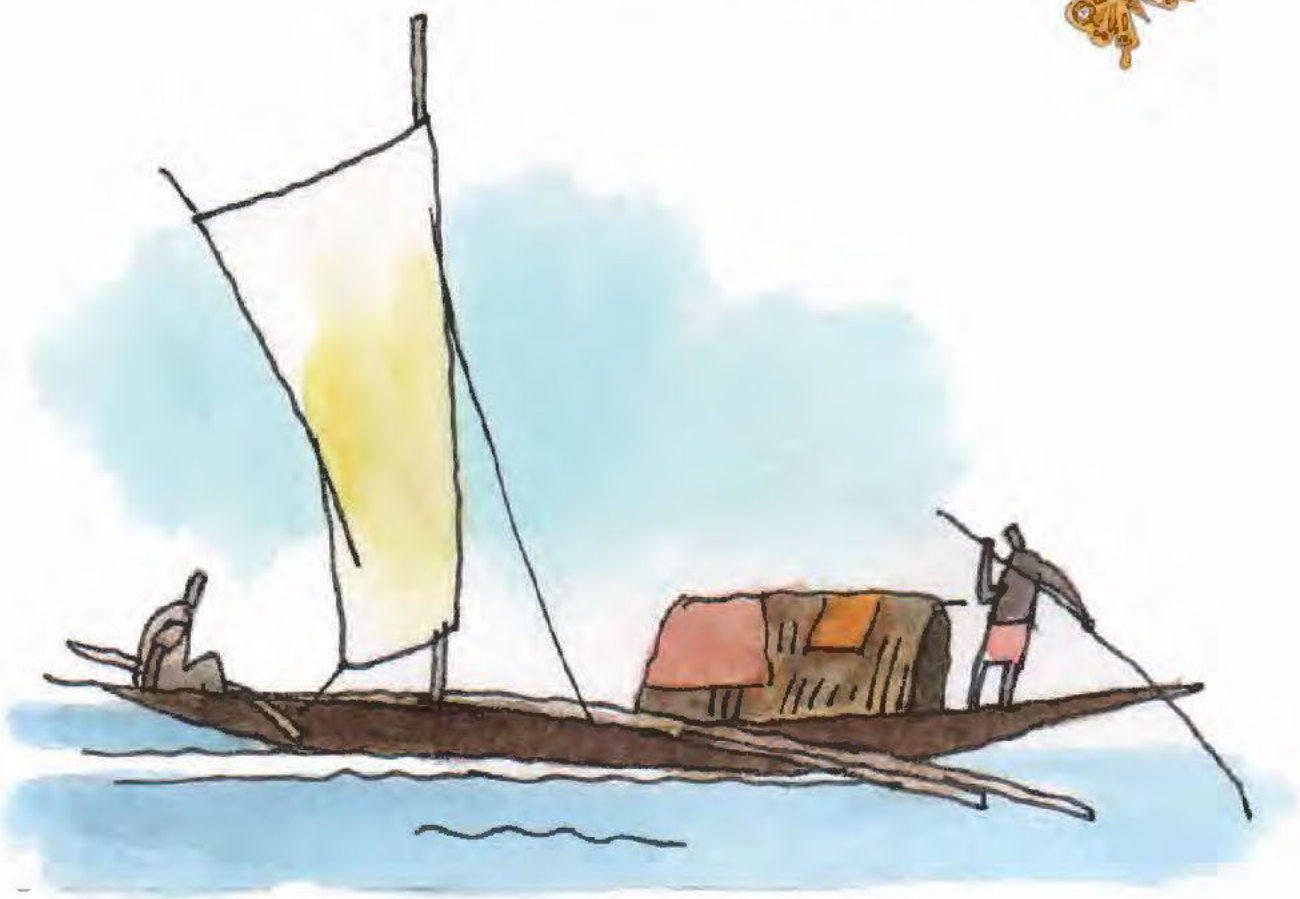
BUTTERFLY

English Textbook for Class III



सत्यमेव जयते

Department of School Education (Govt. of W.B.)

&

West Bengal Board of Primary Education

Department of School Education
Government of West Bengal
Bikash Bhavan, Salt Lake, Kolkata - 700 091

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According to the New Syllabus
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A MESSAGE FROM THE BOARD

The new English textbook for class III falls under a newly named series 'Butterfly'. This series is meant for the Primary level only. This book is thus named **Butterfly: A textbook for class III**. This book is based on the new curriculum and syllabus framed and recommended by the newly constituted 'Expert Committee' whose responsibility was to examine various aspects of the curriculum, syllabus as well as textbooks for Primary, Secondary and Higher Secondary courses formulated by the respective Boards. The textbook is in line with the vision of NCF-2005 and RTE Act, 2009. Innovatively designed, this series focuses on helping young learners to learn English as Second Language. The book encourages activity-based learning in a child-centric manner. The lively illustrations and activities with multiple levels of challenge make the book interesting and unique. The book aims to develop the four basic skills of languge learning viz. listening, speaking, reading and writing in a well-graded manner. The units are woven around a specific theme that caters to various types of learners. We hope this new approach will help learners to develop and strengthen their language skills.

Teachers' guidelines appended at the end of the book help the teachers to enjoy their role as facilitators in the teaching-learning process.

A chosen group of educationists, teachers and subject experts worked hard to develop the textbook. We are grateful to them. The book has been illustrated by a renowned artist. We also thank him for his brilliant job.

Suggestions, views and comments to improve the book are welcome.

Manik Bhattacharya.

President
West Bengal Board
of
Primary Education

June 2014
Acharya Prafulla Chandra Bhavan
DK-7/1, Sector II, Bidhannagar
Kolkata 700 091

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FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an ' Expert Committee' to review entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the primary level fall under a newly named series '**Butterfly**'. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act 2009. We have shifted from the conventional approach to a child-centric, activity-based approach to learning in this textbook , and the exercises for the learners have been designed accordingly. The vision of the great poet and educationist Rabindranath Tagore has been our major inspiration while doing the work. Rabindranath, in one of his lectures, exclaimed, 'I fled the classes which gave me instructions, but which did not inspire. One thing I have gained, a sensitivity of mind to the touch of life and nature'. We have tried to incorporate many new elements in the textbook to inspire our learners. The textbook ventures to link classroom experiences with life and nature. So we hope to supply our learners with enough materials to develop their sensitivity and provide a holistic viewpoint of life through the textbook. To make their learning joyful we had invited famous artists to illustrate the book. We hope this colourful and attractive book will be appreciated by all sections of the society. The textbook is woven around a specific theme. The theme for **Butterfly: English textbook for class III** is 'life around us'. A 'Teachers' Guidelines' is appended at the end of the book.

We thank the Primary Board, School Education department, Govt. of West Bengal and Paschim Banga Sarva Siksha Mission for their active support. The West Bengal Board of Primary Education is the academic authority of primary education in West Bengal. The committee appointed by the Board has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Education Minister Hon'ble Shri Partha Chatterjee has enriched us with his views and comments. We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank You.

Aveek Majumder

Chairman
Expert Committee
School Education Department
Govt. of West Bengal

June, 2014
Bikash Bhavan,
5th Floor, Bidhannagar,
Kolkata- 700 091

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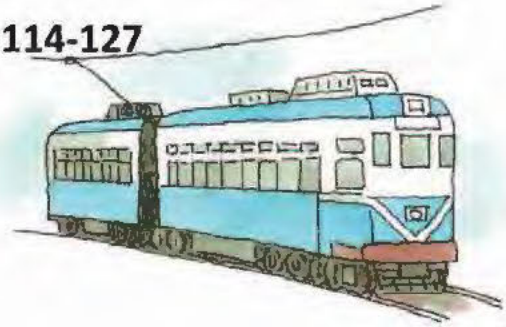




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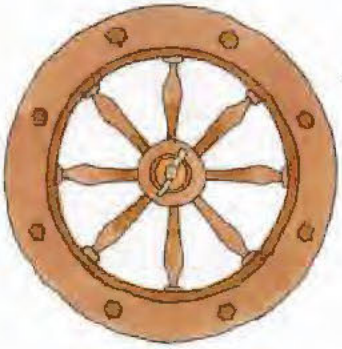
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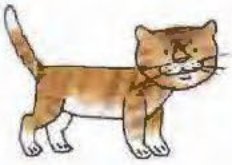
Revision Lesson



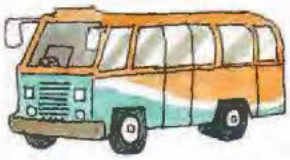
Let's do...

Activity 1

Let's look at the pictures and write the missing letters:



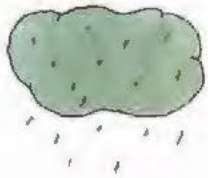
c_____



b_____



z_____a



c_____d



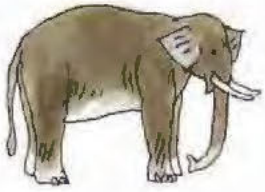
s_____l



r_____t



d_____y



e_____t

Activity 2

Let's arrange the letters given below to make meaningful words :

1. tam _____
2. grof _____
3. obko _____
4. toag _____
5. ilon _____
6. ylcec _____

Activity 3

Arrange these words in the order of a-z and write them in the space given below. The first two words are done for you :

cake, book, table, apple, dog, fox, shirt, ox, goat, pot, egg, lamb, hen, jug, mat, rat, kite

(1) apple (2) book (3) _____

_____

_____

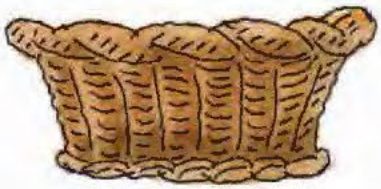
Activity 4

In the help-box there are names of some fruits and vegetables. Now write the names of the vegetables in basket A and the names of the fruits in basket B. One is done for you :

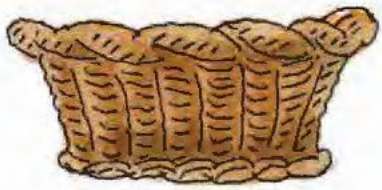
Help Box

apple, guava, cabbage, lemon, banana, potato,orange, peas, grapes, brinjal, onion, tomato, mango, litchi

tomato



Basket A



Basket B



Let's talk...

- Ask your friend which fruits and vegetables he/she likes.
- Tell your friend which fruits and vegetables you like.
- Which vegetables do you like to have in winter ?
- Which fruits do you like to have in summer ?

Activity 5

Some words are missing in the picture-story. Let's use words from the help box and complete the story :

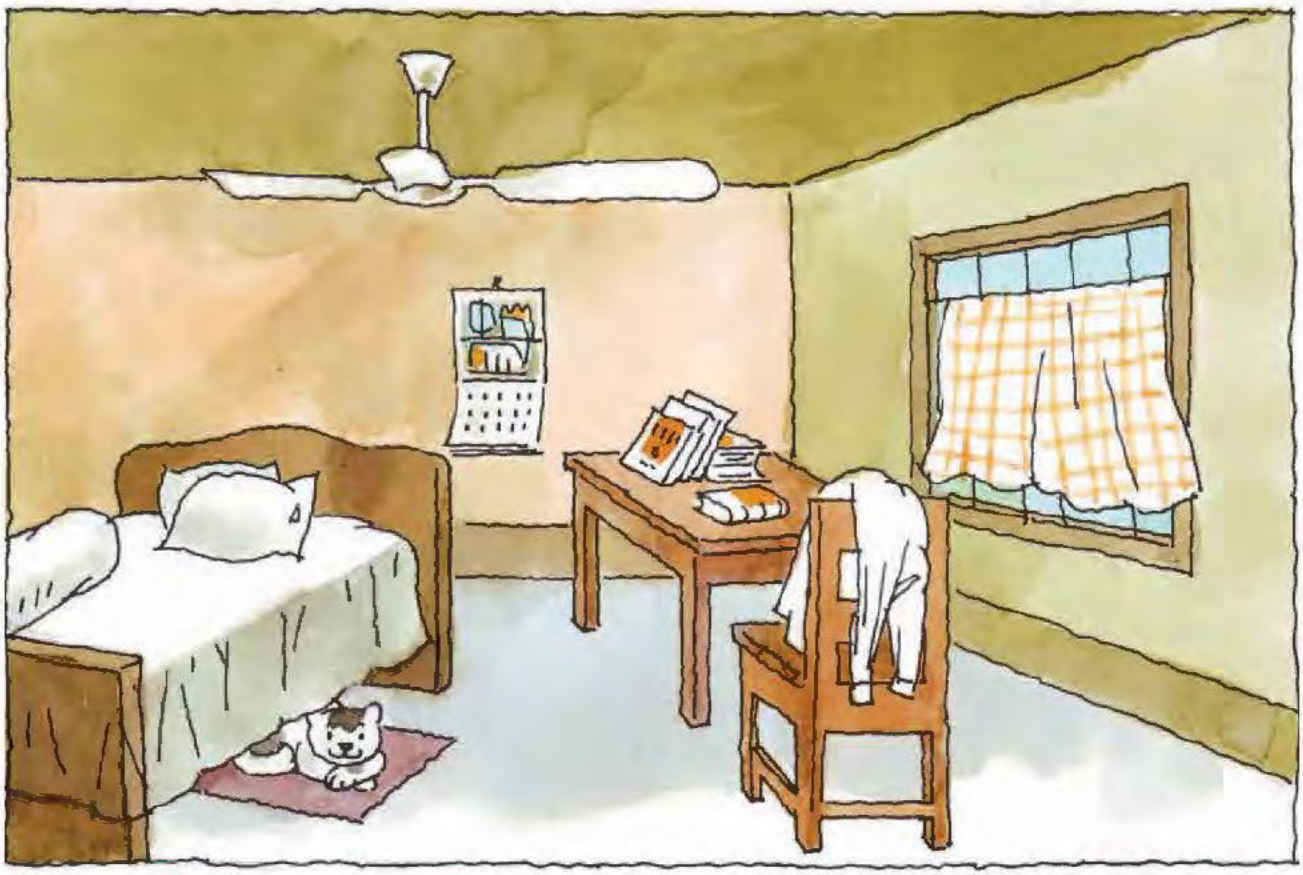
The  _____ went for a walk. She saw a big

 _____.  _____

fell heavily. But she had an  _____.

Help Box

rain, cloud, girl, umbrella



My house

Activity 6

A. Let's look at the picture and match column A with column B:

A	B
1. There is a cat	hanging from the ceiling.
2. There is a table	on the table.
3. There are books	beside the table.
4. There is a fan	hanging on the wall.
5. There is a calendar	at the corner of the room.
6. There is a chair	under the bed.

B. Look at the picture on page 4 and complete the following sentences:

1. There is a curtain _____.
2. There are some pillows _____.
3. _____ on the backrest of the chair.
4. _____ on the mat.



Let's talk...

C. Let's tell the class what we see in the classroom. We may begin like this :

There is a blackboard.....



Let's do...

Activity 7

Let's fill in the blanks with am , is ***or*** are :

I_____Mou. I_____a girl. Ramen_____my brother. Riya _____my sister. They_____elder to me.

Activity 8

Let's fill in the blanks by using 'this'and 'these':

(1) _____is a cat  and _____are dogs. 

(2) _____is a flower  and _____are leaves. 

(3) _____ are birds  and _____ is an owl. 

(4) _____ are ants  and _____ is a butterfly. 

(5) _____ are children  and _____ is an old man. 

Activity 9

Let's fill in the blanks with 'that'and 'those':

1. _____ is a boy and _____ are girls.
2. _____ is a tree and _____ are fruits.
3. _____ is a pond and _____ are ducks.
4. _____ are wickets and _____ is a cricket-ball.
5. _____ are hills and _____ is a river.

Activity 10(a)

Draw this picture by joining the numbers. Label the various parts of the body. You can use the help box:



Help Box

head, fingers, toes, throat, eye, hair, leg, foot, knee, cheek

Activity 10(b)

Let's fill in the boxes :

Down : [1]



[3]



[4]

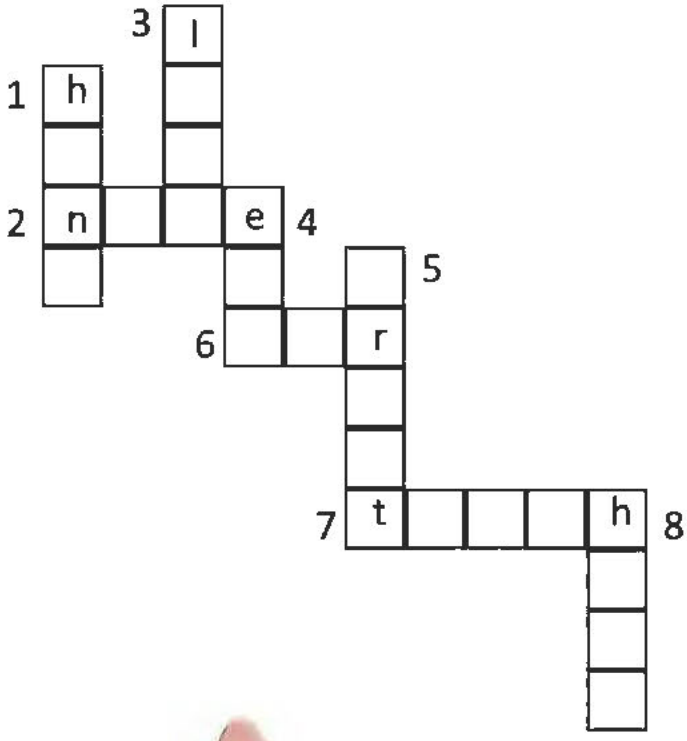


[5]



[8]





Across : [2]



[6]



[7]





Let's talk...

Ask your friend :

- What do you do with your eyes ?
- What do you do with your ears ?

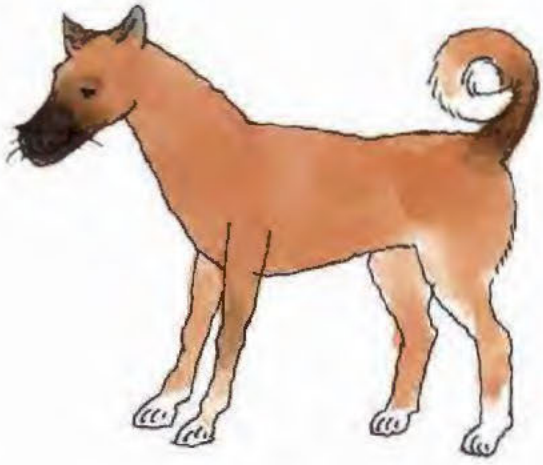
- What do you do with your nose ?
- What do you do with your legs ?
- What do you do with your tongue ?
- What do you do with your hands ?



Let's do...

Activity 11

Let's count and write :



A dog has_____ legs. It has_____ tail.It has_____ mouth and _____ ears. I love dogs.

Activity 12

Who am I?

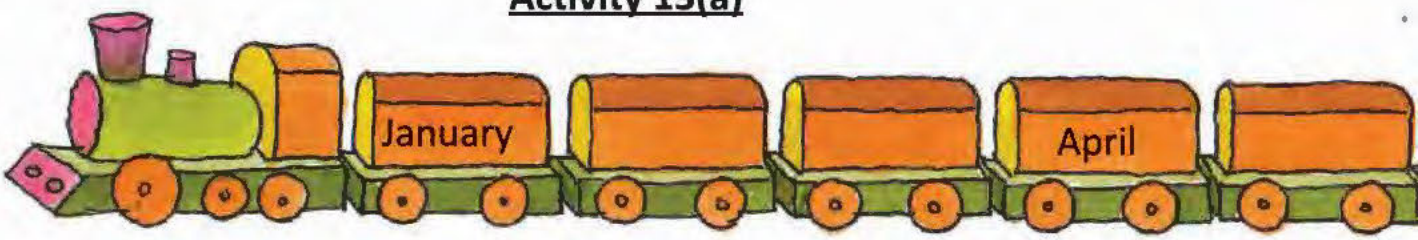
Let's choose the names of the animals correctly from the help box and fill in the blanks :

1. I give milk. I have a long tail. I have horns. I am a _____.
2. I guard your house.I eat meat. I wag my tail. I am a _____.
3. I have a tail. I eat fish. I drink milk. I am a _____
4. I have a tail. I eat grass. I can run fast. I am a_____.

Help Box

dog,
cat,
cow,
horse

Activity 13(a)



Let's write the names of the appropriate months in the vacant compartments :

Activity 13(b)

Place the names of the months according to the number of days in each. One is done for you :

28 or 29 days	30 days	31 days
		January

Activity 14 (a)

Let's underline the right answer :

(1) I [have/has] a pet dog.

(2) You [have/has] a nice pen.

(3) Ravi [have/has] a cricket bat.

(4) A butterfly [have/has] wings.

(5) An elephant [have/has] a trunk.



Activity 14 (b)

Let's fill in the blanks with 'has' or 'have' :

(1) He _____ a red pencil.

(2) We _____ a house.

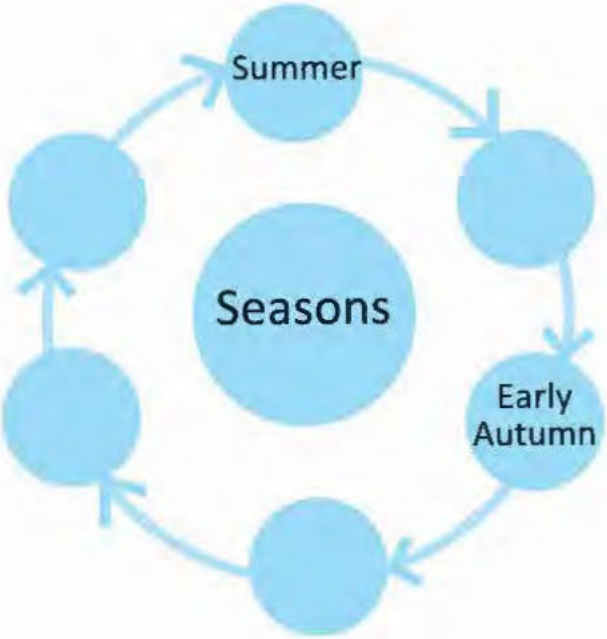
(3) Tanushri _____ a blue frock.

(4) Birds _____ wings.

(5) A lizard _____ a tail.

Activity 15

Write the names of the six seasons of West Bengal in the blank circles. Two are done for you:



Activity 16

Let's choose the right groups of words from the help-box and write them in the given spaces :

When do you

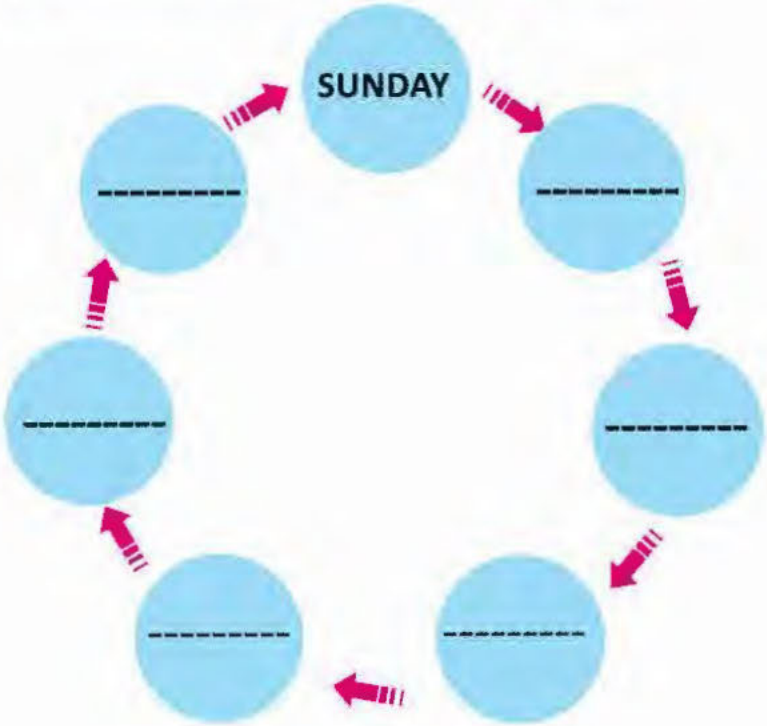
- see the sunrise? :_____
- see the moon? :_____
- see the sunset? :_____
- go to sleep? :_____
- go to school? :_____
- eat lunch? :_____
- see the stars? :_____
- go to play? :_____

Help Box

in the morning
in the afternoon
in the evening
at noon
at night

Activity 17

Fill in the empty spaces correctly. One is done for you:



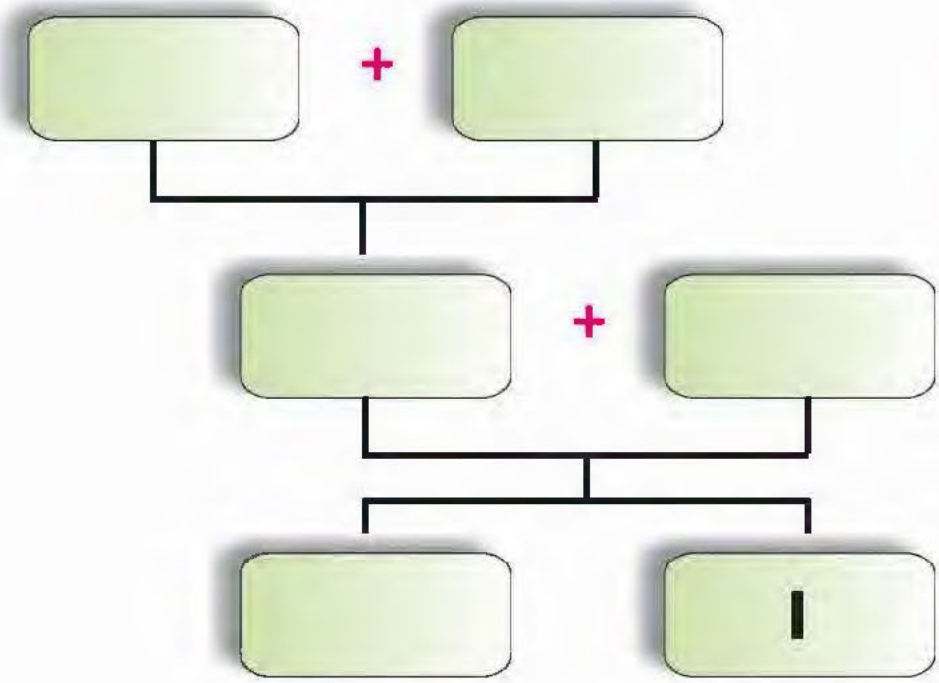
Activity 18

Let's arrange the words given below and make sentences :

1. Snoopy/ dog/ pet/ is/ my
2. loves/ eat/ It/ to/ biscuits
3. wags/ its/ tail/ It
4. can/ It/ fast/ run
5. with/ It/ me/ stays
6. looks/ The/ Snoopy/ doctor/ after

Activity 19

Let's look at the family-tree and fill up the boxes with words from the help box :



Help Box

mother, I, grandfather, father, sister, grandmother

Activity 20

Let's fill in the blanks with the words given below:

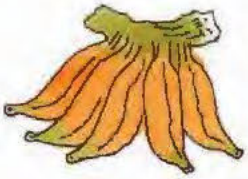
red | black | green | brown | blue

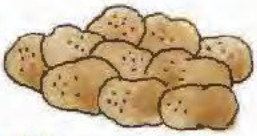
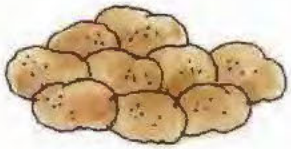
1. The grass is _____.
2. The sky is _____.
3. The dog has _____ eyes.
4. The umbrella is _____.
5. The rose is _____.

Activity 21

Let's count and write in words :

 +  = _____ little fingers

 +  = _____ bananas

 +  = _____ potatoes



It's rhyme time



Eight little fingers standing up tall,
Two little ears to hear mummy call;
One little nose that I can blow,
Ten little toes all in a row.
Two little thumbs that wiggle up and down,
Two little feet to stamp on the ground;
Hands to clap and eyes to see,
What fun it is to be just me!



Let's work together...

Which animal do you like the most ? Draw a picture of that animal. Show it to the class.

Lesson 1

My Friends



On your mark...

Work in groups. Ask your friends:

- Who are your friends? Name some of them.
- Do you have any pet?
- Do you love animals? Who are they?
- Which animals do you often see ?
- What do the animals do when you meet them?



Let's read :

Unit-I



Do you know this girl? She is Kajol. Kajol has many friends. She has many

friends in school. She loves all her friends very much. Some of her friends live far away. But some friends of Kajol live near her house.



Do you know who they are? They are Bholu the dog, Mini the cat, Ramu the sheep and Moti the cow. Bholu is very brave. Every morning, as he sees Kajol, he says, "Woof! Woof!" Kajol is not afraid of his bark. She carries biscuits for Bholu. Kajol loves Bholu. Bholu also loves Kajol. He **wags** his tail at her.

Mini, the cat, is very smart. Every morning, as she sees Kajol, she mews. She raises her paw and says, "Meow! Meow!" She loves Kajol. Kajol also loves Mini. She carries milk for Mini to drink.





Ramu, the sheep, is very **woolly**. Every day, as he sees Kajol, he bleats. He jumps and says, "Baa! Baa!" He loves Kajol. Kajol also loves Ramu. She carries green leaves for Ramu to **munch**.

Moti, the cow, is very gentle. Every morning, as she sees Kajol, she says, "Moo! Moo!" She nods her head. She loves Kajol. Kajol also loves Moti. She pats Moti on her back.



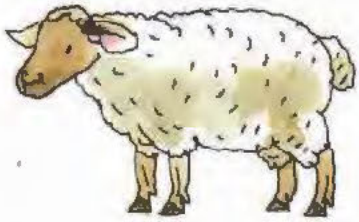
Who among her friends does Kajol love most?



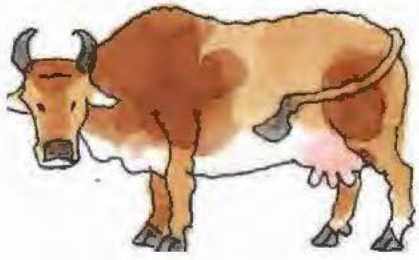
Is it Bholu?



Is it Mini?



Is it Ramu?



Is it Moti?

Kajol loves all of them dearly.

Word Trove

wags : moves from side to side
woolly : soft like wool
munch : chew noisily



Let's do...

Activity 1

Match column A with column B to form meaningful sentences. One is done for you :

A	B
Bholu is	for Mini the cat
Kajol loves	is very woolly
Ramu the sheep	on her back
Kajol carries milk	all her friends dearly
Kajol pats Moti	a brave dog

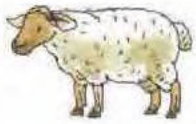
Activity 2

Let's put [T] for true and [F] for false statements in the boxes:

1. Kajol has no friends. ☐
2. Mini is very smart. ☐
3. The cow moos as she sees Kajol. ☐
4. The sheep likes to drink milk. ☐
5. The dog barks and wags its tail. ☐
6. The sheep bleats and jumps. ☐

Activity 3

Let's match the animals with the sounds they produce:

Animals	Sounds
	moo
	bark
	mew
	bleat



Let's talk...

Let's have a game of quiz.

Do you know...

- Which animal gives us milk?
- Which animal catches mice?
- Which animal gives us wool?
- Which animal pulls carts?
- Which animal guards our houses?
- Which animal eats grass?
- What do the dogs eat?
- Who gives us eggs?



Let's read: Animals live all around us. Some animals live in forests. They are called wild animals. Some animals live with us. We call them domestic animals. Some animals live in our houses. We call them pets. They help us in many ways.

Dogs guard our houses. Cats catch mice. Cows give us milk. Hens and ducks give us eggs. Sheep give us wool. Bullocks pull carts and plough the field. Camels and donkeys carry heavy burden.





Let's do...

Activity 4

Who am I?

1. I live in your home. I guard your house.
   Who am I?
   I am _____

2. I give you milk. I say 'Moo! Moo!'
   Who am I?
   _____

3. I give you eggs. I can swim.
   Who am I?
   _____

4. I pull the carts. I plough the fields.
   Who am I?
   _____

Activity 5

Let's put [T] for true and [F] for false statements in the boxes:

1. Pets live in forests. ☐
2. Hens give us eggs. ☐
3. Camels kill mice. ☐
4. Dogs guard our houses. ☐
5. Bullocks give us wool. ☐
6. Pets help us in many ways. ☐



Let's read:

All animals are different from one another. They eat different kinds of food. They make different sounds. Their young ones have different names.

Animals like cows, goats, sheep and horses eat grass and plants. Dogs eat meat, fish and even rice and bread. Cats eat fish and drink milk. All animals drink water.



We call a baby dog a puppy. The baby cat is called a kitten. A calf is the baby of a cow and a colt is the baby of a horse. The baby sheep is called a lamb while the baby goat is called a kid. The baby duck is called a duckling and the baby hen is called a chick.

The sounds of the animals are varied as well. Dogs bark, cats mew, cows moo, sheep bleat, donkeys bray and horses neigh. All these animals are different in nature. But they are our friends.





Let's do...

Activity 6

Let's match the animals with their babies:

Animals	Baby animals
dog	kitten
goat	calf
cat	chick
hen	kid
horse	puppy
sheep	colt
cow	lamb

Activity 7

Let's arrange these letters in the right order. These are the names of babies of animals:

1. bmal .....
2. dik.....
3. kchic.....
4. ypupp.....
5. falc.....
6. kcudling.....
7. tloc.....
8. niktet.....

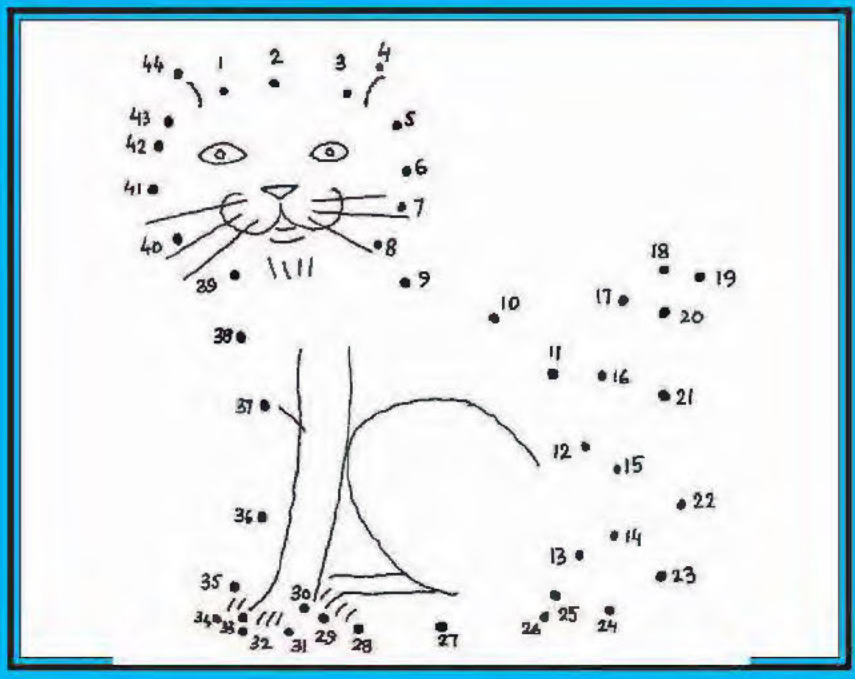
Activity 8

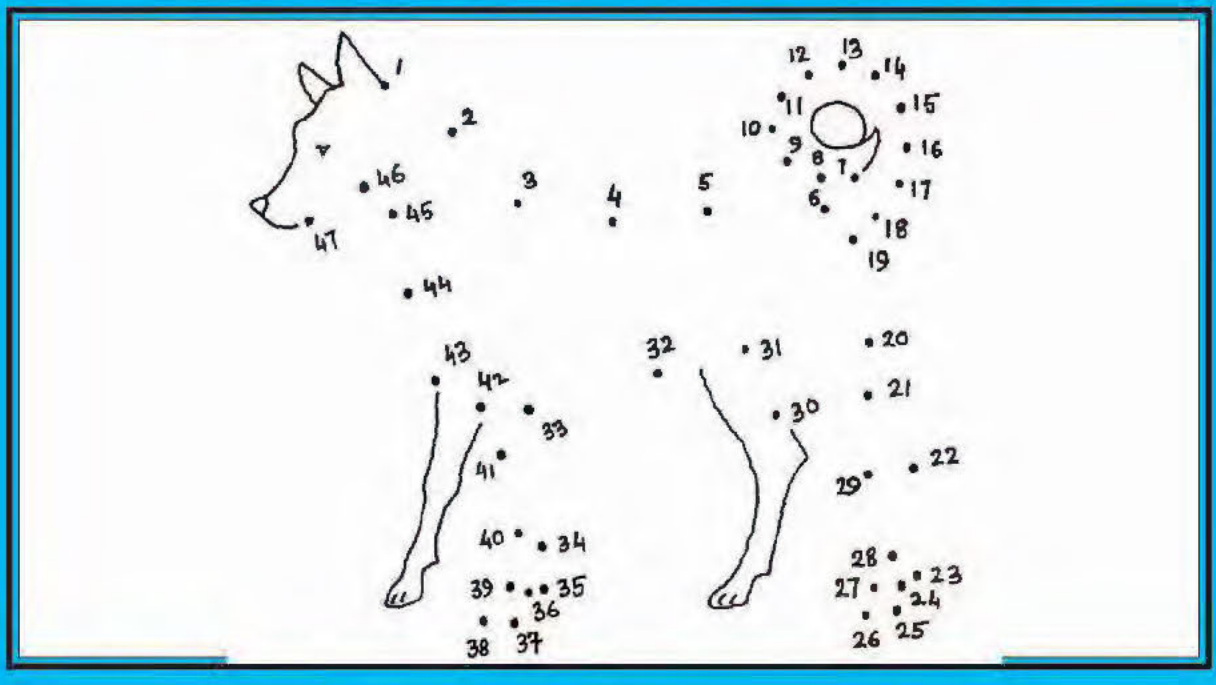
Complete the sentences with the appropriate sounds of animals. One is done for you:

1. A dog .....barks.....but a cat.....
2. A cow .....but a horse.....
3. A donkey.....but a sheep.....

Activity 9

Do you know who these animals are? Draw the animals by joining the dots. Colour them. Write down their names beside the pictures.





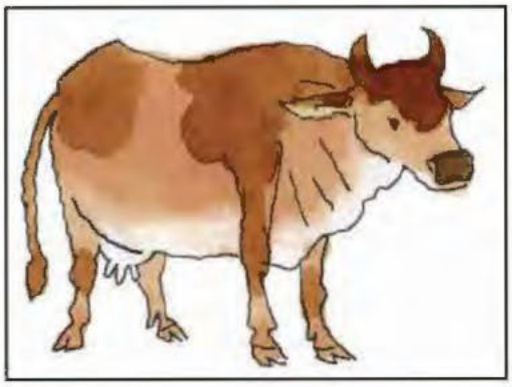


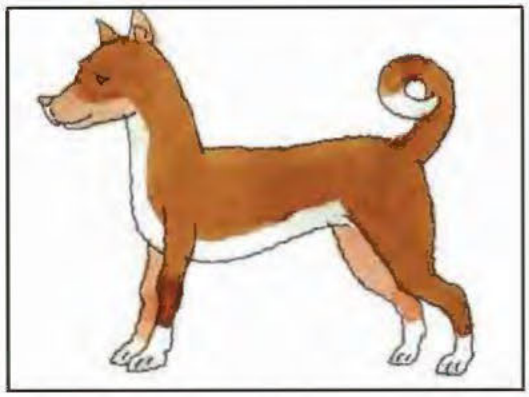
Let's talk...

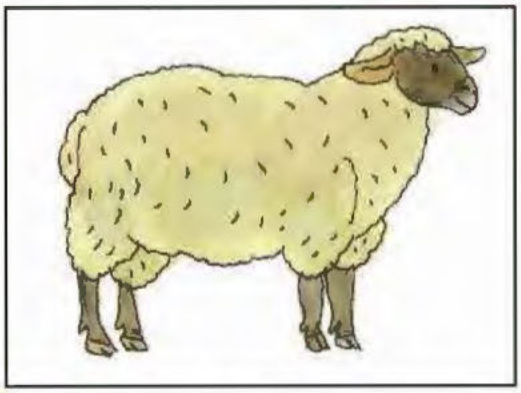
Let's look at the pictures of the animals. Now tell your friends...

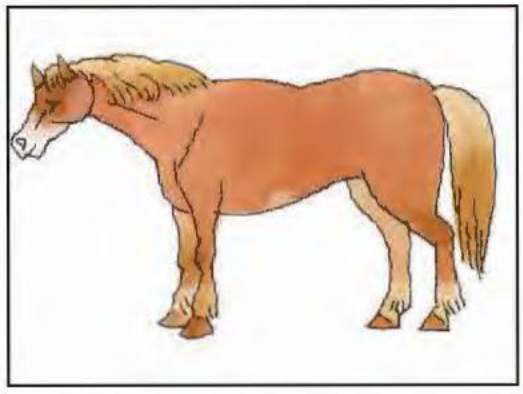
- the name of the animal
- what it eats
- the sound it makes
- the name of its baby





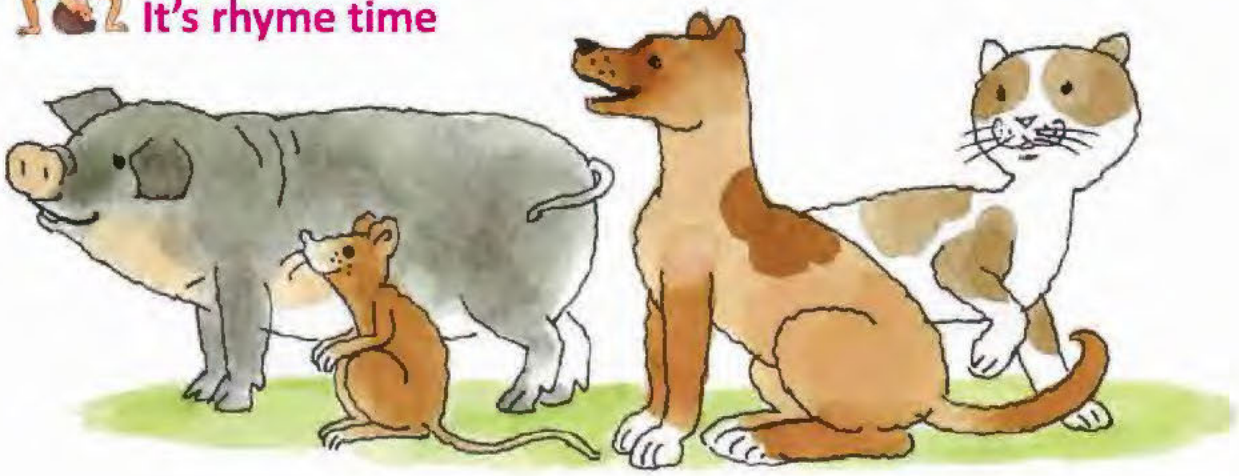








It's rhyme time



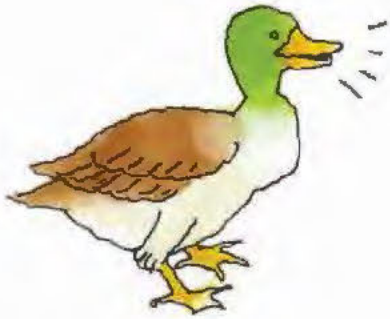
Bow, wow, says the dog,
Mew, mew, says the cat,

Grunt, grunt, goes the hog,
And squeak goes the rat.



Tu-whu says the owl,
Caw, caw, says the crow,

Quack, quack, says the duck,
And what the sparrow says, you know!







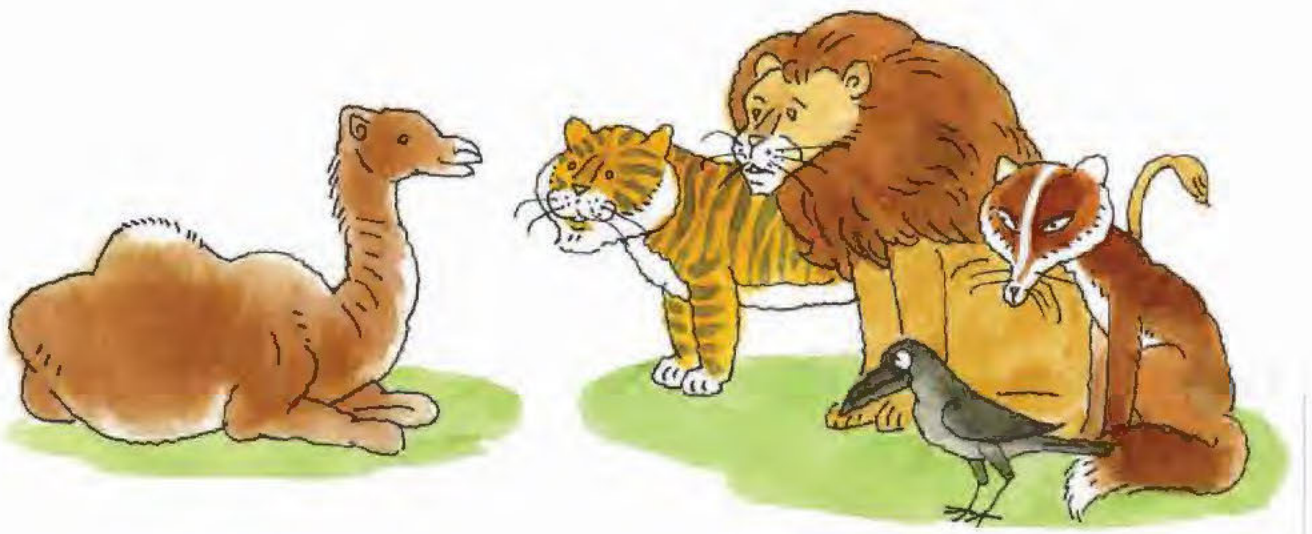
Unit -II

Let's read again:

The Wily Followers

Once a strong and big lion ruled over a large forest. He had three **wily** followers. They were the crow, the jackal and the tiger. They stayed with the lion king and praised him all the time. The lion used to go out for hunting. He used to hunt down an animal everyday and eat it. Then the followers would eat the leftovers.

One day, the followers of the lion saw a camel. They had never seen a camel before. The followers made friends with the camel. They invited him to meet the lion.



So, the camel came to the cave of the lion. The **hump** of the camel attracted even the lion. So he said, "Welcome, my friend; you can stay with us in this cave."

"Thank you, Your **Majesty**. I will forever be your faithful follower," said the camel.

The lion, the tiger, the jackal, the crow and the camel thus lived happily in the lion's cave.

One day the lion fell ill. He could no longer go out to hunt. The tiger, the jackal and the crow were too **lazy** to find food. So they all remained without food. They became weak and thin. Only the camel became fat. He ate grass, leaves and fruits. The hot summer could not make him weak.

Word Trove

wily	:	cunning
hump	:	a large lump on the back of an animal
Majesty	:	title used when speaking about a king
lazy	:	unwilling to work



Let's do...

Activity 10

Let's put [T] for true and [F] for false statements in the boxes:

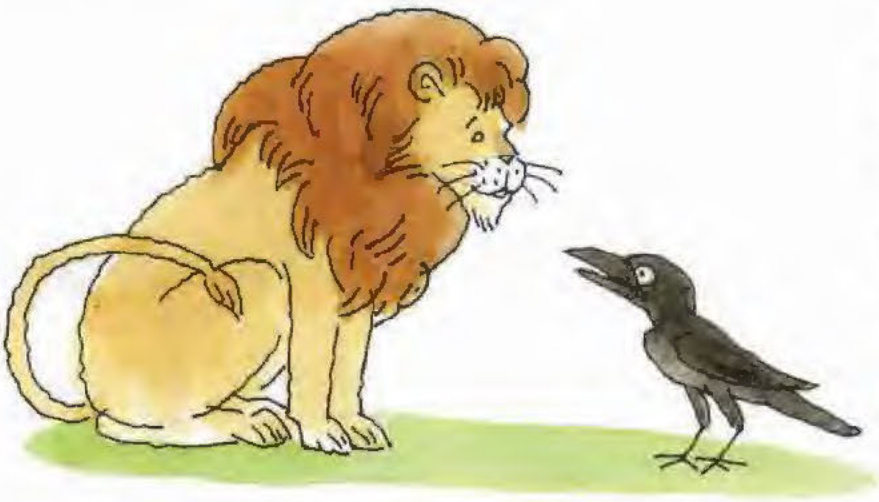
1. The lion had four followers. ☐
2. The tiger, the crow and the jackal had never seen a camel before. ☐
3. The lion invited the camel to stay with them. ☐
4. The tiger, the camel and the jackal were lazy. ☐
5. The hot summer could not make the camel weak. ☐



Let's read again:

The three wily friends were very angry. The crow said to the jackal, "This camel is fat and large. He can be our food for a week."

The jackal agreed. So did the tiger. Then the crow went to the lion and said, "Your Majesty, we cannot see you dying of hunger and weakness. We cannot find food for you. Please eat me."



The lion said, "Oh no! Dear crow, you served me for so many years. I cannot eat you."

Then the jackal said, "Please eat me, your Majesty." But the lion **refused**.

Then the tiger said, "My life is yours. Please eat me." The lion refused again. The foolish camel thought he should make the same offer. So he said, "Your Majesty, please let me give my life to you."

The lion and the tiger immediately **pounced** on the camel. Then the four animals had a grand meal.

But the lion lost a faithful follower forever.

[Adapted from the stories of ***Hitopadesha***]

Word Trove

refused : did not accept
pounced : suddenly attacked



Let's do...

Activity 11

Let's answer the following questions:

1. Which animal was fat and large?

   _____

2. Which animals went to the lion?

   _____

3. Why did the lion refuse to eat the crow?

   _____

4. Who pounced on the camel?

   _____

5. Who were the wily followers?

   _____

Activity 12

Let's choose the right word and fill in the blanks:

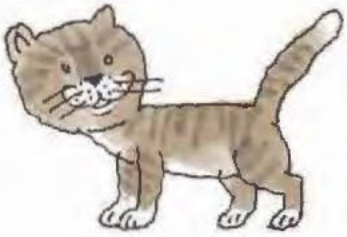
1. Insects _____ [can/cannot] crawl on the wall.
2. Children _____ [can/cannot] walk on their heads.
3. A lion _____ [can/cannot] eat grass.
4. We _____ [can/cannot] walk on water.
5. I _____ [can/cannot] write English.



Let's learn...

One and Many

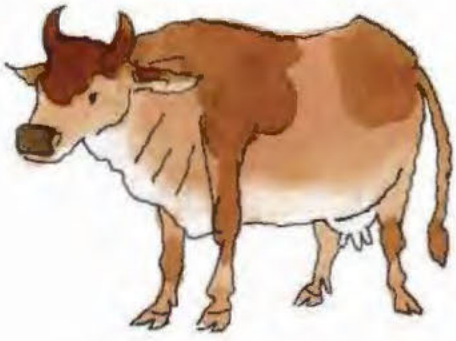
Look at the pictures. Let's spot the changes:



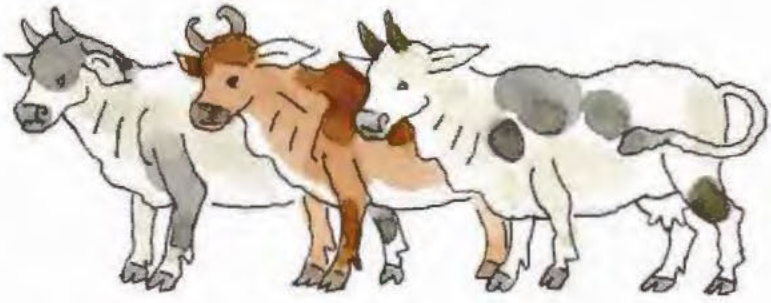
a cat



two cats



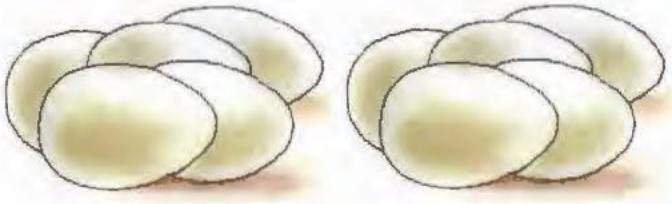
a cow



three cows



an egg



many eggs

Activity 13

Now let's fill in the chart:



Activity 14

Let's underline the right answer:

1. A cow has four [leg / legs].
2. A dog has one [tail /tails].
3. I have five [finger/fingers] in my left hand.
4. There are many [fruit/ fruits] in the basket.

Activity 15

The cards are not in order. Let's rearrange them to form meaningful sentences:

1. | bread | | eat | | Dogs | | meat | | and |
2. | animals | | Tigers | | flesh | | eat | | of |
3. | cannot | | their | | get | | Pets | | food | | own |
4. | eat | | Animals | | of | | different | | kinds | | food |
5. | leaves | | grass | | animals | | eat | | Some | | and |

Activity 16

Write five sentences about an animal you like the most. Use the hints mentioned below:

- name of the animal.
- its food habit.
- the sound it makes.
- name of its babies.
- your reason for loving it.



Let's work together...

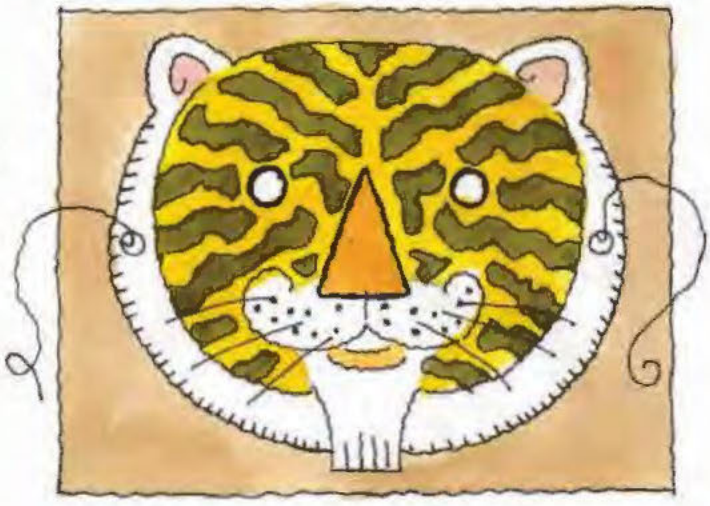
Making a Mask

Things you need:

Art paper; crayons or colour pencils; string; scissors; glue.

Method:

- Take a piece of art paper, 8-10 inches long and 6-8 inches wide.
- Draw the face of any animal, such as a tiger, lion, camel or jackal.
- Colour the picture with crayons.
- Cut the eyes out.
- Take a 3-inch piece of art paper.
- Fold it into a conical shape.
- Fix it to the position of the animal's nose with glue.
- Make a hole at each end.
- Tie the two sides with a string.
- Your mask is now ready.
- Wear it and make the sound of the animal whose mask you have made.
- Discuss with your friends about the food habits of the animal whose mask you are wearing.



Lesson 2

Animal Meeting



On your mark...



- Look at the picture. Do you know the names of all these animals ?
- Where do you generally find these animals?
- Can you say a few words about each of these animals?



Let's read:

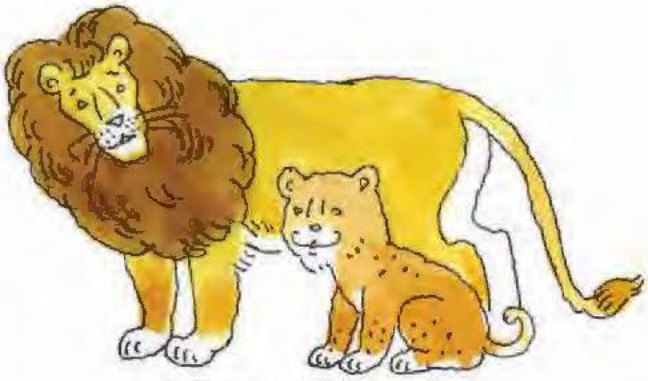
Once upon a time, some wild animals decided to have a meeting. Animals came from all over the world to attend this meeting. The lion came from Africa, the tiger from India and the polar bear from Siberia. Many other animals came from faraway countries. As the lion is the king of the beasts, he **conducted** the meeting.

Lion (roars)- Welcome, dear friends. We are here to share our problems.

Tiger (roars)- Hello! I am from India. In our country men are destroying the forests. So we have nowhere to live.

Lioness (roars)- How **terrible**!

Tigress (roars)- Besides, men are also hunting deer. It is our main food. So it is difficult for us to find food nowadays.



A lion and its cub

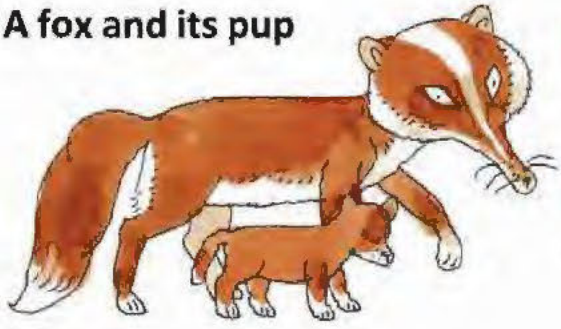
Tiger (roars)- Men are also killing us for our beautiful skin, our bones, claws and teeth. There is only a **handful** of tigers left in our forests.

Gorilla (gibbers)- I am from the Congo basin. We also have a similar problem. Our rainforests are vanishing fast.

Polar Bear (growls)- We have a different problem though.

Fox (barks) Tell us about it, Mr. Polar Bear.

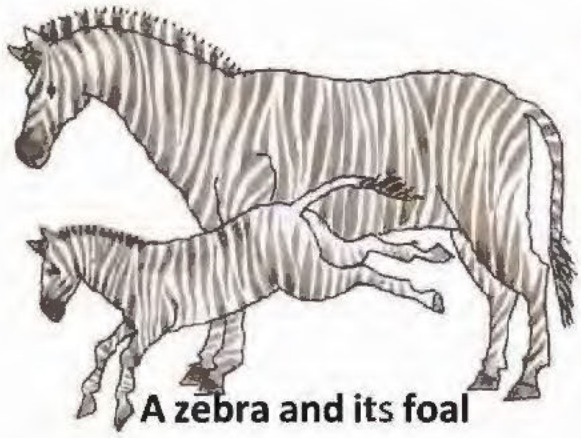
A fox and its pup



Polar Bear (growls)- The temperature of the earth is rising **gradually**. This is called global warming. It is our main problem.

Zebra (brays) - But how does global warming **affect** you ?

Polar Bear (growls)- It melts the ice. It makes the climate warmer. We cannot **survive** in such conditions.



A zebra and its foal

Giraffe - But who is responsible for this global warming?

Vulture (screams)- Who else, but men!

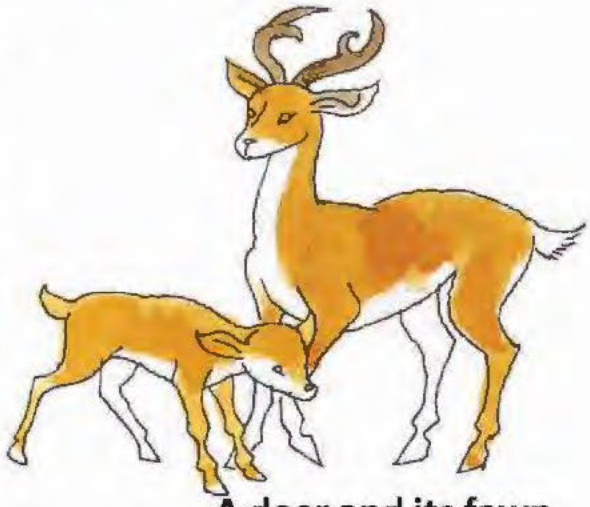
Crocodile - Men also pollute water. Water pollution kills the fishes in the river. So we cannot find enough food.

Snake (hisses)- Men kill us out of fear. They think we are harmful.

Deer - But your bite is poisonous. It can really kill a man.

Snake (hisses)- But I only bite to protect myself. Besides, my poison is very valuable. Men use my poison for making medicines.

Elephant (trumpets)- So men are responsible for our problems!



A deer and its fawn

Lion (roars)- This earth is our home too. They must give us a chance to live in it.

All the animals together - O Lord ! Give men good sense. Make them kind. Teach them to share the earth with us peacefully.



An elephant and its calf

Word Trove

conducted	:	led, guided
terrible	:	fearful
handful	:	a few
gradually	:	slowly
affect	:	influence
survive	:	to be alive



Let's do...

Activity - 1

Let's underline the correct alternatives:

a. The polar bear can live in moist/icy cold/hot conditions.

b. The lion/tiger/elephant is the king of the beasts.

c. The tiger lives in the forest/city/desert.

d. Global warming is created by men/polar bears/vultures.

e. The tallest animal of the group is the giraffe/deer/zebra.

Activity -2

Let's answer the following questions:

a. Which animal is the common food of tigers ?

b. Where is the gorilla from ?

c. What causes the ice to melt?

d. Which animal is poisonous ?

e. Who is responsible for the problems of the animals ?

Activity - 3

Match the wild animals in column A with their babies in column B. One is done for you:

A	B
a. lion ⟶	cub
b. elephant	foal
c. deer	pup
d. fox	fawn
e. zebra	calf

Activity - 4

Fill in the blanks with the sounds made by each of the animals. Use the words given in the help box:

a. A lion _____

b. A bear _____

c. A fox _____

d. An elephant _____

e. A snake _____

f. A vulture _____

Help Box

screams
howls
roars
growls
trumpets
hisses



Let's learn...

Male	Female
stag (deer)	hind
bull elephant	cow elephant
tiger	tigress
fox	vixen
boar (wild pig)	sow
horse	mare



Let's talk...

Ask your friend :

a. What is a female horse called ?

b. What is a male elephant called ?

c. What is a female tiger called ?

d. What is a male deer called ?

e. What is a female fox called ?

f. What is a male wild pig called ?



Let's do...

Activity - 5

Look at the picture of a lion and a tiger. Write three sentences each about these animals. You may use the following words:

mane, stripes, colour, paws, tail, roar, powerful



The lion is the king of animals. It is very powerful. It has_____

_____

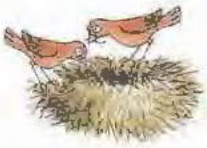
_____

The tiger is a wild animal. It_____

_____

_____

_____

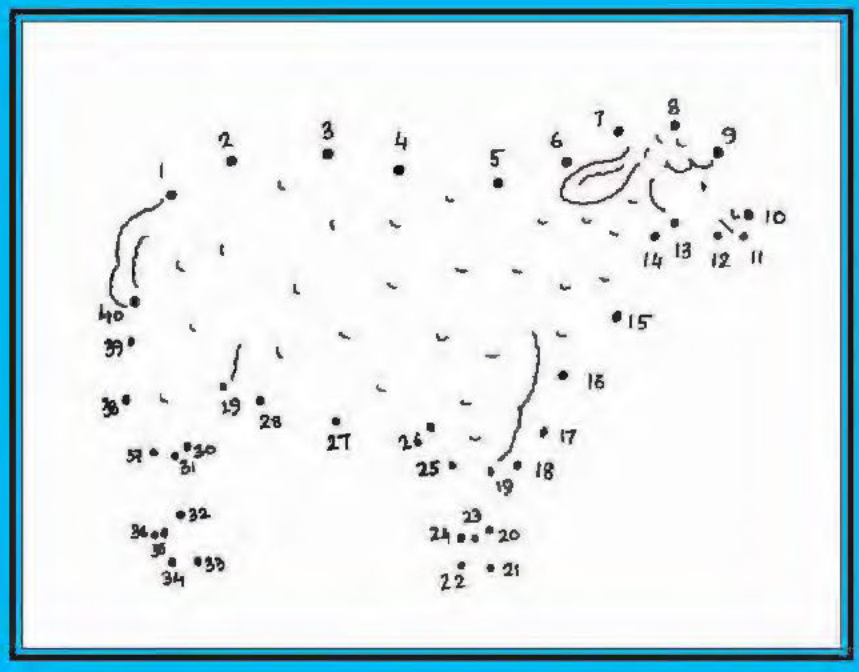


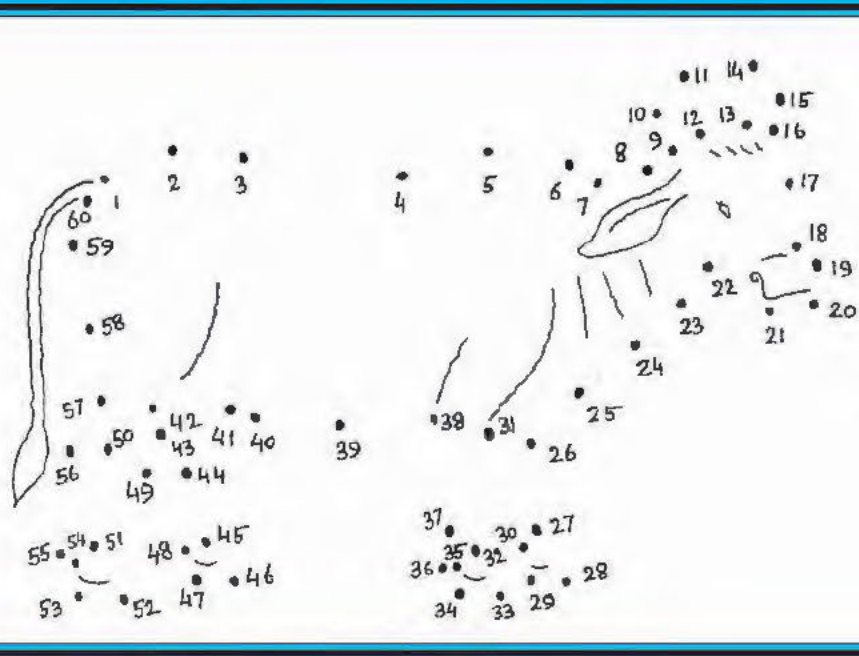
Let's work together...

Things you need -

- wax crayons
- colour pencils
- marker pen

Draw a sheep and a cow by joining the dots on page 43. Colour the animals. Label the body parts of the animals.





Lesson 3

The Grasshopper and the Ants



On your mark...

Look at the picture.

- Who are the creatures you see here?
- Where do you find them?
- How many ants are there in the picture?
- What is the grasshopper doing?





Let's read:

Unit -I

One summer's day a grasshopper was **hopping** about in a field. He was chirping and singing merrily. A group of ants walked past him. They carried **plump** seeds of corn.

"Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the first ant replied, "To our ant hill. This is the third seed I am carrying today."

"Why are you working so hard? Why don't you come and sing with me?" said the grasshopper.

"We are helping to store food for winter. You should also do the same," said the ant.

"Winter is far away.

It is a lovely day to play,"

sang the grasshopper.



But the ants went on their way. They continued with their hard work.

The weather soon turned cold. A thick white **blanket** of snow covered all the food lying in the field. The grasshopper could not find any food.

He went to the ants' hill. He saw that the ants had stored enough food for winter. He begged them for something to eat.

"What!" cried the ants in surprise, "Haven't you stored anything for the winter? What were you doing all summer?"

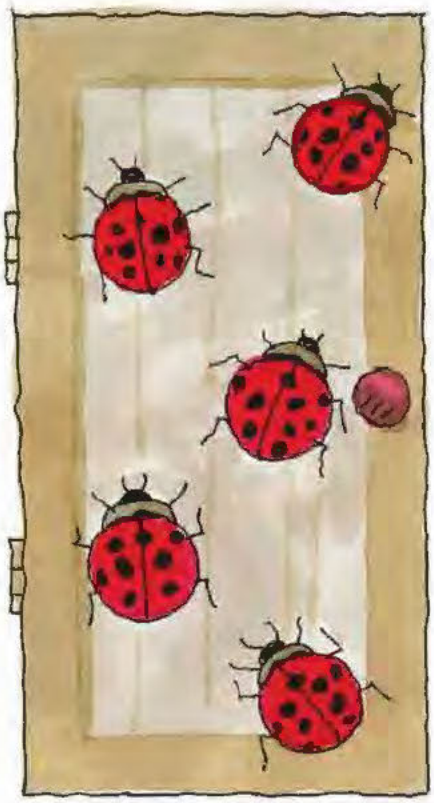
"I didn't have time to store any food," said the grasshopper; "I was so busy playing music."

The ants shook their heads in **disgust**. They turned their backs on the grasshopper and went on with their work.

*[Adapted from **Aesop's Fables**]*

Word Trove

hopping: jumping
plump: fleshy
blanket : cover
disgust : annoyance





Let's do...

ACTIVITY 1

Let's underline the correct answer:

a. The grasshopper was hopping about in a [1] summer's [2] winter's [3] autumn day.

b. The ants carried [1] fruits [2] corn [3] leaves.

c. In winter the weather turned [1] hot [2] cold [3] wet.

d. Snow is [1] white [2] green [3] brown.

e. The grasshopper spent the summer [1] playing music [2] begging [3] working.

ACTIVITY 2

Let's match column A with column B to make meaningful words:

A	B
Grass	ter
Win	sic
Blan	prise
Sur	hopper
Mu	ket

ACTIVITY 3

Let's fill in the blanks with the red-coloured describing words in the story:

a. The bag is very.....

b. The grasshopper was ..... playing music.

c. In winter we use a ..... blanket.

d. Ice is .....

e. She has a ..... smile.

ACTIVITY 4

Let's arrange the following words in alphabetical order:

summer, winter, weather, hill, ant, cold, busy, music, field, snow.

1. ant
2.
3.
4.
5.
6.
7.
8.
9.
10.



Let's talk...

Ask your friend:

a. Which insect can bite?
b. Which insect can fly?
c. Which insect lives in a group?
d. Which insect is green in colour?
e. Which insect moves in a row?



Let's read:

Unit -II

The Amazing World of Insects

We find insects everywhere – in the gardens, houses and trees. They are also present beneath the soil, in air and in water. Some insects live in shelters of their own. Honeybees build beehives and live in them. They also store honey there.



Insects feed on a number of things. Some insects even eat other insects or dead animals. Some insects, like ants, also eat leaves of plants.

A butterfly is the most beautiful insect. It has bright, colourful wings. It sucks nectar from flowers.

Mosquito is a harmful insect. It sucks blood from animals and human beings. Some mosquitoes also spread malaria.

The housefly is another harmful insect. It spreads diseases like typhoid, cholera and dysentery.

The glow-worm is an insect that glows brightly. Its **glow** can be seen clearly in the darkness. That is why it is different from other insects.

The grasshopper can jump for short distances. It makes a **strange** sound by rubbing the row of pegs on its back leg.

Most insects have wings. Again, some insects have **tentacles**, stings and claws.

Word Trove

glow	:	light from an object
strange	:	uncommon
tentacles	:	long, thin part of the body of some insects.



Let's do...

ACTIVITY 5

Have you ever seen these insects? Identify the insects with the help of their names given below:

honeybee, wasp, bedbug, cricket, cockroach, dragonfly















It's rhyme time

Incy Wincy Spider

Climbed up the water spout;

Down came the rain

And washed the spider out.

Out came the sun

And dried up all the rain;

So Incy Wincy Spider

Climbed up the spout again.



Let's do...

ACTIVITY 6

Who am I ?

a. I live with my friends in a hive. I store honey. Who am I?

_____

b. I work very hard. I store food for the future. Who am I?

_____

c. I suck the blood of animals. I spread malaria. Who am I?

_____

d. I am very small. I glow brightly in the darkness. Who am I?

_____

e. I have colourful wings. I suck nectar from flowers. Who am I?

_____

ACTIVITY 7

Let's write four sentences about a wasp with the help of the following words.

common, yellow, sharp sting, four wings, buzzing sound, wasp hive.

You may begin like this: The wasp is a common insect. It is yellow in colour. It has _____

_____

_____

_____

_____

_____

_____



Let's work together...

Make a list of all the insects you see around you.

Prepare a poster with the pictures of all the insects in your list.

Lesson 4

Know Your Birds



On your mark...





Let's talk...

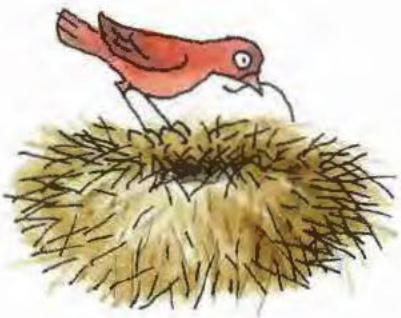
Ask your partner :

- Who can fly in the sky?





- Who has feathers?





- Who has a beak?



Let's read:

The Peacock and the Crane



Once upon a time, a peacock **lived** in a forest beside a lake. He was very proud of his beauty. Every day he **used** to go to the lake. There he **looked** at

his own reflection in the water. "Oh ! What a beautiful bird am I ! My feathers and wings are so beautiful!" he used to say to himself.

One day, a crane **came** to live by the lake. The peacock **saw** the crane. He **murmured**, "A new visitor is here to stay. I must go and **introduce** myself to him". So, the peacock **walked** to the lake. The crane was busy there. He was catching fish for lunch.

The proud peacock **spread** out his colourful feathers for display. Then he **said** to the crane, "Hello, Mr. Crane! Welcome to the forest. I am your **neighbour**."

"Thank you so much, Mr. Peacock," the crane **said.**

The peacock then **mocked** at the crane, "Why do you have such colourless feathers? You look so ordinary!"

The crane **replied**, "Yes. I don't have beautiful feathers and wings like yours. But I can fly across the lake with the help of my wings. Can your feathers help you to fly?" There was no reply from the peacock. He **felt** ashamed and **went** away.

Word Trove

murmured : said in a very low voice
introduce : make known
neighbour : someone living next door
mocked : made fun of



Let's do...

Activity 1

Put [T] for true and [F] for false statements in the given boxes. One is done for you:

1. The crane was catching frogs for lunch. [F]
2. The peacock lived by the side of a river. [ ]
3. The feathers of the crane were colourless. [ ]
4. The peacock was sorry for his beauty. [ ]
5. The crane came to live by the lake. [ ]
6. The peacock felt ashamed at last. [ ]

Activity 2

Fill in the blanks with the words in the help box. One is done for you:

1. The peacock felt very proud of his beauty.
2. The peacock _____ in a forest.
3. The crane _____ him a good lesson.
4. The peacock _____ at the crane.
5. The peacock _____ away ashamed.
6. The peacock _____ a crane in the lake by chance.

Help box

lived
felt
met
mocked
taught
went

Activity 3

Now look again at the sentences in Activity 2. Put them in correct order to frame a story:

1. The peacock lived in a forest.
2. _____
3. _____
4. _____
5. _____
6. The peacock went away ashamed.

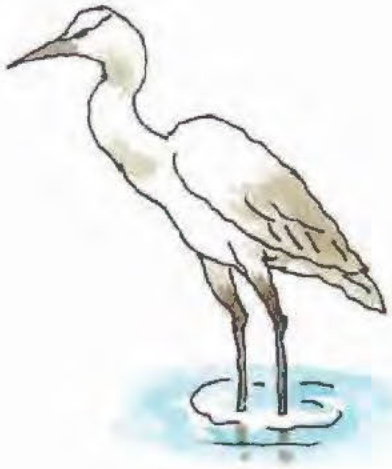
Activity 4

A. In the text you will find some underlined words. Some of them end with '-ed' and some of them end without '-ed'. Make a list of them. One is done for you:

Words ending with '-ed'	Words ending without '-ed'
1. looked	1. came
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

B. Write six words of your own. Remember, the words should end with '-ed'. One has been done for you :

1. helped
2. _____
3. _____
4. _____
5. _____
6. _____





Let's learn...



A weaver bird can weave a nest.



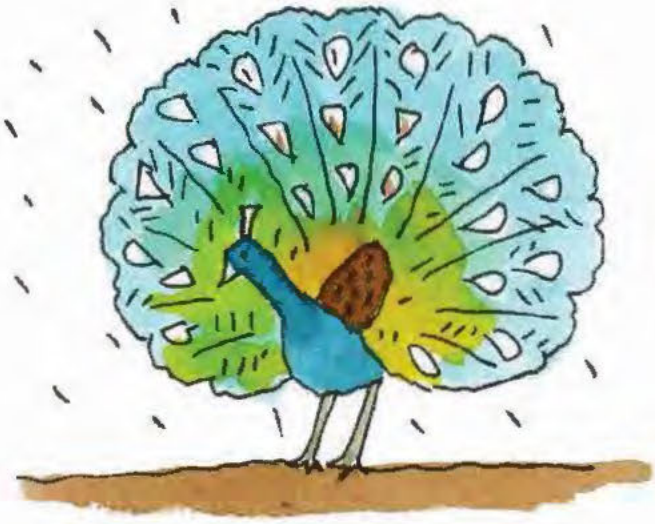
An owl can see at night.



A vulture can fly very high in the sky.



A cuckoo can sing sweet notes.



A peacock can dance in the rain.



A hen can lay eggs.



Let's do...

Activity 5

Look at the chart below. Work in groups. Frame as many sentences as you can. One has been done for you :

I		dance well.
We		do the work.
	can	
Sabina		sing a song.
Sabina's friends		help him.

I can dance well.

Activity 6

Dimpy's friend is waiting for her in the pond. Let's join the dots from a to z, to know who she is:





Let's learn...

Let's know how each bird cries :

Owls **hoot** Crows **caw** Ducks **quack**

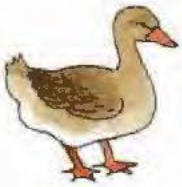
Parrots **talk** Sparrows **chirp** Cocks **crow** Pigeons **coo**



Let's read:



I am an eagle.
I eat snake, hare,
squirrel and fish.



I am a duck.
I eat tiny water-
plants and animals.



I am a bulbul.
I eat berries and insects.



I am a hornbill.
I eat lizard, fruits and
small insects.



I am an egret.
I eat fish.



I am a mynah.
I eat fruits, grains
and grasshoppers.



Let's do...

Activity 7

Let's tick (√) the correct answer:

1. A duck eats (a) tiny water animals ☐ (b) fruits ☐.
2. An egret eats (a) hares ☐ (b) fish ☐.
3. A hornbill eats (a) lizards ☐ (b) water plants ☐.
4. An eagle eats (a) hares ☐ (b) fruits ☐.
5. A mynah eats (a) grasshoppers ☐ (b) snakes ☐.
6. A bulbul eats (a) squirrels ☐ (b) insects ☐.

Activity 8

Let's find the names of these birds from the help box :









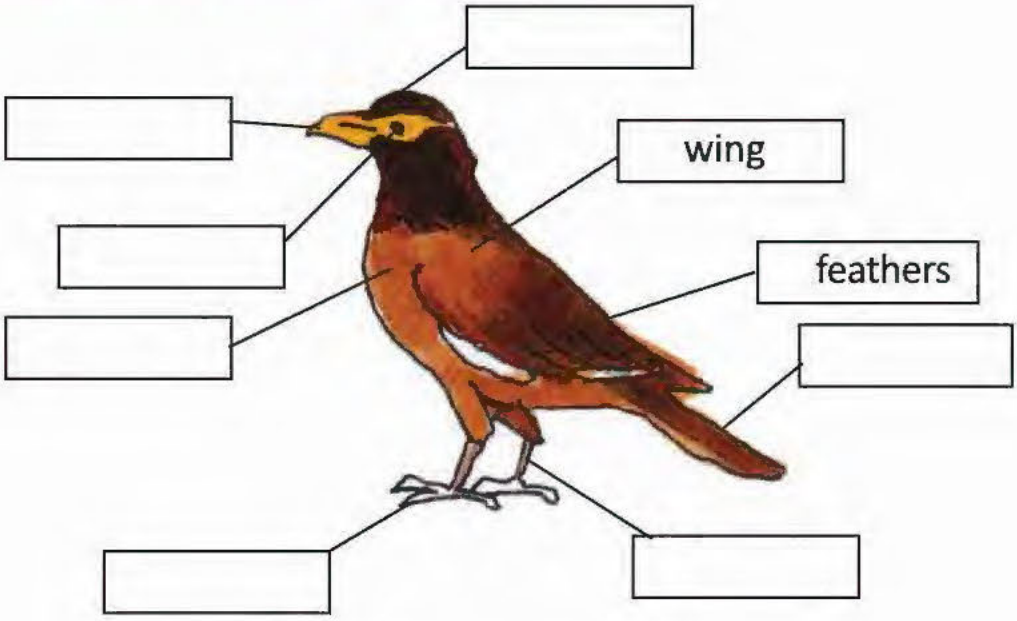


Help box

peacock
parrot
crow
owl
sparrow

Activity 9

Label the body parts of a bird using the help box:



Body parts of a bird

Help box

beak	head	eyes	tail	throat	wing	claw	feathers	leg

Activity 10

Match and write five sentences about birds. One is done for you :

Birds	sing	eggs.
	lay	sweet notes.
	eat	nests.
	build	seeds of a tree from one place to another.
	carry	harmful worms and save corn.

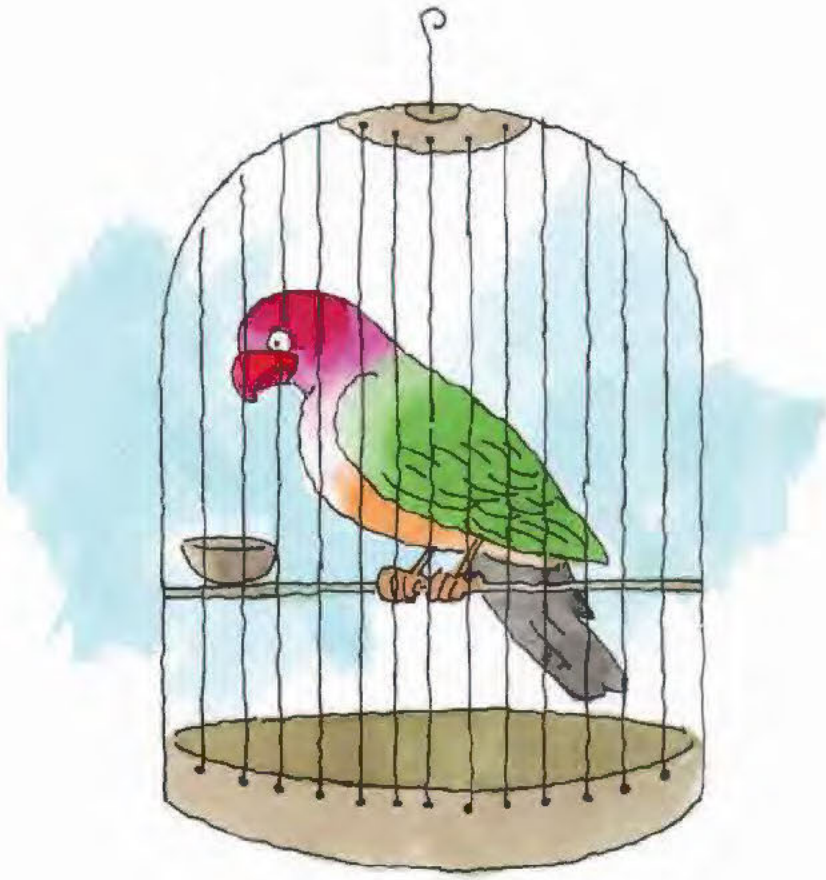
1. Birds build nests.
2. _____
3. _____
4. _____
5. _____



It's rhyme time

The Bird in the Cage

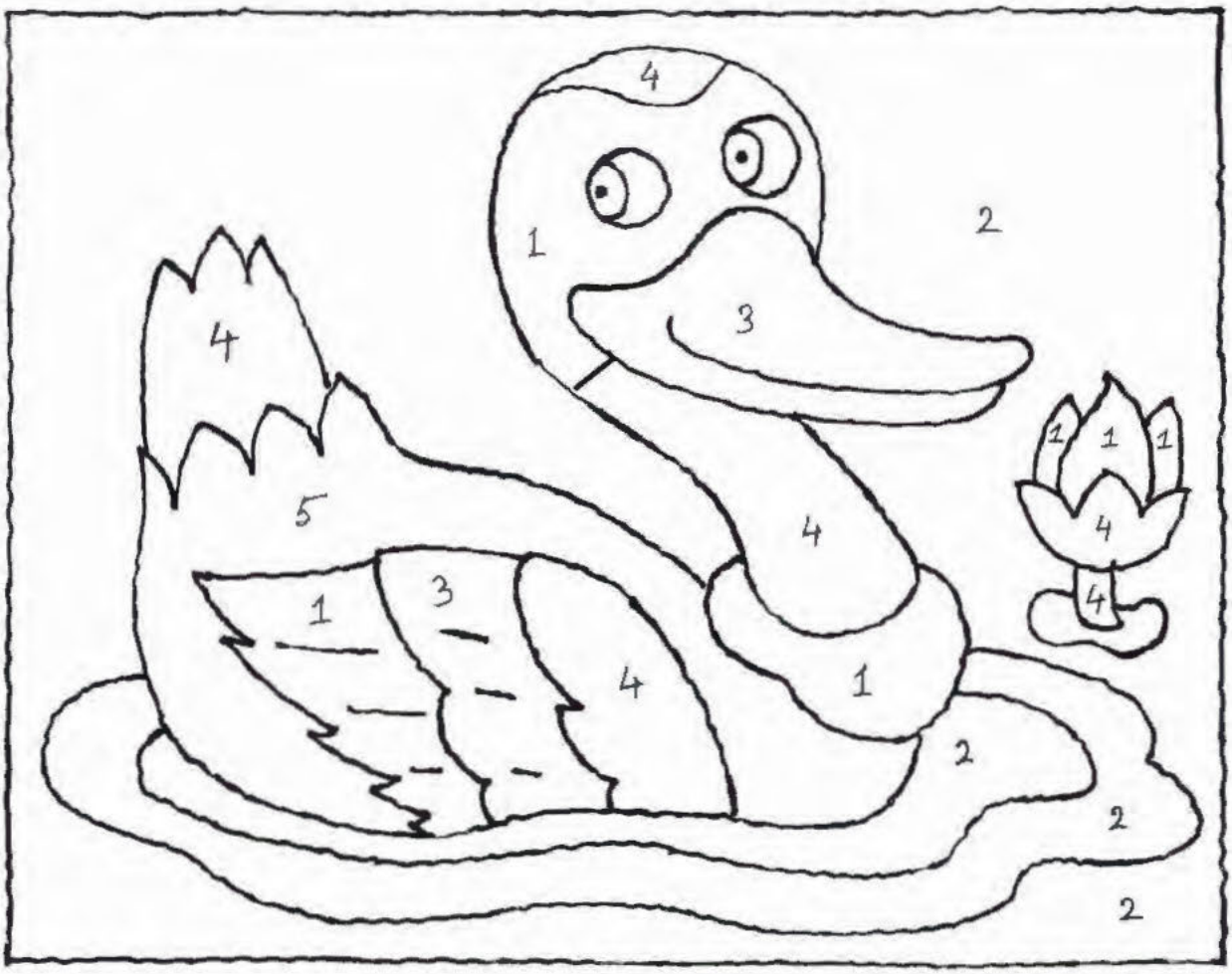
Bird in the cage,
Bird in the cage,
Will you fly away-
On a warm sunny day ?
Bird in the cage,
Bird in the cage,
I will break your bars,
And we'll fly to the stars!





Let's work together...

Colour the picture according to the given numbers. Follow the colour code:



Colour Code

1. Red	2. Blue	3. Yellow	4. Green	5. Brown

Lesson 5

Water



On your mark...

Let's look at the picture :





Let's talk...

Now ask your friend :

- What do you see in the picture ?
- What is the girl doing ?
- Do you drink water after taking food ?
- Where do you get water from ?
- Why do we need water ?



Let's read:

At the Breakfast Table

Mother : Good morning, Ruby.

Ruby : Good morning, mother.

Mother : Today is Sunday, but you're looking very sad. Any trouble, dear ?

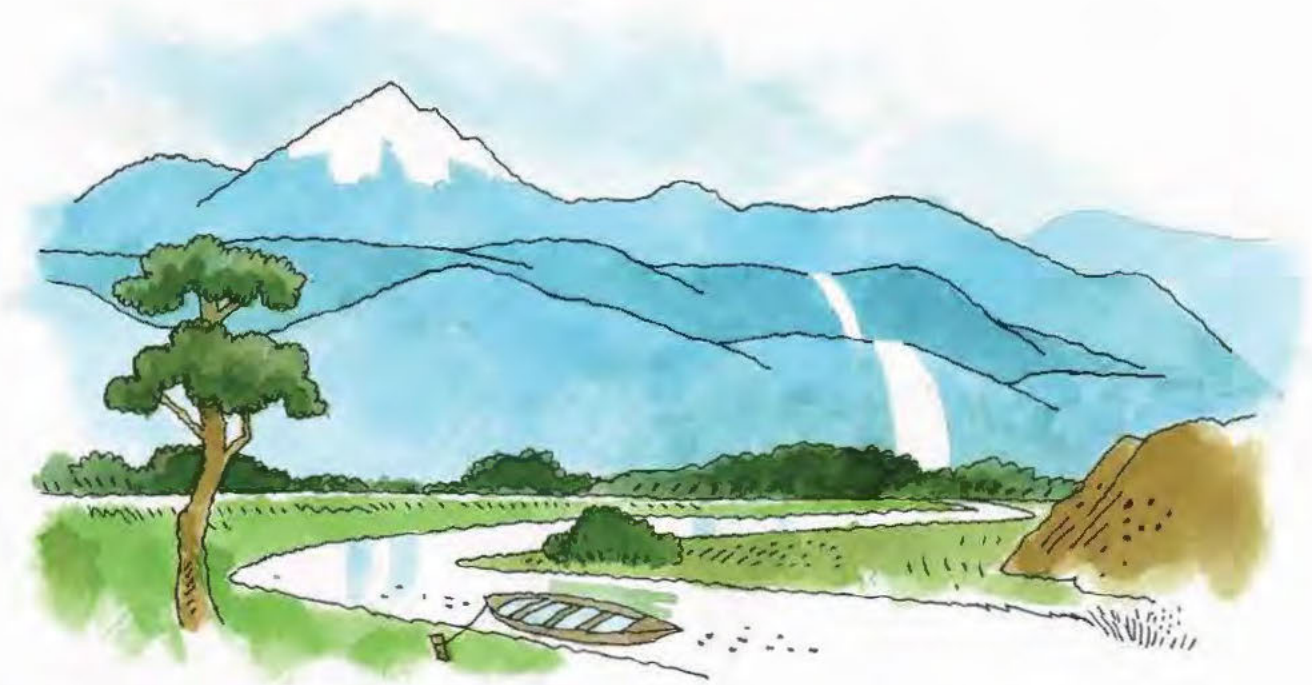
Ruby : You're right. I'm very unhappy.

Mother : What's the problem, child ?

Ruby : Last night I had a bad dream. I am still feeling afraid.

Mother : But why? What was the dream?

Ruby : Well... I dreamt I was walking on the road and was feeling very thirsty. But there wasn't a single drop of water anywhere.





Mother : Not a tap, tube well, well or pond nearby ? As you know, we get water from all of these.

Ruby : No mother, even the rivers and seas were without water.

Mother : That is strange ! We get water from so many sources, yet you saw such **scarcity**?

Ruby : What are these sources?

Mother : The main sources of water are rain and snow. Water from rain and snow fills rivers and ponds. Some of the rainwater goes underground.

Ruby : How do we get that water ?

Mother : With the help of wells or tube wells.

Ruby : Suppose, mother, if all the rivers, lakes, ponds and wells go dry what will happen then?

Mother : Then we won't survive. All animals and plants need water to live. We drink water and wash, bathe and clean things with it.

Ruby : You are right—I take my bath, wash my hands, and clean my dolls with water.

Mother : Not only you, but everybody needs water. Farmers need water to grow crops. Many animals and plants live in water.

Ruby : So many uses of water !

Mother : Hold on! Electricity is also generated from water. Water even helps to put out fire. So, you see, water is very important in our lives.

Ruby : If that is so, why did the teacher say that we pollute water in many ways?

Mother : Chemicals from factories, **garbage** and other waste products produced by man **pollute** water.

Ruby : So, water is wasted.

Mother : Right. Pollution and wastage of water must be stopped.

Ruby : But if we cannot stop it ?

Mother : Then, a world without water !

Ruby : That would really be terrible, mother !

Mother : Yes, if we cut down trees thoughtlessly, one day there will be no rain. The world will become a land without water. So, shall we pollute and waste water ? Shall we cut down trees ?

Ruby : No, mother. We shall keep the water clean and plant trees to welcome rain. Mother, look! It's raining outside! Thank God, my dream will never be true.

Mother : That's great! Now have your breakfast and enjoy watching the rain.

Ruby : Thank you, mother.

Word Trove

scarcity : shortage
garbage : dirty waste products that are thrown out
pollute : to make the water, air or soil dirty with harmful things.



Let's do...

Activity 1

We use water for many purposes. Let's make a list of these.

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



Activity 2

Which among these do not need water to exist ? Circle them.

(a) doll
(b) tree
(c) bottle
(d) man
(e) dog
(f) table
(g) fish
(h) bird





Let's talk...

Tell your friends how water is used in ways other than drinking.

Activity 3

Let's rearrange the jumbled letters to make meaningful words :

1) haws— w....
2) ertaw— .....
3) dpon— .....
4) habet— .....
5) erte— .....

Activity 4

Let's fill in the blanks with the words formed in Activity 3 :

1) _____is life for us.
2) We_____our clothes with water.
3) We can get water from _____.
4) _____welcomes rain.
5) Everyday we_____with water.

Activity 5

Match Table A with Table B. One is done for you :

Table A	Table B
a) tree	1) chemicals
b) farmer	2) pollution
c) factory	3) rain
d) snow	4) crop
e) garbage	5) mountain

Activity 6

Pick the odd one out and circle it with a colour pencil :

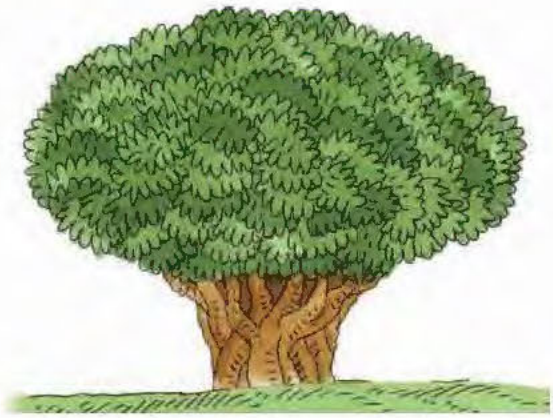
1. lake, river, pump, pond
2. cloud, sky, sun, grass
3. man, girl, child, tree
4. drinking, washing, playing, bathing
5. fire, snow, mountain, ice

Activity 7

Here is a list of natural objects. Put a tick mark [√] beside those that you have seen.

1) A tree
2) A mountain
3) Cloud
4) A well
5) A paddy field
6) A river
7) A pond

In your exercise book, draw a picture of each of the natural objects beside which you have put a tick. Write one sentence for each picture that you have drawn. One is done for you :



A tree is man's best friend

Activity 8



Let's select the words from the previous page and fill in the blanks :

1. It is good to drink..... water.
2. Rain in June is a .....event.
3. Mr. Roy is a ..... man.
4. We must have some .....habits.
5. We live in a .....country.



Let's learn...

Let's look at the following sentences :

1. Water <u>flows</u> in the river. (flow)
2. The boy <u>walks</u> on the road. (walk)
3. The bird <u>sings</u> a song. (sing)

In the above sentences 's' is added to the words in brackets because the naming word is singular (or one) in number.



Let's do...

<u>Activity 9</u>

Let's fill in the blanks with the words in brackets :

1. He _____the book on the table. (put)
2. She _____ at the picture. (look)
3. Bobby _____ his breakfast at 7 a.m. (take)
4. Bidisha _____ to eat mangoes. (like)
5. The boy _____ very fast. (run)

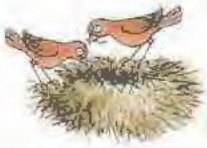
Activity 10

Here is a list of words. Study them.

garbage, pollution, waste, factories, chemicals, diseases, dirty, drains, river, man.

With the heip of the above words write four sentences on how water is polluted. One is done for you.

1. Water is polluted by chemicals from factories.
2. _____
3. _____
4. _____
5. _____



Let's work together...

We get water from different sources. Let's make a list of sources of water. Draw a picture of any two sources of water.

Lesson 6

The World Under Water



On your mark...

Can you name some fishes ?

Where do fishes live ?

What do they eat ? Discuss with your friends.

Come, let us read a story about fishes :



Let's read:

Unit-I

The Three Fishes

Once upon a time, three fishes lived in a lake. They were very close friends. All three of them were very different from one another.

The first one believed in fate. He thought what had to happen would happen. The second one was intelligent. He thought he knew how to solve a problem with his intelligence. The third one was the wise one. He thought long before taking any action.

One day, the Wise Fish was playing in water. He overheard one fisherman talking to another.

"Look at that one! What a big fish ! This lake is full of big fishes. Let us come tomorrow and catch them."

The Wise Fish hurriedly swam to his friends to tell the news.

"Let's leave this lake before those fishermen come back. A canal I know can take us to another lake," the Wise Fish said.



The Intelligent Fish said, "I know what to do if the fishermen come and catch me."

The Fish who believed in fate said, "Whatever is to happen will happen. I was born in this lake and I am not going to leave it."

The Wise Fish did not want to risk his life. So he swam through the canal and went to the other lake.

The fishermen came back the next morning. They cast their net. The two friends who stayed back were caught. There were many other fishes in the net. The Intelligent Fish thought of a way to escape. He acted as if he were

dead. The fisherman threw him back into the lake. But the other fish, who believed in fate, was still jumping in the net. The fisherman struck him dead.

[Adapted from ***Tales from Panchatantram***]



Let's talk...

Did you like the story ? Discuss in groups. Tell the class what you would do if you were one of the fishes:



Let's do...

Activity 1

Let's choose the right answer and complete the sentences :

1. The fish that overheard a fisherman talking was
   (a) the Wise Fish.
   (b) the Intelligent Fish.
   (c) the Fish who believed in fate.
2. The fish that wanted to leave the lake was
   (a) the Fish who believed in fate.
   (b) the Intelligent Fish.
   (c) the Wise Fish.
3. The fish that the fisherman threw back into the lake was
   (a) the Wise Fish.
   (b) the Intelligent Fish.
   (c) the Fish who believed in fate.

Activity 2

Let's answer the following questions:

1. What did the first fish believe in?
2. What did the Wise Fish overhear ?
3. How did the Intelligent Fish save himself ?



Let's learn...

Some words in the story are in red colour. They all end in-d or-ed :

Believed; overheard; acted.

These words show that the event happened some time ago.
For example...

Now	Then
believe	believed
overhear	overheard
act	acted



Let's do...

Activity 3

Let's fill in the blank with words ending in -d or -ed:

Now	Then
turn	_____
jump	_____
ask	_____
smile	_____



It's rhyme time

Twenty Frogs

Twenty froggies went to school
Down beside the rushing pool
Twenty coats all pressed and green
Twenty vests all white and clean.

We must be in time, said they
First we study then we play;
That is how we learn the rule
As we froggies go to school.

Master bullfrog brave and stern
Taught us each all in our turn,
Taught us how to leap and dive
Also how to nobly strive.
Taught us how to dodge below
From the sticks which bad boys throw.

Twenty froggies grew up fast
Big frogs they became at last.
Polished to a high degree
As each froggie ought to be.

Now they sit on other logs
Teaching other little frogs.





Let's read:

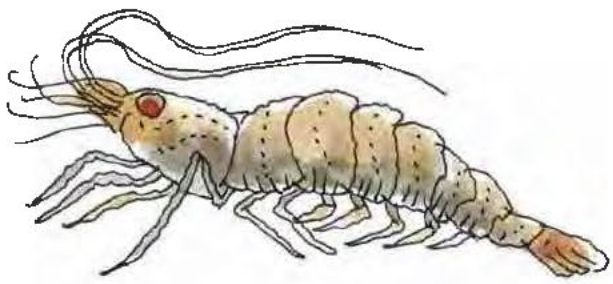
Unit-II

Aquatic Animals

Hamid studies in class III. His father is a fisherman. Sometimes Hamid goes out with his father to catch fish. Hamid loves to eat fish. Fishes live in water. They are **aquatic** animals. They can breathe in water with their **gills**. But when we take them out of water they die. A fish moves very easily in water. The tail of a fish is hard. The fish changes its direction with its tail.

There are various types of fishes. Some live in fresh water while others live in **saline** water. Fishes like hilsa and pomfret live in saline water. They migrate to sweet water to lay eggs. Other fishes like koi, katla live in ponds and lakes. Hamid knows that many of his friends keep fish as pets. Fishes live on worms, but some fishes eat other small fishes. Fishes are very helpful to us. A fish called guppy eats the larva of mosquitoes.

Prawns also live in water. Prawns are not fish. They are insects. They can also swim very fast. The body of a prawn is covered with a soft shell. A prawn has no backbone. Hamid's father told him that the prawn's body has three parts: the head, the thorax and the abdomen. The head has an **antenna** and two eyes. The middle part is called the thorax. Prawns have jointed legs. The lower part of the body is the abdomen.

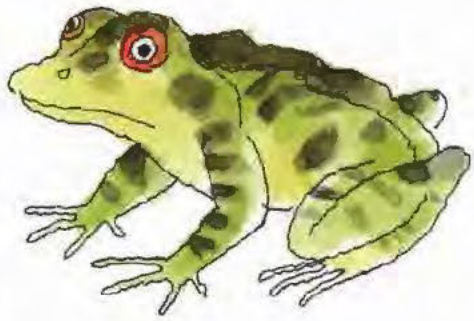


One day Hamid's father found a crab in the net. Hamid saw that the crab has pincers. It can pinch with pincers. His father told him that there are no bones



in a crab's jointed legs. Hamid saw that the jointed legs have hard outer covers.

When the rains came Hamid heard the **croaking** of frogs. One day a frog came into their house. Hamid caught the frog. The frog was looking at him with its big red eyes. Hamid saw that the skin of the frog was rough and **moist**. Its hind legs are always folded. His father told him that the folded legs help the frog to jump. The front legs are small. He also saw that the frog has toes like him, but the toes are joined with skin. Hamid's father said that the **webbed** feet help it to swim. It lives in water and also on land. Hamid tried to give some food to the frog. His father laughed, as a frog would only eat insects. Its folded tongue would easily catch a fly or an insect. Hamid let the frog go. He decided not to throw stones at the frogs ever again.



Word Trove

aquatic	: living in water
gill	: breathing organ of fish
saline	: salty
antenna	: a type of sensor or feeler
croaking	: the sound produced by frogs
moist	: wet or damp
webbed	: toes joined by a thin layer of skin



Let's do...

Activity 4

Let's put tick [√] marks and cross [x] marks in the boxes according to the information given in the text :

	Has scales	Lives in water	Eats worm	Has bones
Fish				
Prawn				
Crab				
Frog				

Activity 5

Let's complete the following sentences :

1. Fishes breathe in water with the help of _____.
2. Three main parts of a prawn's body are head, _____ and _____.
3. The head of a prawn has _____ and _____.
4. The crab pinches with its _____.
5. The skin of a frog is _____ and _____.

Activity 6

Use words from the help box and write four sentences about fish. You may begin like this :

Fishes live in water. They _____

_____

_____

_____

_____

Help Box

fins, gills, scales, tail, eyes, water, worms



Let's work together...



A. Draw the picture of a fish you like.

Colour the fish.

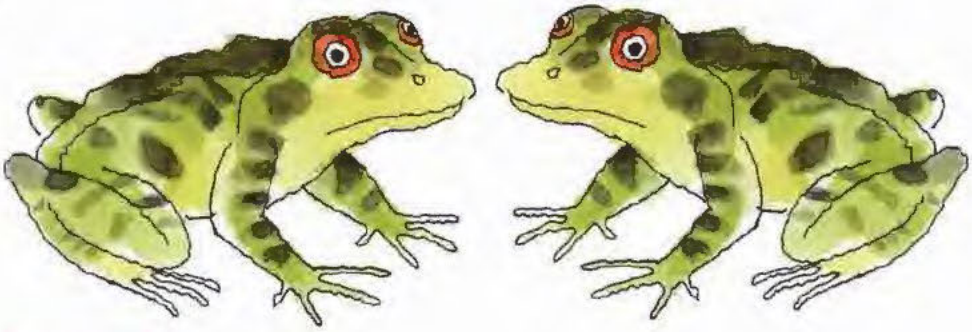
Now paste a piece of cardboard behind the fish.

Take some glitter.

Add glue and paste it on the eye of the fish.

Your fish is now ready.

Show it to your class. Talk about the different kinds of fishes you have seen.



B. Let's make a model:

Things you need :

soft clay; brush; water colour; two little black beads

Method :-

1. Soften the clay.
2. Press it from two sides to form the body of the frog.
3. Make two front legs.
4. Place the two beads in the position of eyes.
5. Colour the frog.
6. Show the model to your friend and talk about the habits of frogs.

Lesson 7

Our Green Friends



On your mark...

- We see green trees around our homes. Can you name some of them ?
- Name a few common flowers.
- Suppose you go to a market to buy some fruits. Which fruits will you buy?



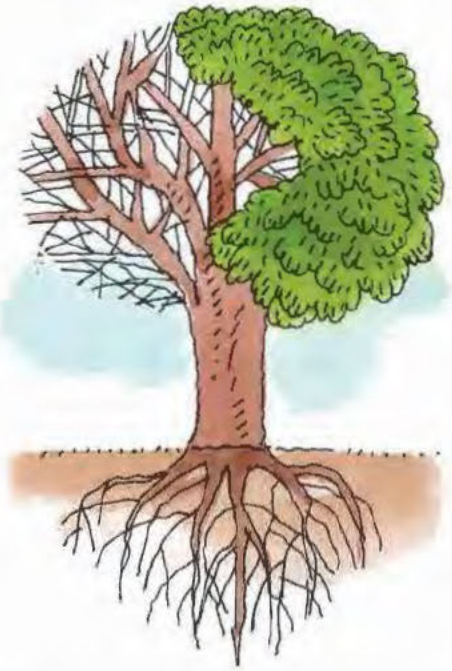
Let's read:

Unit -I

The world around us is green with trees. Trees are our best friends. Trees are of many kinds. Some are big. Some are small. Like us, a tree also has life. It has roots. Roots go deep into the soil. They help a tree to **draw** water and **provide** strong support.



Do you know, trees can make their own food? With the help of sunrays trees make their food in their leaves. The branches carry food to the different parts of a tree.



Trees help us in many ways. We get oxygen from trees. We cannot live without oxygen. We get fruits and vegetables from the trees. Cows, goats, sheep and many other animals feed on leaves and grass. Trees give us beautiful flowers, too.

The green world gives us many other wonderful gifts. We get different

medicines from plants. Trees give us shade. Wild animals like tiger, lion, deer, elephant etc. live in forests. We get wood from trees. Trees bring rain, too. The green forests **invite** rain. Trees hold the soil together with their roots.


Brahmi


Aloe vera


Neem

Word Trove

draw : pull up
provide : give
invite : welcome



Let's do...

Activity - 1

Underline the correct answer in the brackets. One is done for you:

a. Trees make the world (living/water/<u>green</u>).
b. The light of the (Moon/Sun/lamp) helps trees to make food.
c. (All/Some/No) trees are big.
d. The part of a tree under the ground is (root/branch/leaves).
e. Wild animals live in the (forest/villages/water).

Activity - 2

Find five naming words from the above text. Put them in List - A. Find five doing words from the above text. Put them in List - B. One is done for you:

List A	List B
1. trees	1. give
2.	2.
3.	3.
4.	4.
5.	5.

Activity - 3

Let's answer the following questions:

a. Does a tree have life ?
b. Where do trees make their food ?
c. What does a goat eat ?
d. Which part of the tree carries food to its different parts ?
e. Which part of a tree draws water ?

Activity - 4

You can see pictures of some parts of a tree and the names of those parts. Match the names with the pictures:

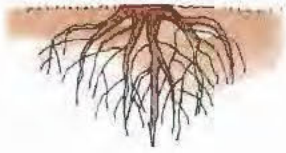
branches

roots

leaf

fruit

flower













Let's talk...

We can see the roots of a tree in Picture 1 of Activity 4. Tell your friends what you see in Pictures 2,3 and 4. Ask your friend to say a few words about Picture-5.



Let's do...

Activity - 5

Let's put [T] for true and [F] for false statements in the boxes:

a. Roots give strength to a tree. ☐

b. Wild animals live around us. ☐

c. Trees can be big or small. ☐

d. Flowers and fruits are the gifts of the green world. ☐

e. Green forests do not help to bring rain. ☐

Activity - 6

Flowers and fruits make nature very colourful, don't they ? Here are five colours. Against each colour, write the name of one flower/fruit of that colour :

Colour	Flower/Fruit	Colour	Flower/Fruit
red	_____	pink	_____
yellow	_____	blue	_____
white	_____		

Activity - 7

The following list tells you about the parts of a tree. But there are some words that da not refer to parts of a tree. Let's find them and crass them out:

1. leaves
2. roots
3. trunk
4. feathers
5. flowers
6. fruits
7. bones
8. branches
9. fin
10. claw

Activity - 8

Write two words each, beginning with the following letter-clusters. One is done for you :

(a) Fr fruit _____ _____

(b) tr _____ _____

(c) cl _____ _____

(d) sh _____ _____

(e) sp _____ _____

Activity - 9

Some letters are missing in the following words. Fill in the blanks by choosing letters from the help box. An example is given for you:

br a n c hes, d___ ___w, ___ift,

me___ici___e, in___ite, w___nde___ful,

___rien ___ly

Help Box

d	l	h	c	t
o	g	f	v	n
r	l	m	a	r

Activity - 10

With the help of the following words write four sentences about Trees.

We green trees
help flower oxygen
get fruits friends
give vegetables
are big need wood
small

You may begin like this :

Trees are our best friends.

_____

_____

_____

_____



Unit -II



On your mark...

- All of you must have seen a big, old tree.
- Which birds did you find in that tree ?
- Did you see any insect there ?



Let's read:

There was an old mango tree in a farmer's garden. It was very old. So, it stopped bearing fruits. It only gave shelter to the sparrows, butterflies and



squirrels.

The tree was completely useless to the farmer. One day he decided to cut down the tree.

So he took a **sharp** axe and **struck** at the trunk of the tree. At once all the creatures living in the tree requested the farmer, "Please don't cut down this tree. It is our home."

But the farmer did not listen to them. So the sparrows, butterflies and squirrels left the tree.



The farmer was in a hurry to finish off his work. Suddenly, he saw something in the **hollow** of the tree. What did he see ?

"A beehive! Full of honey !" he said.

He tasted the honey. "How sweet!" he said. The farmer understood that the tree was not useless.

"How foolish I was! No tree can be useless," he said to himself.

He stopped striking at the tree and went away. The sparrows, the butterflies and the squirrels were all happy. They all came back to their home.

Word Trove

sharp	: having a fine edge
struck	: hit hard
hollow	: with a hole inside



Let's do...

Activity 11

Let's tick [√] the right answer :

a. The mango tree in the farmer's garden -

(i) bore many fruits ☐

(ii) bore only a few fruits ☐

(iii) bore no fruit at all ☐



b. The farmer struck -

(i) at a branch ☐

(ii) at the root ☐

(iii) at the trunk ☐

c. The honey was -

(i) bitter ☐

(ii) tasteless ☐

(iii) sweet ☐

d. The sparrows, butterflies and squirrels were happy because -

(i) the farmer did not take away the honey ☐

(ii) the farmer planted another young mango tree ☐

(iii) the farmer went away without cutting down the old tree ☐

Activity 12

Find out who made these statements :

a. Don't cut down this tree

_____

b. No tree can be useless

_____

Activity 13

Let's answer the following questions:

a. What did the farmer use to cut down the tree ?
b. What did the farmer see in the hollow of the tree ?
c. What did the farmer finally realise ?

Activity 14

Let's fill in the blanks with words from the help box :

a. A_____grows vegetables for us.
b. Squirrels_____in the trees.
c. _____, our teacher came into the class.
d. I like_____.
e. Always _____ to your teacher.

Help Box

suddenly, sweets, farmer, listen, live

Activity 15

Here are some doing words. Let's add - ed to these:

Words : start, work, match, jump

start _____

work _____

match _____

jump _____



Activity 16

Let's form words from the jumbled letters. The first letter and the last letter of each word are given :

1. fttreblyu : b_____y
2. leuqrsri : s_____l
3. trceareus : c_____s
4. atrefthree : t_____r
5. dernusotod : u_____d

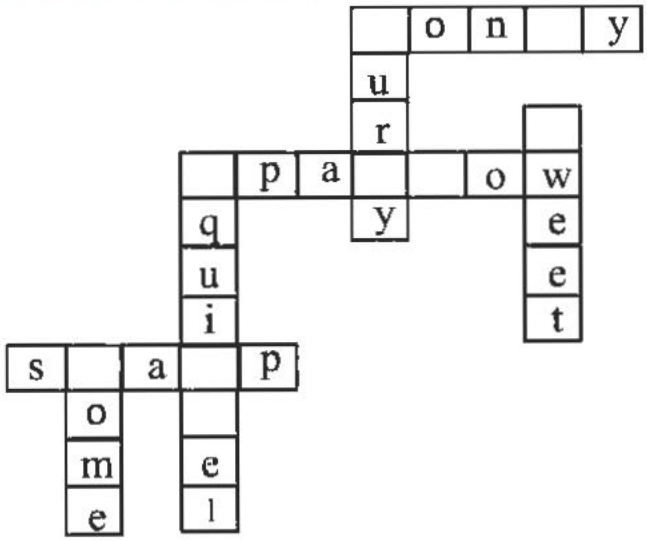
Activity 17

Let's match words with their opposites. One is done for you :

A	B
old	bitter
sharp	start
finish	sad
sweet	young
happy	blunt

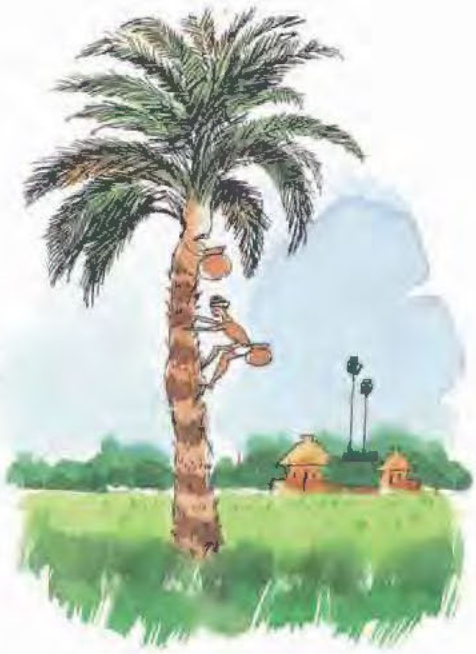
Activity 18

Write the missing letters in the empty boxes to make meaningful words :





Let's learn...



Look at the following sentences :

a) It is **our** home.

b) He stopped **his** work.

c) They all came back to **their** tree.

The coloured words tell us to whom the following things belong.

Some other words like these are:

my, **your**, **its** and **her**.



Let's do...

Activity 19

Fill in the blanks with the words given in the help box :

1. We love _____ school.
2. He does _____ work himself.
3. Rani plays with _____ brother.
4. The sparrows, squirrels, and butterflies left _____ tree.
5. I do _____ class work daily.
6. A tree can make _____ own food.

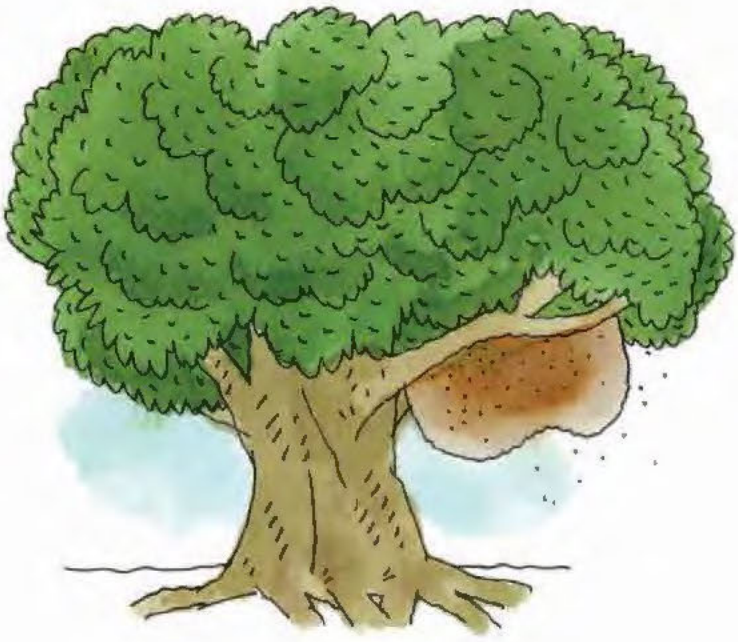
Help Box

my, your, our, its, his, her, their



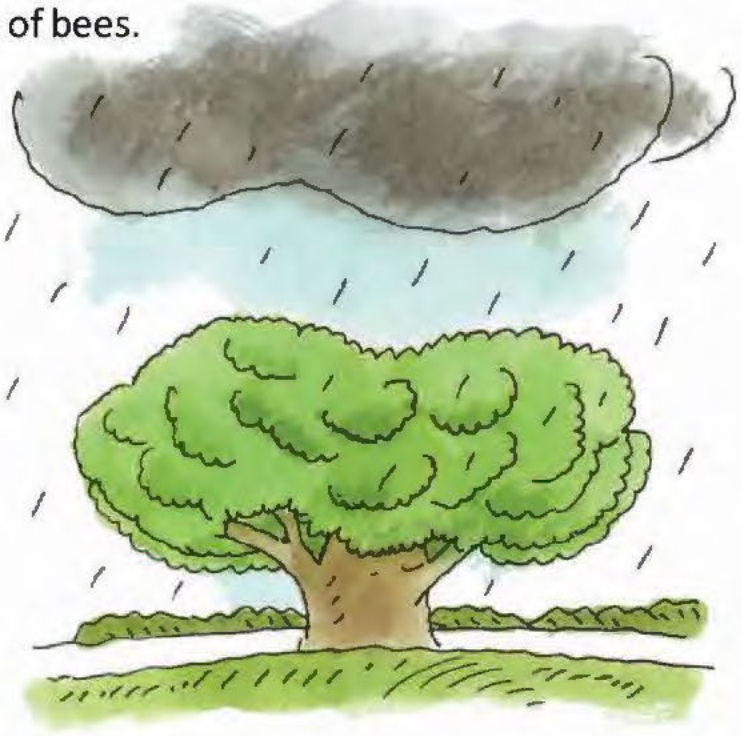
It's rhyme time

Trees, Trees



Trees, Trees
Home of bees,
Home of seeds,
Trees, Trees,
Home of bees.

Trees, Trees,
Home of bees,
Home of buds,
Trees, Trees,
Home of bees.



Trees, Trees,
Home of bees,
Home of leaves,
Trees, Trees,
Home of bees.

Trees, Trees
Home of flowers
Bring showers
Trees, trees,
Home of bees.



Let's work together...

Plants give us medicines. We can find such plants around our house and school. Let's make a chart by pasting the leaves of five such plants on a sheet of paper:

Method

Collect the leaves.

Wash them.

Dry them and paste them on a white chart paper with gum or tape.

Write the names of the plants.

Show your work to your class.



Lesson 8

The Journey of Wheels

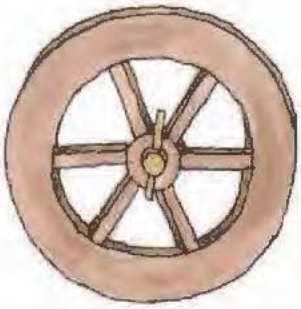


On your mark...

Let's look at the pictures:

- How many of these objects have you seen?
- What is common in all these pictures ?













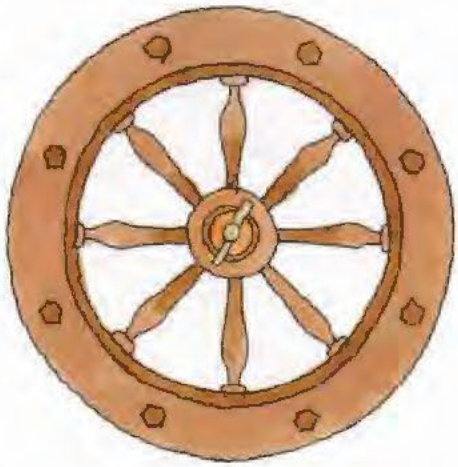


Let's read:

Unit -I

Do you know Munni ? Munni is a little girl. She studies in class III. Her father is a potter. She helps her father in making earthen pots. She goes to the market with her father in a bullock cart. Her father takes her to school on his bicycle everyday. Last Sunday she went to the village fair. She took a ride in the Giant Wheel and the Merry-go-round.

Munni was very happy. She saw how we use the wheel in different ways. Without the wheel there would be no bicycles, cars or trains. Wheels are used in windmills and steam engines, too. Without the wheel her father would not be able to make pots, her mother would face trouble in drawing water from the well.



Many **factories** run on wheels. But who **invented** the wheel ? Nobody knows the answer. One of the first wheels used was the potter's wheel. It happened 5500 years ago. Later man used the wheel for **transport**. The first means of transport was a wooden cart. Wheels changed our lives. We can now move easily and quickly from one place to another. We can easily transport heavy goods on wheels. Our physical work became less with the invention of wheels. Right from the tiniest watch **gear** to the large vehicles, the wheel is found everywhere. It saves our time. It makes our life better.

Word Trove

factories	: workshops where machines make things
invented	: created something new
transport	: means of getting from one place to another
gear	: that part which controls the speed of a machine



Let's do...

Activity 1

Name four things that are run by wheels. One is done for you:

1. Bicycle
2.
3.
4.



Activity 2

Let's put "T" for true and "F" for false sentences in the boxes given below :

1. A bicycle needs wheels to move. ☐
2. The first transport was a bullock cart. ☐
3. We observe the use of wheels right from the watch to the Giant Wheel. ☐
4. Munni took a ride only in the Giant Wheel. ☐

Activity 3

Let's complete the following sentences :

1. Without the invention of the wheel, there would have been no vehicle like _____.
2. Man used the wheel _____ years back.
3. One of the first wheels was _____.
4. The invention of the wheel changed _____.

Activity 4

Let's answer the following questions :

1. What does Munni's father do ?
2. Why is the wheel very important for a potter ?
3. When was the wheel invented ?
4. Why do you think a wheel plays an important role in our lives ?



Let's learn...



Study how the following sentences can be divided in two parts :

1. Munni was very happy.
2. She studies in class III.
3. Man used the wheel for transport.
4. Wheels changed our lives.
5. Our physical work became less.

1. Munni	1. was very happy
2. She	2. studies in class III
3. Man	3. used the wheel for transport
4. The wheel	4. changed our lives
5. Our physical work	5. became less



Let's do...

Activity 5

A. Let's match the words of the blue box with that of the green box to make complete meaningful sentences :

1. Wheels	1. became less
2. Physical labour	2. run machines
3. One of the first wheels	3. move easily
4. Nobody	4. was the potter's wheel
5. We	5. knows the answer

B. Now divide the sentences as shown before :

1. She helps her father.
2. She went to the fair.
3. He bought a pen from the market.
4. We use wheels in different ways.



It's rhyme time

Let's sing together :

The wheels of the bus
Go round and round
Round and round, round and round,
The wheels of the bus
Go round and round
All day long.





Let's talk...

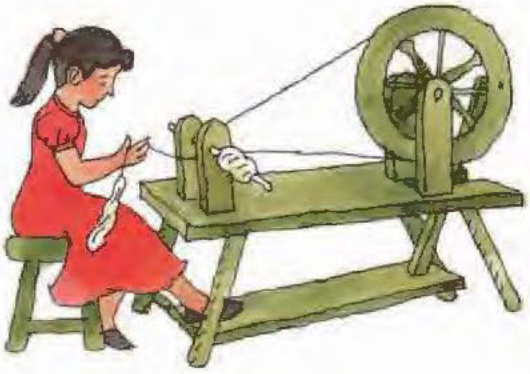
Have you ever seen a spinning wheel ? Look at the picture on the next page. Can you say what it is used for ? Ask your partner.



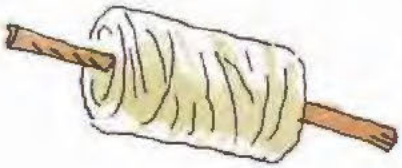
Let's read:

Unit - II

Once there were two sisters. They lived in a village. All day long the elder sister used to work at the spinning wheel. She was very hard working. But her younger sister was very lazy.



One day the elder sister was sitting by the well. She was also working at the spinning wheel. Her hands were wet with sweat. Dirt stuck to the sweat. So she dipped her hand into the well to clean them. By mistake, she dropped the **shuttle** into the well. She began to weep.



Word Trove

shuttle : a bobbin for carrying the thread across the cloth



Let's talk...

If you are the girl who has dropped her shuttle, tell your friend what you would do to get back the lost shuttle. Will you -

- tell your mother
- ask a friendly neighbour to fetch it from the well



Let's do...

Activity 6

Let's tick the correct answer :

1. The girl lived in a
   (a) town
   (b) city
   (c) village
2. The girl spun the wheel sitting
   (a) at home
   (b) by the well
   (c) under a tree
3. The little girl worked
   (a) till night
   (b) all day long
   (c) till afternoon



Let's read again:



The poor little girl dived into the well to get the shuttle. As she fell, she became senseless. Thus she dropped down to the bottom of the well.

When she awoke she found herself sitting in a meadow. The sun was shining brightly. There were flowers

everywhere. Across the meadow she saw some apple trees. The trees were full of apples. As she looked up, each of the trees called out, 'Shake me, shake me. The apples are all ripe'.

So she shook the trees. The apples fell like rain. She gathered them in a heap.

Then she came to a little house. There she saw an old woman. The woman had large teeth. The girl was afraid.



Let's do...

Complete the following sentences with information from the text :

1. The poor little girl dived .....
2. The meadow had some .....



Let's talk...

- If you were the elder sister, would you be afraid on seeing the old woman ? Discuss with your friends.
- Would you run away ?
- What would you do otherwise ?



Let's read again :

The girl was about to run away. But the old woman called her, 'Why are you running away? Don't be afraid. I am Mother Moon.'

The old woman spoke very kindly. So, the little girl decided to stay with her.

She looked after the old woman. The woman was very happy. The little girl enjoyed good food everyday. She had everything she wanted.

But one day, she wanted to go home. She told Mother Moon her wish. So the woman took her near a big door. At once the door opened. The girl looked out. There was a shower of gold. Mother Moon said, "All these are yours. You work hard all day. This is your reward."



The door closed. The girl found herself in front of her house. There was a cock close by. It cried out-

"Cock-a-doodle-do

Your golden girl comes to you."

She entered her house. She told her mother all that had happened. Her mother wished the same luck for her younger daughter as well. So the younger daughter went and sat by the well. She dropped the shuttle into the well. She jumped into the well. She came to the same **meadow**. She saw the same trees. But she did not shake the trees. She came to stay with Mother Moon. But she was very lazy. She did not get up in the morning. She did not work hard like her sister. Mother Moon did not like her. So, when she returned home empty-handed, the cock began to cry-

"Cock-a-doodle-do

Your lazy girl comes to you."

[Adapted from **Grimm's Fairy Tales**]

Word Trove

meadow : green field



Let's do...

Activity 7

Let's answer the questions :

1. Why did the elder sister stay with the old woman ?
2. Why was Mother Moon very happy with the elder sister ?
3. Why did the elder sister get gold ?
4. How was the younger sister different from the elder sister ?

Activity 8

Using the letters of the given word make three new words. One is done for you:

Mother : her/other/home

Happened :.....Pen...../...../.....

Thought :...../...../.....

Before :...../...../.....

Meadow :...../...../.....



Let's learn...

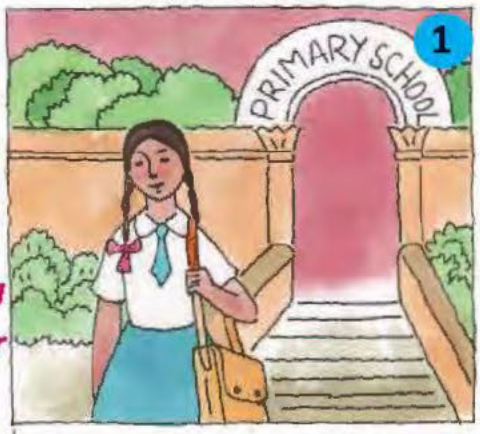
The natures of the two sisters were completely opposite. One was hardworking, the other lazy. Look at the opposite pair of words.

elder	younger
hardworking	lazy



Let's talk...

Imagine the girl in the picture is you. Can you tell the class what happened on that particular day ?

















Let's do...

Activity 9

Here are some opposites. But the letters of the words in table B are jumbled. Let's rearrange the letters in the right order to find out the opposite words:

A	B
Young	dlo
Little	egral
Happy	yppahnu
Small	gib
Light	yvaeh
Near	raf

Activity 10

Let's write down what happened the other day by looking at the pictures on page 111. The first sentence is written for you :

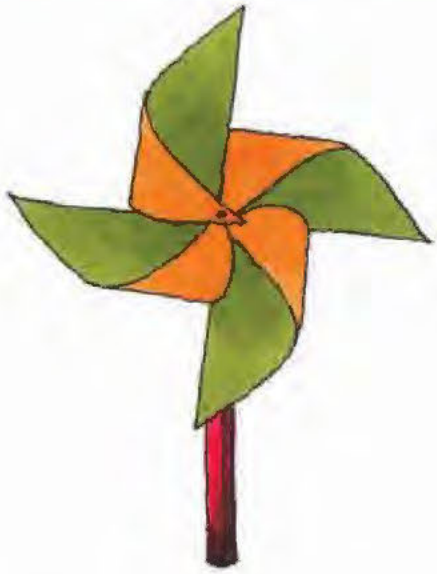
1. I was leaving school to go home.
2.
3.





Let's work together...

Have you seen a pin-wheel ? Do you know how to make it ? Come, let's make a pin wheel.



Things we need :

- A sheet of plain paper
- A pair of scissors
- A pencil with an eraser at the end
- Crayons or colour pencils
- A hole-puncture
- A pin

Method :

- Draw a square of 6 inches on the paper.
- Draw any pattern or picture with the crayons.
- Starting at each corner of the square cut a diagonal slit from the edge towards the centre. Stop about halfway to the centre.
- Now use the hole-puncture. Make a hole at each corner of the square and also at the centre of the square.
- Carefully fold each punctured corner. Allign all the holes at the corners with the hole at the centre. Be careful not to crush the paper.
- Finally, attach the pin-hole to the pencil. Insert the pointed head of the pin through the punched holes sticking it into the eraser at the end of the pencil.

Your pin-wheel is ready. See how it turns when the wind blows on it.

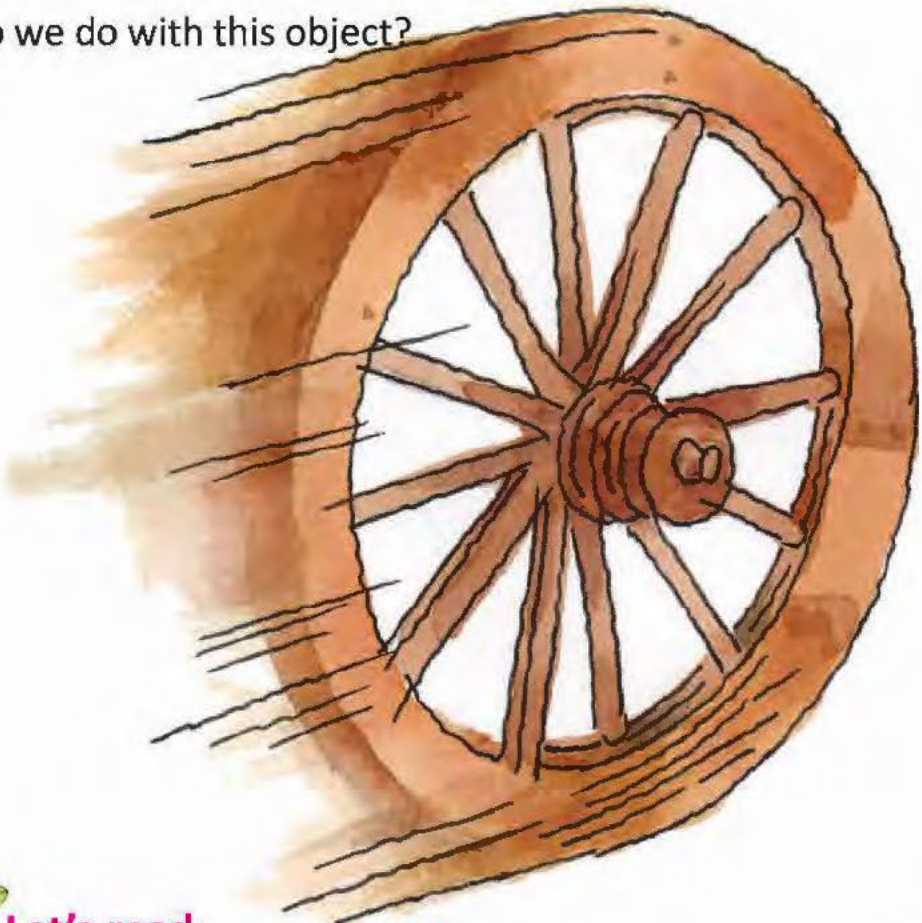
Lesson 9

Moving Around



On your mark...

- What do you see in the picture?
- What do we do with this object?





Let's read:

Unit-I

Transportation on Wheels



I am Mirik Roy. I am a student of Class III. I live in a small village. I ride the cycle-van to school everyday. This van is blue in colour. A van has three wheels.



My father has a green bicycle. It has two wheels. Last year, my father taught me to ride the bicycle. It was great fun.

I enjoyed a visit to Kolkata, too. The trip was during the summer vacation. My parents took me there. My father told me about a **variety** of vehicles in the city.



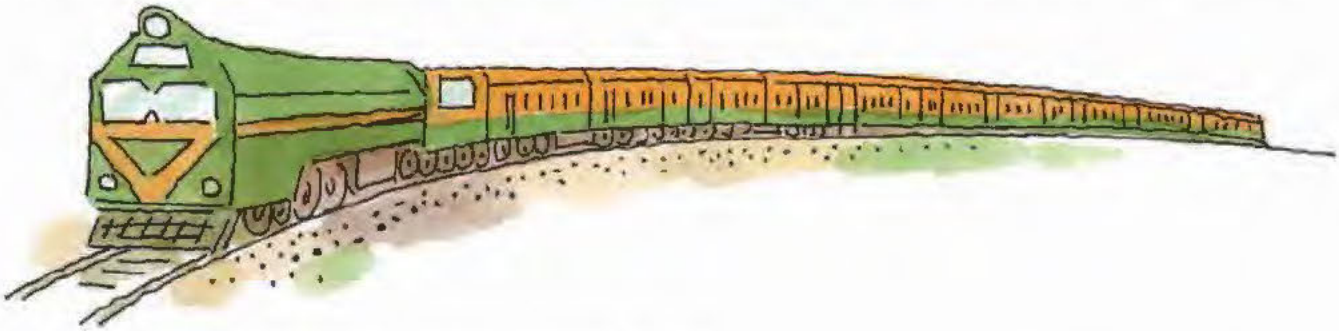
From our home, we took an auto-rickshaw to the bus stand. The auto-rickshaw was yellow in colour. It had three wheels.



A big red and white bus took us to the railway station. I saw the bus had six wheels.

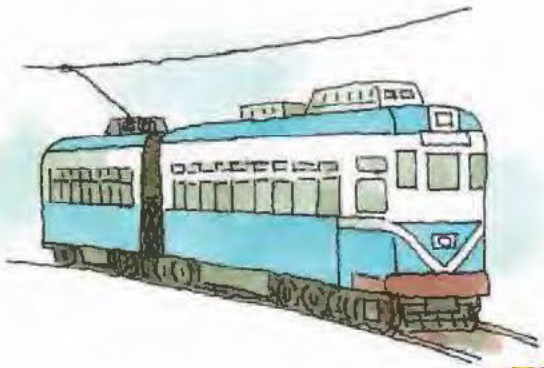
At the station, we got into a train. It was green and gold in colour. It was like a big snake. A train has many wheels.

In the city, I saw a train-like thing with two compartments moving on rails.



My father told me it was not a train but a tram. It was blue and white in colour. It also moved on wheels.

There were many cars in the city. Cars of different colours moved very **fast**. Cars have four wheels. My father told me all these were vehicles. They move on wheels.



I was happy to ride the auto-rickshaw, the bus and the train. I was also **glad** to see the tram and the cars. But what I enjoy the most is a **ride** on my father's bicycle.

Word Trove

variety	: different kinds
fast	: quick
glad	: happy
ride	: journey



Let's do...

Activity 1

Let's fill in the chart :

Vehicle	Number of wheels	Colour
	three	yellow
Van		
	many	green and gold
Bus		
	two	
Tram		

Activity 2

Let's write "T" for true and "F" for false statements in the given boxes :

a. Trains move very slowly. ☐

b. Cars are of one colour. ☐

c. The bicycle of Mirik's father was green in colour. ☐

d. Mirik lives in the city. ☐

e. Mirik is a student of Class III. ☐

Activity 3

Let's make a word-train :

Arrange the following words in the shape of a train with each word looking like a compartment of the train.

red	yellow	blue	orange	green
purple	black	white	brown	
one	two	three	four	



Look at the pictures on the right side and choose the correct word from the word-train. Circle the words that you use :

1. I ride on the _____ bus.



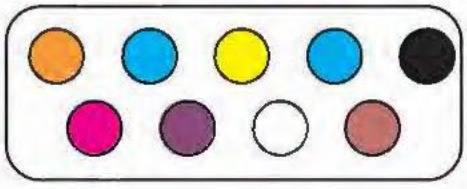
2. This is a _____ car.



3. These are _____ vans.



4. _____is my favourite colour.



5. This is a _____ bicycle.



Activity 4

The word-cards are not in order. Rearrange them to form sentences:

bicycle	ride	a	I	
wheels	trams	on	move	
a	three	has	wheels	van
big	is	a	it	train



It's rhyme time



Stamp, stamp, stamp your feet,
Stamp them on the ground.
Travelling, travelling on your feet,
Walk to get around!



Let's do...

Activity 5

Produce the sounds :

a. Sound of footsteps :
b. Sound of trains and trams :





Let's talk...

Ask your friend [work in pairs]:

a. How do you go to school ?
b. How do you go to the market ?
c. Name a vehicle with two wheels.
d. Name the vehicle(s) you like to ride.



Let's do...

Activity 6

Discuss with your friend and write four sentences on some uses of a vehicle that you have seen:



Let's work together...

A. Make a list of the vehicles you see around you.

1. Bicycle
2.
3.
4.
5.
6.
7.
8.



B. Draw pictures of any two of them.



Unit - II

On your mark...

- Have you ever travelled by water?
- If so, did you enjoy your journey?



Let's read:

Transportation on Water

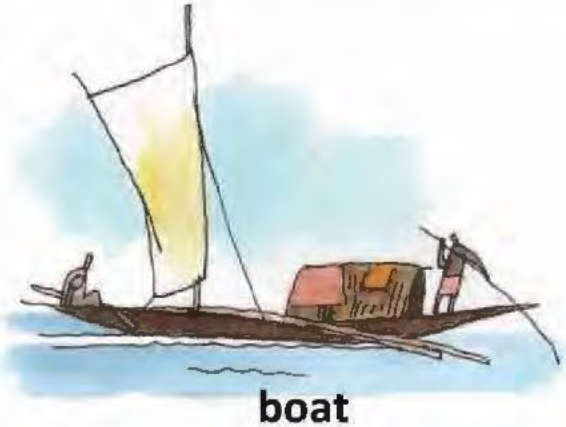
Bunny was a rabbit. His **burrow** was beside a pond. His best friend was Punny. Punny was a fish. She lived in the pond.

Every afternoon, Punny used to swim close to the **bank**. Bunny sat on the bank. The two of them talked till evening.

One afternoon Punny said, "Tomorrow is my birthday. You must come."

Bunny said, "I cannot come. I cannot swim like you." He was sad.

Punny told him, "Don't be sad, Bunny. Take a boat, and come."



boat

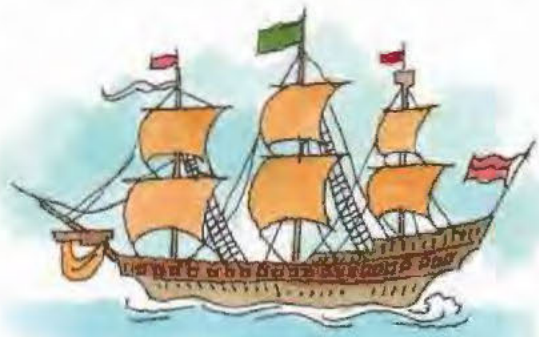
Next afternoon, Bunny took a boat to the middle of the pond. The boat was made of wood. It had a **hull**. The hull helped the boat to float. The hull was built around a long beam called a **keel**. The keel helped the boat to keep its direction.



steamer

Bunny enjoyed the ride. Punny gave him some **watercress**. As he ate, Bunny heard stories from Lobu. Lobu was Punny's mother.

She told him about the steamer. The steamer looks like a large boat. It is made of iron. It moves on steam power. The steamer has a **propeller**. The propeller helps the steamer to move through water. The steamer carries people and goods.



ship

Bunny also heard about ships from Lobu. A ship is large. It is made of iron, too. Earlier, ships moved on sails. Later, ships started moving on steam power. Now, ships move on diesel and electric power. Ships have many hulls and keels. Ships also have propellers.



vessel

Bunny rode the boat back to the bank. Punny swam beside the boat. She told him about a vessel.

A vessel is a very large boat. It carries heavy goods like cars and jeeps. The vessel has no roof. It moves on diesel power. Vessels have propellers, too.

As Bunny went to sleep that night, he dreamed about boats, steamers, ships and vessels.

Word Trove

burrow : a hole made by a rabbit to live in
bank : the side of a pond or river
hull : framework of a boat or ship
keel : wood or steel at the base of a boat or ship
watercress : *halim shak or jalkumbhi, an edible water weed*
propeller : a machine with blades to help movement



Let's do...

Activity 1

Let's see the pictures and write:

a.  This is a _____.

b.  This is a _____.

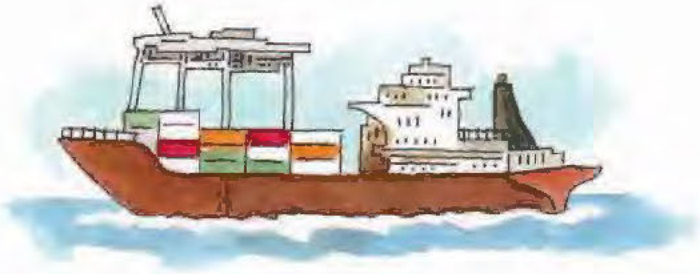
c.  This is a _____.

d.  This is a _____.

Activity 2

Let's answer the following question:

a. Who is the friend of Bunny?
b. Who is Lobu?
c. What did Bunny eat?
d. Why was Bunny sad ?
e. What does a hull do ?
f. What does a keel do ?
g. What did Bunny dream about ?



Activity 3

Who am I ?

a. I am made of wood. I have no propellers.I am a_____.
b. I have many hulls and keels. I move on diesel and electric power. I am a _____.
c. I have no roof. I carry heavy goods. I am a_____.
d. I move on steam power. I carry goods and people. I am a_____.



Let's learn...

Let's look at the table:

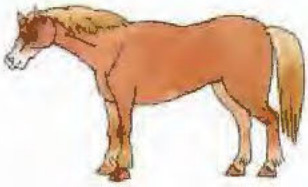
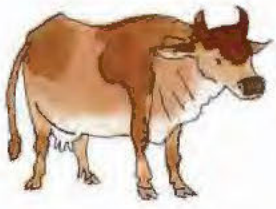
Animals	Home
Rabbit	Burrow
Horse	Stable
Cow	Cow-shed
Dog	Kennel
Pig	Sty



Let's do...

Activity 4

Let's match the animals with their homes:

animals	home
	sty
	cow-shed
	kennel
	stable
	burrow



It's rhyme time

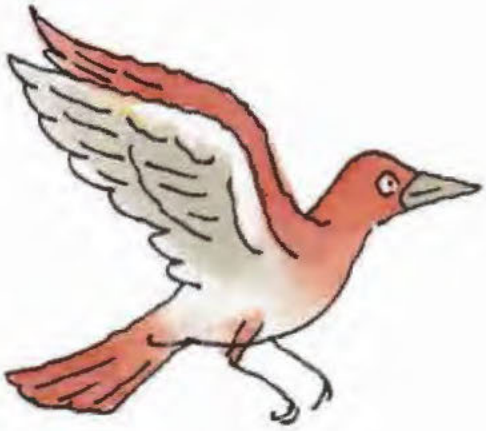


Over the river,
Over the bay,
Boats travel
Every day.



Most of the people,
Crowd to the side,
Just to enjoy
Their boat ride.

Watching the seagulls,
Laughing with friends,
I'm always sorry
When the ride ends.







Let's talk...

Ask your friend [work in pairs]:

a. Do you like a ride on a boat ?

b. Can you name any other means of transport on water ? What are those ?

c. Do you think Bunny will take a boat ride again ? Why?

d. Have you ever heard of a ship that travels under water ? What is it called ?

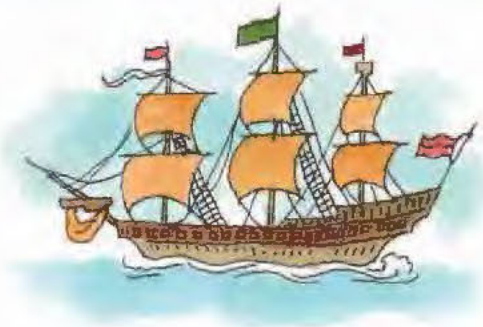


Let's work together...

A. Make a boat and a ship with paper. Stick these on the blank page overleaf. Write about some of their uses.

A Boat

A Ship





MY PAGE -1



What do you feel about the book?
Please write and draw.



MY PAGE -2



What do you feel about the book?
Please write and draw.

Teachers' Guidelines

We must understand that for all practical purposes, the students of any given classroom hardly represent a homogeneous unit. The teachers should expect to meet, and interact with, a classful of students from a wide cross-section of society. Their ability and readiness of reception may vary. This variability of competence must be considered and accommodated in the teaching methodology. This may be effected in a number of ways : 1) peer observation is a process that may be encouraged, where the comparatively advanced learners may be observed and emulated by others; 2) to talk and interact in class, so that the ones who are shy or reticent due to compromised competence get easily noticed and are then gradually helped by the teacher to participate fully in classroom conversation; 3) an environment of equality has to be carefully created within the classroom, and this is the biggest responsibility of the teacher. For the underprivilileged child, the classroom must represent a window of liberation, a slice of society where class differences dissolve. This is especially relevant in the context of English teaching as the language still carries invisible links with privilege.

The vision of joyful learning that has received a significant focus in RTE Act, 2009 forms the foundation of the present textbook.The book aims to create an enjoyable atmosphere by providing an abundance of pictures and activities for the students, and it is expected that the teachers will exploit these resources to enrich the learning experience. The rubrics 'On your mark', 'Let's talk', and 'Let's work together' have been designed with the concept of co-operation and collaboration in mind, so that the spirit of belonging and camaraderie helps to enliven the classroom and remove any residual drudgery. All activities are to be transacted within the classroom in an open-ended manner, inviting multiple responses.These are to be done in line with RTE Act, 2009, clause 29(2)(g) that emphasizes upon 'making the child free of fear, trauma and anxiety and helping the child to express views freely.'

Specific guidelines for classroom transaction

Revision lesson (25 Periods) :

The main objectives of the Revision Lesson are:

- to assess the four major language skills of the students acquired in class III
- to facilitate the students to have easy access to the textbook, based on the new syllabus.

Activities 1-4(a) are to be done in pairs. The teacher should warm the students up before engaging them in activities. He/she will show a variety of pictures [TLM] of various objects and elicit response from them by asking questions. Such oral-aural activities will help them in-

- English conversation practice
- motivating them to participate in the activities mentioned in the texbook and also those that fall beyond it.

Teacher-student and student-student interactions are necessary before taking up Activity 3 and 4. The oral interactions should be done in groups. The teacher may involve them in a game of arranging words in alphabetical order. He/she will also elicit responses from questions like:

- Is apple a fruit or a vegetable?
- What is a radish- a fruit or a vegetable?
- What is a cucumber?
- What is a cherry? etc.

Let's talk is a Listening-speaking activity. The teacher may also devise some additional topics to develop their oral-aural skills. Activities 5 and 6 are pair activities. The teacher will use the given picture in the textbook and involve them in English conversation. He/she can ask them –

- What do you see in the picture?
- Where is the cat in the picture?
- Where are the pillows?
- Where do you find the fan?
- What is there on the window?
- Where are the books? etc.

The teacher should also ask questions related to real-life situations before they get involved in the group activity in Let's talk. The teacher can ask them:

- Where is the blackboard?
- Where is the duster?
- Where is your English book?
- How did you come to school?
- Where are you sitting? etc.

The objective is to allow the students to have further practice of prepositional phrases like 'on the wall', 'on/under the table', 'in the bag', 'by bus/on foot', 'in the room' etc. The teacher will then facilitate the students to describe in English (orally) the various objects in the classroom with the introductory subject-phrase 'there is a...'

Activities 7-8 are to be done in pairs. All the students should do Activity 9 individually and the CCE is to be done. Activity 10 (a) and 10(b) are to be done in groups. The activities should be preceded with oral-aural activity related to the identification of human body parts. Activity 10a) is an integration of visual art and language learning in a joyful mode, as envisaged in NCF 2005. Let's talk is a Listening-speaking activity. The objective is to develop English conversational skill of the students through

wider exposure. Activity 11and 12 are to be done in pairs. Activity 11 integrates mathematical skill with language skill, something that a person actually requires in a real-life situation. Activity 13(a), 13(b) and 14(a) are to be done in pairs. Activity 14(b) is to be done individually.

Here the teacher should tell the students that in Bengal there are six seasons. They are: summer, monsoon, early autumn [*'Sharat kal'*], late autumn [*'hemanta kal'*], winter and spring. This is an activity that integrates First language [L1] with Second language [L2 or English]. Activity 15 is to be done in groups. Activity 16 and 17 are to be done in pairs. Activity 18 is for individual work. Activities 19-21 are to be done in pairs.

Its rhyme time is meant to impart the experience of joyful reading, involving the entire class. The teacher should recite the poem with correct pronunciation,, stress, accent and intonation. The objective of the task is to develop the skill in performing art among the students as envisaged in NCF 2005:

"The arts, visual and performing, need to become an important component of learning in the curriculum. Children must develop skills and abilities in these areas and not treat these as a mere entertaining fringe."

Lesson 1: My Friends (22 Periods)

On your mark is a pre-reading task. The teacher should motivate the children before engaging them in reading the input. The pre-reading task is a listening-speaking activity which should be undertaken in groups. The teacher may add some questions for oral-aural activity.

Let's read stresses upon the reading skill. The teacher should demonstrate to the students how to read correctly. He/she will read the text with correct pronunciation, stress, accent and intonation. He/she should show them how to read a sentence in word-clusters with proper pronunciation and intonation so that the text becomes meaningful. The learners will follow the teacher by reading aloud. At this point CCE can be done. Silent reading will follow for assessing the reading comprehension skill of the learners. Activities 1-3 should be done in pairs while reading the text. Teacher-student interaction follows and CCE can be done. The teacher may ask the students questions like these:

- 'Kajol has no friends'- is it true or false? How do you get to know this? Read/Show the correct statement from the text.

Let's talk is a Listening-Speaking activity. The teacher can play the role of a quiz-master. Students sitting in groups will have to respond to the questions. Activity 4 is a riddle. Students should undertake the activity in pairs. Activities are individual work and here the CCE is to be done. Activity 9 is a group work integrating visual art with language. Let's talk is an oral-aural activity which should be done in groups. The teacher will monitor the activity and encourage peer-learning.

It's rhyme time should involve the whole class. The teacher should show the students how to recite a rhyme with proper gestures or actions, correct pronunciation, stress and intonation.

Let's read of Unit-II should be preceded with oral-aural activity for motivating the students. The teacher is expected to motivate them by asking questions like-

- What are the names of animals in the picture?
- What are they doing?
- Who is the king of the forest?
- What do the tiger, the lion and the fox eat?
- What does a camel eat? etc.

The rubric Let's do indicates activities to be done in pairs or individually. Activities 10-12 are to be done in pairs. The objective of Let's learn is to develop the language/grammatical skill of the learners through functional application. Activities 13-15 are to be done individually. Activity 16 is a writing task which should be preceded by oral-aural activity. The teacher may ask questions like-

- Which animal do you like the most?
- What does it look like?
- What does it eat?
- What sound does it make?
- What do we call the baby of that animal?
- Why do you love it? etc.

Let's work together is a group activity. The objective here is to go beyond the boundary of textbook learning. The practical application of knowledge through joyful activity has been envisaged here.

Lesson 2: Animal Meeting (15 Periods)

On your mark is a pre-reading activity in the form of an oral-aural exercise motivating the learners to read the text. Role-play is to be organized by the teacher. Activity 1 should be done individually. Activities 2-4 are for pair work. Let's talk is a Listening-Speaking activity which is a group work. Activity 5 and Let's work together are also group work. The teacher should organize pupil-pupil [P/P] interaction before they are engaged in the writing activity.

Lesson 3: The Grasshopper and the Ants (18 Periods)

The teacher motivates the learners. The learners are involved in discussion. Interaction occurs between teacher-pupil [T/P] and also pupil-pupil [P/P]. All the learners are expected to engage in silent reading. Activity 1 is individual work and here CCE is to be done. Activities 2-4 are pair work. Let's talk is an activity on English conversation. Activity 6 and 7 are for pair work while Activity 8 and Let's work together are for group work.

Lesson 4: Know Your Birds (20 Periods)

The learners are to be involved in conversing in English. T-P and P-P interaction occurs. The pictures of birds [TLM] can be used as stimulus. The word trove provides meanings In English to prepare the learners to use English dictionary in higher classes. All the learners are expected to engage in silent reading . Pair work is required for Activities 1-4(a). Activity 4(b) is for individual work. Activity 5 is a

group work. T-P and P-P interaction will occur. Individual learning is supplemented with teacher support. Activities 6-7 are for individual work. Activity 8 is to be done in pairs. Activities 9-10 are to be done individually for CCE. It's rhyme time is to be done by the whole class for the development of performing skill. Let's work together is group work which integrates language skill with visual art. The students working in groups can be inspired to use the picture of the duck for making a poster. Parts of the duck will be coloured and labeled and then displayed in the classroom.

Lesson 5: Water (22 Periods)

The lesson begins with the rubric On your mark for the motivation of the students. Let's talk is a Listening-Speaking activity which is to be done in groups. The teacher acts like a coordinator facilitating the learners to interact among themselves and thereby develop their conversational skill. Role play can be organized. Activities 1-6 are to be done in pairs. Activity 7 is to be done in groups but it should be preceded with an oral-aural activity. Activities 8-9 are to be done individually and for CCE. Activity 10 is a group activity but it should be preceded with an oral-aural activity. Let's work together is group activity for the purpose of experiential learning.

Note: "Crafts should be taught as projects, and not as classroom exercises."[NCF 2005, pg.55]

Lesson 6: The World Under Water (16 Periods)

On your mark is a warm-up activity involving the learners in English conversation. Activity 1 is for individual work and CCE. Activities 2-5 are to be done in pairs. Activity 6 is to be done in groups but it should be preceded with an oral-aural activity. Let's work together is group activity for the purpose of experiential learning.

Lesson 7: Our Green Friends (21 Periods)

The teacher motivates the class and interacts with the students. P-P interaction follows, Silent Reading is done by entire class. Activities 1-4 are for pair work. Let's talk is group activity with an objective to develop the students' conversational skill. Activity 5 is for individual work and for CCE. Activities 6-8 are for pair work. Activity 9 is for individual work. Activity 10 is to be done in groups.

In Unit II Activities 1 and 2 are for individual work. Activities 3-9 are for pair work. It's rhyme time is for pleasure reading.

Note: "The academic authority should ensure all-round development of the child; building up child's knowledge, potentiality and talent; learning through activities, discovery and exploration in a child-friendly and child-centred manner; and making the child free from fear, trauma and anxiety and helping the child to express views freely". [chapter V, R.T.E. Act 2009]

Lesson 8: The Journey of Wheels (20 Periods)

The teacher motivates the class by showing the pictures/models [TLM] of various wheels and involves them in an oral-aural activity. Activity 1 is for pair work. Activities 2-3 are for individual work and for CCE. Activities 4-5 are for pair work. It's rhyme time is for the whole class and the teacher should

teach them a song with correct intonation. It is worth mentioning that NCF 2005 advised us that "all the four streams covered by the term arts , i.e. music, dance, visual arts and theatre, should be included." Activity 6 is for individual work and for CCE. Activities7-9 are for pair work. Activities 10-11 are to be done in groups.

Lesson 9: Moving Around (21 Periods)

The teacher motivates the students by involving them in T–P and P-P interaction. Pair work is required for Activities 1-4.Rhyme is for the whole class. Activities 1-4 are for individual work and for CCE. Activities 5-6 are for group work.

In Unit II Activities 1-3 are for pair work. Activity 4 is for individual work. Activity 5 is for pair work and Let's work together is to be done in groups.

Continuous and Comprehensive Evaluation (CCE)

RTE Act, 2009, (Ch.5) suggests that all teachers have to ensure Continuous and Comprehensive Evaluation (CCE) of a "child's understanding of knowledge and his or her ability to apply the same" [R.T.E. Act, 2009]. It also makes mandatory that "no child shall be required to pass any board examination till the completion of elementary education." These activities indicate the child's holistic development which includes his/her knowledge, potentiality and talent. These should closely be monitored through continuous evaluations based on the childs' various activities. Various activities that test to the multifarious skills of language are included in this textbook. It may ne noted that peer learning and group activity facilitates a CCE round and so remedial work lessons become unnecessary.

As a last word, it may be pointed out that there is no fixed and unique methodology for classroom transaction. The teacher will use the methodology that best caters to the holistic development of the students.