

Theme	Chapter	Reading	Listening and Speaking	Vocabulary	Phonics	Grammar	Writing
The Animal World	Grandpa's Farm	Factual comprehension	Expressing opinions about the importance of farmers	Animal and their young	Soft and hard th	Prepositions – in, on, under, between	Using prepositions to complete a picture description
	A Puppy's Song	Factual comprehension	Listening to riddles based on animals and materials and solving them	Movement words	Soft and hard c and g	Articles – a, an	Matching an animal with its habitat and completing sentences based on it
I Love Nature	Homes in Trees	Factual comprehension	Describing an imaginary situation and expressing opinions	Synonyms	Triple consonant blends – str, spr, thr	Adjectives	Rewriting sentences using adjectives
	The Little Plant	Factual comprehension	Talking about favourite season	Compound words	Silent e	Adverbs	Using picture and word clues to complete a passage on sowing a seed
The Land of Magic	The Magic Pot	Factual comprehension	Talking about an imaginary prized possession and wishes	Food items	Ph sound as f	Sentences	Write about your favourite food
	The Dream Fairy	Factual comprehension	Describing a magical land using adjectives	Suffix -ful	Letter pairs – nd, ng, nk, nt	Has and have as verbs	Writing about classmates using has and have



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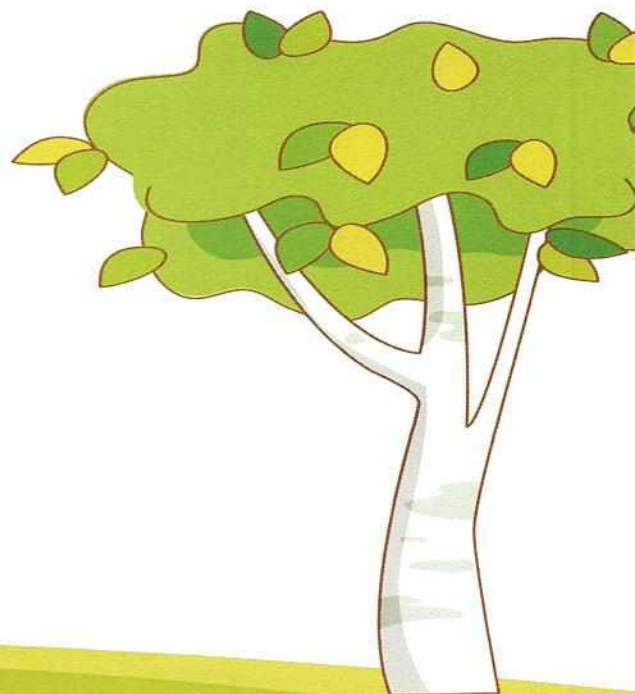


Life Skills-based Projects

Term	Theme	Activity	Life Skills
1	My Family and I	Making a Thank You card	Self-awareness, critical thinking, interpersonal relationships
2	I Love Nature	Creating a chart of useful plants and trees and the ways in which they help us	Self-awareness, critical thinking, effective communication

Multiple Intelligences-based Projects

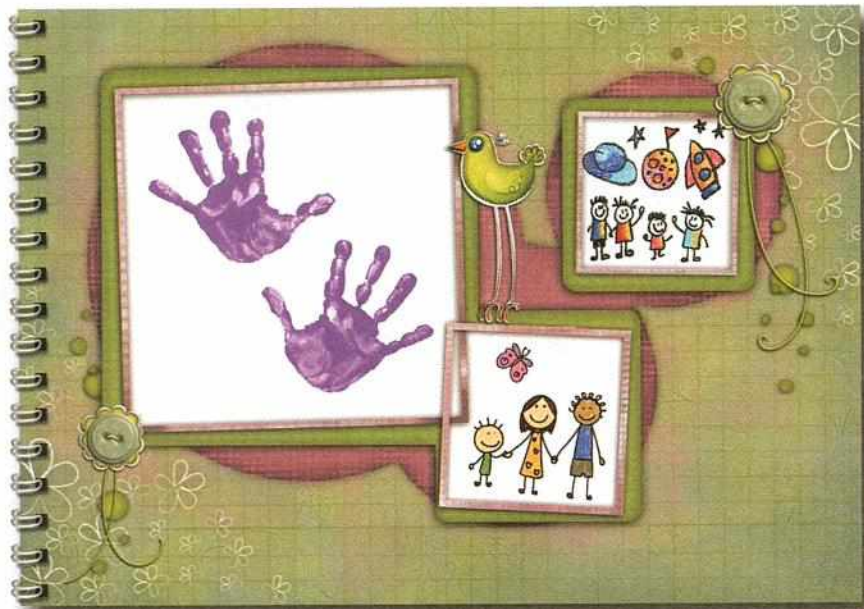
Term	Theme	Activity	Multiple Intelligences
1	My Family and I	Making a scrapbook	Visual-spatial, interpersonal, linguistic
2	The Animal World	Making a chart of animal sounds	Visual-spatial, intrapersonal, linguistic, musical





Get Set

Look at this picture.



This is a scrapbook. You can draw and write in a scrapbook.

You can also stick pictures in a scrapbook.

Tick (✓) the things that you would like to draw or stick in your scrapbook.













Reading Junction

Meet Tia. She wants to show you her scrapbook.

Hi! I am Tia.
This is my scrapbook.
Would you like to see it?





This is me. These are my handprints.
I love to sing and dance.



These are my grandparents.
My grandmother loves reading books. She
tells me many stories.
My grandfather loves gardening. I help him
water the plants.





This is my mother. She loves to paint.
She is an **artist**. My mother helps me
with my lessons.



This is my father. He works at a bank.
He is a **banker**. My father loves to bake. He bakes
tasty cakes.

artist: a person who paints or draws
banker: a person who works at a bank

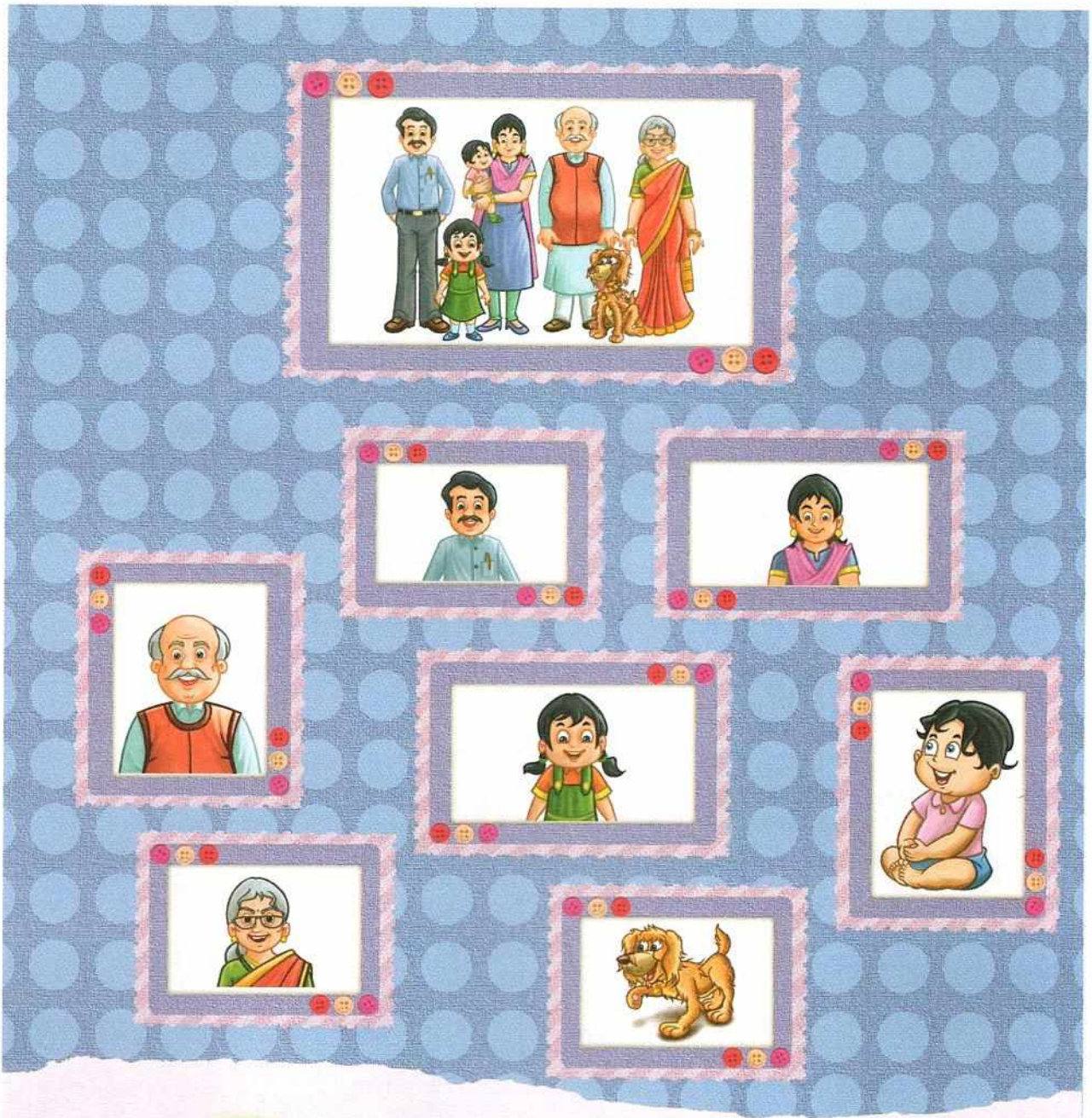


This is my baby brother. Look at his handprint. It is so tiny! I like to play with him. I sing rhymes for him too.



This is my pet, Fluffy. These are his paw prints. Fluffy and I play with a ball.





My parents, brother, grandparents and Fluffy are my family. I love them a lot.










Get Going

Let us find the answers from the story.

1. Match the picture of each person with what they love to do. One is done for you.

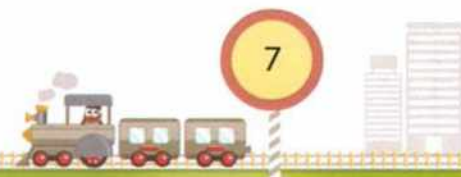
A	B
 <p>Tia</p>	loves to paint.
 <p>Tia's mother</p>	loves to sing and dance.
 <p>Tia's father</p>	loves to garden.
 <p>Tia's grandfather</p>	loves to read books.
 <p>Tia's grandmother</p>	loves to bake cakes.

An arrow points from the text 'Tia's grandfather' in column A to the text 'loves to garden.' in column B.

2. Tick (✓) the correct answers.

(a) Tia's mother helps her with her

- i) singing ii) lessons iii) painting



(b) Tia's father works at a

- i) bakery ii) school iii) bank

(c) Tia likes to play with her

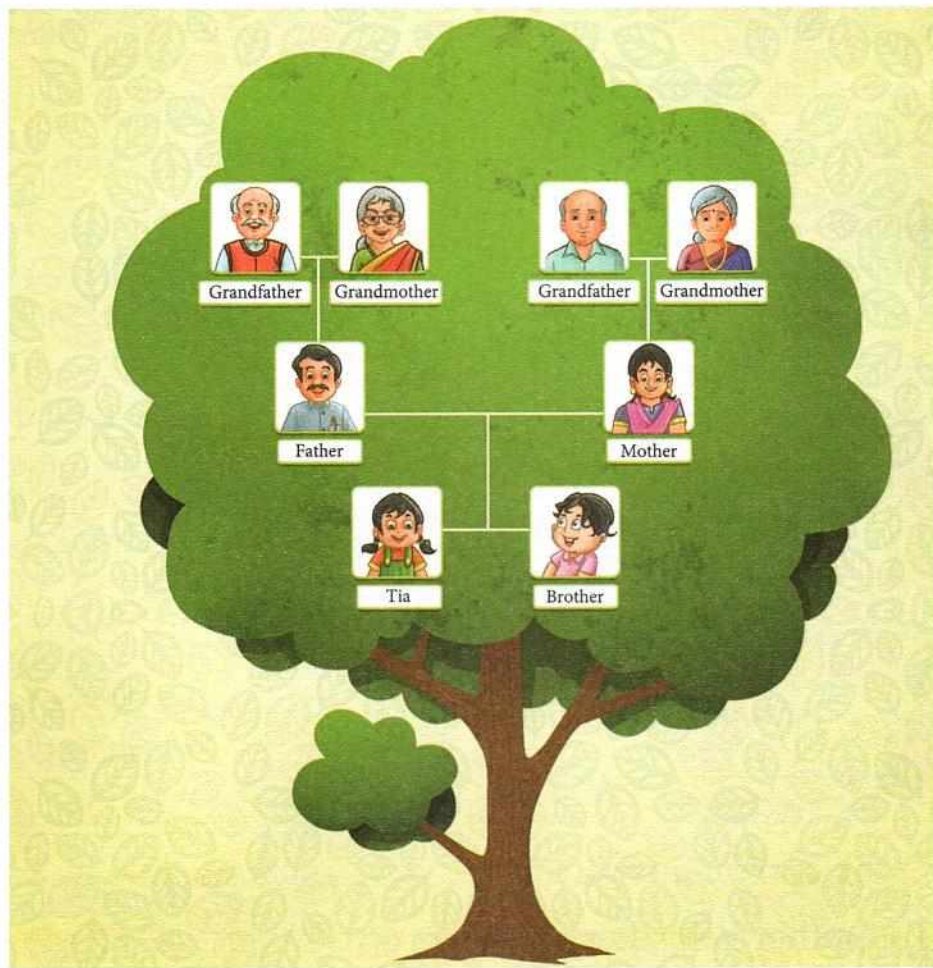
- i) sister ii) brother iii) friend

(d) Tia has a pet

- i) cat ii) dog iii) squirrel



Speaking Junction



This is Tia's family tree.



Now it's your turn to make your family tree and talk about your family members. You can use the following words to begin your sentences.

My name is _____.

I have a _____ family.

I live with _____.

My father is a _____.

My mother is a _____.

I have _____.



Instruct parents to help the child complete the activity. Talk about size of the family, parents' jobs and details about siblings.



Vocabulary Junction

Read these lines.

This is my mother. She is an **artist**.

This is my father. He is a **banker**.

Tia's mother is an **artist**.

An artist paints pictures.

Tia's father is a **banker**.

A banker works at a bank.

People with different jobs have different names.



Examples:



milkman



doctor



astronaut



carpenter

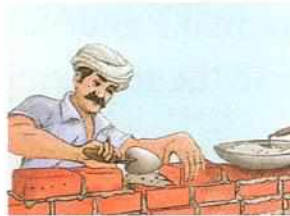




scientist



pilot



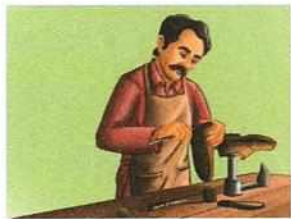
mason



nurse



electrician



cobbler



teacher



gardener



dentist



policeman



architect



Discuss different jobs and hobbies with examples.



Tia and her family need help with some work. Listen to your teacher and write the name of the person who can help them.

1. _____
2. _____
3. _____
4. _____
5. _____

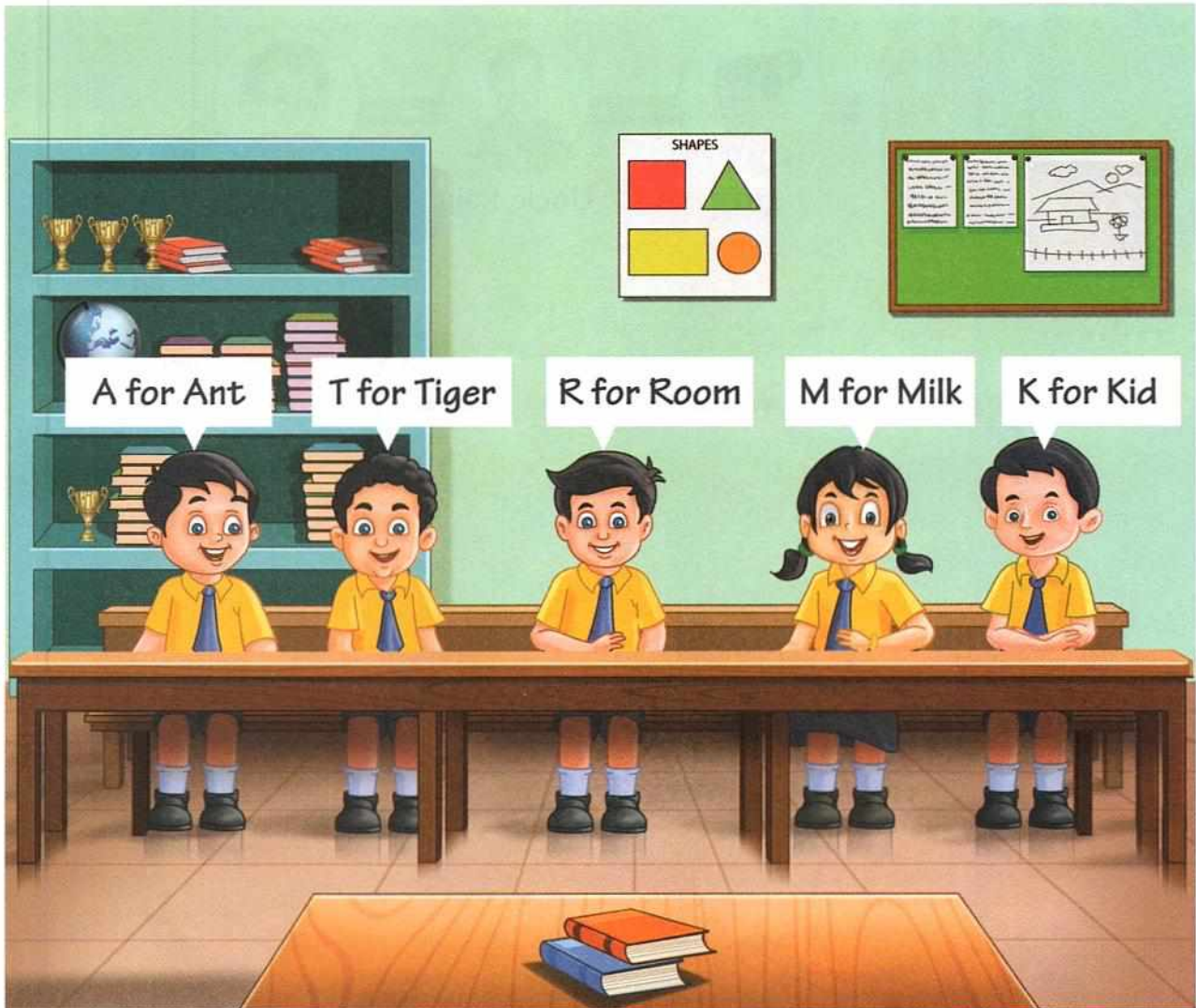




Phonics Junction



Tia is playing a game with her friends. They are using the last letter of each word as the first letter for a new word.



Can you build words using the last letter of the word your friend says?

Fill in the blanks with words beginning with the last letter of the previous word. Start with the last letter of the given word.

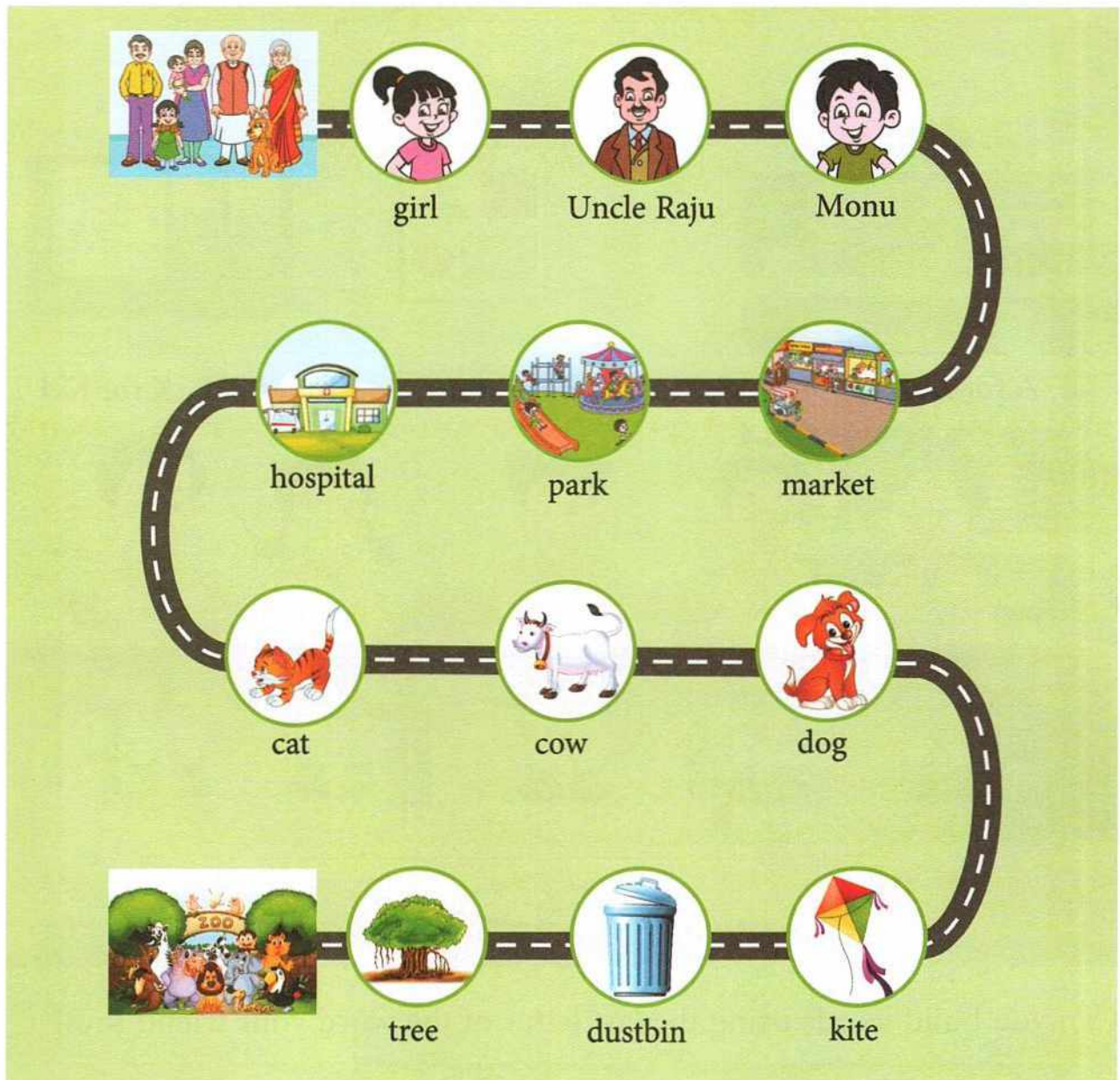
boot → → → →





Grammar Junction

Tia goes to visit the zoo with her family. These are some of the people and things she sees on the way.



Tia sees a girl, Uncle Raju and Monu on her way to the zoo. **Girl, Uncle Raju and Monu** are names of people.

Names of people are naming words.



Next, Tia crosses a market, a park and a hospital. **Market, park** and **hospital** are names of places.

Names of places are naming words.

Tia sees a cat, a cow and a dog too on her way to the zoo. **Cat, cow** and **dog** are names of animals.

Names of animals are naming words.

Lastly, Tia sees a kite, a dustbin and a tree. **Kite, dustbin** and **tree** are names of things.

Names of things are naming words.



Naming words

Words that name a person, a place, an animal or a thing are called **naming words**.

Person

Seema
Uncle John
boy
doctor
student

Place

home
school
temple
playground
airport

Animal

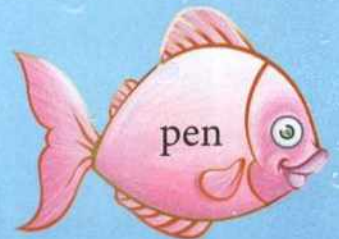
lion
monkey
bear
giraffe
elephant

Thing

pencil
shoe
book
chair
computer



1. Circle the fish that have naming words on them.



2. Choose any two letters. Use each letter to write a name of a person, a place, an animal and a thing.

Letter	_____	_____
Person	_____	_____
Place	_____	_____
Animal	_____	_____
Thing	_____	_____



Writing Junction

A sentence is a group of words that has a meaning.

A sentence has two parts – a **naming part** and a **telling part**.

The naming part has a naming word. The telling part describes the naming part. The telling part also describes action.



Give examples to help children deduce that the naming part can include more than one naming words.

Examples:

Fluffy is sleeping on the mat.

Naming
part

Telling
part

Jiya and Tinky are friends.

Naming
part

Telling
part



1. Circle the naming parts in the following sentences.

(a)



The dog is playing with a ball.

(b)



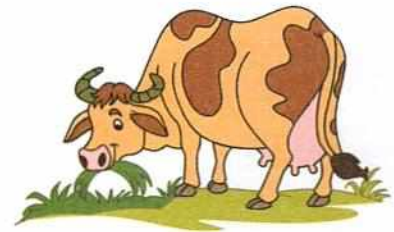
The cat is drinking milk.

(c)



The frog is sleeping on a log.

(d)



The cow is eating grass.

2. Underline the telling parts in the following sentences.

(a)



Tia plays with her brother.

(b)



I drink milk at night.

(c)



Rita, Manish, Rehan and Sanvi are playing with a football.

(d)



The pig is playing in the mud.





Get Set

Look into your friend's eyes. What do you see?



Reading Junction

Let us read a poem that Tia's grandmother recited to Tia and her brother.

Open your eyes, Mamma,
 Day will soon begin.
 Open your eyes! Mamma
 I want to look in.
 Yesterday, dear Mamma
 Out of your eyes
Peeped two little boys
 Just my size.
 Where are they now?
 Who can they be?
 Do you love those boys
 As you love me?

peeped: took
 a quick look

– Adapted from 'Dear Mamma'
 by Lucy Larcom



While reading the poem, direct the learner's attention to the question words.





Get Going

Let us find the answers from the poem.

1. Tick (✓) the correct answers.

(a) What is the little boy asking his Mamma to do?

to open her eyes

to play with him

(b) What will soon begin?

day

school

(c) From where did the two little boys peep?

from Mamma's eyes

from Mamma's lap

(d) When did the two little boys peep out of Mamma's eyes?

yesterday

today

2. Read these sentences. Write T for true and F for false.

(a) The boy wanted to look into his Mamma's eyes.

(b) The boy was playing with the other two boys.

(c) There were two boys in Mamma's eyes.

(d) The two little boys in Mamma's eyes looked bigger than the boy.



Speaking Junction

Arun and Nita are talking to each other.



Hi. What is your name?

My name is Nita.





How old are you?

I am six years old.



Is your family large or small?

I have a large family. I live with my parents, grandparents and brother.



What is your favourite colour?

My favourite colour is blue.



What is your favourite snack?

I love *samosa*.



Now it's your turn. Ask these questions to your friend.



Help the learners frame questions.



Vocabulary Junction

Read these lines from the poem.

Yesterday, dear Mamma
Out of your eyes
Peeped two little **boys**
Just my size.

The word **boys** is a **masculine** word. The **feminine** word is **girls**.










Naming words of people and animals have gender. Gender is masculine or feminine.

Naming words of people and animals can also be **common** words.













Naming words of things are known as **neuter** words. Common and neuter words do not have gender.




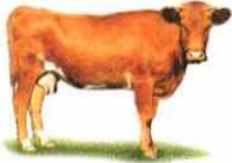






Let us look at some examples.


Common Words	 baby	 children	 parents
Common Words	 teacher	 doctors	 animals
Neuter Words	 table	 house	 bags

Now, let us look at a few masculine and feminine words.

Masculine	Feminine	Masculine	Feminine
 uncle	 aunt	 prince	 princess
 king	 queen	 brother	 sister
 peacock	 peahen	 deer	 doe

Masculine	Feminine
 lion	 lioness
 bull	 cow

Masculine	Feminine
 gander	 goose
 horse	 mare

1.  Listen to your teacher. Write the words in the correct columns.

Masculine Word	Feminine Word	Common Word	Neuter Word
_____	_____	_____	_____
_____	_____	_____	_____

2. Circle the masculine words in these sentences. Then, rewrite the sentences by changing the masculine words to feminine words. One is done for you.

(a) Rahul's father is a doctor.

Rahul's mother is a doctor.

(b) There is a deer in the park.

(c) The gander was white in colour.



(d) I rode a horse at the fair.

(e) The king wore a red cape.



Phonics Junction



Read the words aloud and colour the picture.

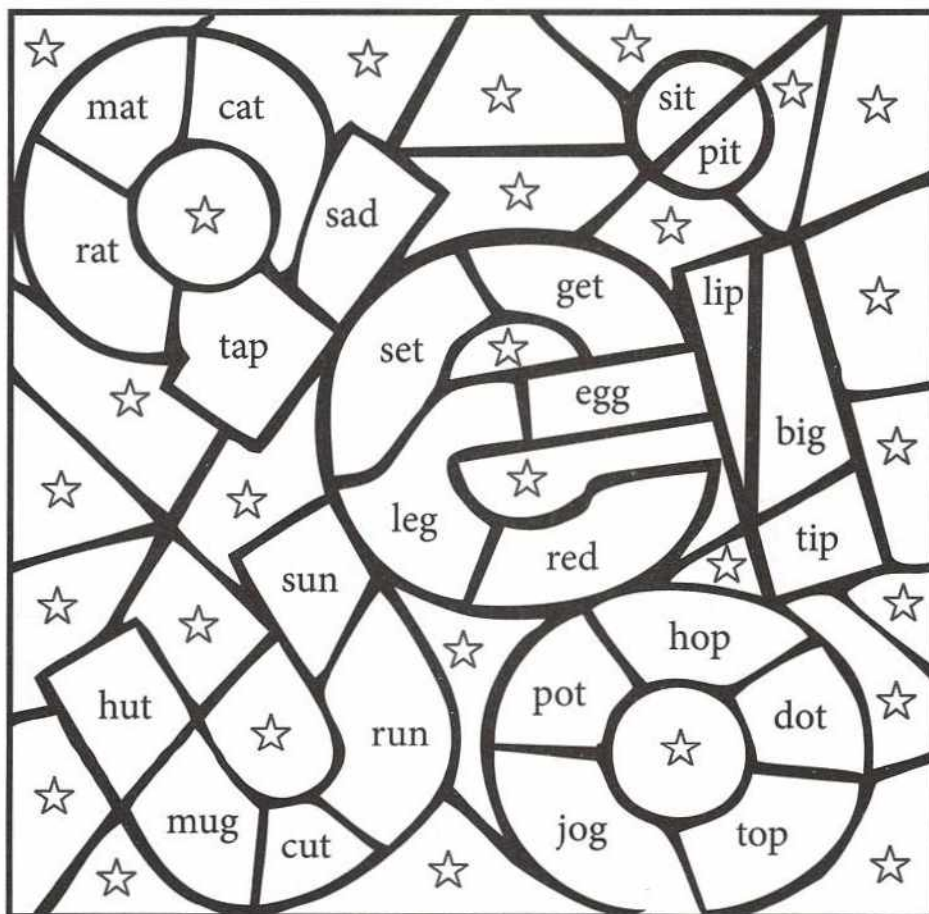
Words with **a** in **orange**

Words with **e** in **red**

Words with **i** in **blue**

Words with **o** in **pink**

Words with **u** in **green**





Grammar Junction

Read these lines from the poem.

Yesterday, dear Mamma
Out of your **eyes**
Peeped two little **boys**
Just my size.

Eyes means more than one eye. Eyes is a **plural** word.

Eye means one eye. Eye is a **singular** word.



Similarly, **boys** means more than one boy. Boys is a **plural** word.



Boy means one boy. Boy is a **singular** word.

Singular means one. Plural means more than one.



We add -s at the end of singular words to make them plural.

Read the words aloud.

Singular	Plural
	
rabbit	rabbits




Singular	Plural
	
book	books

If a word ends with **s**, **x**, **ch** or **sh**, its plural is formed by adding **-es** at the end. Look at these examples.

Singular	Plural
	
glass	glasses

Singular	Plural
	
box	boxes



Picture	Singular	Plural
	_____	_____
	_____	_____
	_____	_____



Writing Junction

Write a sentence about the things you see around you. Use both singular and plural naming words. Begin your sentences with 'I see ...'.

Examples: I see a pen. I see two pencils.

I see _____



Take learners to a place where there is a large number of visual stimuli. For example, a games room, a garden, etc. Help learners frame simple sentences and talk about the objects in terms of their shape, size, colour, number, etc.





Get Set

Write down some of the things you see in a school. One is done for you.

<i>blackboard</i>	



Reading Junction

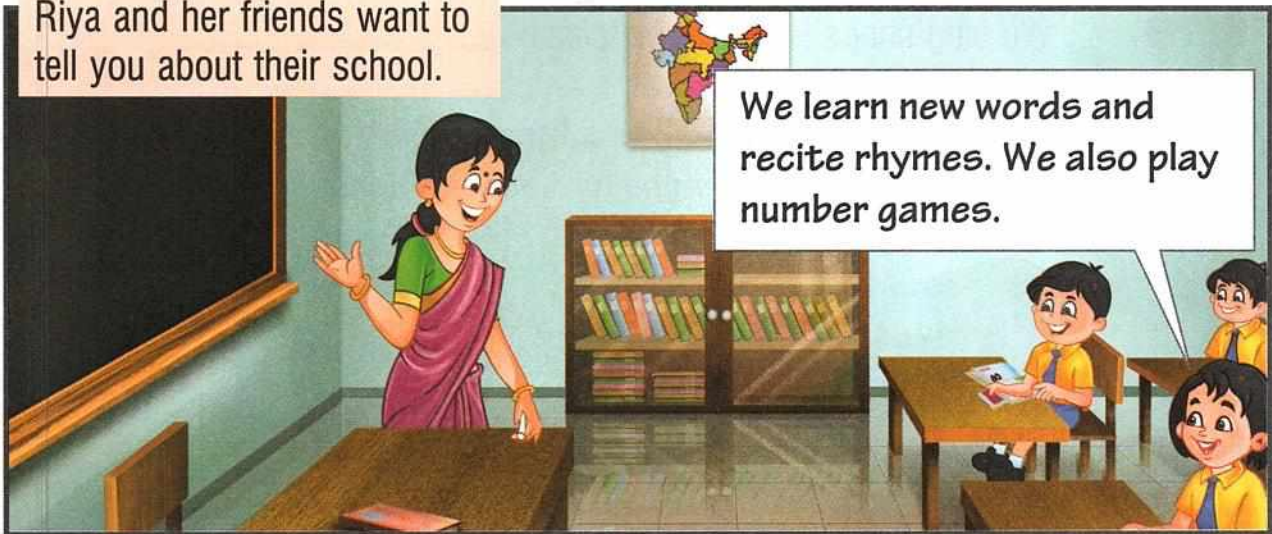
This is Riya. She is ready to go to school.



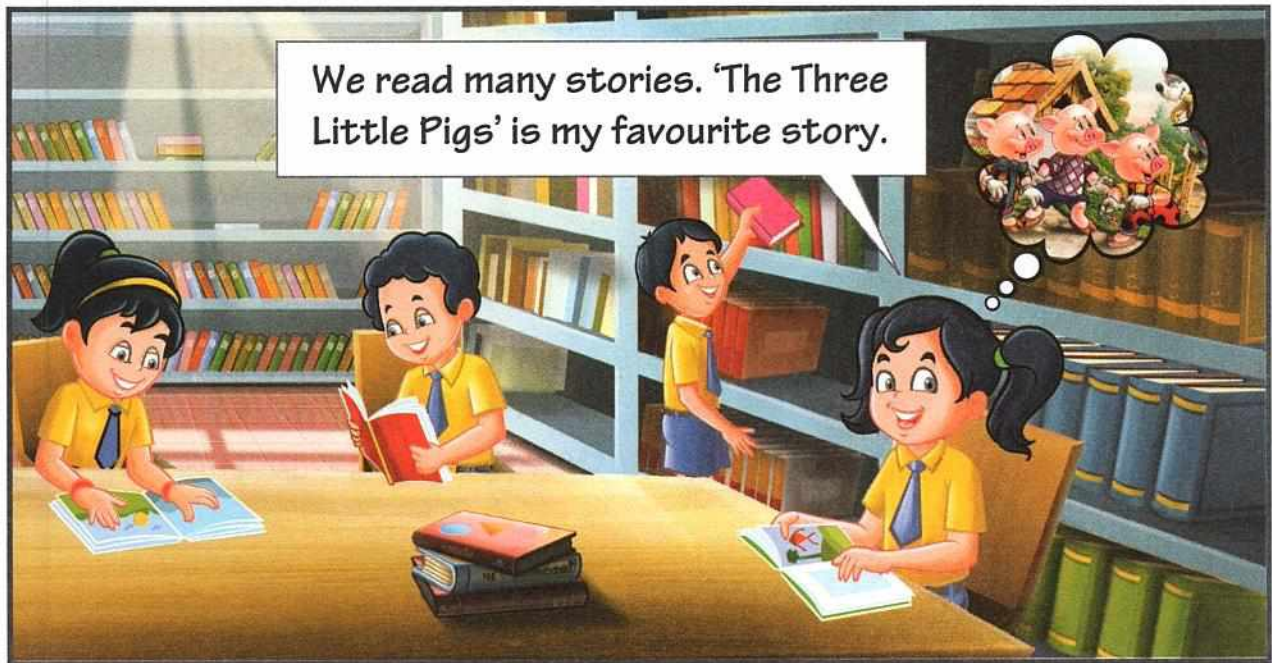
Hi! I am Riya. This is my school. I love my school. I have fun at school. I learn and play with my friends here.



Riya and her friends want to tell you about their school.



Do you play number games?



Which is your favourite story?



While reading the story, share your own school stories. Talk to the children about their favourite subjects, school picnics, learning activities, etc.





We sing songs in the music class.

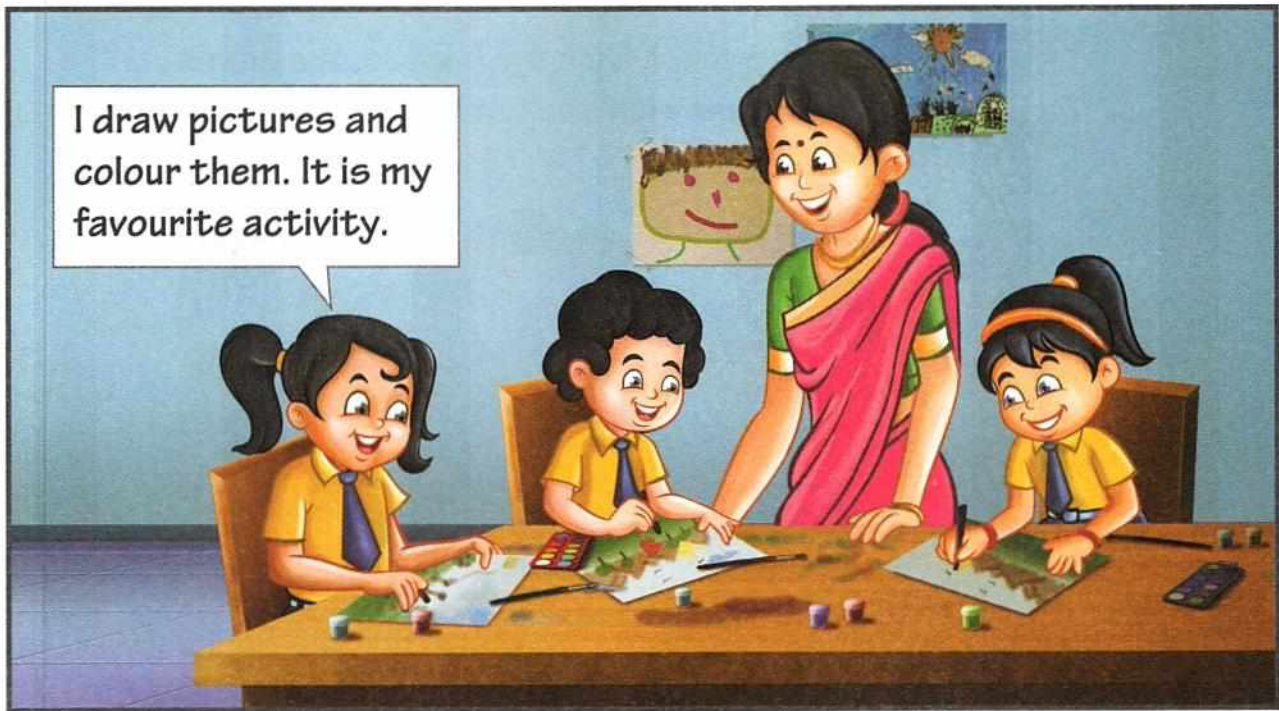
Old MacDonald had a farm, e-i-e-i-o ...
And on his farm he had some chicks, e-i-e-i-o ...



Which song did you learn in school?



In the art and craft class, we do many activities. Some of us do paper craft. Some of us paint pictures.



I draw pictures and colour them. It is my favourite activity.

What activities do you do in the art and craft class?



We love to play in the playground. Some of my friends play cricket. I like to play on the swing.

Tick (✓) your favourite game.

cricket

hide-and-peek

playing on the swing



I have lunch with my friends. We share our food with each other.



Do you share food during lunch?



Talk about table manners that should be followed in school and everywhere else.

We say goodbye to each other before we go home.



What do you say to each other before you go home?





Get Going

Let us find the answers from the story.

1. Match the columns to complete these sentences about Riya.

A
Riya loves
Riya learns
Riya sings songs
Riya plays

B
new words.
on the swing.
to go to school.
in the music class.

2. Tick (✓) the pictures that show the activities that Riya does at school.



3. Read the following sentences. Write T for true and F for false.

(a) Riya eats alone during lunch time. _____

(b) Riya loves her school. _____

(c) Singing is Riya's favourite activity in school. _____





Speaking Junction



I like painting because I love to play with colours.

Which activity in school do you like the most? Fill in the blanks and say it aloud.

I like _____ because _____



Vocabulary Junction

Read these lines from the story.

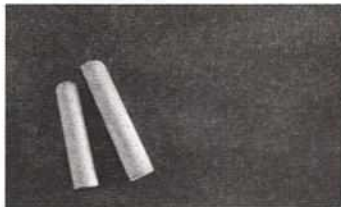
We sing songs in the **music class**.

We love to play in the **playground**.

In the **art and craft class**, we do many activities.

Look at the words in **bold**. They are all words related to **school**.

Some other words related to school are:



chalk



duster



school bag





pencil



lunch box



water bottle



eraser



teacher



student



Riya is going to school. Help her reach her school by colouring the names of things that can be seen in a classroom.





Phonics Junction

Read these lines from the story.

I have **lunch** with my friends. We **share** our food with each other.

Look at the letters in **red**. They are made up of two letters each: **c** and **h**, and **s** and **h**. But they make a single sound.

Now read these words.

chair **share** **thank** **when**

Did you notice that the letter pairs **ch**, **sh**, **th** and **wh** make a single sound?

Let us look at some more words that either begin or end with these letter pairs.

ch		sh		th		wh
chill	bench	shut	fish	thank	bath	why
chip	torch	sharp	rash	thorn	month	what
change	beach	shred	flush	thin	tooth	whistle
check	bunch	shell	bush	think	teeth	whale

Fill in the blanks with sh, ch, th or wh.

1. The boys heard a ___istle.



2. We saw a ___ale at the aquarium.



3. ___ake the bottle before use.



4. Mom added a pin___ of salt to the curry.



5. If we don't bru___ every day, our
tee___ might decay.



6. There is a wooden ben___ in the park.



Grammar Junction

Read these lines from the story.

Hi! I am Riya. This is my school. I love my school. I have fun at school. I **learn** and **play** with my friends here.



The words **learn** and **play** are **action words**. An action is something that a person does. Let us look at some of the pictures to see what Riya does at school.



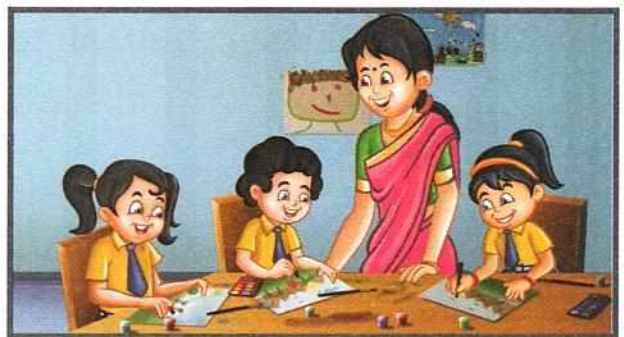
Riya reads story books.



Riya plays on the swing.




Riya sings songs.



Riya paints pictures.

The words **reads**, **plays**, **sings** and **paints** are action words. They tell us what Riya does at school.

1.  Riya and her friends eat, play, sleep and do many other actions in a day. What about you? Colour the actions that you do.

fly	sing	sleep
swim	jump	play
read	cook	bark

2. Identify the action in each picture. Look for the action word in the maze and circle it. One is done for you.

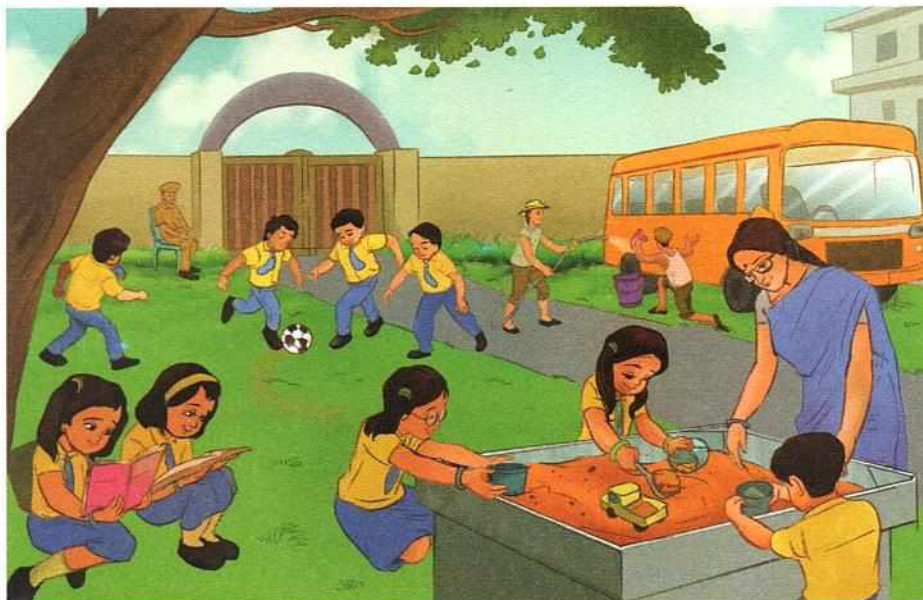


A	S	D	D	W	A	S	H
E	D	R	I	V	E	F	R
S	W	I	M	H	O	P	U
I	O	N	P	L	E	A	T
N	V	K	S	D	R	E	W
G	F	C	R	U	N	U	T
S	L	E	E	P	O	K	L
D	Y	P	R	P	L	A	Y



Writing Junction

Look at this picture. Choose words from the word box and fill in the blanks.



read

play

build

clean

sits

1. Khushi and her friend love to _____ books.
2. The boys _____ football in the afternoon.
3. The teacher is helping the students _____ sandcastles.
4. The driver and the cleaner _____ the school bus every day.
5. The watchman _____ at the gate.





Get Set

Tick (✓) the things you do to have fun.



pluck flowers



sing and dance



collect shells



catch glow-worms



chase butterflies



feed birds



eat with friends



feed fish



play games



splash water





Reading Junction

Dolly goes to the park with her friends to play and enjoy herself. Let us read a poem about what Dolly loves to do in the park.

I love to play,
All through the day,
In the park,
Before it is dark.

I love the swing,
It gives me wings,
I swing so high,
To reach the sky.

I smell the flowers,
For long hours,
Their colours so bright,
Shine in the sunlight.

I go round and round,
On the merry-go-round,
It is a fun ride,
Better than a slide.

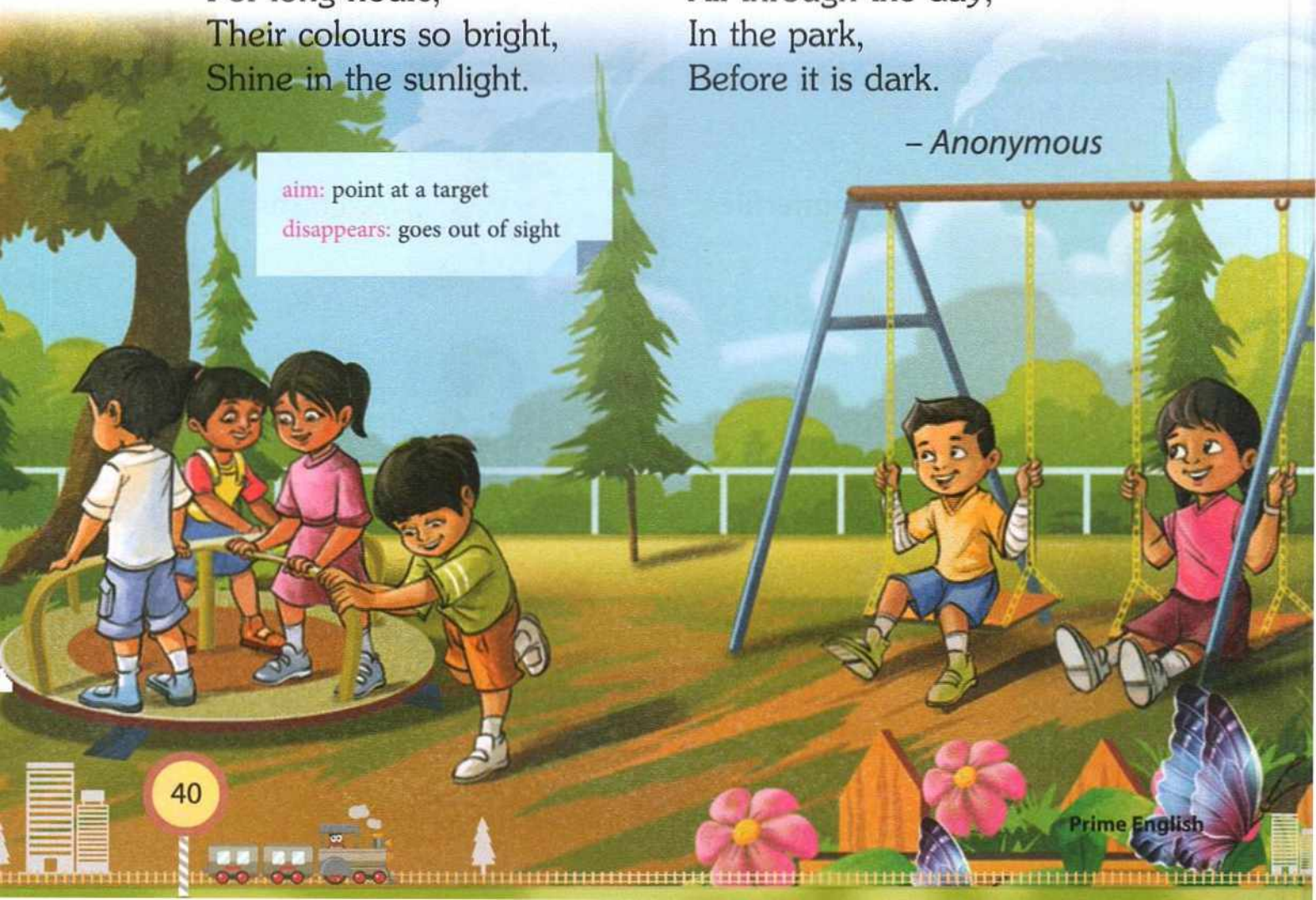
It is fun to try,
To catch a butterfly,
I **aim** up high,
But it **disappears** in the sky.

I love to play,
All through the day,
In the park,
Before it is dark.

– Anonymous

aim: point at a target

disappears: goes out of sight





Get Going

Let us find the answers from the poem.

- Write words from the poem that rhyme with the given words.
(a) mark _____ (b) tide _____ (c) clay _____
(d) fly _____ (e) showers _____ (f) light _____
- Choose the correct options and complete the following sentences.
(a) Dolly loves to _____ all through the day.
i) play ii) skip iii) sing iv) jump
(b) Dolly says it is fun to catch a _____.
i) beetle ii) bird iii) butterfly iv) mosquito
(c) The colours of the flowers shine in the _____.
i) moonlight ii) sunlight iii) starlight iv) tube light



Speaking Junction

Dolly is describing another park she visits every day with her grandpa.



There are big brown trees in the park.
There is a yellow slide and a red swing.
There is also a pond in the park.
I feed the fish in the pond.
There is a stone path for people to walk on.
My grandpa walks on the path every evening.



Now describe a park that you visited recently.
What did you see there? What did you do there?



Vocabulary Junction

When Dolly plays in the park, she feels very happy and excited.
The words **happy** and **excited** describe feelings.
There are many such words that describe feelings.

Examples:



afraid



angry



excited



frightened



grumpy



surprised



happy



joyful



lonely



shocked



bored



sad



scared



shy



silly




1. Choose the correct words from the box to label the pictures.

surprised scared sad angry silly happy





2.  Listen to your teacher and act out the expressions that she says.



Phonics Junction

Read these lines from the poem.

I love to **play** ...

I smell the **flowers** ...

Better than a **slide** ...

Look at the words **play**, **flowers** and **slide**. They all begin with a letter pair that has the letter **l**. There are many letters which pair with the letter **l**. Let us look at some examples.



Read the words aloud.

g loves	c lip	b elt	f old	s lip	q uilt
b lanket	p lease	m ilk	s alt	w olf	g lue
s leep	b lue	h elp	b old	c lock	f lag
f ly	b low	b uild	p lant	g lass	b lack

Fill in the blanks using the letter pairs given in the box. You may use a pair more than once.

cl	lp	gl	ld	lt	pl	bl	lk	fl
----	----	----	----	----	----	----	----	----

1. The garden is full of bright _____owers.
2. Sia and Soma are _____aying in the garden.
3. Raghu is running around with a _____ag.
4. Ritu is painting. She is painting _____ouds.
5. Grandpa is looking for his _____asses.
6. His watch _____ows in the dark.



Grammar Junction

Read these lines from the poem.

I love the swing,
It gives me wings.





I means Dolly and **it** means the swing. **I** and **it** are used in place of Dolly and the swing. **I, he, she, it, they, we** and **you** are words that can be used in place of naming words.



Examples:

- *I am Dolly.*
- *Ravi is a boy. **He** is six years old.*
- *Monal, Dasmeet and I are friends. **We** play together.*
- *Dolly has a drum. **She** loves to play it.*
- *The boys are playing. **They** are enjoying a lot.*
- *I have a pet bird. **It** is a parrot.*

1. Look at the pictures in column A. Write the naming words in column B. Then in column C, write it, they or she that can be used in place of the naming words.

A	B	C
		
		
		
		



2. Replace the underlined words with words given in the box and rewrite the sentences. One is done for you.

he she they we

(a) This is Nina. Nina is a dancer.

This is Nina. She is a dancer.



(b) That is Roshan. Roshan is a magician.



(c) Tia and Pia are sisters. Tia and Pia go to school together.



(d) I am Kunal and this is Ron. Ron and I are best friends.



Writing Junction

Look at the picture. Fill in the blanks with the correct words from the box to describe the picture. One is done for you.

he she it they





1. It is a lovely morning. Ram is riding a bicycle. It is blue in colour.
2. Mohan, Isha and Raj are best friends. _____ are playing football.
3. Isha is trying to take the ball away from Raj. _____ is a good football player.
4. Isha's grandfather is sitting on a bench. _____ is reading the newspaper.
5. Harsh is Isha's elder brother. _____ is sitting under the tree.





Get Set

There are many activities that you can do on your own. There are many other activities for which you need help from your family members, friends, etc.

Given below are some activities. Indicate with a (✓) whether you do them on your own or need someone's help.

Activity	On My Own	Need Help
doing my homework		
tying my shoelaces		
packing my school bag		
combing my hair		



Reading Junction

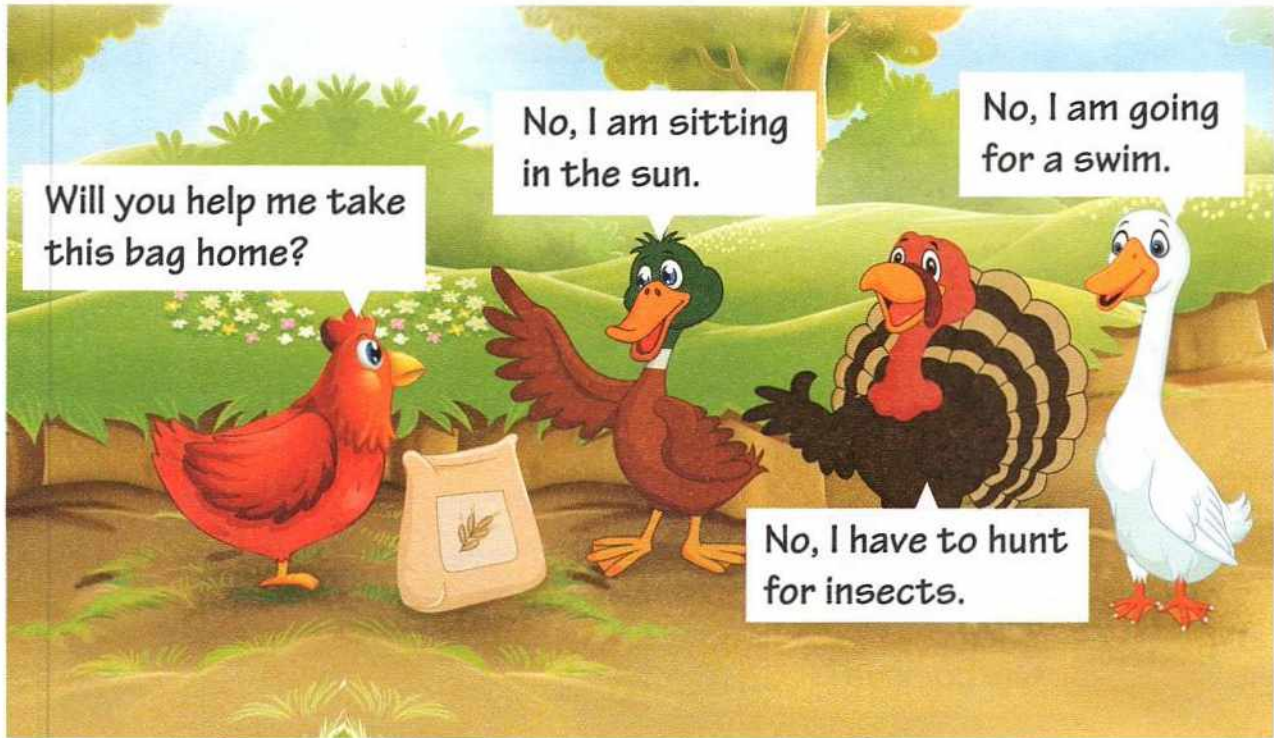
A little red hen, a turkey, a duck and a goose are good friends.

One day, the little red hen sees a bag of flour.

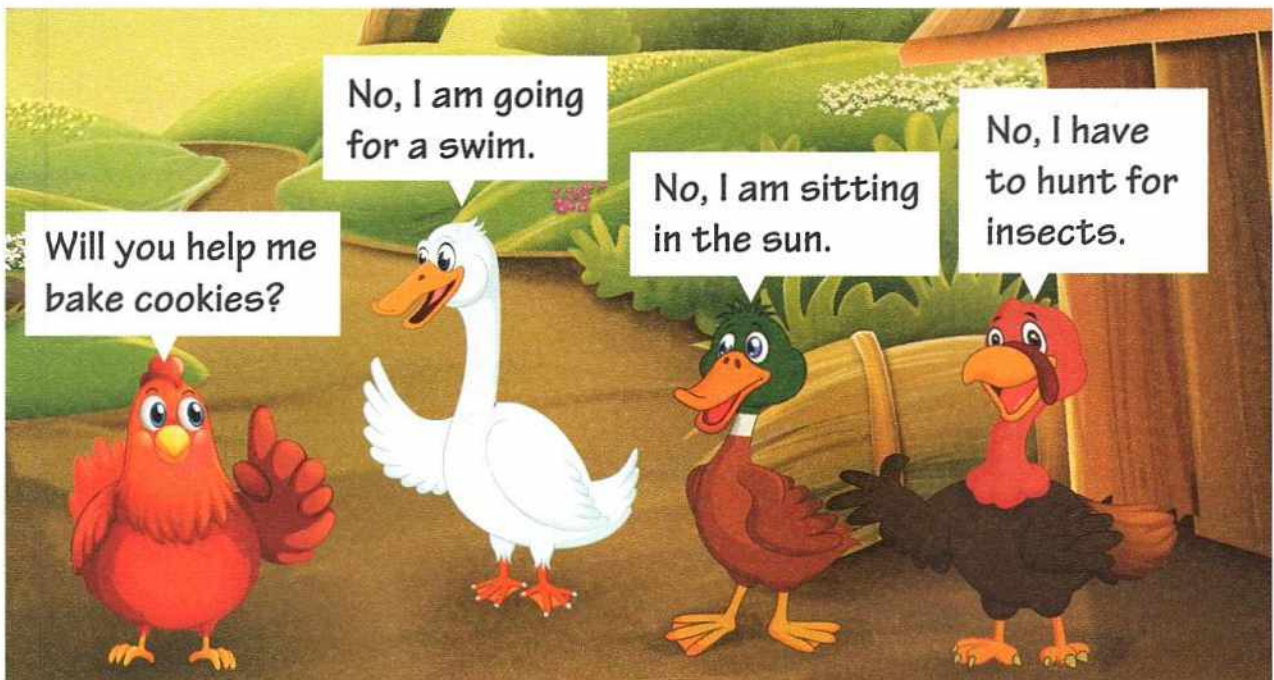
She wants to take the bag of flour to her home and make cookies.

She pulls the bag, but it's too heavy. She asks her friends for help.



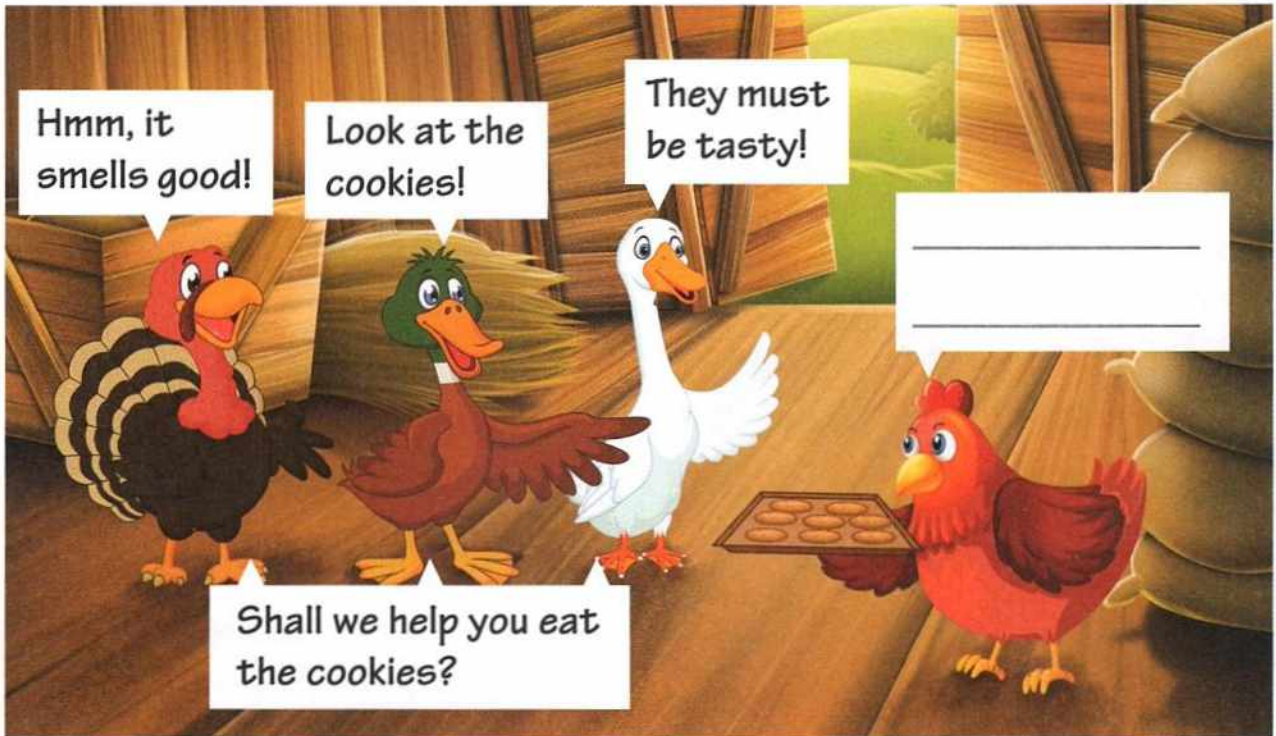


The little red hen pulls the bag all alone and brings it home.
Before making the cookies, she asks her friends for help.



The little red hen bakes the cookies all by herself.





What do you think the hen said?



Get Going

Let us find the answers from the story.

1. Answer the following questions in one word.

(a) Who is sitting in the sun? _____

(b) Who wants to go for a swim? _____

(c) What does the turkey have to hunt for? _____

2. Each sentence given below has an incorrect word. Underline the incorrect word. Then write the correct word in the space provided. One is done for you.

(a) The little red hen bakes cakes. _____

Cookies

(b) Cookies smell bad. _____

(c) The bag of flour is too light. _____

- (d) The hen, the turkey, the duck and the goose are not friends.



Listening and Speaking Junction

Work in pairs. Ask your friend his or her favourite song. Then, tell the class about it.

Example:



What is your favourite song?

My favourite song is 'Old MacDonald had a farm'.



My friend's favourite song is 'Old MacDonald had a farm'.



Vocabulary Junction

Read the following sentences.

The little red hen ate too many cookies. She felt **unwell** after eating them.

When **un-** is added to **well**, it becomes **unwell**, which means not well.

Similarly, when **dis-** is added to **connect**, it becomes **disconnect**, which means not connected.

Un- and **dis-** are added at the beginning of a word to form opposites.



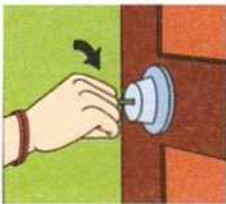
Look at the pictures and sentence pairs. Use a word from the box to complete one sentence in the pair. Add the prefix **un-** or **dis-** at the beginning of the word to complete the second sentence. One is done for you.

appeared

locks

tidy

1.



Mother locks the door before going to office.



Dad unlocks the door when he comes back from office.

2.



Tony's room is _____.

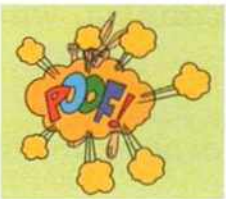


Gia's room is very _____.

3.



A rabbit _____ from the magic hat.



Poof! The rabbit _____.



Phonics Junction

Read this sentence from the story.

She asks her **friends** for help.

The sound **fr** in **friends** is formed by the sounds of the letters **f** and **r**.

Let us look at some letters that pair with r.

b+r	c+r	d+r	f+r	g+r	t+r
br	cr	dr	fr	gr	tr

Read the words aloud.

frog	drum	grass	truck	crib	brush
drip	frost	grin	train	crane	brick
drill	growl	fry	tray	grill	drop



Listen to your teacher and write the words in the correct columns.

br	cr	fr
_____	_____	_____
_____	_____	_____

gr	tr	dr
_____	_____	_____
_____	_____	_____





Grammar Junction

Read this sentence from the story.

No, I **am** going for a swim.

The word **am** is an action word, but it does not show any action. Some action words do not show any action.

The words **is**, **are** and **am** are action words that do not show any action. They join the naming part and the telling part of a sentence.

We use **is** with singular naming parts.

We use **are** with plural naming parts.

We use **am** with **I**. We always use **are** with **you**.

Examples:

*I **am** tall.*

*He **is** tall.*

*She **is** tall.*

*It **is** a tall tree.*

*We **are** tall.*

*You **are** tall.*

*They **are** tall people.*

*Sunita **is** tall.*

*Sunita and Rohan **are** tall.*

In some sentences **is**, **am** and **are** help the main action word.

Examples:

*The children **are playing** a game.*

*The girl **is singing** a song.*



Write these sentences on the board and label the main verbs. Then label **is** and **are** and explain that they help the main verbs.

We also use **is** and **are** to ask questions.

Examples:

***Are** we going to the park?*

***Is** this your pen?*



- Underline the action word in each sentence. Circle the word that helps the action word. One is done for you.
 - The bird is chirping sweetly.
 - Rohan is playing with Anand.
 - The children are making paperboats.
 - I am drawing a tree.
- Fill in the blanks by choosing the correct option from the brackets.
 - He _____ (*is, are*) a good boy.
 - We _____ (*am, are*) going to the park.
 - I _____ (*is, am*) very happy today.
 - They _____ (*are, am*) reading stories.



Writing Junction

Use **is**, **am** and **are** to complete the paragraph.

The sun _____ rising
in the sky. We _____
going for a morning walk. The
birds _____ singing.
I _____ singing
with them. The children



_____ playing in the garden. They _____
playing hide and seek. The milkman _____ riding a bicycle.





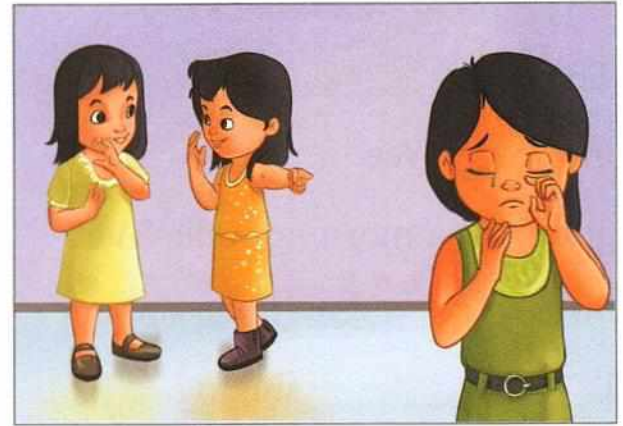
Get Set

Look at these pictures. Tick (✓) the ones that show the ways in which we make friends.









Have you ever done any of these things? Are there any you have never done? Discuss your experience with your classmates.





Reading Junction

This is a short poem about friendship. Let us see how Mili shares her things with her friend.

I had a box of crayons,
All shiny, straight and new.
I **lent** a friend one crayon,
And – oops – it broke in two!
My friend said she was sorry,
But I said “I don’t care,
‘cause now we both can color
with one crayon – we can share!”

– Helen H. Moore



lent: gave something to someone for a short time

‘cause: short form of ‘because’





Get Going

Let us find the answers from the poem.

1. Choose the right answers and fill in the blanks.

- (a) Mili had a box of _____. (pencils/crayons)
 (b) Mili gave _____ crayon to her friend. (one/two)
 (c) The crayons were straight and _____. (new/small)
 (d) Mili and her friend could _____ the crayon. (share/eat)

2. Read these sentences. Write T for true and F for false.

- (a) The crayons in the box were shiny.
 (b) Mili did not share her crayon with her friend.
 (c) The crayon broke into two pieces.
 (d) Mili's friend was sad.



Speaking Junction

Mili goes to a park. There she sees some children plucking flowers. She stops the children from doing so. Do you know why Mili stopped the children from plucking flowers?

Cross (✗) the actions that you should not do in a park or a playground.



spit



read



throw waste in a dustbin





play



jog and run



throw waste everywhere

If you see someone doing any of the actions that you have crossed out, what will you do?



Talk about the pictures. Tell the children that they should keep their surroundings clean. Discuss what they must do to keep their surroundings clean.



Vocabulary Junction

Read the following line from the poem.

All shiny, straight and **new**.

The word **new** is the opposite of the word **old**. They are **antonyms**.

Antonyms are pairs of words that have opposite meanings.

Let us read this sentence.

This is a **big** house.



Now, read this sentence.



This is a **small** house.



Big and **small** are antonyms.





1. Use the picture clues to write the antonyms of these words.

(a)  back  _____


(b)  young  _____

(c)  up  _____

(d)  thin  _____

2. Replace the underlined word with its antonym and rewrite the sentence.

- (a) Her lunch box was empty. _____
- (b) The class was noisy. _____
- (c) Mahesh is a tall boy. _____
- (d) The frog was very ugly. _____

3.  Listen to your teacher and colour the boxes that have the antonyms of the words you hear.

sad	thin	short	close	quiet
dirty	wrong	new	back	night



Phonics Junction

Mili's friend borrowed the crayon from Mili to colour a **star**.

In the word **star**, the letter **s** is followed by the letter **t**.

Let us look at some words where the letter **s** is paired with another letter.

sl words	sm words	sn words	sp words	st words	sw words
slide	smooth	snake	spoon	stage	swim
slip	smell	snail	speak	stand	sweet
slope	smile	snow	spice	star	swallow
slate	smoke	sneeze	spit	stone	sweat
slant	small	snack	spill	step	swan
sleep	smart	snore	spoke	still	switch

Look at these pictures and fill in the correct letter pairs to complete the words.



_____ide



_____ore



_____an



_____ile



_____itch



_____oke



_____oon



_____one



_____ell





Grammar Junction

Read these lines from the poem.

I had a box of crayons,
All shiny, straight **and** new.
I lent a friend one crayon,
And – oops – it broke in two!

Look at the word **and** in these lines. **And** is a **joining word**. Joining words are used to join words and sentences.

Let us look at another example.

Rimi likes to eat biscuits. She also likes to drink grape juice.

We can join the sentences using **and**.

*Rimi likes to eat biscuits **and** drink grape juice.*



Other joining words are **after** and **before**.

Example:

*You count **before** you add! You write **after** you read! Don't you?*

Let us look at a few more examples.

1. *I will read the question. I will write the answer.*

We can join these two sentences with **before**.

*I will read the question **before** I write the answer.*

Before is a **joining word**.



2. *I eat my breakfast. I brush my teeth.*

We can join these two sentences with **after**.

*I eat my breakfast **after** I brush my teeth.*

After is a **joining word**.

1. Look at the pictures. Write the naming words for the pictures using the joining word **and**. One is done for you.

(a)  John and Mary

(b)  _____

(c)  _____

(d)  _____

2. Complete the following sentences about your routine using **before** or **after**.

(a) I take a bath _____ I eat my lunch.

(b) I play _____ I finish my homework.

(c) I listen to stories _____ I sleep.

(d) I wash my hands _____ I start eating my food.



Writing Junction

Mili writes about her best friend Gagan.

My friend's name is Gagan.

He is six years old.

His favourite colour is green.

He likes to play football.

His favourite snack is *pani puri*.



Now it is your turn to write about your best friend. Fill in the blanks to complete the sentences.

My friend's name is _____ . _____ is
_____ years old. _____ favourite colour is _____ .
_____ likes to play _____ . _____
favourite snack is _____ .



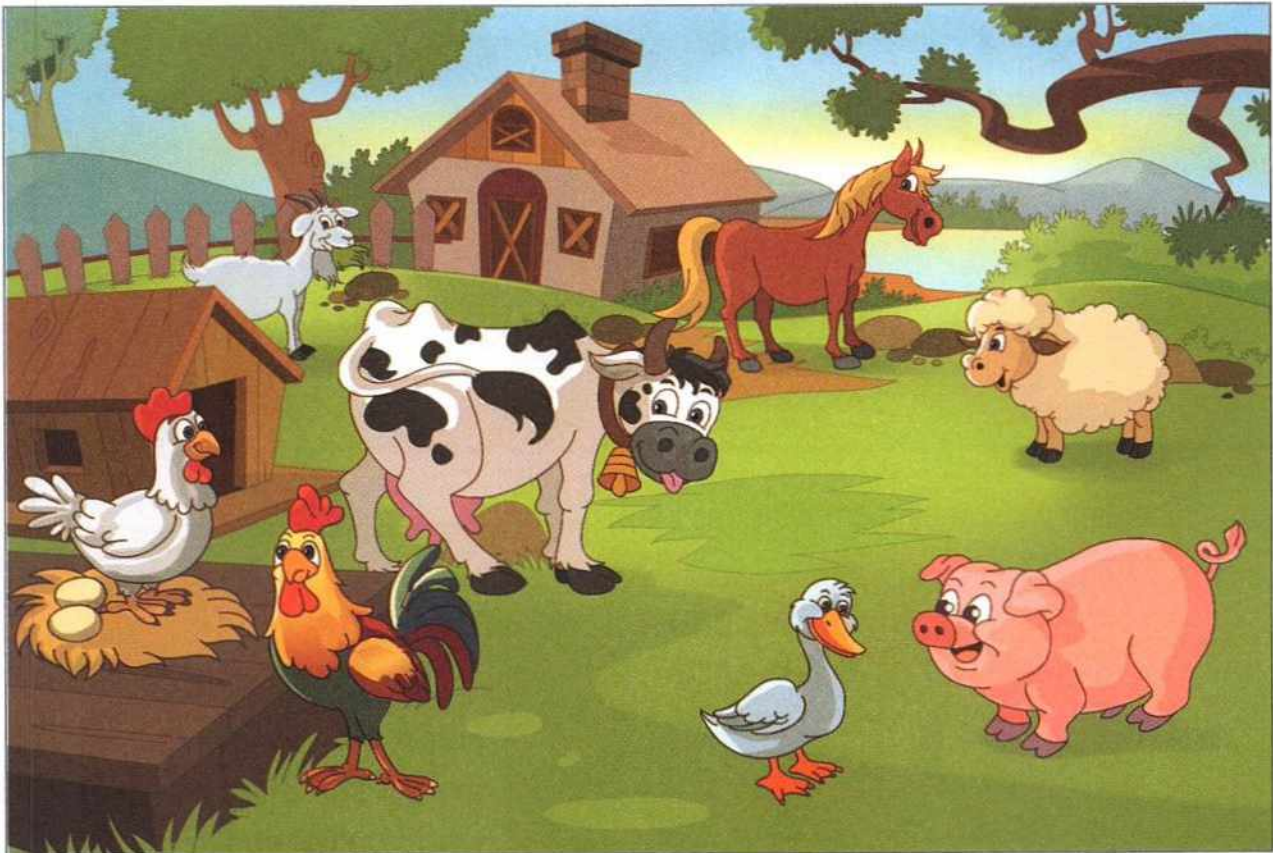
Talk about the usage of **he** and **she** as well as **her** and **him**. Do not teach the concept.





Get Set

Look at the picture.



Read the names of the animals given below. Tick (✓) the ones that you see in the picture.

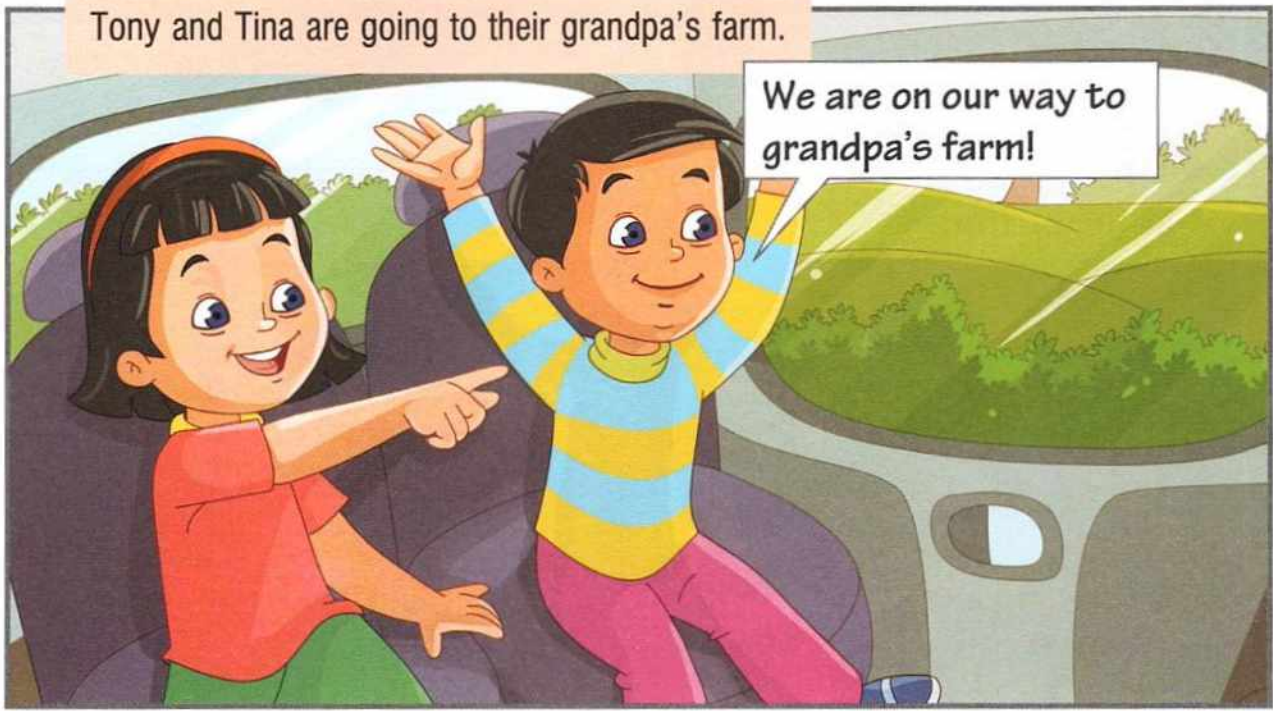
- | | | | | | | | |
|-------|--------------------------|-------|--------------------------|---------|--------------------------|-------|--------------------------|
| tiger | <input type="checkbox"/> | cow | <input type="checkbox"/> | pig | <input type="checkbox"/> | lion | <input type="checkbox"/> |
| duck | <input type="checkbox"/> | hen | <input type="checkbox"/> | bear | <input type="checkbox"/> | goat | <input type="checkbox"/> |
| fox | <input type="checkbox"/> | horse | <input type="checkbox"/> | giraffe | <input type="checkbox"/> | snake | <input type="checkbox"/> |





Reading Junction

Tony and Tina are going to their grandpa's farm.



Grandpa welcomes them with open arms.



Tina, look at the litter of pups under the big mango tree! They are so cute!



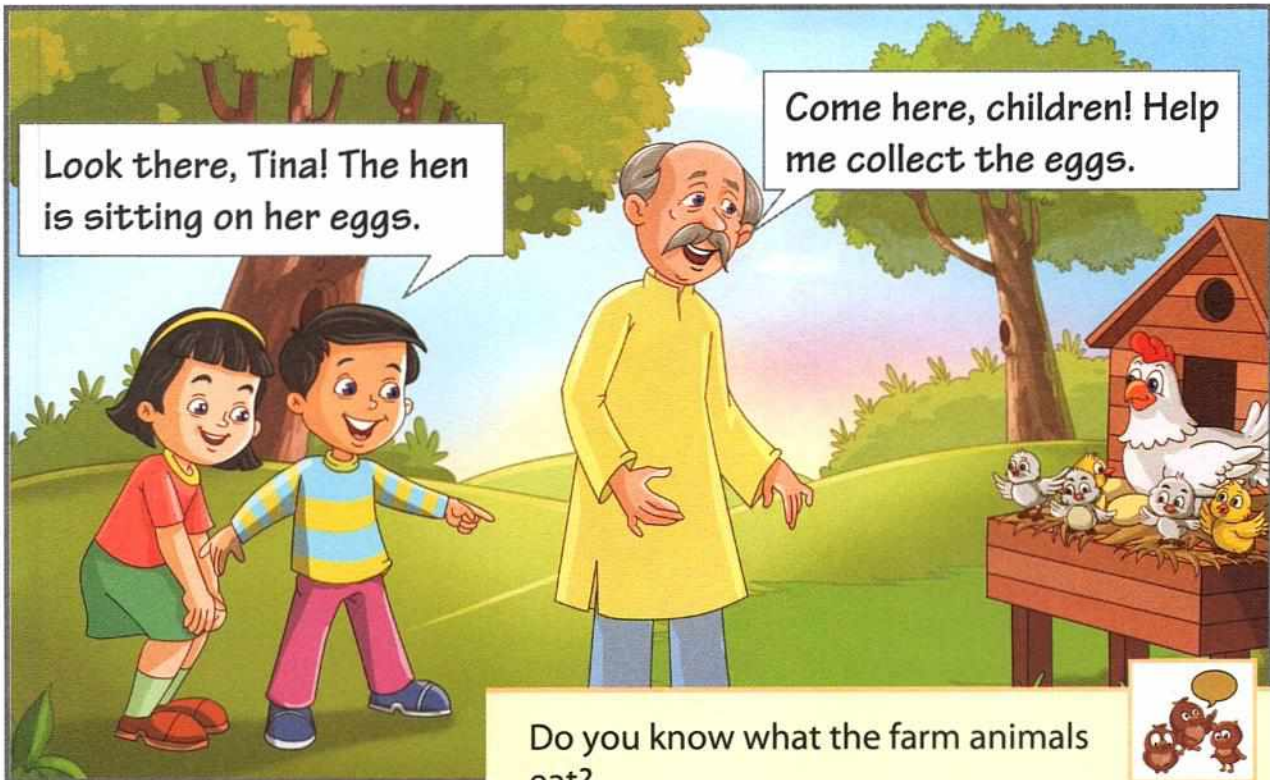
What do you think is a litter of pups?



Explain to the children the fact that pups born at the same time are together called a litter. The same word is also used to refer to the babies of other mammals. You could also use this opportunity to teach the word mammal.

Look there, Tina! The hen is sitting on her eggs.

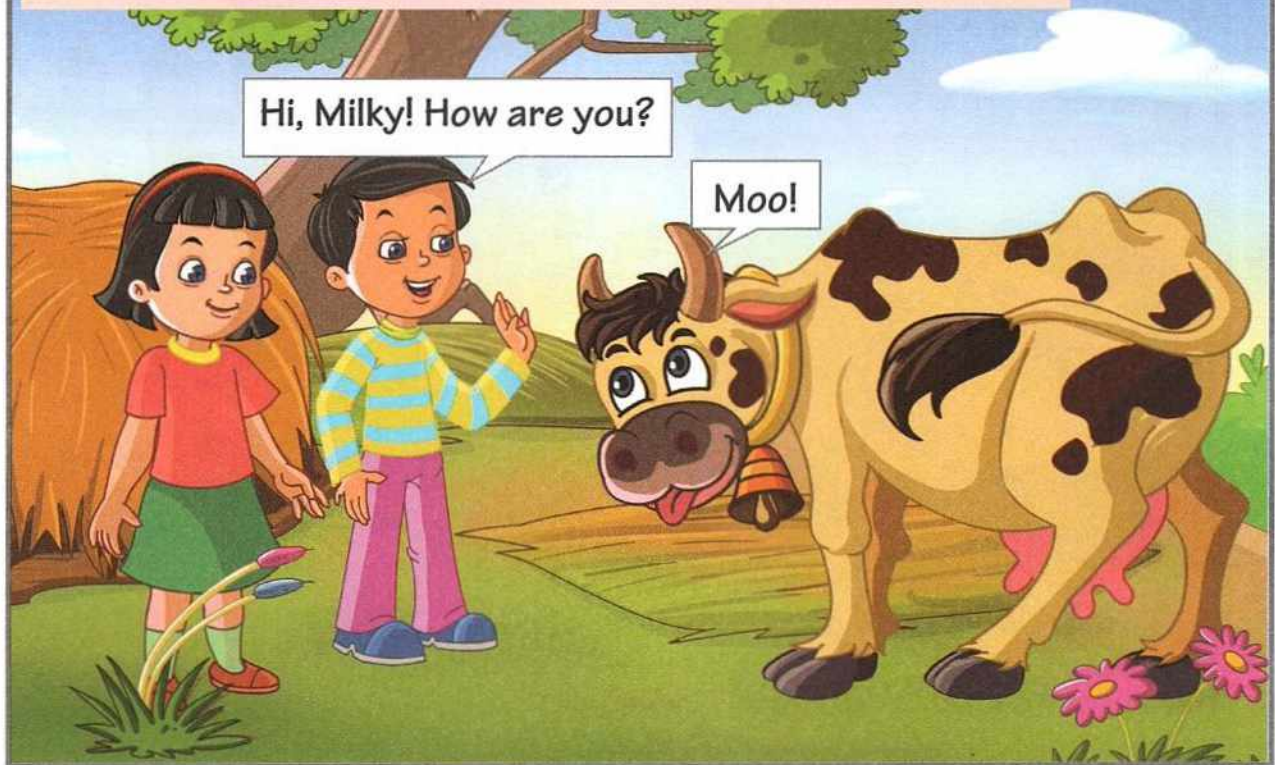
Come here, children! Help me collect the eggs.



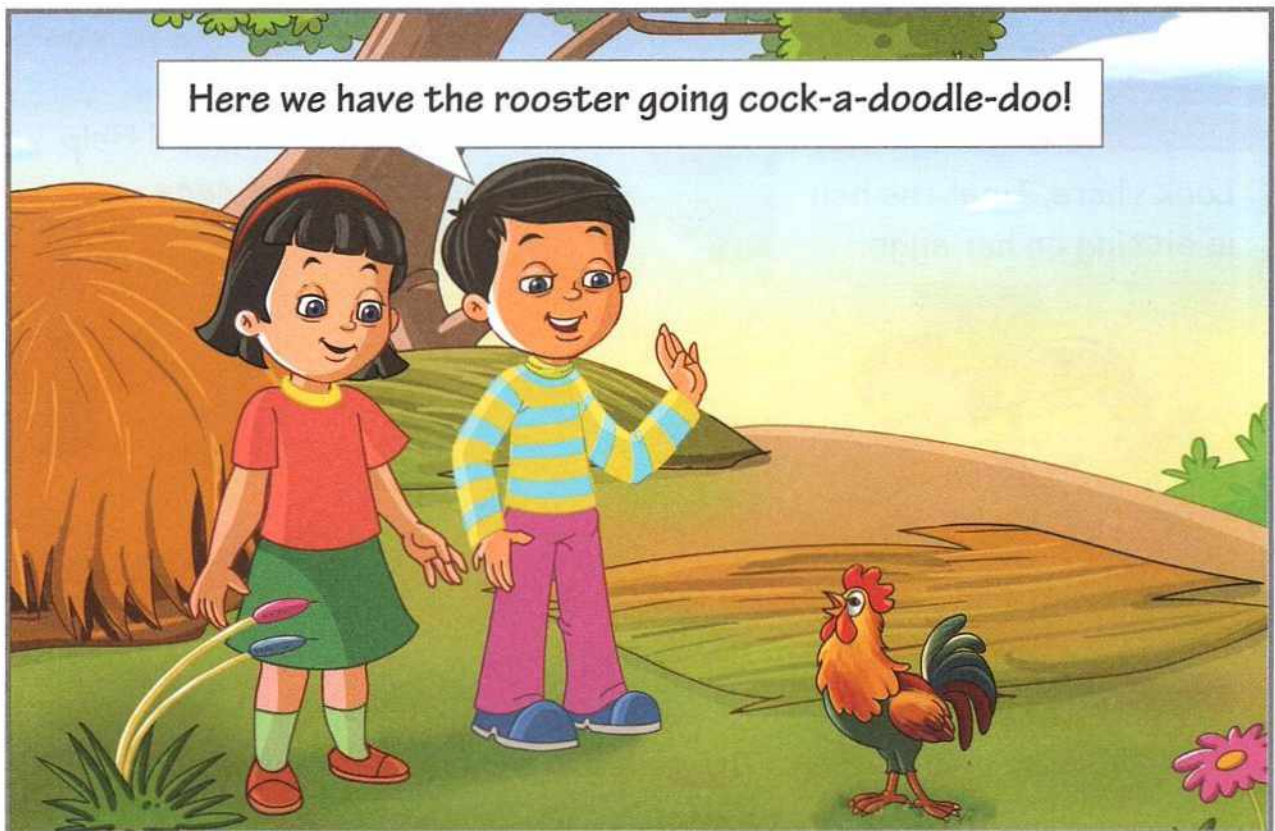
Do you know what the farm animals eat?



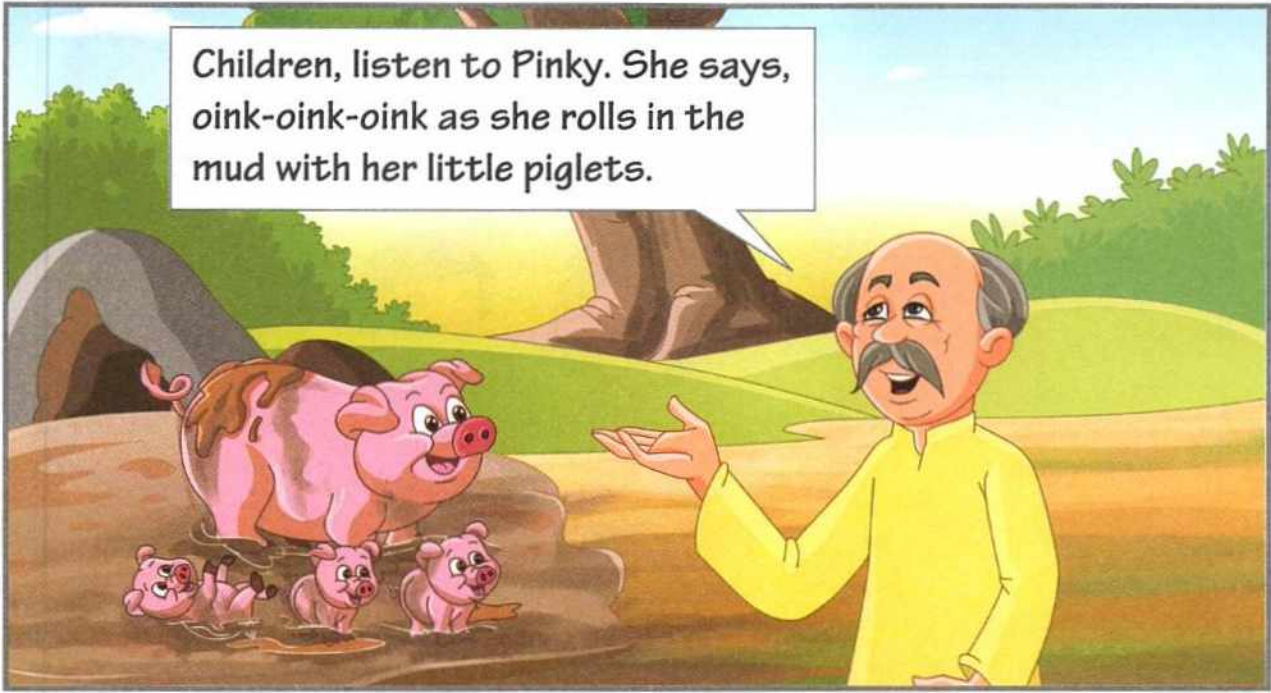
The kids then go to meet the cow, the rooster, the pigs and the horse.



Here we have the rooster going cock-a-doodle-doo!



Children, listen to Pinky. She says, oink-oink-oink as she rolls in the mud with her little piglets.



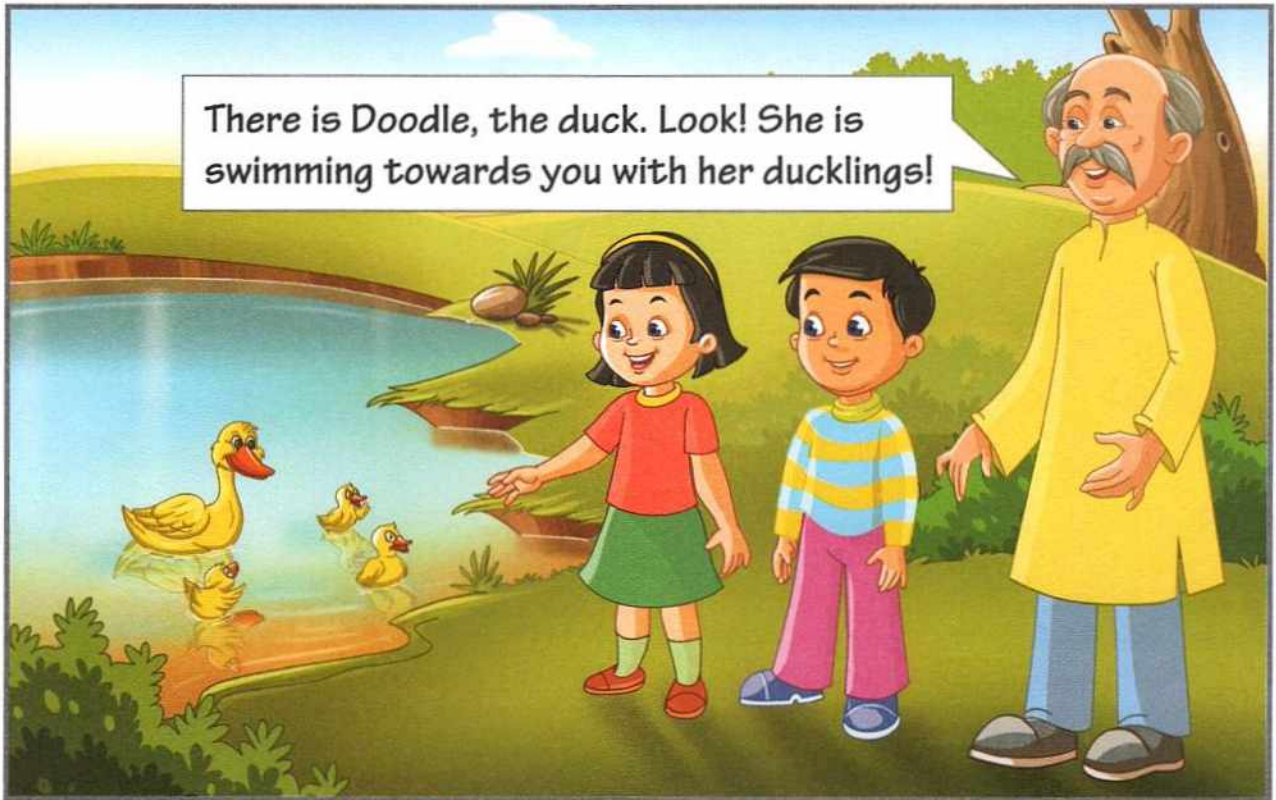
Glider helps us carry and **transport** things. Right, Grandpa?

You are right, Tina! Glider pulls carts that carry eggs, wool and vegetables to the market.

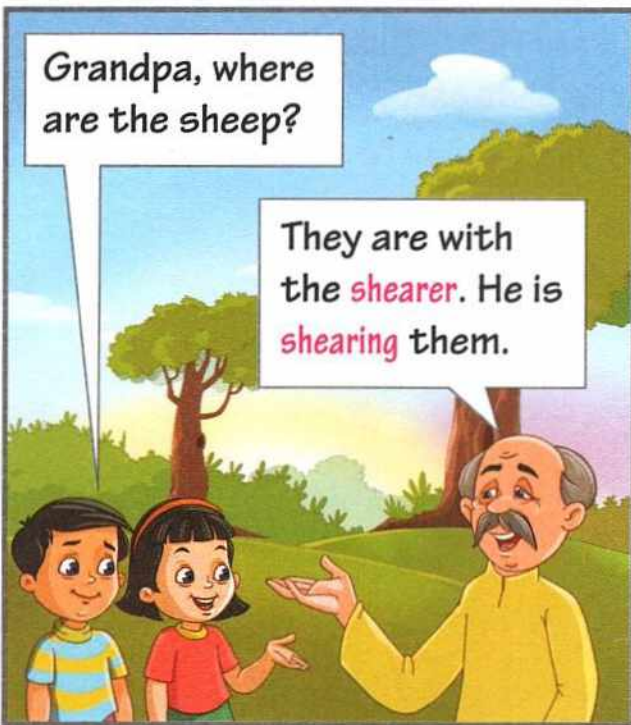


transport: take things from one place to another





There is Doodle, the duck. Look! She is swimming towards you with her ducklings!



Grandpa, where are the sheep?

They are with the **shearer**. He is **shearing** them.

Grandpa and the kids then go for a ride on the tractor. They sing along and have a lot of fun.



shearer: one who cuts the wool off the sheep

shearing: cutting the wool off a sheep



Explain the words **shearer** and **shearing** to the children.





Get Going

Let us find the answers from the story.

1. Tick (✓) the activities that Tina and Tony did at the farm.



picked vegetables



looked at the animals



went on a tractor ride



milked a cow

2. Match the columns.

A
Grandpa welcomes kids
The litter of pups
Pinky rolls
The hen is sitting
The shearer is shearing

B
the sheep.
in the mud.
is very cute.
with open arms.
on her eggs.





Speaking Junction

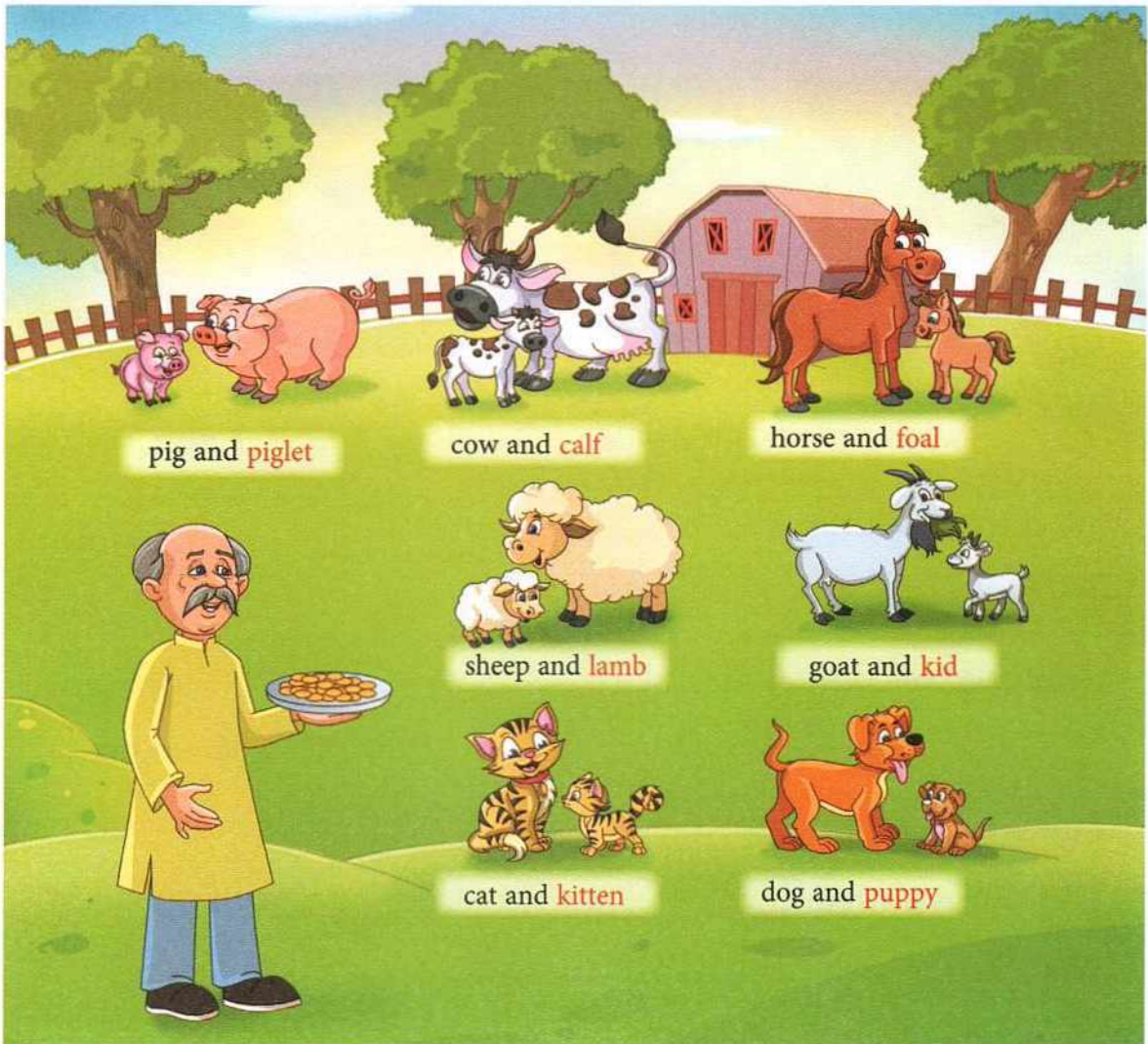
Do you think a farmer is an important person? What does a farmer do for us?

Discuss with your friend.



Vocabulary Junction

It is evening. Grandpa is feeding the animals. All the animals and their babies have come to eat. Babies of animals are also called their young.



The words in **red** are the names of the young of different animals.

fish and fry	swan and cygnet
deer and fawn	tiger and cub
frog and tadpole	kangaroo and joey
duck and duckling	giraffe and calf

1. Match the animals with their young.

Animal
cat
dog
sheep
goat
horse
pig
cow

Young
foal
lamb
piglet
calf
puppy
kitten
kid

2. Look at each picture. Unscramble the word to find the name of the young of the animal.



BCU



WNFA



YRF



TTIKNE



Phonics Junction

Read these sentences from the story.

There is Doodle, **th**e duck. Look! She is swimming towards you **with** her ducklings!

Look at the letters in red. Read the words aloud. Do you hear the difference in the way the letters **th** sound?

Th makes a **soft** sound in the word **thank**.

Th makes a **hard** sound in the words **with, there** and **the**.

Here are some more words with **hard** and **soft th** sound.

Read these words aloud.

soft th	hard th
think	them
throw	the
three	this
throat	they
thing	that
thirty	then

soft th	hard th
thumb	there
thank	those
bathroom	mother
path	clothes
mouth	weather
through	together



Listen to the words and write them down under the correct columns.

soft th	hard th
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Grammar Junction

Read these sentences from the story.

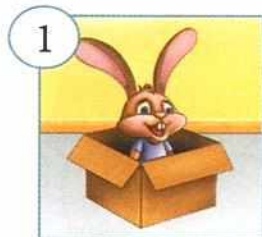
Tina, look at the litter of pups **under** the big mango tree.

Look there, Tina! The hen is sitting **on** her eggs.

The word **under** tells us where the pups are. The word **on** tells us where the hen is sitting.

Words like **under** and **on** tell us about the position of an object, a person or an animal. Such words are called **position words**.

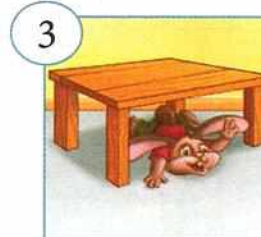
Look at these pictures. They show different positions of the rabbit.



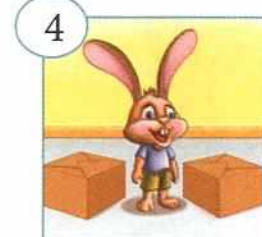
in



on



under



between

In the first picture, the rabbit is **in** a box.




In the second picture, the rabbit is **on** a table.

In the third picture, the rabbit is **under** the table.

In the last picture, the rabbit is **between** two boxes.

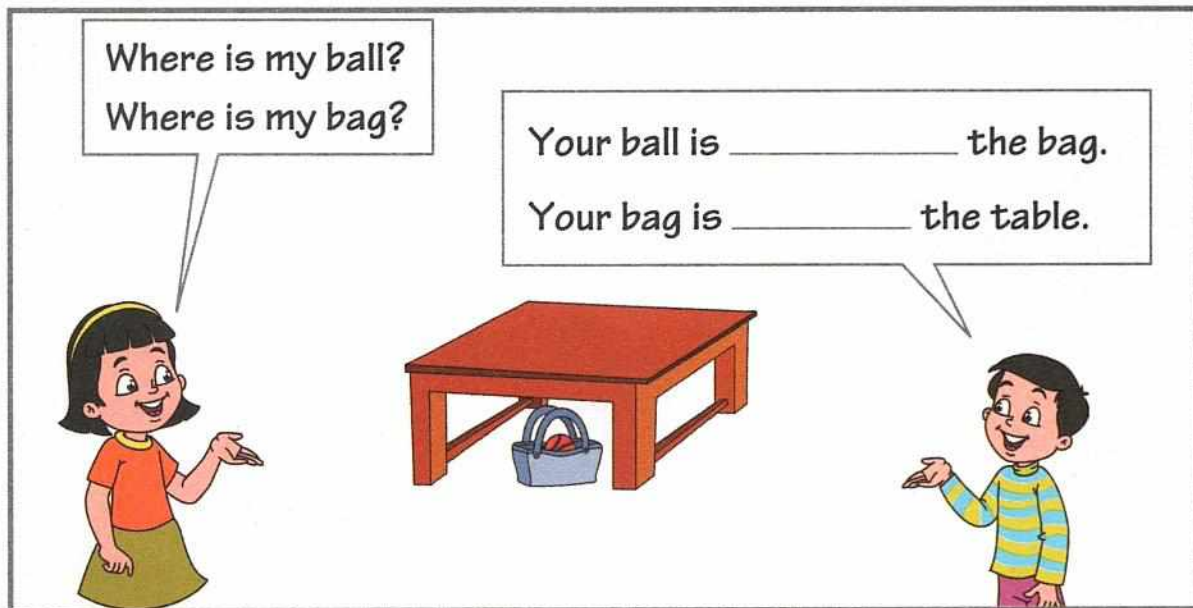
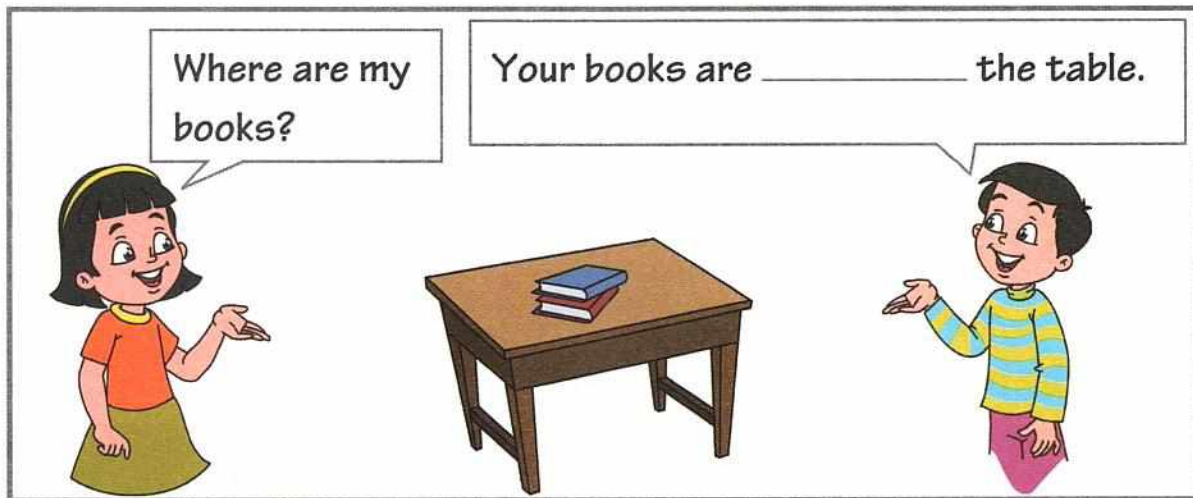
1. Look at the balloons. Each balloon has a picture showing one of the positions in, on, under and between. Draw strings from the balloons to match them to the correct position words. One is done for you.



 Tell the children to draw strings with different colour pencils for different position words.



2. Riya and Mohit are playing a game. Mohit has to answer Riya's questions using only position words. Help Mohit complete the sentences using position words.



3.  Look at the picture and fill in the blanks. Read the answers aloud.

Riya: Where are the flowers?

Mohit: The flowers are _____
the vase.



Riya: Where is the vase?

Mohit: The vase is _____ the table.

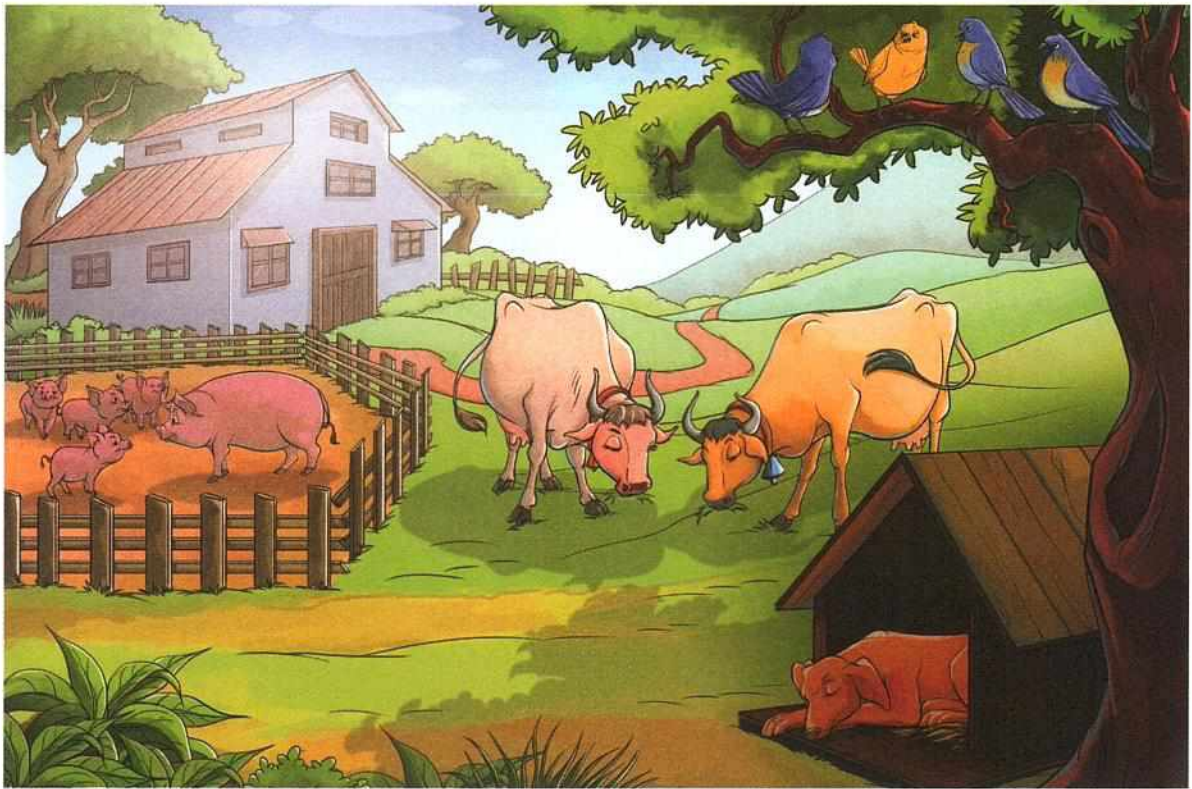
Riya: Where is the painting?

Mohit: The painting is _____ the wall.



Writing Junction

Look at the picture and fill in the blanks. One is done for you.



1. The *pigs and the piglets* are *in* the pen.
2. The _____ are sitting _____ the branch.
3. The _____ is sleeping _____ the tree.
4. The _____ are grazing _____ the field.
5. The _____ is sitting _____ the blue birds.





Get Set

What if your favourite toy comes to life? Think about two things that you will do with the toy.



Reading Junction

When I was just
a puppy small,
I played with
a rubber ball
That rolled upon
the floor.

One day I **tapped** it
with my paw
And **pierced** the rubber
with my claw;
Now it does not
roll anymore.



– *Anonymous*

tapped: hit something softly

pierced: made a hole in something





Get Going

Let us find the answers from the poem.

1. Read these sentences. Write **T** for true and **F** for false.

- (a) The puppy was small when it played with the ball. _____
- (b) The puppy played with a plastic ball. _____
- (c) The ball rolled upon the floor. _____
- (d) The puppy pierced the ball with its teeth. _____

2. Match the columns.

A
The puppy played
The puppy tapped the ball
The rubber ball rolled
The rubber ball does not

B
roll anymore.
upon the floor.
with its paw.
with a rubber ball.



Listening Junction



A **riddle** is a sentence or a question with a hidden meaning. We have to think and guess the meaning.



Can you guess the answer to the given riddle? Well, the answer is a **spider**.

Listen to the riddles your teacher is going to read out. Guess the correct answers.



Vocabulary Junction

In the poem, the puppy played with a rubber ball. You must have seen a puppy **run** after a ball or person.

The word **run** is a movement word. Animals move about in different ways. Some of them **hop**, some **jump**, while others **walk**.

Birds generally **fly**, but when they move on land, they **walk**, **waddle** or **hop**.

Look at the pictures and read the words.



insects fly



birds fly



fish swim



snakes slither



kangaroos hop



worms crawl



ducks and
geese waddle



monkeys
jump on trees





small birds hop
on the ground



pigeons walk on
the ground



ostriches walk
and run



ants and some
other insects crawl

1. Look at the pictures and write the correct letters in the boxes under each animal.

W for animals that walk

F for animals that fly

C for animals that crawl

S for animals that swim

H for animals that hop



2. Look at the animals. Find the movement words in the word maze that tell us how they move.



W	C	R	A	W	J
A	S	W	I	M	U
L	O	F	L	Y	M
K	S	W	H	O	P
C	R	A	W	L	H



Phonics Junction

Read these lines from the poem.

And **pierced** the rubber
with my **claw**;

Read the words **pierced** and **claw** aloud.

Both words have the letter **c** but they make different sounds. **c** in **pierced** is a **soft** sound, while **c** in **claw** is a **hard** sound.

Hard c

can	cap
camel	carrot
candle	calf
fact	calender
clock	caterpillar

Soft c

pencil	dance
mice	cell
face	city
lace	rice
fence	ice




Just like the letter **c**, the letter **g** also has **hard** and **soft** sounds.

Hard g	
gum	egg
goat	dig
game	gift
goose	girl
dragon	gate

Soft g	
age	magic
gem	page
orange	huge
giraffe	cage
giant	stage

1. Read these sentences. Underline the words with hard **g** sound and circle the words with soft **g** sound.

- (a) A giant goose was swimming in the pond.
- (b) The girl is going for a magic show.
- (c) They found a giant egg in the forest.
- (d) There was a huge golden gate in front of the park.
- (e) The giant had a bird in a cage.

2.  Listen to the words and write them in the correct columns.

Hard g	Soft g	Hard c	Soft c
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Grammar Junction

Read the lines from the poem.

When I was just
a **puppy** small,
I played with
a **rubber** ball

Puppy and **rubber** are naming words that begin with a consonant sound. We use **a** before naming words that begin with a consonant sound.

Here are some more such words:

a bird *a cat* *a pen*

Let us look at another sentence.

An ant lived with **a** robin on **a** tree.

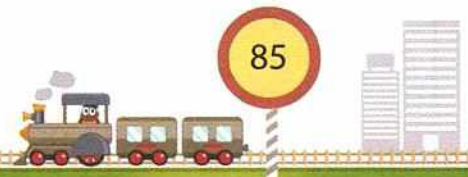
Ant is a naming word that begins with a vowel sound. We use **an** before naming words that begin with a vowel sound.

Here are some more such words:

an ear *an elephant* *an orange*

1. Read the words aloud. Circle the correct article.

- (a) a/an egg
- (b) a/an pencil
- (c) a/an umbrella
- (d) a/an carrot
- (e) a/an eagle



2. Label the pictures. Remember to use a or an.





3. Complete these sentences with a or an.

(a) My mother gave me _____ orange to eat.

(b) There is _____ tiny egg in the nest.

(c) Can I please have _____ ice cream?

(d) Radha saw _____ elephant and _____ giraffe at the zoo.

(e) I want to buy _____ xmas tree.

Listen to the first sound!



Writing Junction

Look at the images of the animals. For each animal, choose its name and place of living from the following tables. Fill in the blanks with these words. One is done for you.

Name of the animal	
mouse	lion
camel	monkey
crocodile	

Where does it live?	
in a hole	in a desert
in a tree	in a river
in a forest	

This is a _____.

It lives _____.

mouse

in a hole



This is a _____.

It lives _____.



This is a _____.

It lives _____.



This is a _____.

It lives _____.



This is a _____.

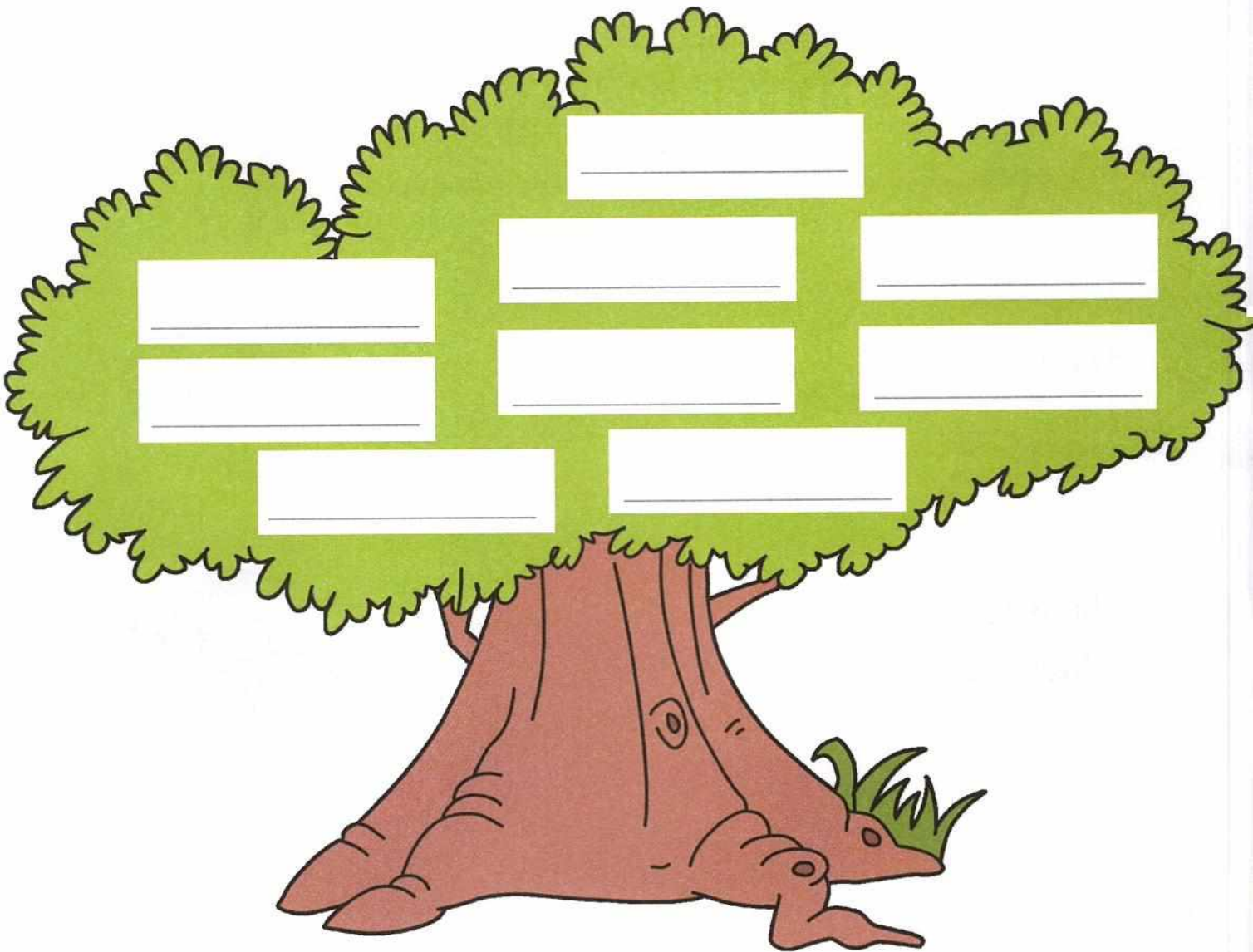
It lives _____.





Get Set

How many animals can you name that live in trees? Write their names on the tree.





Reading Junction

This is a big old tree. It lives in a field and has many friends. Some of its friends live on its branches with their families. Some take shelter in its shade. Others live around the big old tree. Look at that branch high above the ground. What do you see on it? There is a **nest** of a little bird.

There are three little **nestlings** in the nest. The nestlings are looking at their mother and chirping.

Have you ever seen a bird's nest?
Were there tiny eggs in the nest?



nest: home of birds

nestlings: young birds that have not left the nest

Now, look at that branch. Do you see something hanging from it? Well, it is a beehive. It is the home of the bees. The bees store honey in the beehive.

Have you ever seen a beehive?



Now, look at that branch. There is a nest on it made of **twigs** and dry leaves. Do you know who lives there? Look closely. You will see a mother squirrel with her tiny babies.

Look at these branches.

You will find silky **cobwebs** on them. Do you know who made these cobwebs? You are right! The spiders made them.

Have you ever seen a spider weave a web?



twigs: small branches without leaves
cobwebs: a web spun by a spider





Get Going

Let us find the answers from the text.

1. Fill in the blanks.
 - (a) A baby bird is called a _____.
 - (b) The nestlings are looking at their mother and _____.
 - (c) Bees store honey in _____.
 - (d) A squirrel's nest is made of dry leaves and _____.
2. Read the following sentences. Write T for true and F for false.
 - (a) The big old tree has many friends. _____
 - (b) There are two little nestlings in the nest. _____
 - (c) The bees store honey in the beehive. _____
 - (d) The mother squirrel makes cobwebs. _____
 - (e) The squirrel's nest is made of twigs and dry leaves. _____



Speaking Junction

Suppose you wake up one day and find that all the trees are gone.



1. What do you think will happen?
2. What can you do to stop such a thing from happening?
3. Do you think it is good to cut down trees?

Discuss with your friends.





Vocabulary Junction

Read these sentences from the text.

There are three **little** nestlings in the nest.

You will see a mother squirrel with her **tiny** babies.

Here the words **tiny** and **little** are similar in meaning. They both mean small. Words that have similar meaning are called **synonyms**.

Read these pairs of synonyms.

cut



chop

infant



baby

shut



close

right



correct

happy



cheerful



1. Circle the synonyms. Use the picture clues.

(a)



house

room

home

(b)



untidy

things

dirty

(c)

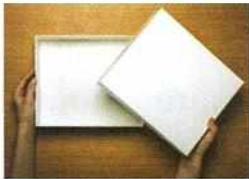


small

big

huge

(d)



cover

lid

side

2. Replace the underlined words with synonyms and rewrite the sentences. One is done for you.

(a) Dolly keeps her room clean.

Dolly keeps her room tidy.

(b) This is a pretty dress.

(c) All answers are correct.

(d) Mother plucked a mango from the huge mango tree.





Phonics Junction

Read this sentence from the text.

There are **three** little nestlings in the nest.

Did you hear how the word three is pronounced?

Read these sentences. Listen carefully to the sounds made by the letters in **red**.

He **threw** the ball high.

He tied the balloon with a **string**.

It is the **spring** season.



Read the words in the table. Colour the box **green** if the word has **str**, colour the box **red** if the word has **spr** and colour the box **orange** if the word has **thr**.

spray	thumb	special	street	throb
then	still	throw	spout	that
throat	straight	thin	sprang	strong
spill	thrill	strength	throne	stone
stand	spread	stump	think	speak
sprinkle	this	straw	through	sprout



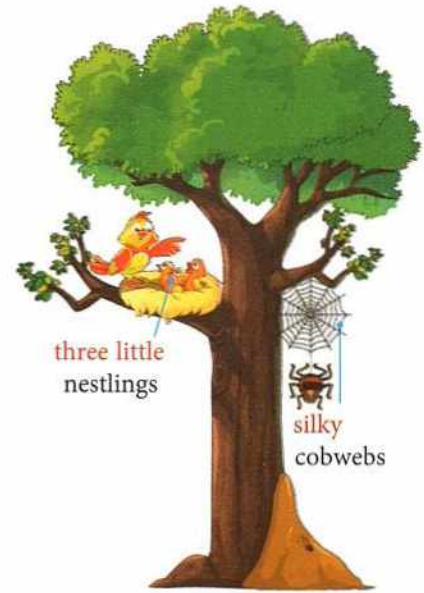


Grammar Junction

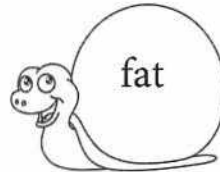
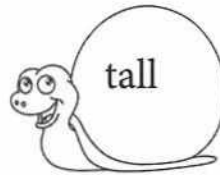
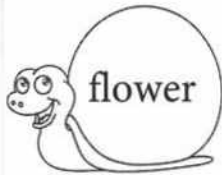
Read these sentences.

There are **three little nestlings** in the nest.
You will find **silky cobwebs** on them.

The words **three** and **little** tell us more about the naming word, **nestlings**, and **silky** tells us more about the naming word **cobwebs**. Words that tell us more about naming words are called **describing words**. The words in **red** are **describing words**.



1.  Colour the snails with describing words on them.



2. Circle the describing word and underline the naming word it describes in each sentence. One is done for you.

(a) I like green grapes.

(b) A tiny mouse lives in the hole.

(c) Mohan drives a red car.



(d) I love to eat sweet mangoes.

(e) She bakes tasty cakes.

(f) Anitha is a good girl.



Writing Junction

Look at the pictures and read the sentences. Rewrite the sentences using the describing words given in brackets. One is done for you.

1. The sun shines brightly in the sky. (*yellow, blue*)

*The yellow sun shines brightly
in the blue sky.*



2. The trees move in the wind. (*huge, strong*)



3. The nestlings chirp in their nest. (*pretty, little*)



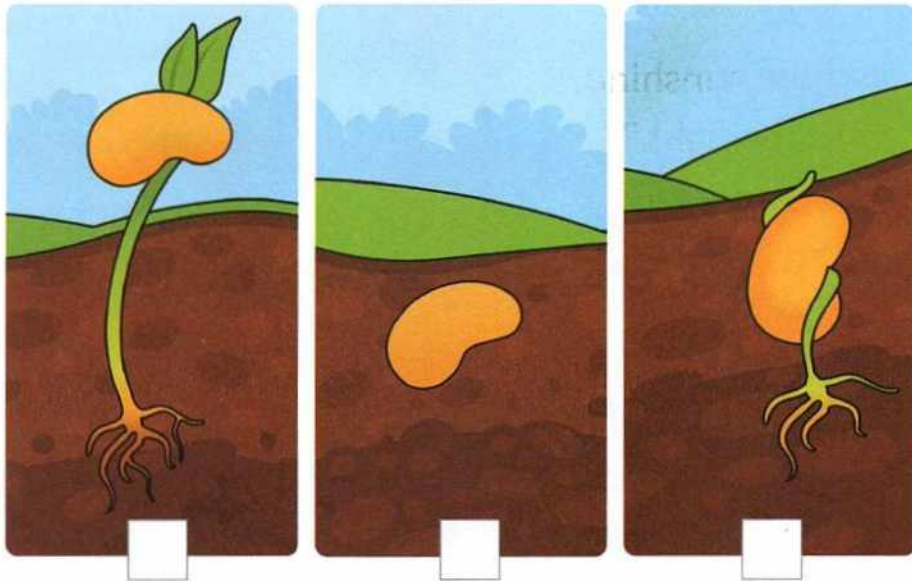
4. The cow stays with its calf. (*white, little*)





Get Set

1. The pictures show a seed growing into a plant. Can you number the pictures in the correct order?



2. Have you ever planted a seed? Which of the following things will you need to grow a plant? Tick the correct boxes.

















Reading Junction

Let us read a poem about a little plant and how it grows.

In the **heart** of a seed,
Buried deep so deep,
A tiny plant
Lay fast asleep.

“Wake,” said the sunshine,
“And **creep** to the light.”
“Wake,” said the voice
Of the raindrops bright.

The little plant heard
And it slowly **rose** to see,
What the wonderful,
Outside world might be.

– Based on ‘The Little Plant’ by
Kate Louise Brown

heart: centre

buried: hidden underground

creep: move slowly without making any noise

rose: woke up





Get Going

Let us find the answers from the poem.

1. Tick (✓) the right answers and fill in the blanks.

(a) The tiny plant lay asleep in the heart of _____.

a seed

the earth

(b) The little plant _____ rose to see the outside world.

quickly

slowly

(c) The outside world might be _____.

wonderful

small

(d) The sunshine asked the plant to creep to the _____.

dark

light

2. Circle the words that rhyme.

(a) deep

asleep

heart

(b) bright

little

light

(c) be

see

outside



Speaking Junction

Sameer loves winter season. Read what he says about winter season and then talk about your favourite season.



Winter is my favourite season. During winters, I wake up late in the morning. I wear warm clothes to keep my body warm. I celebrate Christmas during the winter vacation. I love to eat hot chocolate brownie on Christmas.





Vocabulary Junction

Read these lines from the poem.

“Wake,” said the **sunshine**,

“And creep to the light.”

“Wake,” said the voice

Of the **raindrops** bright.

The words **sunshine** and **raindrops** are made up of two words.

sun + shine → sunshine

rain + drops → raindrops

Let us look at some more examples.



dragon

+



fly

=



dragonfly



rain

+

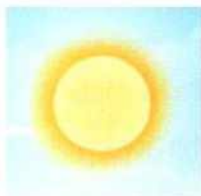


coat

=



raincoat



sun

+



flower

=




sunflower



1. Draw lines from the words in column A to the words in column B to form new words.

A
foot
sun
tooth
pop
water
key

B
flower
board
melon
ball
paste
corn

2.  Colour the word that can be added to the first word to make a new word.

- | | | | | |
|-----|------|-------|---------|------|
| (a) | hand | hut | writing | cup |
| (b) | door | bell | goose | pen |
| (c) | air | pager | box | port |



Phonics Junction

Read the following lines from the poem.

“**Wake**,” said the **sunshine**, ...

And it slowly **rose** to see, ...

Read the words **wake**, **sunshine** and **rose** aloud. The letter **e**, which is silent (not pronounced), at the end of the words makes them sound different.

Now, read the following words aloud. Can you hear the silent e?

hat hate

cut cute

kit kite

rob robe



Here are some more words with **silent e**.

a	i	o	u
made	five	globe	tube
rake	bite	joke	jute
plate	mice	hope	cute



Tell the children that when a **silent e** is added to the end of a word, the vowel in the word says the name of the letter.
Example: The **i** in kite is pronounced as **I**, as opposed to **i** in kit.



Colour the raindrops that have words with a silent e.





Grammar Junction

Read these lines from the poem.

The little plant heard,
And it **slowly** rose to see ...

Here, the word **rose** is an action word. It means the plant woke up.
The word **slowly** tells us how the plant rose.
Some words tell us more about action words.

Let us look at some more such words.

Raghu **walked** **quickly**.

Tina **talks** **softly**.

In the above sentences, the words **quickly** and **softly** tell us more about the action words **walk** and **talk**.

Quickly describes how Raghu walked. **Softly** describes how Tina talks. They end in **-ly**.

1. Underline the action words and circle the words that tell us more about the action words. One is done for you.
 - (a) Mona listens (carefully).
 - (b) Rahul ran quickly.
 - (c) Amar wrote the letter neatly.
 - (d) The little girl sat quietly.
 - (e) The tiger opened its mouth slowly.



2. Fill in the blanks with words from the box to complete the following sentences.

sweetly carefully quietly heavily quickly

- (a) Tony stood _____ in the church.
- (b) They completed the race _____.
- (c) Rohan _____ picked up the flower petals.
- (d) It rained _____ in the forest.
- (e) The birds sing _____.



Writing Junction

Trees and plants make nature beautiful. Look at these pictures and complete the sentences using the given words.



soil slowly waters gently carefully

1. Kiara puts _____ in a pot.
2. She _____ makes a hole in the soil with a stick.
3. She then _____ places a seed in the hole.
4. She _____ covers the seed with soil.
5. Finally, she _____ the seed.



Get Set

Imagine that your pencil is a magic wand.

Make a wish in front of your classmates. Hold the pencil high and say,

‘Magic wand! Magic wand! I wish for

‘Magic wand ... Magic wand ...
I wish for an *aeroplane* so
that I can fly to new lands.’



Why do you want your
wish to come true?



Reading Junction

Once upon a time, there was a little girl in a village. Her name was Sophie. She lived with her mother. They were very poor. One day, they had nothing to eat. Sophie sat under a tree in the **woods** and cried. Suddenly, an old woman **appeared**. ‘Why are you crying, my child?’, she asked kindly. ‘We have no food to eat, and I am very hungry!’, Sophie said.

woods: small forest

appeared: came to be seen



The old woman smiled and gave her a pot. She said, 'This is a magic pot, my child. If you tell the pot, 'cook, little pot, cook', the pot will cook porridge for you. If you say, 'stop, little pot, stop', it will stop cooking.'

Sophie took the pot home. She and her mother ate porridge as much as they wanted.

Sophie soon went out to play. After a while, her mother felt hungry again. She asked the pot to cook porridge.

What do you think happened after this?



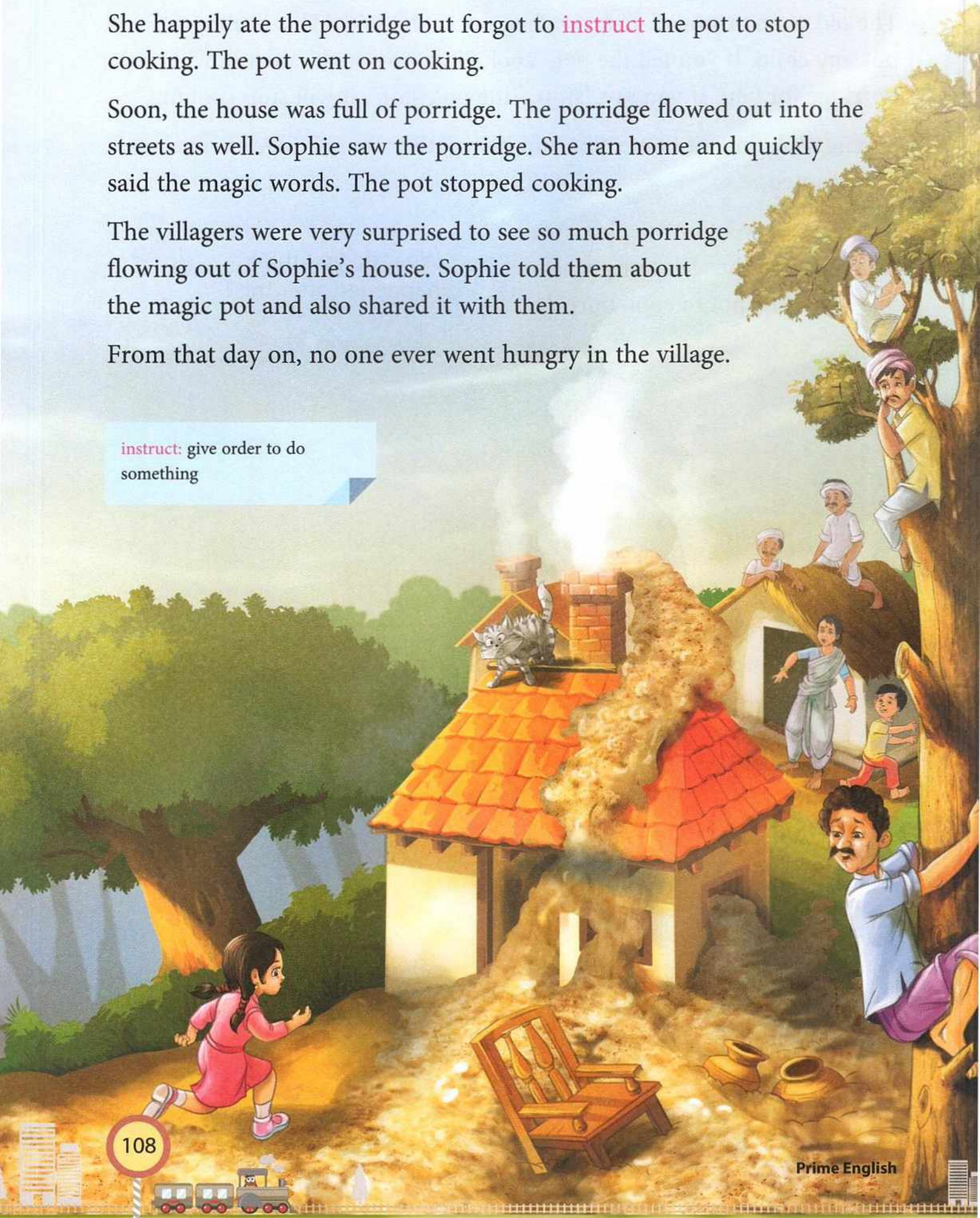
She happily ate the porridge but forgot to **instruct** the pot to stop cooking. The pot went on cooking.

Soon, the house was full of porridge. The porridge flowed out into the streets as well. Sophie saw the porridge. She ran home and quickly said the magic words. The pot stopped cooking.

The villagers were very surprised to see so much porridge flowing out of Sophie's house. Sophie told them about the magic pot and also shared it with them.

From that day on, no one ever went hungry in the village.

instruct: give order to do something





Get Going

Let us find the answers from the poem.

1. Tick (✓) the right answers and fill in the blanks.
 - (a) Sophie sat under a tree in the _____. (woods/park)
 - (b) The pot cooks the porridge when you say _____.
(stop, little pot, stop/cook, little pot, cook)
 - (c) Sophie shared the magic pot with the _____.
(villagers/old woman)
2. Answer the following questions in one or two words.
 - (a) Who did Sophie live with? _____
 - (b) What did the old woman give Sophie? _____
 - (c) Who forgot to ask the pot to stop cooking? _____
 - (d) What flowed out into the streets? _____



Speaking Junction

What would you do if you had a magic pot? What would you want it to cook for you? Discuss with your friend.



Vocabulary Junction

Read this sentence from the story.

She and her mother ate **porridge** as much as they wanted.

Look at the word in **red**. Porridge is a type of **food**.



How many of these food items do you know?

broccoli	sandwich	chocolate	noodles
rice	meat	vegetables	soup
bread	cake	salad	fruits
egg	fish	oats	ice cream



Listen and sequence.

Sophie is going to a picnic. Help her pack the picnic basket by numbering the food items in the order in which you hear their names.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>



Phonics Junction

Read this sentence from the story.

Her name was **Sophie**.

In the name **Sophie**, **ph** is pronounced as **f**.



Now read these words.

phone dolphin elephant pharmacy
photos alphabet sphere photographer

Label these pictures. Then, circle the pictures that have the letter pair ph in their names.



Grammar Junction

Read this sentence from the story.

She lived with her mother.

This is a **sentence**. It begins with the capital letter **S** in the word **She** and ends with a full stop. A **sentence** is a group of words that makes complete sense.



In a sentence, the first letter of the first word is always a capital letter. Here are some other words that **always** begin with a capital letter.

- Names of days of the week (*Sunday, Monday*)
- Names of the month (*March, June*)
- Names of cities (*Delhi, Hyderabad*)
- Names of people (*Rahul, Maya*)

Examples:

- *Today is Sunday.*
- *I was born in August.*
- *It is very hot in Delhi.*
- *Tina and Mohan are cousins.*

1. Rewrite the given sentences correctly.

(a) i love to go to school

(b) she is my best friend

(c) rohan is my brother

(d) the dog is chasing a cat

2. Riya has written about her school. There are some errors. Rewrite the paragraph correctly.

This is my School. We have school from monday to friday. saturday and sunday are Holidays. We learn many things in our school. We also play and have fun at school. I love going to school

3. Complete the sentences using each group of words. Use the capital letter correctly.

(a) sunday, picnic, zoo

We will go for a _____ to the _____ on _____.

(b) new delhi, capital, India

_____ is the _____ of _____.

(c) Cheetah, fastest, Earth

The _____ is the _____ animal on _____.

(d) seema, pictures, stories

_____ loves to read _____ and colour _____.



Writing Junction

Write about your favourite food.

_____ is my favourite food.

I like _____ because

_____. It is made of

_____ and

_____.

Draw or stick a picture of your favourite food in your notebook.





Get Set

What does a dream fairy do? What dream does she bring you?



Reading Junction

A little fairy comes at night,
Her eyes are blue, her hair is brown,
With colourful spots upon her wings,
And from the moon she **flutters** down.

She has a little silver wand,
And when a baby goes to bed
She waves her wand from right to left,
And makes a circle round her head.

And then it dreams of lovely things,
Of fountains filled with fairy fish,
And trees that have **delicious** fruit,
And bow their branches at a wish.

– Thomas Hood

flutters: flies

delicious: tasty





Get Going

Let us find the answers from the poem.

1. Answer the following questions.

- (a) What colour is the fairy's hair? _____
- (b) Where does the fairy flutter down from? _____
- (c) What are the fountains filled with in the dream? _____
- (d) What does the fairy wave from right to left? _____

2. Find the opposites of these words from the poem.

- (a) left _____ (b) goes _____
- (c) up _____ (d) day _____



Speaking Junction

Imagine one day you find yourself in a magical land. Describe the magical land using describing words.



Vocabulary Junction

Read these lines from the poem.

A little fairy comes at night,
Her eyes are blue, her hair is brown,
With **colourful** spots upon her wings



colour + -ful = colourful

When we add **-ful** to the word **colour**, we get a new word **colourful**.

1. Now, add **-ful** to the words given below to make new words. Read the meanings of the new words. One is done for you.

Word	New word	Meaning
(a) use	<i>useful</i>	of good use
(b) joy	_____	full of joy
(c) help	_____	of good help
(d) truth	_____	telling the truth
(e) care	_____	with a lot of care

2. Complete these sentences with the words from the box.

thankful colourful helpful cheerful careful

- (a) She is wearing a _____ dress.
- (b) He is a _____ baby.
- (c) I am _____ to my friend for helping me with my homework.
- (d) Mr Raj is a kind and _____ man.
- (e) Be _____ while climbing the ladder.




Phonics Junction

Read this line from the poem.

She has a little silver **wand**

Look at the word **wand**. It ends with the letters **n** and **d**. Listen to the sounds of **n** and **d** separately and then say them together. Some other letters that appear together with **n** are **k**, **t** and **g**. Let's look at some examples of such words.

nd	ng	nk	nt
hand	bang	bank	tent
sand	hang	drink	rent
pond	sing	blank	sent
ground	king	sank	lent
bound	ring	sink	gentle
round	length	blink	bounty

1.  Listen to the words your teacher reads out. Write them in the space provided.

_____	_____
_____	_____
_____	_____
_____	_____



2. Circle the words with nt, nk, ng and nd sounds in the box below.
Then find the words in the word maze.

best king wasp end long junk sank husk lent
want tent drink disk last card child pink hold

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



Grammar Junction

Read this line from the poem.

She **has** a little silver wand

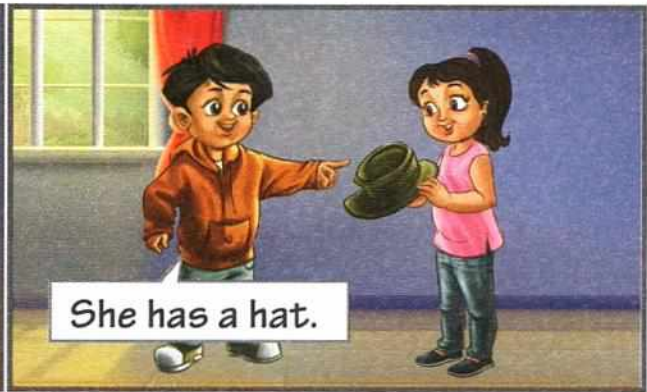
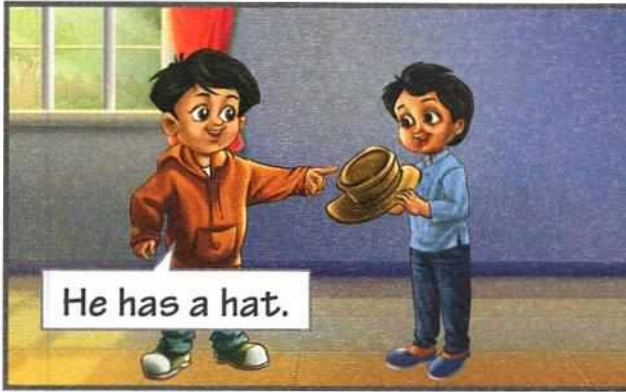
The word **has** tells us that the little fairy owns a silver wand.

We use **has** when the naming word is singular.

We use **have** when the naming word is plural.

We also use **have** with **I** and **you**.





1. Tick (✓) the correct sentences.

(a) Birds has feathers.

Birds have feathers.

(b) Debu has a new car.

Debu have a new car.

(c) Ritu and her brother has a small puppy.

Ritu and her brother have a small puppy.

(d) The park has a new gardener.

The park have a new gardener.

(e) We has a small car.

We have a small car.



2. Fill in the blanks with has or have.

- (a) Rama and Sana _____ brown hair.
- (b) Mona _____ many books.
- (c) I _____ two eyes.
- (d) The monkey _____ a long tail.
- (e) They _____ music classes on Fridays.



Writing Junction

Look around in your class. Find classmates who match the details given below. Write these details as complete sentences using the names of your classmates. Do not forget to use has or have in your sentences. One is done for you.

1. Two classmates with long hair

Rina and Pooja have long hair. _____

2. A classmate with dimples

3. Three classmates who have a cycle of their own

4. A classmate who has both a brother and a sister





Projects

Project 1

Life Skills

Tia's mother cooks tasty dishes for the family. She also helps Tia with her homework. Tia's grandmother tells her wonderful stories. Her father takes her to the park every evening. He also bakes her yummy cakes. Tia helps her grandfather water the plants.

Just like Tia's family, in every family, people do things for each other. Can you name a few things that your family members do for you?



It is nice to thank people who love you and help you. Make a 'Thank You' card to thank your family.



Multiple Intelligences



My Scrapbook

Create your own scrapbook.

- Take a scrapbook. Paste pictures of yourself and your family members in it.



- Write the names of your family members and their relationship with you (mother, father, grandmother, and so on) below the pictures.
- You can also collect handprints of your family members in the scrapbook, alongside their pictures.
- Write a few lines describing yourself and each of your family members.
- Write about the various activities you do with each of them.
- You could use Tia's scrapbook as an example.

Project 2

Life Skills



Plants and Trees are our friends. We get so many things from them.

Let us learn more about how plants and trees help us.

- Plants make our surroundings green and beautiful.
- Plants produce oxygen that helps us breathe.
- We get fruits and vegetables from plants and trees.
- The wood from trees is used to make houses, furniture and paper.
- Trees are home to many birds and animals.

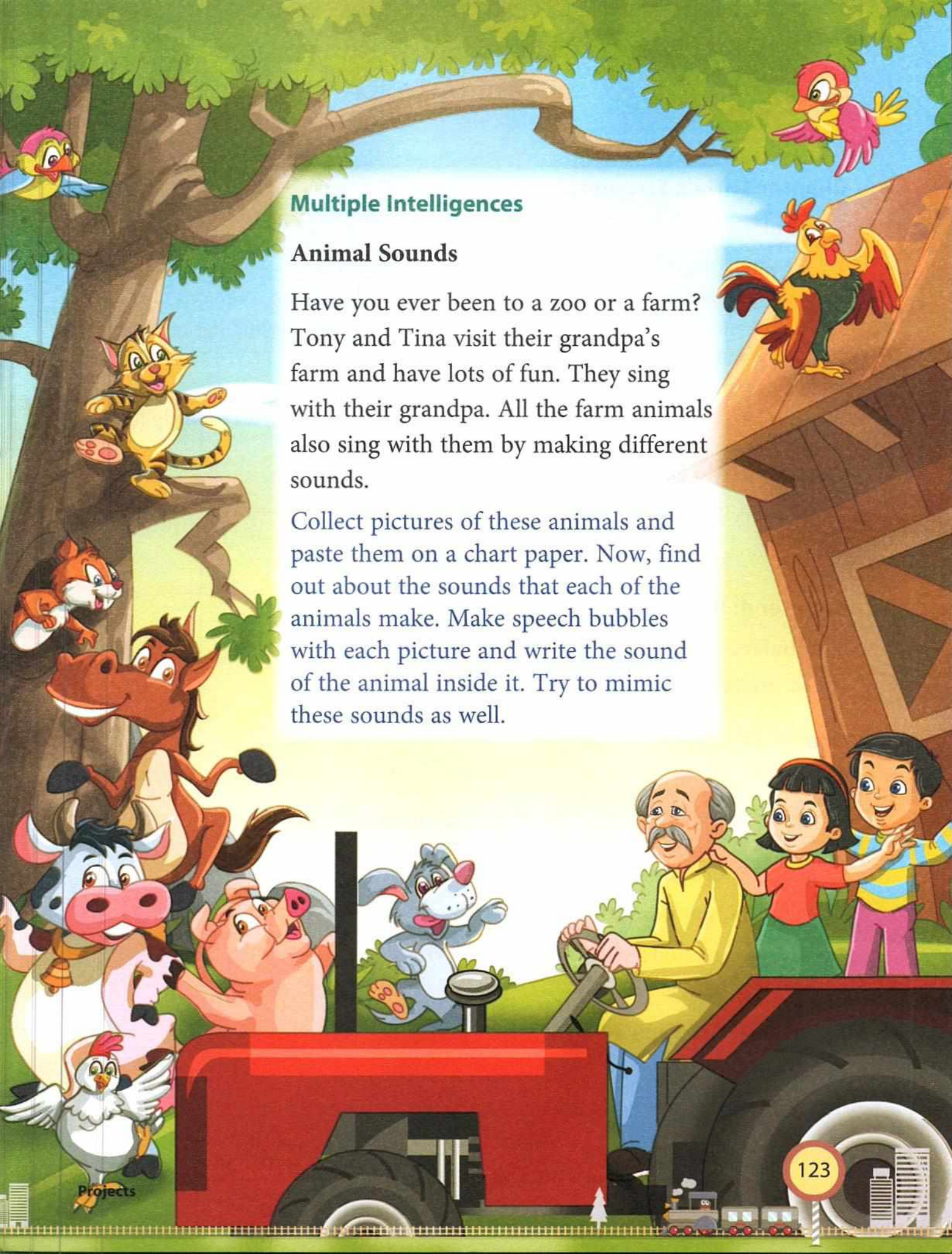
Find out names of five trees or plants. Also, find one way in which each of them helps us.

Now stick the pictures of these plants and trees on a chart paper. Write their names and the way they help us. Stick the chart paper in your room.



Discuss the importance of plants and animals and what will happen if there are no plants. Also, discuss how to protect the environment.





Multiple Intelligences

Animal Sounds

Have you ever been to a zoo or a farm? Tony and Tina visit their grandpa's farm and have lots of fun. They sing with their grandpa. All the farm animals also sing with them by making different sounds.

Collect pictures of these animals and paste them on a chart paper. Now, find out about the sounds that each of the animals make. Make speech bubbles with each picture and write the sound of the animal inside it. Try to mimic these sounds as well.

Listening Texts

Chapter 1: Tia's Scrapbook

Vocabulary Junction

1. Tia wants to get her shoe repaired. Who can help her?
2. Tia's grandfather wants to grow some flowers in the garden. Who can help him?
3. Tia's grandmother wants to build a small playhouse for Tia and her brother in the garden. Who can help her?
4. Tia's mother has a toothache. Who can help her?
5. Tia's father wants to get a new A.C. installed in his room. Who can help him?

Chapter 2: My Dear Mamma

Vocabulary Junction

lioness, book, parent, sister, grandfather, teacher, glass, gander

Chapter 4: In the Park

Vocabulary Junction

scared, grumpy, excited, angry, sad, silly

Chapter 5: The Little Red Hen

Phonics Junction

tray, frog, crane, grill, break, drip, truck, drill, brick, crib, grin, frame

Chapter 6: Crayons

Vocabulary Junction

sweet, thick, clever, high, tall, large, soft, noisy, cold, fast, old, honest, day, poor, happy

Chapter 7: Grandpa's Farm

Phonics Junction

mother, tooth, gather, north, their, month, then, earth, that, birth

