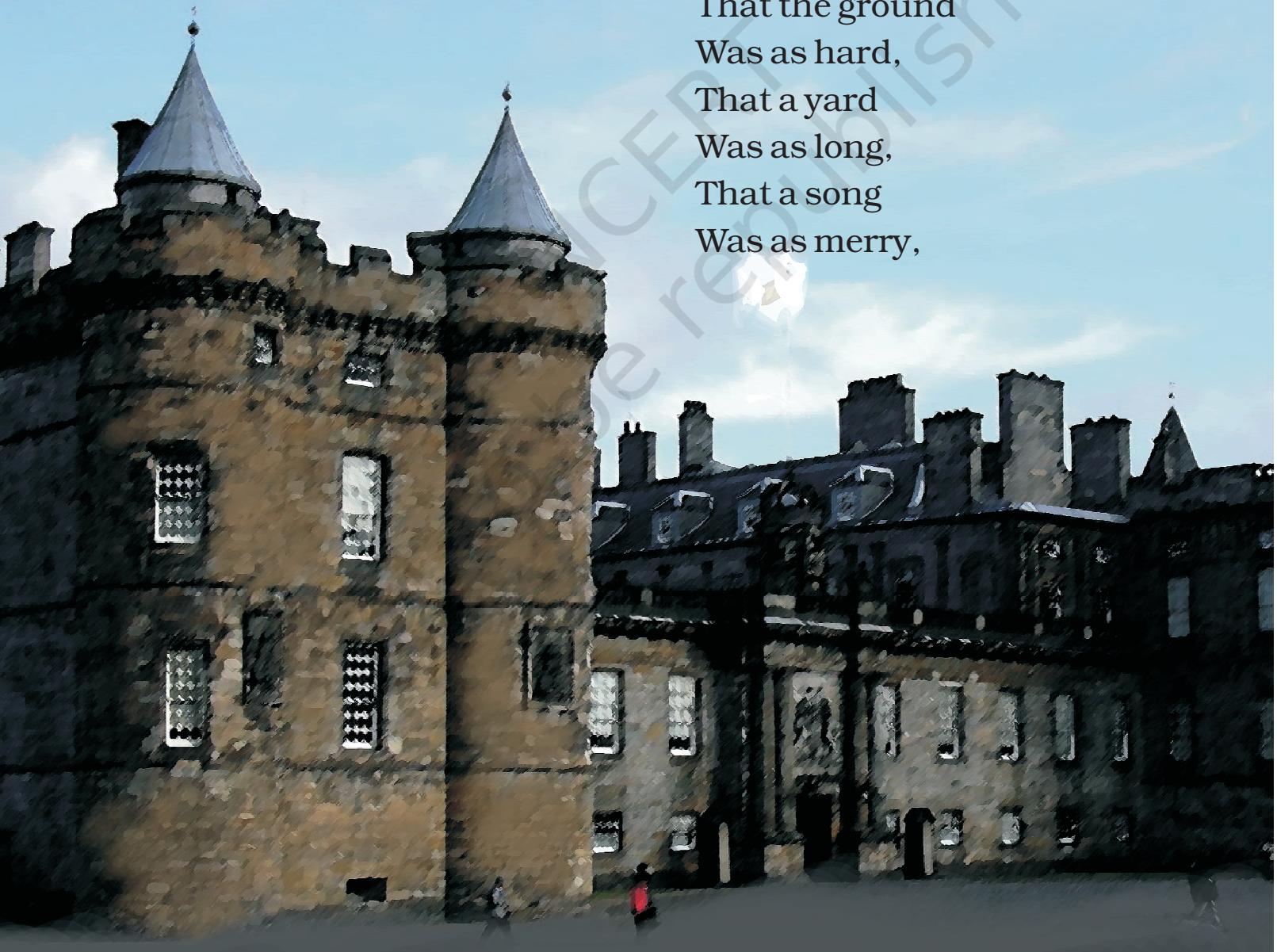


*Enjoy and learn this poem*

# The Naughty Boy



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



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

– John Keats

### New words

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





## Reading is fun

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



## Let's listen

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



## Let's talk

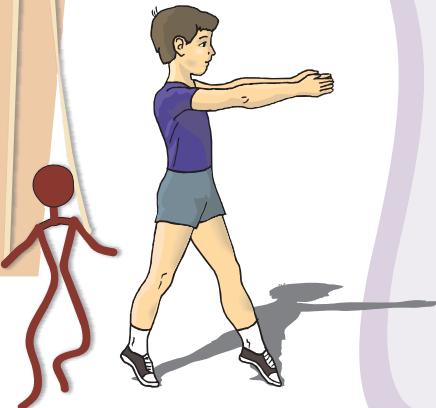
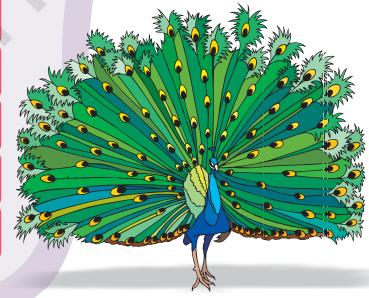
1. What do you think the naughty boy would see in India?
2. Have you been to another place recently? What is it like? How is it different from your own place?
3. All cultures have their own folk songs in which each line is repeated. This line is sung in a chorus. Sing a folk song in your own language.



## Word building

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

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



2. Now write these words here –

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

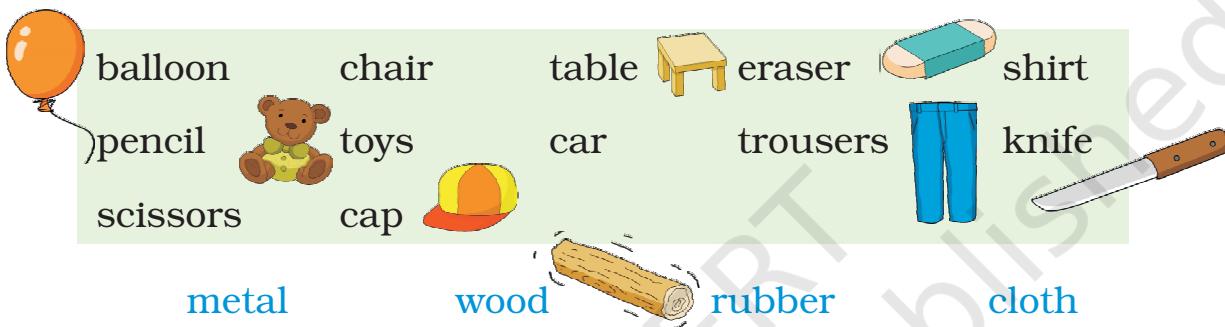


## Let's write

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

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

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



\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Say aloud

hard      yard

long      song

red      lead

weighty    eighty

found    ground



## Fun time

### Let's make a mosaic hat for your clown

#### You need

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

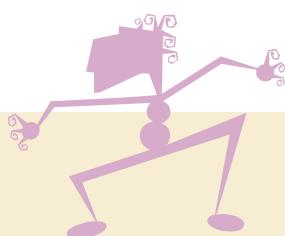


#### Method

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

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

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



# Pinocchio

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

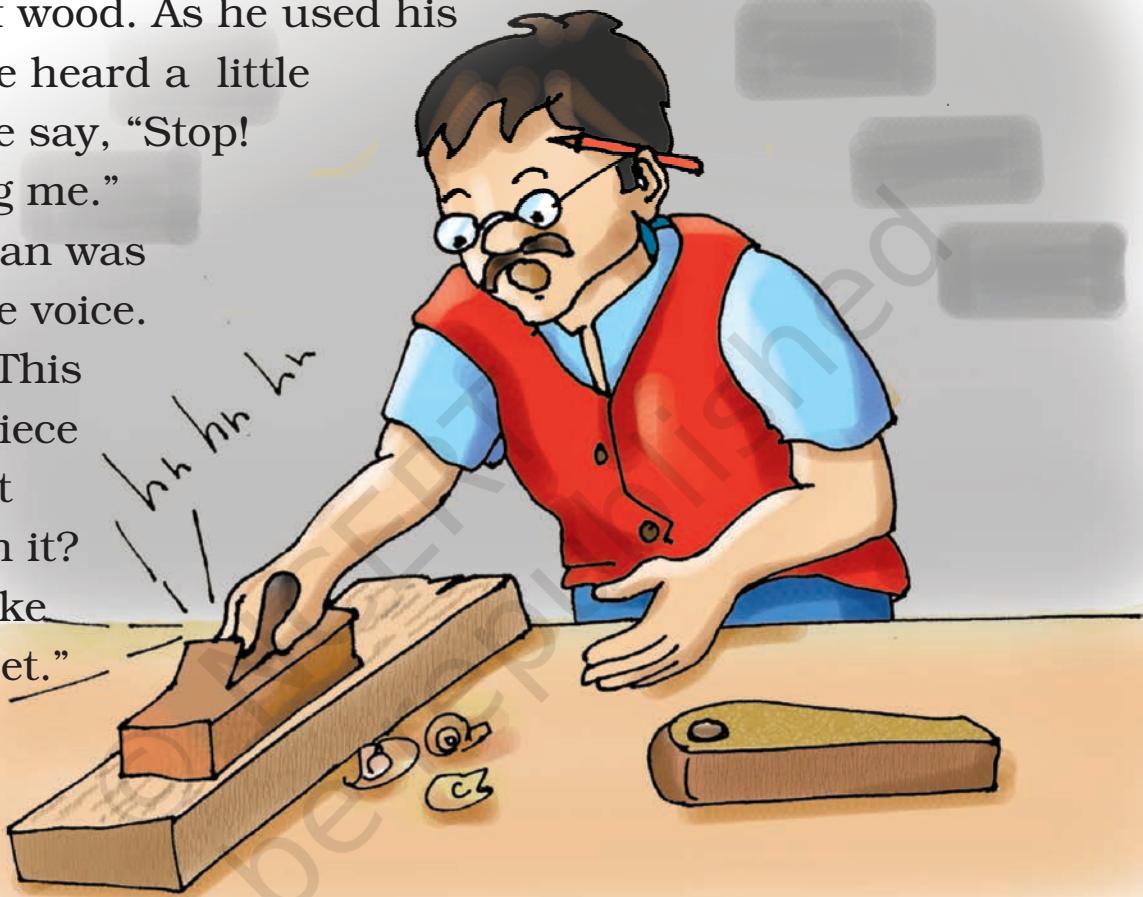
The old man was puzzled by the voice.

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

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

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

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





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

No sooner  
were its hands  
ready than it  
snatched off

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

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

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

“Why  
don’t you





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

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

*– Adapted from the story of Pinocchio*

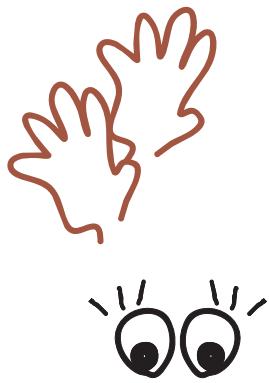
### New words

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



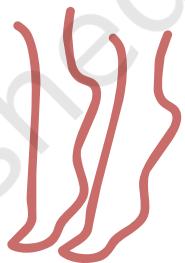
## Reading is fun

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



## Let's talk

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



## Word building

### Word Fun

How many words can you make from PINOCCHIO ?

Fill them in the empty boxes.

PINOCCHIO

PIN

HOP






## Let's write

- ### 1. Make opposites with the words –

dis\_\_ in\_\_

respect \_\_\_\_\_ own \_\_\_\_\_

able \_\_\_\_\_ capable \_\_\_\_\_

efficient \_\_\_\_\_ secure \_\_\_\_\_

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

forgive \_\_\_\_\_ blind \_\_\_\_\_

kind \_\_\_\_\_ cruel \_\_\_\_\_

polite \_\_\_\_\_ swift \_\_\_\_\_

moral \_\_\_\_\_ solid \_\_\_\_\_

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

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



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

---

---

---

---

---

---



5. Give another word from the story that means completed

---

surprised

---

strange

---

make up your mind

---



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

stiff \_\_\_\_\_

strange \_\_\_\_\_

fight \_\_\_\_\_

dance \_\_\_\_\_

juggle \_\_\_\_\_

ride \_\_\_\_\_

speak \_\_\_\_\_

use \_\_\_\_\_

write \_\_\_\_\_

joke \_\_\_\_\_



## Comprehension passage

Once a cunning jackal jumped into a big tub of blue dye.

“I am your king,” he said. All the animals, big and small believed him and bowed before him. The clever jackal smiled. Now he was the most powerful animal in the forest. He was proud to be a king.

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

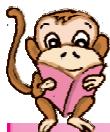
“Hu...aah! Hu...aah!” he cried.

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

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

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

– A Panchtantra tale



### Reading is fun

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

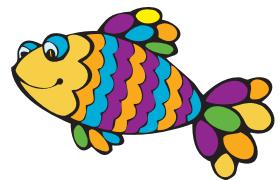


## Say aloud

laugh	fish	fan	few
cough	dish	van	view
rough	wish	ran	dew



## Fun time



## Let's make a Puppet

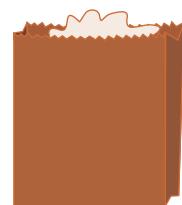
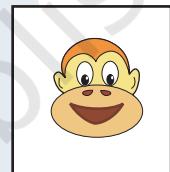
### You need

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



### Method

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



## THEMES

The importance of art, craft and creativity



## Unit 9

Poem : [The Naughty Boy](#)  
Story: [Pinocchio](#)

### Teacher's page

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

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

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

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

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

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

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



# Amazing world of Puppets



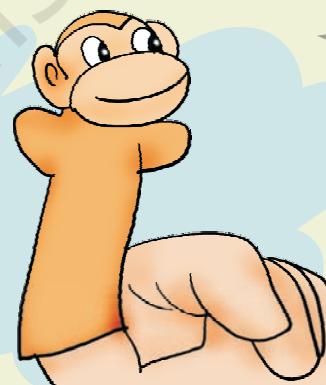
shadow puppets



string puppets



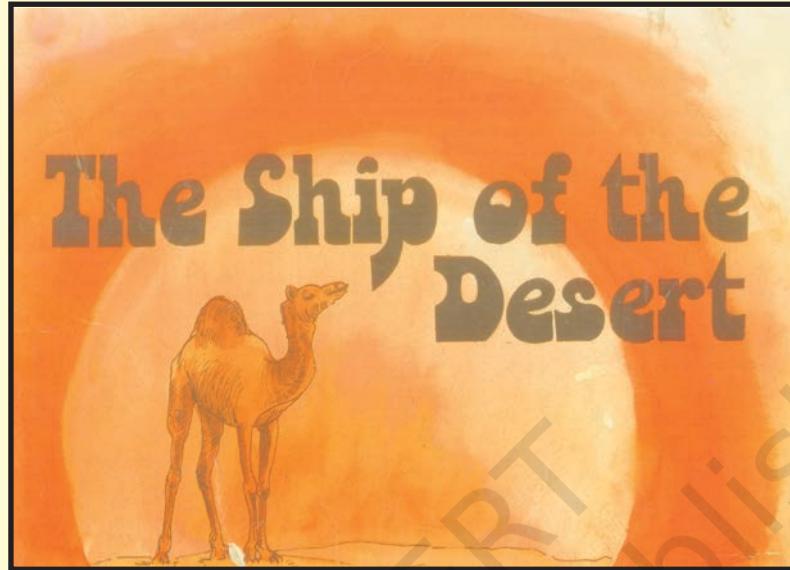
glove puppets



finger puppets



sculpture puppets



## **The Ship of the Desert**

*S.K. Ram*

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

*Rs. 15.00 / Paperback / 14 pp*

# Constitution of India

## Part IV A (Article 51 A)

### Fundamental Duties

It shall be the duty of every citizen of India —

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

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

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