am going to keep them in a cage,' Sero said, 'they will sing for me, and I will feed them.'

What was the present Sero got from his uncle?

How was it different?

Why did Sero's mother say that it was not a good plaything?

THE TRAP

Sero collected some seeds. He scattered them on the board of the trap and set it in the backyard. He stood there waiting for the birds. But the birds were scared of him. They would not come near the trap. So Sero left the trap in the backyard and went inside the house.



Don't you think trapping birds is a bad practice?
Will Sero get any bird? What do you think?

HEART BEATS

After dinner he ran eagerly to look at the trap. It was shut. He saw a little bird beating its wings against the bars. Sero took the trap and carried it into the house.

'Mother, Look, I have caught a bird!' he cried. 'I think it is a nightingale. Just see how its heart beats!'

His mother said that it was a wild canary. 'Be careful! Don't hurt it; you had better let it go.'

'No, I'm going to give it some food,' he said.



What food would Sero give the bird?

Will the bird be satisfied with the food Sero gives? Why?

A WARNING

Sero put the bird in a cage. For two days, he gave it seeds and water. On the third day, he forgot all about the bird. He did not even feed the bird.

His mother said, ‘See, how you have forgotten your bird! Let it go.’

Then Sero went to the cage and started cleaning it. He put his hand into the cage. The little bird was frightened. It flapped its wings. After the cleaning, Sero went out to get some water. He had forgotten to shut the cage.

‘Sero, shut the cage or the bird will fly out and hurt itself,’ His mother called out.



On the third day Sero forgot all about the bird. What does this show? What will the bird do when it sees the cage open?

THE FALLEN BIRD

Before Sero's mother could complete her words, the bird came out of the cage. It spread its wings and flew around the room. It hit against the window and fell.

Sero came running in. He picked the bird up. He put it back in the cage. The bird was still alive, but it lay on the floor with its wings spread out. It was breathing heavily. Sero kept looking at it. He started weeping.

'Mother, what shall I do now?' he asked.

'You can do nothing now,' she replied.



What do you think will happen to the bird?

'You can do nothing now.' Why did Sero's mother say so?

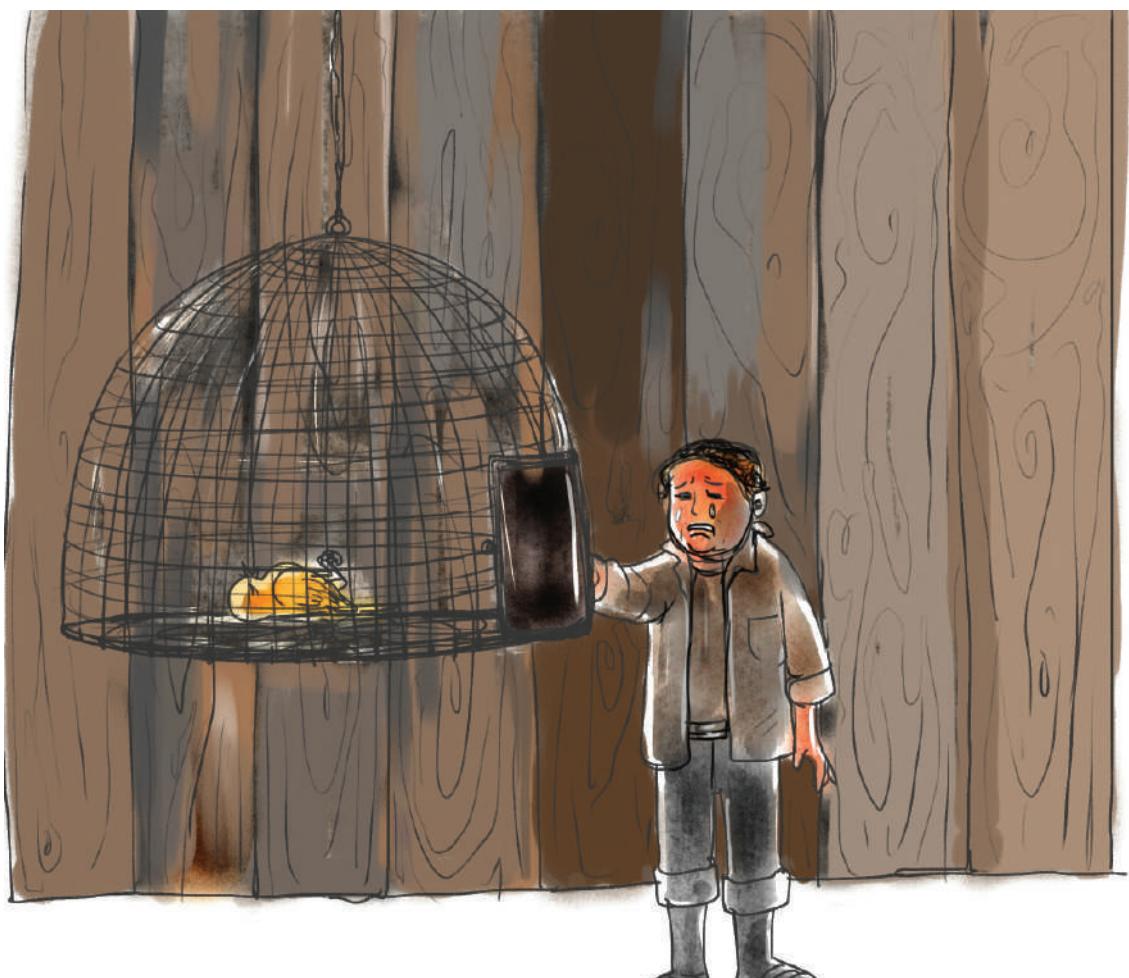
THE SLEEPLESS NIGHT

Sero stayed by the cage all day. He did nothing but look at the bird. All the time the bird lay on its breast breathing heavily.

After Sero went to bed, the bird died. Sero could not sleep for a long time. Every time he shut his eyes, he saw the bird gasping and lying still.

In the morning when Sero went to the cage, he saw the bird lying on its back, stiff with legs crossed.

Sero never caught birds after that.



(An adapted story of Leo Tolstoy)

Let's sing and enjoy!

BIRDS

If ever I see,
On bush or tree,
Young birds in a pretty nest,
I must not, in my play,
Steal the birds away,
To grieve their mother's breast.

My mother I know,
Would sorrow so,
Should I be stolen away,
So I'll speak to the birds,
In my softest words,
Nor hurt them in my play.

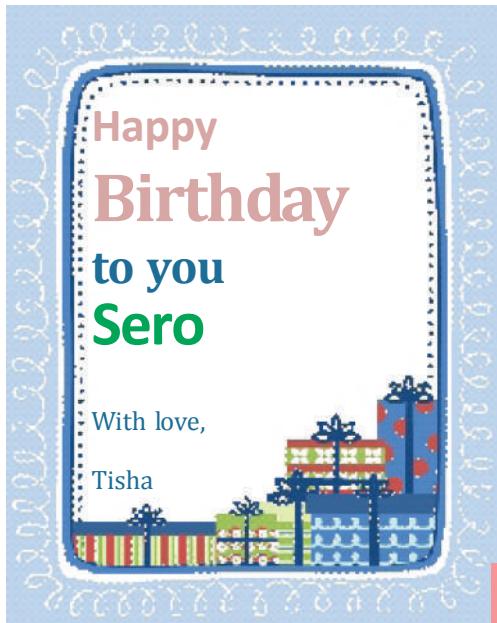
Sarah Josepha Hale



There are two mothers in the poem. Who are they?
Why will the girl not steal birds from their nests?
Why does the girl use the softest words to the birds?

ACTIVITY 1

It was Sero's birthday. He received many presents. His friends sent him birthday cards too. Given below is one of the cards he received. Now, prepare a birthday card to be sent to one of your friends on his/her birthday.



ACTIVITY 2

Look at the pictures.

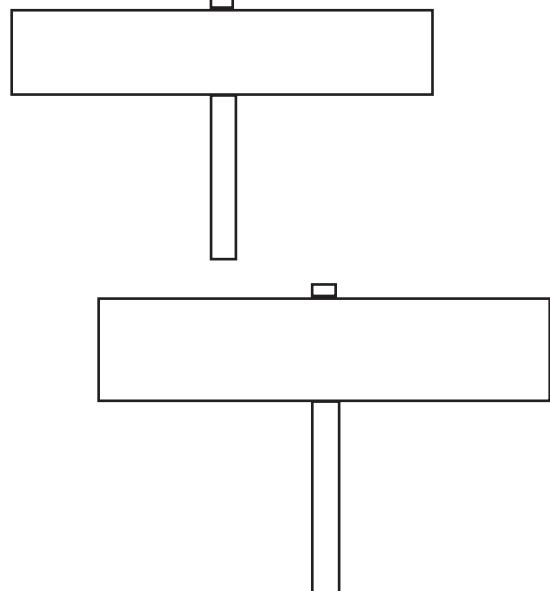
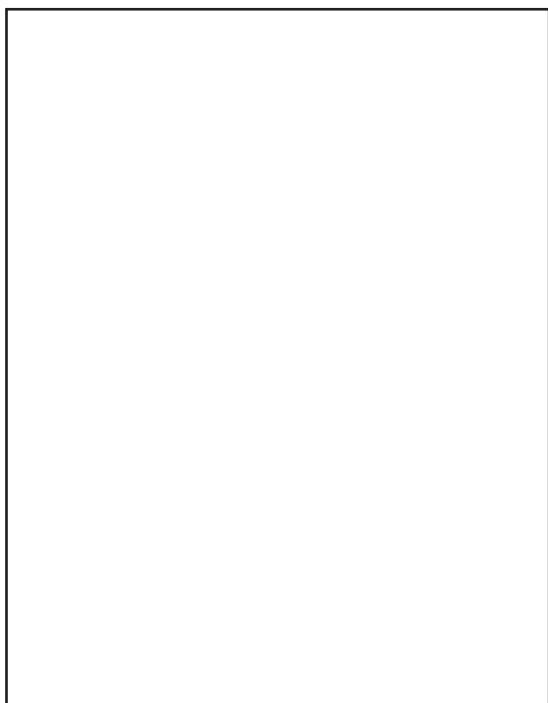
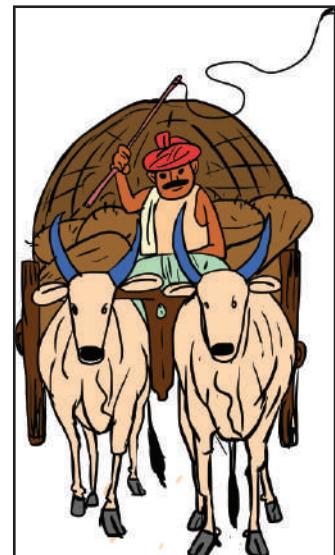


What do the birds and animals in these pictures do?
Who makes them work like this?

Is it right to use animals for these purposes?

What do you think?

Prepare a poster and two placards against treating
animals like this.



ACTIVITY 3

Read the following statements based on the story ‘The Bird’. They are given in jumbled order. Arrange them in the order of occurrence in the story.

1. After cleaning the cage, he forgot to close it.
2. He gave the bird some food.
3. He kept the bird in a cage.
4. He set the trap in the backyard and a bird was trapped in it.
5. Mother asked him to let the bird go.
6. Next day the bird was found dead.
7. Sero received a trap as a birthday gift.
8. The bird flew around the room and hit against the window.

ACTIVITY 4

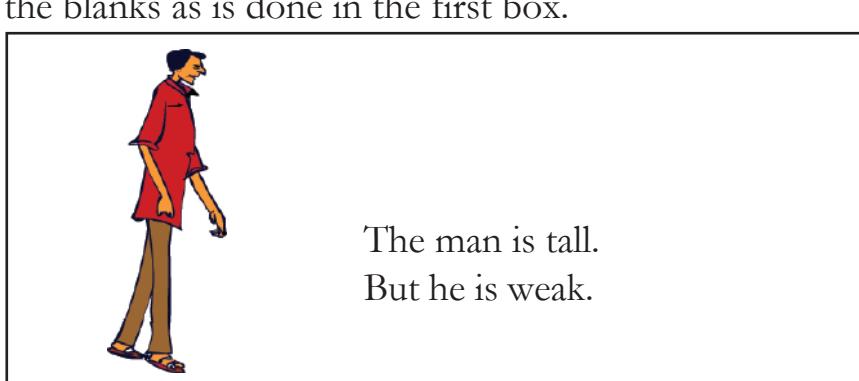
Look at the following sentences from the story ‘The Bird’.

Sero stood there waiting for the birds.

But the birds were scared of him.

‘But’ expresses an idea which is different from/contrasts with what is stated earlier. Look at the pictures and the sentences given along them.

Fill in the blanks as is done in the first box.





The T-shirt is beautiful.

.....



The boy likes to ride the bicycle.

.....



The girl wants to pluck flowers.

.....



The boy is trying to lift the sack.

.....

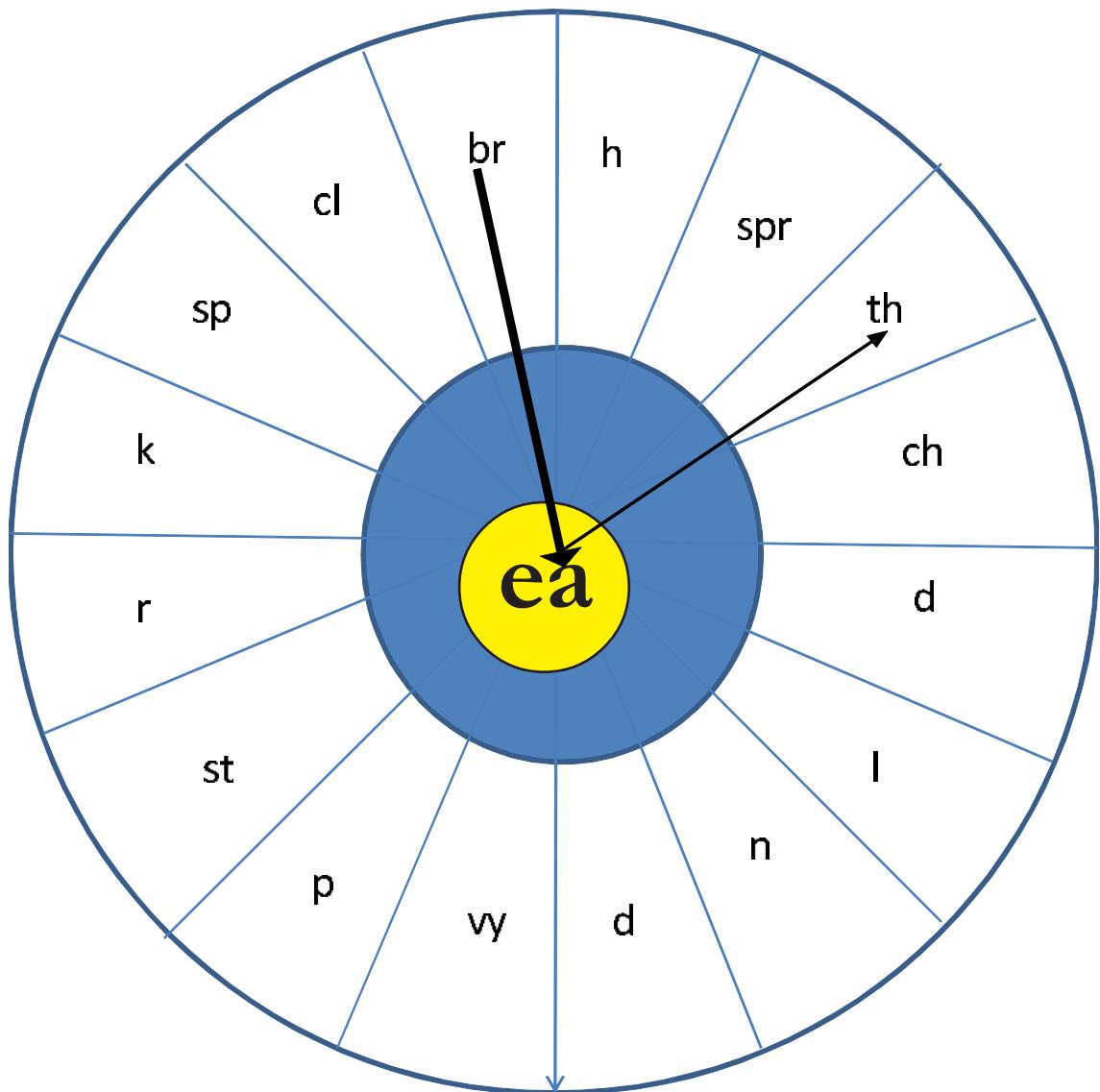
PROJECT WORK

We see a lot of birds around us. Observe them and complete the table given below. Try to describe each bird in three or four sentences using the details you have collected.

| Name of the bird | Colour of feathers | Colour of beak | Colour of feet | Place where you see them | Time when you see them |
|------------------|--------------------|----------------|----------------|--------------------------|------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

My WORDS

Make as many words as you can connecting the letters given in the circle. You have to connect them using 'ea'. One is shown for you.



1. breath

.....
.....
.....
.....

.....
.....
.....
.....

I CAN



What did Sero's mother say in the following contexts?

Find out and write them down in appropriate places.

The last one has been done for you.

| Contexts | What the mother said |
|-------------------------------------|---------------------------|
| Sero got a trap as a birthday gift. | |
| Sero caught a bird. | |
| He forgot all about the bird. | |
| He had forgotten to shut the cage. | |
| The bird was breathing heavily. | 'You can do nothing now.' |

Light the Candle

Here is a birthday cake. If you could identify what the mother said in all the four contexts, light all the four candles. If you get only three, light only three and so on.





MY LEARNERS

| My Learner | |
|---|--|
| can identify words such as 'receive', 'interesting', 'scatter', 'breath' etc. | |
| can prepare birthday cards. | |
| can prepare posters against cruelty towards animals. | |
| can prepare placards on a given theme. | |
| can sequence the major events of a story. | |
| can use 'but' in meaningful contexts. | |
| can make words with 'ea' combinations. | |
| can read and understand the given stories and poems. | |
| can answer in English during classroom interaction. | |
| can undertake simple projects. | |