

# **ENGLISH READER**

**TEACHERS' MANUAL**

**1 to 5**

## Chapter-1

## Growing Up (Poem)

**Pre - Lesson :** Children engage in the Warm Up. Discuss their favourite toys and why they are special to them. Ask questions like: Are all toys babyish? What would be the best kind of toy? What is special about all toys?

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1; B. 1, 4

**I Can Answer:** 1. toys, 2. Yes, 3. toys, 4. No

**I Can Understand:** A. blocks and toys; B. 1,3,5

**Word Smart:** A. 1. toys, 2. bones, 3. legs; B. 1. bike, 2. away, 3. heart, 4. baby, 5. write; C. large; D. 1. Find, 2. Bike, 3. Slow, 4. Kite

**I Can Write:** open answer

1. My toy is big. 2. My toy is colourful. 3. My toy can bounce.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: In what ways can you show you are grown up?---being responsible, kind and taking care of pets!

**Web Stuff:** Children can enjoy this poem on youtube:

<https://www.youtube.com/watch?v=qih9OI0e-dk>

## Chapter-2

## Jack and the Magic Beans (Story)

**Pre - Lesson:** Children engage in the Warm Up. Discuss the meaning of magic, and what it means to them. Ask questions like: what would you do if you had magic beans? Would you use it to help others or use for yourself? Ask children to draw and colour what they think should be inside the magician's hat.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 3; B. 2,5

**I Can Answer:** A. b; B. 1. loved, 2. sold, 3. No

**I Can Understand:** A. 1; B. angry; C. 1

**Word Smart:** A. 1. at, 2. at, 3. og, 4. in; B. 1. butterfly, 2. raincoat, 3. sunflowers, 4. starfish, 5. football; C. "You naughty boy! Why did you climb my tree and wake me up? I will punish you!" (answer may vary); D. Children are to circle the harmonium.

**I Can Write:** I have a dog and it's brown in colour. I call him "Brownie" because he looks so much like the brownie I like to eat.

**I Can Read:** Ans. NO

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What would you do if you had a magic bean called 'kindness'? ---care for others, give gifts, help those in need!

**Web Stuff:** Children can learn this kindness song on youtube:

<https://www.youtube.com/watch?v=KKSUsS-NoRY>

## Chapter-3

## School is Cool

**Pre - Lesson:** Children engage in the Warm Up. Discuss with children their experience of coming to school everyday and the friends they make in school. Ask questions like: Do they like school? What do they like about school? Children must colour the books and the pencil in the exercise.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** 2, 3, 4.

**I Can Answer:** A. 1. first, 2. shoes, 3. mother, 4. door, 5. love; B. 1. Mother, 2. Raja, 3. Raja, 4. Mother, 5. Raja

**I Can Understand:** 1. b, 2. c, 3. a; B. 1, 2, 3, 4, 5.

**Word Smart:** A1. mill, 2. lick, 3. song; B1. is, 2. are, 3. am, 4. are, 5. is; C1. She, 2. It, 3. He, 4. They

**I Can Write:** 1. I get up in the morning and brush my teeth. 2. I take a bath and put on my school uniform. 3. I have my breakfast.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What they like to learn in school? How can you be kind at school? Why is school important? What is special about their school?

Web Stuff: Children can enjoy this poem on youtube:

<https://www.youtube.com/watch?v=T-RC0I9Uy04>

## Chapter-4

### I Like (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss with children what they like to do during their holidays, or when they are done with their homework. Ask questions like: What is your favourite hobby? Do you like to read or study? Ask them what they like to do and circle it.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** 2

**I Can Answer:** A. a. cookies, cake, ice cream; b. He likes to sleep. c. Rabbits, cats; d. Stories; B. 1. funny hat, 2. brown, 3. rhymes, 4. cricket.

**Word Smart:** A. 1. bare, 2. kite, 3. code, 4. tube, 5. tape, 6. fine, 7. hope, 8. cute; B. 1. bats, 2. trees, 3. chairs, 4. bananas, 5. papers, 6. monkeys, 7. lamps, 8. shoes, 9. cakes; C. 1. That, 2. This, 3. That, 4. This, 5. This, 6. That

**I Can Write:** 1. f, 2. g, 3. d, 4. b, 5. c, 6. a, 7. e

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What are some things you do not like? Ask them to talk about it. Ask what game they would like to play with their friends? Web Stuff: Children can enjoy this song on youtube:

<https://www.youtube.com/watch?v=nddRGDEKxA0>

## Chapter-5

### Happy As I Am

**Pre - Lesson:** Children engage in the Warm Up. Discuss with children what happiness means to them. Ask questions like : What are some things you wish you had for yourself? Ask them to draw any two things and tell about it.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 3; B. 2

**I Can Answer:** A. 1. a, 2. b, 3. b; B. 1. I want a long trunk, 2. I want a peacock's tail. 3. I want to look like I was before.

**I Can Understand:** A. 2; B. 3; C. 1. a, 2. a, 3. b

**Word Smart:** A. 1. slow, 2. far, 3. soft, 4. sad, 5. ugly; C. 1. has, 2. has, 3. has, 4. have, 5. have, 6. has, 7. has; D. peacock, ant, elephant; Agra, Delhi, forest; rainbow, water, chair; F. 1. These, 2. Those, 3. These, 4. These, 5. Those

**I Can Write:** 1. The girl is walking in a forest. 2. She has long hair. 3. She is holding a red and black coloured cat in her hand. 4. The cat is very tiny.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What good choice did you

make lately and how it made you feel?--- happy, content, good!

Web Stuff: Children can enjoy this story on youtube:

<https://www.youtube.com/watch?v=D9OOXCu5XMg>

## Chapter-6

### The Crocodile and the Monkey

**Pre - Lesson:** Children engage in the Warm Up. Discuss with children what friendship means to them and how they choose friends. Ask questions like: Who is your good friend? Ask them which picture they think shows a good friend and why. Colour it.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1; B. 3, 4.

**I Can Answer:** A. 1. Jamun tree, 2. crocodile, 3. Chatur's wife, 4. Bhoora; B. 1. Chatur, 2. Bhoora, 3. Chatur's wife, 4. Bhoora

**I Can Understand:** A. 2. He sat on Chatur's back. 3. He came to know about Chatur's plan. 4. He tricked Chatur to take him back. 5. He ran up the tree and saved his life.; B. 2.

**Word Smart:** A. 1. her, 2. He, 3. her, 4. his, 5. She; B. 1. b, 2. a,3d, 4c, 5f, 6e; C. 3, 4, 5, 8, 9

**I Can Write:** A. 1. ride a bicycle, 2. I can colour pictures.; B. 1. drive a car, 2. I cannot cut a tree.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

#### Life Connect:

Make sure students understand the Life Connect. Ask questions like: What would a good friend do? Ask them to tick the correct answer.--- share, help, tell the truth, play well.

What would you do to be a good friend today?--  
- be kind, helpful and good!

Web Stuff: Children can enjoy this song on youtube:

[https://www.youtube.com/watch?v=avHdx18pi\\_U](https://www.youtube.com/watch?v=avHdx18pi_U)

## Chapter-7

### Caterpillar (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss with children about insects and how they grow. Ask questions like: Which is your favourite insect? Why? How does it grow? What makes caterpillars special? Ask them to solve the maze.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1; B. 1

**I Can Answer:** A. 1. b,2. a, 3. b

**I Can Understand:** A. 3, 2, 1; B. 2

**Word Smart:** A. 1. doll, 2. tree, 3. bull, 4. glass; B. 1c, 2e, 3a, 4f, 5b, 6d; C. Sarita, Owl, India, chair, Ravi, Bull zoo shoes, Asha, parrot, circus, cup; D. 1. (ans may vary), 2. a, d, e, g

**I Can Write:** (ans may vary) 1. Kim was very happy playing with her pet cat. 2. There was a lazy cat sleeping on the bench which was lying in the park.

**I Can Do :** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

#### Life Connect:

Make sure students understand the Life Connect. Ask questions like: How would the animals feel if we hurt them?--- hurt, sad, unhappy.

**Web Stuff:** Children can enjoy this story on youtube:

<https://www.youtube.com/watch?v=tYa6OLQHRc>

## Chapter-8

### Friends !

**Pre - Lesson:** Children engage in the Warm Up. Discuss with children about friendship. Ask questions like: Ask your friend the following questions: their favourite colour, what they like to eat and their birthday.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1; B. 1, 2

**I Can Answer:** A. 1. a, 2. b, 3. b; 4. 1. a, e; 2. o, e; 3. u, e

**I Can Understand:** A. 1. b, 2. c, 3. a; B. 1, 2, 3

**Word Smart :** A. 1. a, 2. the, 3. an, 4. The, 5. a; B. 1. d, 2. c, 3. e, 4. b, 5. a; C. hunt, ten, run, rent, turn, hut, her, hen, net, nut, true; D. Children can draw the picture.

**I Can Write:** 1. B, 2. D, 3. A, 4. C

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Make sure students understand the Life Connect. Ask questions like: Do you think animals should be trapped or hunted?--- yes or no--discuss in class.

**Web Stuff:** Children can enjoy this 'helping' song on youtube:

<https://www.youtube.com/watch?v=yOYIAWioD9k>

## Chapter-9

### Out and About

**Pre - Lesson:** Children engage in the Warm Up. Discuss with children about hospital and what should they do when they get sick. Ask questions like: Why do people go to a hospital? Who should you see when you get sick? Which of the pictures in the box can you find in a hospital?

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1; B. 1.3; C. Vegetable market, pet store

**I Can Answer:** A. 1. a, 2. a, 3. b; 4. a. Dots, b. hospital, c. excited

**I Can Understand:** A. 1. b, 2. c, 3. a; B. 1, 2, 6

**Word Smart:** A. 1. c, 2. f, 3. a, 4. b, 5. d, 6. e; B. 1. up, 2. dry, 3. out, 4. ugly, 5. sad; C. Children to draw their answers.

**I Can Write:** 1. The farmer takes care of the fields. 2. He sows seeds. 3. He cuts the wheat which is ready.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Make sure students understand the Life Connect. Ask questions like: Have

people helped you before? How have people like doctors, gardeners and teachers helped you? --- by caring, healing, teaching!

**Web Stuff:** Children can enjoy this song about places on youtube:

<https://www.youtube.com/watch?v=OkfROvtrDI8>

## Chapter-10

### A Little Turtle (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss with children about turtles and how they live. Ask questions like: Where do turtles live? How do they use their shell? How long do they think turtles can live? Ask them to draw a design on the turtle's shell.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1; B. 2, 3; C. cauliflower, crocodile

**I Can Answer :** 1. a, 2. a, 3. b; 4. a. crawl, b. slowly.

**I Can Understand:** A. 1. b, 2. e, 3. b, B. Happy

**Word Smart:** A. 1. c, 2. a, 3. e, 4. b, 5. d; B. I crawl so slowly. I can carry my house with me wherever I go. Whenever I get tired, I can put my head, my legs and my tail inside my shell and go to bed. C. 1. slow, go, 2. head, bed; D. 1. turtle, 2. head, 3. legs, 4. tail

**I Can Write:** Answers may vary. 1. My bed is very heavy. 2. I am too small to carry my bed anywhere. 3. If my bed could fold I would take it under a tree and enjoy.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Make sure students understand the Life Connect. Ask questions like: What did they learn from the turtle? How thankful are they to God for giving them a home?--- grateful, blessed!

**Web Stuff:** Children can enjoy this song about a turtle on youtube:

<https://www.youtube.com/watch?v=rmZySo0OHlQ>

## Chapter-1

## What is Pink?

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite colours and why they are special to them. Ask questions like: Do you know the colours of rainbow? What are the colours of your clothes? Ask the children to colour the rainbow.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. colours, 2. orange, 3. rose, 4. YES, 5. purple, 6. brown, 7. black, 8. (answers may vary) Ex., oranges

**I Can Answer:** A. Yes, it is about colours; B. Orange fruit is orange colour. So the line wasn't special like other lines because it was common to understand. C. Christina Rossetti; D. 1. pink-brink, 2. red-bed, 3. white-light, 4. yellow-mellow, 5. green-between, 6. violet-twilight, 7. orange-orange, 8. blue-thru'; E.summer.

**I Can Understand:** 1. c; 2. a, c

**Word Smart:** A. is, am, are, are; B. It's so breezy (answers may vary); C. banana, mango, pineapple, lemon, yellow bellpepper; D. 1. d, 2. c, 3. a, 4. b.

**I Can Write:** (answers may vary) Yellow because it is bright and attractive.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Talk about the color you don't like very much. What colour do you think when you read the word: HAPPY? Ask children to colour the word in whichever colour they think of after reading the word 'happy'.

**Web Stuff:** Children can enjoy this video on youtube:

<https://www.youtube.com/watch?v=ybt2jhCQ3IA>



## Chapter-2

## The Magpie's Nest

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite birds. Ask questions like: Name a few birds that you have seen near you. What are your favourite features of the birds? Ask the children to draw and colour the bird.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A2,5; B1.Magpie, 2.sunny, 3.bird; C1.turtle dove, 2.other birds, 3.magpie

**I Can Answer:** A. 1. b, 2. c, 3. a. This is more difficult because it requires more time, twigs and efforts.

**I Can Understand:** 1. a, d, 2. yes, 3. pitter-patter, 4. (answers may vary) Children will draw a nest.

**Word Smart:** A.brush,fox,fish,bus,potato; B. (answers may vary) Children will practice spellings; C. (answers may vary) Children will draw an image of magpie as explained in the word meaning.

**I Can Write:** (answers may vary) The nests protect birds from extreme weathers. It is a shelter for birds. Birds can lay eggs in the nests.

**I Can Read:** Ask children to read aloud.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Do you think this story is true? Speak about it in class. Teach someone something new. The children can even teach you're their baby brother or sister to brush his/her teeth.

**Web Stuff:** Children can enjoy this lesson on youtube:

<https://www.youtube.com/watch?v=KpDCQBPTFM>



## Chapter-3

## The King and the Princess

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite kings and queens story. Ask questions like: Name a few names of kings and queens. Do you understand by the word 'castle'? Why do you think kings and queens live in a castle? Ask the children to draw and design their own flags on the castle.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1; B. 1, 2, 5.

**I Can Answer:** A. 1. a, c, 2. scared, 3. Japan, 4. Yes.

**I Can Understand:** 1. a, 2. The evil person in the story is the step-mother. This is because we read in the story she did not like Hase.

**Word Smart:** 1. Play, draw, run; 2. i b, ii c, iii e, iv a, v d; 3. When Hase's father found her she told him everything that happened with her; 4. d.

**I Can Write:** (answers may vary) Children will give ideas of how they will find their way back to their home from the jungle-- trace their footsteps, recall the directions to their home, use a compass.

**I Can Read:** Ask children to read aloud.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

#### Life Connect:

Make sure students understand the Life Connect. Ask questions like: Do you think everyone like Hase because she was kind to everyone or because she was a princess? Speak about it in class. In what ways can you obey your parents? --by obeying them, listening to them, never misbehave.

**Web Stuff:** Children can enjoy this lesson on youtube:

<https://www.youtube.com/watch?v=8Wi0UWLeT9I>



## Chapter-4

## The Little Plant

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite flowers, plants and trees. Ask questions like: Name a few flowers that are your favourite. What are the different shapes of trees they have seen near them? Ask the children to draw some leaves on the plant and colour it.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1; B. 1. sun, 2. seed; C. 1. sunshine, 2. raindrops.

**I Can Answer:** 1. c, d; 2. B D A C

**I Can Understand:** A. 1. fast, 2. rose, 3. helpful; B. 1 b, 2 c, 3 a.

**Word Smart:** A. 1 c, 2 a, 3 b; B. Ask children to practice the spellings of the words; C. The plant was growing from the seed out of the ground.

**I Can Write:** (answers may vary) Children will make sentences of how plants help us---They protect us from extreme weathers. They provide us with oxygen. They give us food.

**I Can Read:** Ask children to read aloud.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

#### Life Connect:

Make sure students understand the Life Connect. Ask questions like: Do you think it is good to grow plants? Why? --yes, because they provide us with food and oxygen. Speak about it in class. Help your mother to water her plants everyday.

**Web Stuff:** Children can enjoy this lesson on youtube:

<https://www.youtube.com/watch?v=LeiZGYUwOYQ>



## Chapter-5

**What is an Aye Aye?**

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite animals. Ask questions like: Name a few animals that are you favourite. What is the most attractive feature about them? Ask the children to draw eyes on the picture given in the lesson.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1, 3, 4; B. 1. nectar, 2. ugly, 3. treetop, C1. Thin, 2. Day, 3. treetop

**I Can Answer:** A1.a,b, 2.b, 3.c

**I Can Understand:** 1. mouse, woodpecker, bat, 2. When they see danger, they can carry their baby in their mouth. 3. Aye aye keeps chewing on trees because it's teeth keep growing

**Word Smart:** 1. mouse, brown hair, chews, good hearing, small body, 2. Ask the children to practice the spelling of the words, 3. Alone, 4. They can live up to 20-23 years, unless hunted. During the day, it sleeps in round nests made out of leaves and branches.

**I Can Write:** (answers may vary) Children will make sentences about their favourite animal and why? ---Dogs because they are loving. They are naughty. They are loyal.

**I Can Read:** Ask children to read aloud.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: How can you be kind to animals? ---by not hitting them, by giving your love and care to them, by giving them food when they are hungry. Speak about it in class. Tell your friends about why aye ayes are becoming less in the world and discuss about what can be done.

**Web Stuff:** Children can enjoy this lesson on youtube:

[https://www.youtube.com/watch?v=\\_pzWaZxXGBY](https://www.youtube.com/watch?v=_pzWaZxXGBY)



## Chapter-6

**Family Love**

**Pre - Lesson:** Children engage in the Warm Up. Discuss about their family members. Ask questions like: How many family members do they have and who? What are the two best qualities each of their parents? Ask the children to paste a picture of their family.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. blanket, 2. cheeks, 3. 'Chidiya', 4. play; B. 1. Anya, 2. Anya, 3. mummy; C. 1. yes, 2. no, 3. no, 4. yes

**I Can Answer:** 1. b, 2. a, c

**I Can Understand:** 1. soft, cheeks, shiny, eyes; 2. a. touched, b. opened; 3. This baby was special because she did not have a mummy and a daddy.

**Word Smart:** A. girl, boy, flower, sister, baby; B. (answers may vary) I will be very excited. (Ask children to colour the picture that describes their answer) C. Anya named her baby sister 'Chidiya' because she was very small and she opened her mouth like a bird; D. Ask the children to practice the spelling words.

**I Can Write:** (answers may vary) I would feel very excited. I would be very happy to welcome her in my family. I will always love her.

**I Can Read:** Ask children to read aloud.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: How can you show love and care to your family? By taking care of their little things, by listening to them and obeying the. Speak about it in class. Help your mother or aunt take care of your sibling or cousin.

**Web Stuff:** Children can enjoy this lesson on youtube:

<https://www.youtube.com/watch?v=FHaObkHEkHQ>



## Chapter-7

## Holding Hands

**Pre - Lesson:** Children engage in the Warm Up. Discuss about what they felt when they saw the elephant for the first time. Ask questions like: How many elephants have they seen in total? What are your favourite features of the elephants? Ask the children to decorate the mat on the elephant as shown in the picture.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 2, 3, 5; B. 1. elephant, 2. trails, 3. trunk; C big, strong, happy

**I Can Answer:** 1. to pick up the trunks; 2. eat, sleep; 3. b, the elephant is playing in the jungle and happy, joyful and excited

**I Can Understand:** A. b; B. yes, 'They're holding hands by holding tails'; C. trunk

**Word Smart:** A. 1 b, 2 c, 3 a; B. Ask children to practice spellings; C. (answers may vary)-they are handy things, they help each other to walk the paths together; D. (answers may vary) Children will draw an image of a gay face as explained in the word meaning-gay means happy.

**I Can Write:** (answers may vary) Children will make sentences of what will they do if they are an elephant in a cage and have to write a letter to the zoo keeper asking him to let you go to your family-I am alone and I want to visit my family, I miss my family and want to with them.

**I Can Read:** Ask children to read aloud.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Do you think elephants can be kept as pets? -yes, they are lovable. Speak about it in class. Teach and help your friends to be kind to animals.

**Web Stuff:** Children can enjoy this lesson on youtube:

<https://www.youtube.com/watch?v=LpzwxDqVDtc>



## Chapter-8

## The Little Red Hen

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite farm animals. Ask questions like: What do you understand by farm animals? What are your favourite features of the farm animals? Ask the children to write what the animals say in the barn.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1, 3; B. 4, 5

**I Can Answer:** 1. i a, 2. bread, 3. Lazy, 4. yes

**I Can Understand:** A. a, B. b, c, f.

**Word Smart:** 1. i- c, ii- a, iii- b, 2. hen, mouse, horse, rat; 3. (answers may vary) Children will have to answer what the hen would have said to her children while serving them bread-you can have delicious bread instead of worms, children have fresh bread if you are hungry; 4. 'I will plant the seed', 'finally, after all that hard work! Now I just have to turn this wheat into flour', 'Fine! I will do it myself'

**I Can Write:** (answers may vary) Children will make sentences of what will they feed their pet bird- I would feed my pet bird with crumbled bread. I would feed my pet bird with boiled potatoes.

**I Can Read:** Ask children to read aloud.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: How can you help your mom in the house?-by helping her in household chores, completing homework on time, dressing up for school, waking up on time in the morning. Speak about it in class. Sharing your things with others is a kind thing. What do you share?-food, toys, stationery.

**Web Stuff:** Children can enjoy this poem on youtube:

<https://www.youtube.com/watch?v=J8f5VNw1Xq0>



## Chapter-9

## The Ugly Duckling

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite water animals. Ask questions like: Name a few water birds that they have ever seen. What is that they find the most attractive in swans? Ask the children to connect the dots and then colour it.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1, 3, 5; B. 1. ugly, 2. fur, 3. duckling; C. 1. yellow duckling, 2. mother duck, 3. ugly duckling

**I Can Answer:** A. 1. a; B. 1; C. The ugly duckling felt sad and lonely because no one liked him.

**I Can Understand:** A. no; B. swim, quack; C. no.

**Word Smart:** A.1. b, 2. f, 3. a, 4. e, 5. d, 6. c; B. (answers may vary) Children will practice spellings; C. no because it will hurt somebody's feelings; D. (answers may vary) Children will write their feelings if they were ugly duckling--- I would feel alone, I would become lonely, I would feel unloved and unwanted.

**I Can Write:** (answers may vary) Children will make sentences of why they should not call anyone ugly---it can hurt someone's feelings, the person will feel lonely, the person will start crying.

**I Can Read:** Ask children to read aloud.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: How can you take care of lost or hurt birds? -by providing them with love, by giving them right medicines. Speak about it in class. In the hot summer, put some water in a bowl outside for the birds to drink!

**Web Stuff:** Children can enjoy this lesson on youtube:

<https://www.youtube.com/watch?v=ndiVL4plQDI>



## Chapter-10

## Rivers and Trees

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite swings. Ask questions like: What are your favourite swings? Name a few outings to the parks and gardens where they had a good time with family and friends. Ask the children to draw and colour something that the girl in the picture would see around her.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. a, c; B.1. swings, 2. cattle, 3. countryside, 4. garden; C. 1, 4

**I Can Answer:** A. 1. thing, 2. air, 3. Over; B. (answers may vary) ask children to circle the reactions that they would have when they are on the swing; C. 1. swing thing, 2. wall all, 3. blue-do, 4. wide-countryside, 5. brown-down.

**I Can Understand:** A. Yes because the poet mentions that he can see rivers, trees and cattle from over the countryside. B. wood, iron; C. school, park

**Word Smart:** A. 1. b, 2. c, 3. a, 4. d; B. ask children to practice spelling of the words; C. up-down; D. 1. green, 2. wide

**I Can Write:** (answers may vary) Children will make sentences of what they see once they on the swing---trees and buildings.

**I Can Read:** Ask children to read aloud.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What kind of swings do you have at school. Speak about it in class. Talk about their colour, height and what they are made of - ---red, blue colour and made up of iron. Help your younger siblings to sit on the swing!

**Web Stuff:** Children can enjoy this poem on youtube:

<https://www.youtube.com/watch?v=mZrKEBifKn8>



## Chapter-11

## The Brahmin's Dream

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite foods. Ask questions like: What is the name of their favourite dish and why do you like it so much? Are you a vegetarian or a non-vegetarian? Ask the children to draw their favourite food on the plate and colour it.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 3; B. 3, 5

**I Can Answer:** A. 2; B. He did not like to share. This showed he was selfish due to which he had no friends. C. yes, he did not share his food and kept whatever little food he received in a mud pot.

**I Can Understand:** 1. b, 2. silver coins, buffaloes, cows, horses, big house, wife, son

**Word Smart:** A. 1. d, 2. e, 3. c, 4. b, 5 a; B. a; C. no; D. a, b, e

**I Can Write:** (answers may vary) Children will make sentences of what they would treasure if they had a box---toys, food, clothes, colour boxes.

**I Can Read:** Ask children to read aloud.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Do you think dreams come true? Speak about it in class. We should all work hard to earn our living. We should work hard to have what we want.

**Web Stuff:** Children can enjoy this story on youtube:

<https://www.youtube.com/watch?v=joKgSdbZ41U>



## Chapter-12

## The Rainbow Fish

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite water animals. Ask

questions like: Name a few aquatic animals. What do you like the most about fishes? Ask the children to colour the fish with rainbow colours.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. correct, 2. correct, 3. incorrect, 4. correct, 5. correct; B. 1. Rainbow fish, 2. No because she was selfish, 3. octopus; C. a, c, e

**I Can Answer:** 1. d, 2. scales, 3. (answers may vary) Children will draw and colour the rainbow fish.

**I Can Understand:** A. a. rainbow fish, b. to share her shiny scales with other fishes, c. ocean; B. yes; C. b; D. He gave wise advices to everyone.

**Word Smart:** A. red-Rita, Ben, yellow-pencil, table, blue-crow, bear, green-Delhi, school; B. (answers may vary) Children will practice spellings; C. not to be selfish, sharing is the secret to happiness and making new friends; D. a. Yes, b. yes, c. no

**I Can Write:** (answers may vary) Children will write about how sharing can be a way of making new friends---sharing shows caring for each other, it is a way of expressing love, it builds a friendship.

**I Can Read:** Ask children to read aloud.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What would have happened if the Rainbow Fish did not obey the octopus?- she would stay alone, she would not have any friends. Speak about it in class. Learn to share what you find most difficult to share.

**Web Stuff:** Children can enjoy this song on youtube:

<https://www.youtube.com/watch?v=96fq4YmYzQ>



## Chapter-1

## Someone (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite dreams. Ask questions like: What do they see in their dreams? What are their favourite animals? What are the special features of their favourite animal? Ask the children to describe an imaginary animal standing in front of their door while dreaming.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. He heard someone was knocking at the door. B. He listened and opened. He looked to left and right. C. The poet thought it was busy beetle tapping on the wall then owl screeching and finally cricket whistling. D. 1 d, 2 c, 3 a, 4 b

**I Can Answer:** 1. 'Someone came knocking, at my wee, small door; Someone came knocking; I'm sure - sure- sure; I listened, I opened, I looked to left and right'; 2 a. busy, b. tap-tapping, c. screech; 3. Yes, the poet was scared when he opened the door because he took time to open the door as he was thinking who it could be so late and till the time he opened the door, there was no one.

**I Can Understand:** 1. Wee and small, 2. (answers may vary) Children will write how would they feel if they heard a knock on the door- I would feel scared, I would be happy to welcome anyone.

**Word Smart:** A. a. skies, b. flies, c. parties, d. ponies, e. carries; B. tap, screech, whistling, knocking; C. Yes, the poet lived alone because nobody else opened the door.

**I Can Write:** (answers may vary) Children will make sentences of what confused them and what surprised them from the poem-who came knocking? what is really a dream?

**I Can Read:** Ask children to read more poems aloud.

**HOTS:** (answers may vary) Children will give reasons of who according to them was at the door----a man as shown in the picture, a beetle who was tapping on the wall, owl who was

screeching from the forest, a cricket who was whistling.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Do you think this poem could be true? -yes, it has happened with me in the past. No, because it can only be a dream. Speak about it in class. Think of writing a poem with your friend using your feelings. You can use the following feelings: nervous, excited, shy, angry, bold

**Web Stuff:** Children can enjoy this story on youtube:

<https://www.youtube.com/watch?v=gIN8NkNOOGA>

## Chapter-2

## The Elephants and the Mice

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite animals. Ask questions like: What do they like the most about elephants? What do they like the most about mice? Ask the children to write two differences in elephants and mice in the boxes.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1, 4; B. 1. Trap, 2. Herd, 3. Help, 4. Splish-splash; C. 1. Happy, 2. sweet, 3. Dry, 4. angry; D. yes, 'Splish! Splash! played all the elephants. They were so thirsty that they did not see the mice were on the land.'

**I Can Answer:** 1. The river dried up in the summer and all the elephants were dying of thirst. 2. a. dying, b. Splish! Splash!, c. worried; 3. a. The cruel king wanted to catch the elephant. b. beautiful, clean, full of happy people.

**I Can Understand:** 1. All the mice came and bit the rope off and made the elephants free. 2. (c) hot summer dried the river. 3. The mice ruler became angry from the elephants and got worried for the mice who could get hurt again.

**Word Smart:** A. 1. b, 2. d, 3. a, 4. c; B. (answers

may vary) Children will make one sentence using the simile---The mobile was beautiful, but hard as a rock,the little round spot is right in the front and is hard as a rock!; C. (answers may vary) Children will practice spellings; D. (answers may vary) Children will write the reasons why the people left the city---it was not beautiful anymore, it became crowded, it had less resources.

**I Can Write:** (answers may vary) Children will give ideas of what they can do to keep their city clean and people happy---dump the trash in the dustbins, not to litter around, obey the elders, respect the younger, by being honest, by not lying.

**I Can Read:** Ask children to read more poems aloud.

**HOTS:** (answers may vary) Children will imagine themselves as the ruler of the mice and talk to the Queen of elephants---I would explain the entire situation and show my disappointment, make an agreement that nothing like this will be repeated in the future, would have asked the Queen to compensate.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

#### Life Connect:

Make sure students understand the Life Connect. Ask questions like: What do you think? Do you think there could be a city of mice in the real world?-no, it is not practical. Yes, some place that we are not aware of. Speak about it in class. Think about some ways you can save water---by not wasting it, by preserving it, by using it wisely.

Web Stuff: Children can enjoy this lesson on how to care for their planet on youtube:

<https://www.youtube.com/watch?v=V0IQ3ljl40>

### Chapter-3

## The Greedy Farmer

**Pre - Lesson:** Children engage in the Warm Up. Discuss about how many different kinds of eggs are there. Ask questions like: What animals lay eggs? How many different eggs have they seen so far? Ask the children to look at the different kinds of animal eggs.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. goose, 2. a. goose, b. sell, c. found, d. fed, e. pleased; B. This line means that Ben was greedy for money as he thought he could sell the eggs and become rich instead of loving the goose selflessly. C. 3; D. 1. farm, 2. fed/feed, 3. bank.

**I Can Answer:** 1. He saw that the goose lay a golden egg. 2. Yes, Ben took good care of the goose as he brought her home, he fed her breakfast. 3. a. foolish, greedy, b. Farmer Ben must have been dreaming of getting rich by selling the golden eggs of the goose.

**I Can Understand:** 1. b, a, c; 2. "The goose was like a bank! The goose gave him golden eggs. The golden eggs gave him money"; 3. b, d; 4. (answers may vary) Children will answer what they learned from the lesson---we should not be greedy, we should love everyone selflessly.

**Word Smart:** A. Nouns-Ben, goose, farmer. Pronouns- we, they, it, him, her; B. (answers may vary) Children will practice spellings; C. Farmer Ben killed the goose because he was greedy. He thought to get all the golden eggs from the goose at once instead of waiting each day for one golden egg. D. There were no eggs!

**I Can Write:** (answers may vary) Children will write down how the story would have changed if the farmer was not greedy---the goose would have lived, Farmer Ben would have become rich without killing the goose.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write down reasons if they think that greed makes people foolish--- Yes, they become selfish and do not think any other thing apart from their profit. They do things foolishly because they want much more than they have already.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

#### Life Connect:

Make sure students understand the Life Connect. Ask questions like: Ben learned a lesson because of his greed. Talk in the class about greed. Show your younger brother/sister a picture of a goose. Teach them what you learned about this beautiful bird---goose lay eggs, they can be kept as pets, they are mostly in white colour.

Web Stuff: Children can enjoy this fun video on youtube:

[https://www.youtube.com/watch?v=nM9dX0q\\_ZWY](https://www.youtube.com/watch?v=nM9dX0q_ZWY)

### Chapter-4

## Daddy Fell into the Pond (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite funny memories. Ask questions like: What is the funniest joke you have heard? Which friend makes you laugh by his jokes? Ask the children to write down a funny memory that made them laugh while they were feeling bored.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. Getting bored as they had nothing to do, 2. c; B. 'Everyone grumbled. The sky was grey'; C. sad; D. Timothy, because his father fell into the pond.

**I Can Answer:** A. 1. (answers may vary) Children will write what the clicked picture look like-everyone was laughing, dad fell into the pond, 2. a. merry, bright, b. delight, c. camera, d. out, 3. The gardener slapped his knee and shook silently because he was laughing.

**I Can Understand:** 1. Everyone's face grew merry and bright because Timothy's dad fell into the pond!, 2. d, 3. (answers may vary) Children will write the things that can be clicked at that moment- In the starting nobody has anything to do and they were getting bored. Suddenly, when Timothy's dad fell into the pond, everyone burst out into laughter and the mood changed from dull to joy.

**Word Smart:** A. 1. Say, 2. Pond, 3. Delight, 4. Laughed, 5. pond; B. (answers may vary) Children will practice spellings; C. Timothy's daddy fell into the pond.

**I Can Write:** (answers may vary) Children will write about the funniest thing that they once saw which they can never forget---I saw my aunty falling the motorbike, I once saw a monkey hit a man.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write about what would they do differently than Timothy, if their father fell into the pond-I would help my father instead of laughing, I would tease him for this act.

**I Can Do:** Children will choose any word from

the text and write it down, as well as draw pictures which SHOW the meaning of the word.

### Life Connect:

Make sure students understand the Life Connect. Ask questions like: Do you think it was good for people to laugh at Daddy when he fell into a pond? ---No, we should not laugh at anyone; we should help everyone at such moments. Speak about it in class. Think about ways to make a boring day interesting.

**Web Stuff:** Children can enjoy this funny cartoon on youtube:

<https://www.youtube.com/watch?v=WR1q8Pu-16Q>

### Chapter-5

## The Princess and the Pea

**Pre - Lesson:** Children engage in the Warm Up. Discuss about kings, queens and princess. Ask questions like: Name a few things that princess wear. Where does a princess live? Ask the children to circle the right picture of what a princess wears.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. princess, 2. b; B. 1. palace, 2. beautiful; C. could not find a real princess; D. (answers may vary) Children will write about what the prince would be thinking while returning home-he will never find a real princess, he needs to search more.

**I Can Answer:** 1. 'He travelled long distances all over the world in search of a real princess' ; 2. a. dark, b. thundered, scary, c. knock, d. soaked; 3. a. pitiful, messy, soaked, b. She was a real princess.

**I Can Understand:** 1. a, 3, b 1, c 2, d 4; 2; 'The Queen's eyes lit up as she knew that only a real princess could feel such a thing.';

**Word Smart:** A. 1. are, 2. is, 3. are, 4. is, 5. are; B. (answers may vary) Children will practice spellings; C. The Queen made a plan to be sure if she was the real princess.

**I Can Write:** Peas are important in the story because when the Queen placed them in the mattresses, the princess said she was uncomfortable which assured the Queen that the princess was the real princess as the real princesses are sensitive.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write about what they would have done differently to know that the princess was the real princess-I would have checked the royal family she belonged to, the place she came from, the palace she lives in.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Do you think it was fine for the princess to be judged by a pea? Speak about it in class. Think about ways in which you can be patient - by not rushing into things, by calming myself down, by thinking calmly and clearly without getting angry.

Web Stuff: Children can enjoy this story on youtube:

<https://www.youtube.com/watch?v=oGLg5khGlis>

## Chapter-6

### The Land of Nod (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss about cats. Ask questions like: What pets do they have? What do they like the most about in cats? What are their favourite dreams? Ask the children to write about what the lazy cat is dreaming about.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 3; B. 2; C1.alone, 2. alongside, 3. breakfast, 4. frightening; D. There were both the things to eat and things to see and many other frightening sights abroad.

**I Can Answer:** 1. 'But every night I go abroad afar into the land of Nod', 2. a. myself, b. none, c. beside, d. dreams, 3. Frightening, delightful, strange

**I Can Understand:** 1. (answers may vary) Children will write in their own words what did the poet see in his dreams-the poet saw mountains, the poet saw rivers, the poet had both things to eat and things to see, 2. c, 3. The poet saw a lot of frightening sights abroad

**Word Smart:** A1. friend, 2. dream, 3. side,

4. thing, 5. class, 6. berry; B. (answers may vary) Children will practice spellings; C. The poet heard 'curious' music in his dreams; D. The word 'abroad' means far, wide and away.

**I Can Write:** (answers may vary) Children will explain what the poet wanted to say in the poem-the poet wanted to express what different kind of dreams anyone can see, the poet showed different sights one can see in their dream, the poet showed how delightful dreams can be.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write about any one of their dreams that they want to come true---- I want to become an actor/actress, I want to become rich, I want to become successful.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Why do you think we dream? Speak about it in class. Draw a picture of a dream you had recently.

Web Stuff: Children can enjoy this lesson on why you dream on youtube:

<https://www.youtube.com/watch?v=09TRoxgVPjs>

## Chapter-7

### What are Sneezing Monkey?

**Pre - Lesson:** Children engage in the Warm Up. Discuss about monkeys. Ask questions like: Have you ever seen a monkey? What are the characteristics of a monkey? Where are they found mostly? Ask the children to write about the sneezing monkey shown in the picture.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. Snub nosed monkeys, 2. Their noses are upturned! When it rains, the water gets into their nostrils and they start sneezing; B. 1. fur, 2. forest, 3. pale; C. up-turned noses; D. On rainy days, they sit with their heads tucked between their legs. This is how they stop water from getting into their noses.

**I Can Answer:** 1. The sneezing monkeys come close to the villages in search of food. They are

losing their homes as the forests are being cut down, 2. a. long, b. tucked, c. large, d. hunted, 3. They are losing their homes as the forests are being cut down.

**I Can Understand:** 1. These monkeys eat bamboo buds, fruits, leaves and tree needles. 2. Large groups

**Word Smart:** A. 1. b, 2. c, 3. d, 4. a; B. (answers may vary) Children will practice spellings; C. They are losing their homes as the forests are being cut down. They are hunted by people; D. turn (something) upwards or upside down.

**I Can Write:** (answers may vary) Children will write a letter to the hunters and to the people of Myanmar asking them to protect the Sneezing Monkeys-These monkeys are becoming less and it is our responsibility to protect them, we should build homes for them so that they can live in them.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write about I they think monkeys and humans have some similarities with some examples-they also have families, they also play, they also eat, they also have emotions like humans.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What kind of monkeys have you seen? Describe them to you friends. Speak about it in class. How can you be helpful in making sure you do not disturb the habitat of animals? - by not cutting down their habitats and building new roads and buildings, by protecting all the animals and their habitats.

Web Stuff: Children can see these amazing animals on youtube:

<https://www.youtube.com/watch?v=nPiUbYjsJI0>

## Chapter-8

### The Selfish Giant

**Pre - Lesson:** Children engage in the Warm Up. Discuss their parks and gardens that they love to play. Ask questions like: What are their favourite outdoor games? Name a gardens and parks they have been to. Ask the children to write

down five words when they hear the word 'giant'.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. Giant's Paradise, 2. seven; B. 1. Giant, 2. Spring, 3. spring; C. full of hard stones; D. 1. The garden was large and lovely, 2. The garden had soft green grass, 3. The garden had beautiful flowers like stars.

**I Can Answer:** 1. The sudden change of the selfish giant to a loving and caring giant showed magic to which everyone was surprised; 2. 1. lovely, green, 2. Stars, 3. Peach, 4. Trees; 3. a. The children used to stop their games just to listen to the birds and said ' how happy we are here!' They shouted to each other, b. Because the trees did not blossom.

**I Can Understand:** 1. Correct- b, c, d, Incorrect- a. 2. (answers may vary) Children will give reasons of what they would do if they were not allowed to enter the garden-I would go play somewhere else, I would request the owner to let us play.

**Word Smart:** A. 1. Birds, 2. Trees, 3. Years, 4. Flowers, 5. Holes, 6. Blossoms, 7. Schools, 8. tears; B. (answers may vary) Children will practice spellings; C. The giant saw children had come in and they were sitting in the branches of the trees.

**I Can Write:** (answers may vary) Children will write down their favourite scene of the story--- when the giant realized he was being selfish, when the Spring came back, when the tiny boy hugged the giant.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write down two main questions if they were to interview the giant---why are you selfish? Why do you like to be alone?

**I Can Do:** Children will choose any word from the text and write it down, as well as draw a pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Do you think this story is true?-no because there is no giant in reality. Give reasons for your answer. Speak about it in class. Teach your friends to notice the beautiful things in nature-the beautiful flowers, the blue sky, the open ocean.

Web Stuff: Children can enjoy the story of the selfish crocodile on youtube:

[https://www.youtube.com/watch?v=0-NhjfJ\\_RZI](https://www.youtube.com/watch?v=0-NhjfJ_RZI)

## Chapter-9

### The Ostrich (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss about ostrich. Ask questions like: Have they seen ostrich in real life. If yes, when and where? What are your favourite features of ostrich? Ask the children to read facts about an ostrich given in the box.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. run; B. 1. very fast, 2. with no mind, 3. behind.

**I Can Answer:** 1. 'The ostrich is a silly bird, with scarcely any mind.', 2. He has to stand and hang about till night, 3. Silly, fast

**I Can Understand:** 1. The poets say that the bird is silly with scarcely any mind. He also says that the bird is so fast that he can leave himself behind, 2. (answers may vary) Children will write down the reasons if the poet is impressed with the ostrich---Yes, he runs very fast. No, the bird is very silly.

**Word Smart:** A. 1. their, 2. there, 3. their; B. (answers may vary) Children will practice spellings; C. (answers may vary) Children will write down the reasons as to why they think the ostrich is silly-it runs way too fast, it does not do anything; D. Scarcely means hardly.

**I Can Write:** (answers may vary) Children will imagine if they could talk to a bird and in return the bird could answer them, what would they talk about---I would ask what does the bird like and she would say I like to fly. I would what is your favourite colour and she would say red.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write down what they think the ostriches would do with their wings if they cannot fly-they would use the wings to scare away other animals who would bother them.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

### Life Connect:

Make sure students understand the Life Connect. Ask questions like: The number of ostriches is going down. What are some ways we can save these precious birds?--build parks and forests where they can be protected, put restrictions on hunters. Speak about it in class. Make a bird-house and give a homeless bird a home.

Web Stuff: Children can enjoy amazing facts about the ostrich on youtube:

<https://www.youtube.com/watch?v=MdaGMAWz95o>

## Chapter-10

### The Sea Maiden

**Pre - Lesson:** Children engage in the Warm Up. Discuss about sea and oceans. Ask questions like: What do they like the most, mountains or sea? What do they like the most about sea? Ask children to think some things that they can find on a sea shore and write it down in the sea shells given in the box.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. He promised to give away his son when he turned 20 years old to the sea maiden; 2. c; B. 1. herd, 2. cowherd, 3. fisherman; C. b; D. (answers may vary) Children will write down the thoughts of the young man when he left his house-I need to find a job, I will live the rest of my life comfortably.

**I Can Answer:** 1. The fisherman was worried about his son because he loved his son but he remembered that he had promised the sea maiden to give away his son when he turned 20 years to her, 2. a. black, b. giant, c. princess, d. her husband, 3. a. angry, b. He told his son to go and find a job.

**I Can Understand:** 1.b, 2. 'He could not sleep all night, thinking about his son.', 3. 1. e, 2. c, 3. a, 4. b, 5. d.

**Word Smart:** A. 1. Were, 2. We're, 3. We're, 4. Were, 5. Were; B. (answers may vary) Children will practice spellings; C. The sea maiden was promised the young man and when his wife begged her to leave him, in return as she wanted somebody so she took the princess instead and returned the young man; D. The young man went

to find the princess and killed the three-headed monster.

**I Can Write:** The fisherman promised his son to the sea maiden because he wanted a lot of fishes in return to feed his family.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write down as to why the young man killed the sea maiden despite getting his wife back-he did not want any other person to fall in the trap of the sea maiden, he killed her in anger.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

#### Life Connect:

Make sure students understand the Life Connect. Ask questions like: Talk in the class about ways we can keep the rivers clean for the fishes! -by not littering in the rivers and keeping it clean, by not letting anyone throw garbage in the river. Find out about the clown fish and write a few lines on it.

Web Stuff: Children can learn to conserve water on youtube:

<https://www.youtube.com/watch?v=rI0YiZjTqpw>

## Chapter-11

### It's My Birthday!

**Pre - Lesson:** Children engage in the Warm Up. Discuss about their birthday celebrations. Ask questions like: What are their favourite birthday gifts. What do they like most about birthdays? Ask the children to decorate the birthday cake pictures using colours and designs.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. It was his birthday the next morning, 2. d; B. He would get a surprise birthday gift from his mom and dad; C. His mother is a great baker. D. wooden toy, woollen hat.

**I Can Answer:** 1. 'Oh! And my grandma! She is so special to my heart.'; 2. a. waiting, cake, b. build, c. outfit, d. cheerful; 3. a. (answers may vary) Children will guess the season of the boy's birthday and will give reasons for it--Winter because Grandma knit warm outfit for his birthday. b. (answers may vary) Children will

write if they had a sleepless night and the reason behind it- Yes, because my family was going on a picnic the next day.

**I Can Understand:** 1. The boy feels very excited for his birthday. This is because he is having a sleepless night and also imagining about all the gifts, surprises and the party he will have the next day, 2. The boy is trying to understand why he is not being able to sleep. It's his birthday next morning and he is becoming restless, 3. (answers may vary) Children will write what will happen in the party next day-the boy will get a lot of gifts and surprises, the boy will enjoy with his friends and family.

**Word Smart:** A1. You, 2. Your, 3. Your, 4. You're, 5. Your; B. (answers may vary) Children will practice spellings; C. (answers may vary) Children will write down what would they do to make the boy's day special if they were invited to the party-I would gift him his favourite t-shirt, I would play with him his favourite game; D. (answers may vary) Children will make sentences using the word, 'cheerful' ---- The flowers make her cheerful, Ben was cheerful on his birthday.

**I Can Write:** (answers may vary) Children will how they would want to celebrate their birthdays ---I would cut my favourite cake and play with my friends, I would call all my friends and have a superhero theme party.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write down their plan for giving a surprise birthday party to their friend---I would secretly call everyone to his house and bring him his favourite toys, I would decorate his room when he is not around and give him a surprise by pasting ur pictures on the wall.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

#### Life Connect:

Make sure students understand the Life Connect. Ask questions like: Do you think that the children on the roadside ever get to celebrate their birthdays? Speak about it in class. Make a birthday card for your friend.

Web Stuff: Children can learn about birthdays around the world on youtube:

<https://www.youtube.com/watch?v=7jrTgtX8q9k>

## Chapter-12

## The Milk Jug (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss importance of dairy products Ask questions like: Do they like drinking milk? What are the different animals that provide us with milk? When do you have milk? Ask the children if they like drinking milk and write down what do they like to add to make it tasty.

**Answers: I Can See and Read :** Make sure the children can read and pronounce correctly.

**I Know It:** A1. The poet is talking about the 'Gentle Milk' jug, 2. The jug is full of milk, 3. The poet talks about the 'Friendly Cow'; B.1. bowl, 2. supper, 3. cow, 4. Jug; C. 4; D. The blue and white jug feeds the cat with milk.

**I Can Answer:** 1. 'I love with all my soul'; 2. a. All, b. jump, c. pour, d. supper; 3. a. gentle, milk, blue, white, b. All day the jug sits upon the shelf. It does not jump or climb but only waits to pour herself when it's supper time.

**I Can Understand:** 1., a 2, b 3, c 1, d 4, 2. ' She only waits to pour herself', 3. The friendly cow fills her up again.

**Word Smart:** A. 1. Blue and white, 2. Soul and bowl, 3. Shelf and herself, 4. quite and white, 5. vain and again, 6. white and might; B. (answers may vary) Children will practice spellings; C. Cow is another important character as it fills the jug when jug is empty.

**I Can Write:** Yes, the poet has referred the jug as 'she' rather than it which indicated the poet is considering it as a person in the poem.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write down who they think the poet is and give reasons in support of their answers-the cat, a person, a cow.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: The blue jug was not selfish. Talk about how you can share your things with others-sharing food, sharing clothes, sharing toys. Speak about it in class. Tell your younger brother or sister about how important it is to drink milk. Web Stuff: Children can enjoy this lesson on sharing on youtube:

<https://www.youtube.com/watch?v=96fq4YmYjzQ>

## Chapter-13

## The Golden Windows

**Pre - Lesson:** Children engage in the Warm Up. Discuss about the importance of windows in a house. Ask questions like: What is the shape of a window? How many colours have you seen in windows ? How many windows can there be in a house? Ask the children to write down what comes in their mind when they hear the word, 'Golden Windows' and draw the picture of the same.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. The little boy feels that the other farmhouse has golden windows and diamonds on them. 2. b; B. 1. cheerful, 2. some, 3. gown; C. 1. c; D. The little boy would be thinking that the sun makes everyone's houses shine bright like gold and diamonds.

**I Can Answer:** 1. The little boy had worked very hard everyday; 2. The little boy decided to start his journey to find the house with the golden windows; 3. a. poor, b. golden, c. bare, d. golden, blue; 4. a. bread, b. that this house had no gold on its windows.

**I Can Understand:** 1. The little girl had golden hair and blue eyes. She wore a brown gown and was barefoot. She became friends with the little boy, 2. Yes, the boy and girl like each other, 3. The woman says that they are poor farming people.

**Word Smart:** A. 1. it's, 2. its, 3. its, 4. its, 5. it's;

B. (answers may vary) Children will practice spellings; C. .The little boy got to know that they windows looked golden because of the sunshine; D. (answers may vary) Children will write what things are things---family, friends, relations, stones.

**I Can Write:** (answers may vary) Children will imagine if they were the little boy, how they would tell their father what they have learned-I learned to value things, I learned that we should not easily trust everything that we see.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write down why the little boy did not tell the little what he learned about the golden windows-he did wanted her belief in something to break, he did not care, he did have time to talk about that as it was getting dark and he wanted to get back home.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Do you think living on a farm could be fun? -yes, there is so much peace, there are so many trees and plants, there is no pollution. Speak about it in class. Try planting a vegetable in your backyard/in a box if you don't have space.

**Web Stuff:** Children can enjoy a trip to the farm on youtube:

<https://www.youtube.com/watch?v=Hg2ZX0PF-jl>



**Chapter-14**

**The Camel at the Zoo**

**Pre - Lesson:** Children engage in the Warm Up: Ask the children about their favourite animals. Also ask them whether who among them have ever been to a zoo. Which animals have they seen there. Were the animals happy there or seen to be gloomy or sad. Ask the children what their views are regarding the keeping animals behind the cafe.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. Jack was the zook keeper. 2. He loved the animals and animals loved him. B. 3, C. tall, hairy, long neck, round feet, big feet, D. elephants, tigers, zebras and giraffes. They were dreaming of getting free as early as possible.

**I Can Answer:** 1. c, 2. hot, full of sand, dry has very less water.

**I Can Understand:** 1. Round feet are helpful in walking across the sand. 2. Desert is the place place for camels. 3. a. hump, b. desert, c. zoo; 4. Let them be made free.

**Word Smart:** A. walk-fast, sing-sweetly, write-neatly, play-carefully, work-hard, speak-softly; B. Children should practice the spellings of these words.

**I Can Write:** (Answer may vary) Children may think about their favourite animals and then write four sentences as- cow is my favourite animal. It gives milk which is fit for health. It is an emotional and social animal. It loves its calf very much.

**I Can Read:** Ask children to read aloud.

**HOTS:** (Answer may vary) Children must think whether the questions asked by baby camel were wise or not.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which show the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like- Elephants are asking their fellow animals why man has put them in this small area.

**Web Stuff:** Children can enjoy a trip to the farm on youtube:

<https://www.youtube.com/watch?v=.....>



## Chapter-1

## Fidgety Philip (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss about table manners. Ask questions like: How many good table manners do they know? Give three examples of each good and bad table manners. Why are table manners important for us? Ask the children to look at the picture and discuss good table manners.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 3; B. 1. Mama, 2. Philip, 3. Mama, 4. Papa, 5. Philip; C. Papa told Philip to behave because he wanted Philip to sit still on the dining table for once. D. 'bade' is a past tense of bid meaning to demand in this context.

**I Can Answer:** A. 1. Mama looked grave because she was worried about Philip's behavior who was not sitting still on the table. 2. d; B. 4; C. 1. Papa, poor, 2. quite cross, 3. dinner; D. When Philip did not behave both Mama and Papa got worried and wondered how they shall have dinner now.

**I Can Understand:** A. 1. Mamma, 2. plates, 3. knives; B. Naughty, restless child who was growing more rude and wild. These words were used because Philip was not behaving on the dining table despite his father asking him to behave properly. C. He fell down on the ground. D. All the dinner articles fell over Philip and thus got spoilt.

**Word Smart:** A. 1. allowed, 2. Aunt, 3. ate, 4. ball; B. (answers may vary) Children will practice spellings; C. a. Philip was giggling and wiggling, b. Philip was rocking his chair, c. Philip was swinging his chair back and forth. D. The poet wants us to learn good table manners.

**I Can Write:** (answers may vary) Children will write down answers of how they would help

Philip behave, if they were part of his family members-I would him to sit properly, I would him to eat properly, I would him to not make disturbing noises.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write down what they would change or add to the poem, if they were the poet-I would add how Philip changed his habits and learned table manners, I would add the part where his parents taught him to behave instead of just scolding him.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Do you think this poem is true? Speak about it in class. Why do you think table manners are important? - they help us to behave in front of everybody, they ensure that both guests and hosts are comfortable at the table.

Web Stuff: Children learn about table manners on youtube:

<https://www.youtube.com/watch?v=ulQ7vTsC83A&t=28s>



## Chapter-2

## The Cat's Judgement

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite animals. Ask questions like: Do you have pets, if yes, what are their names? Where do you feel animals should be, in the zoo or the forest? Ask the children what they think about the facts in the box.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. The hen was living there for a very long time and she was curious about new

places and wanted to meet new friends. 2. d; B. 1. hen, 2. rabbit, 3. natural, 4. bank of river; C. In the story, it is clearly mentioned that 'a homeless rabbit found the home empty and took it as his own.'

**I Can Answer:** A. The hen and the rabbit were quarrelling over the house. (answers may vary) Children will write down reasons what they think was right -the rabbit should have left because it was not his, the hen should have left because she left the house and went somewhere else. B. 1. d, 2. 'After walking for miles, they reached the bank of a river.'

**I Can Understand:** A. (answers may vary) Children will make sentences using the phrase 'hit the road' --She has decided to go her village and she will hit the road nextday. B. 1. Yes. 2. No, 3. Yes, 4. No.

**Word Smart:** A. 1. A. iv, B. iii, C. i, D. ii; B. (answers may vary) Children will practice spellings; C. The hen and rabbit knew that the cat could be dangerous but the cat looked as if he was praying! Seeing this both the hen and the rabbit thought it was a holy cat. No because the cat was their natural enemy. No, tomcat was not a holy cat.

**I Can Write:** (answers may vary) Children will write down if they want to be a character in the story giving reasons why or why not? -Yes because it is interesting, No because it is a story of animals.

**I Can Read:** Ask children to read aloud.

**HOTS:** The cat hit both the hen and the rabbit hard with his paws and killed them and ate them both. This is how the clever cat had a blast.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: If you were the writer, how would you have solved the problem? - I would have asked rabbit to leave, I would have asked

hen to build a new house, I would have asked both of them to stay together. Speak about it in class.

**Web Stuff:** Children can enjoy some cat facts on youtube:

<https://www.youtube.com/watch?v=pBUTaoYVgXc>

## Chapter-3

### Janki's Journey

**Pre - Lesson:** Children engage in the Warm Up. Discuss about various transportation. Ask questions like: How many modes of transportation are you familiar with? What is your favourite mode of transportation and why? What do you understand by a submarine? Ask the children to look at the picture of submarine and talk about it.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. She saw her uncle sitting and chatting with her father. B. (answers may vary) Children will write down reasons if they feel happy when their relatives visit them-Yes, I like to spend time with all day. I like gifts and surprises they bring for me. C. Janki was a free spirited girl who loved running around and exploring new things. D. 5.

**I Can Answer:** (answers may vary) Children will make sentences using the phrases-I was full of joys when I came first in the class. I had butterflies in my stomach when my examinations result came out. B. 1. joy, 2. wish, 3. coolie, 4. unforgettable; C. 1. Janki, 2. Janki's mother, 3. Uncle Pavan.

**I Can Understand:** A. She wanted to visit a cooler place and her wish had come true. B. She must be thinking of a new experience, new sights, new people. C. She saw the crowd at the station, sight of the railway station; people were rushing to catch their trains and men called 'coolies'. D. Janki would have felt very excited with all the butterflies in the stomach. All the sight and

the environment would be new to her and she would have definitely liked it.

**Word Smart:** A. 1. and, 2. but, 3. but, 4. and, 5. and; B. (answers may vary) Children will practice spellings; C. like music; D. (answers may vary) Children will write down how would they feel if they were travelling with Janki and what conversations they would have?-Where are you going? What are your hobbies? What do you like most, mountains or beeches?

**I Can Write:** (answers may vary) Children will write where they would like to spend their summer vacations and why?-I like my vacations in Mumbai as there are a lot of places to visit. I like Assam because of the weather.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write about how they should feel about trying new things?-It feels good because it is a new experience. It is difficult because we are not prepared for a change.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

#### **Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Talk in the class about your last summer vacation. Encourage children to share facts and experiences.

Web Stuff: Children can enjoy this vacation song on youtube:

<https://www.youtube.com/watch?v=fWuiq2tW8LQ>

## Chapter-4

### **Wynken, Blynken and Nod (Poem)**

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite tours with friends and family. Ask questions like: Have you ever done campaigning? Do you wish to go out in a camp with friends? Ask the children to circle the right feelings if they went out on a camp with friends in a deep forest.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. Wynken, Blynken and Nod were the fishermen, 2. Yes, Wynken, Blynken and Nod one night sailed off in a wooden shoe. B. They said, "We have come to fish for the herring fish that live in the beautiful sea; Nets of silver and gold have we!" C. 1. a. Fishermen, b. Sail; 2. a. Moon, b. fishermen, c. moon; D. "Now cast your nets wherever you wish-never afraid are we!"

**I Can Answer:** A. The Wynken, Blynken and Nod had come to fish for the herring fish and would use their nets of silver and gold to catch them. B. a. two little eyes, b. little; C. a. Wynken, Blynken and Nod, b. little stars.

**I Can Understand:** 1. It talks about night time because it has moon, stars and skies. 2. two eyes, little head.

**Word Smart:** A. 1. sadness, 2. Victory, 3. Scared, 4. Sacrifice, 5. happiness; B. (answers may vary) Children will practice spellings; C. (answers may vary) Children will write any three lines from the poem that they think are creatively written from the poem. For example-1. The little stars were the herring fish, 2. Wynken and Blynken are two beautiful eyes, 3. Nod is a little head. D. (answers may vary) Children will write a list of things that they can ruffle--hair, books, clothes.

**I Can Write:** (answers may vary) Children will give a new name to the poem and give reasons for it-Fishermen because it is about them.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write what could be the things that the poet must be inspired to write the poem-dreams, kids, moon, stars.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

#### **Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What part of the poem

were you surprised by and why? Speak about it in class.

**Web Stuff:** Children can enjoy this poem on youtube:

<https://www.youtube.com/watch?v=mZTt27t0ORs>

## Chapter-5

### The Shoemaker and the Elves

**Pre - Lesson:** Children engage in the Warm Up. Discuss about magic. Ask questions like: Do you believe in magic? Have you ever seen a magician? Ask children to read the story.

**Answers:** I Can See and Read: Make sure the children can read and pronounce correctly.

**I Know It:** 1. He worked hard to sell his shoes and buy leather but failed somehow. 2. c; B. twelve, 2. cobbler, 3. grateful; C. b.; D. The elves came at midnight.

**I Can Answer:** A. This line means that they were working hard to earn a living with all the struggles. B. 1. table, 2. elves, 3. heard, 4. leather; C. 1. cheerful, hardworking, helpful, 2. Yes, the shoemaker sold the shoes for a good price.

**I Can Understand:** A. c; B. "How can this be?" he asked and hurried to the market to sell them for more leather. The Shoemaker was overjoyed to know that his visitor had returned. C. 1. b, 2. c, 3. d, 4. a.

**Word Smart:** A. 1. a, 2. an, 3. a, 4. a; B. (answers may vary) Children will practice spellings; C. The elves came to the workshop because they were hard-working and they wanted to help and make shoes for the poor shoemaker. D. They made clothes and shoes for them.

**I Can Write:** (answers may vary) Children will write a thank you note for elves thinking to be a shoemaker-Thank you for helping us. We will forever be grateful to you.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write down if they think that the elves would keep

coming to the shoemaker if they didn't give them gifts-Yes, the elves were not selfish. The elves would have continued to visit because they wanted to help without any greed.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What are you grateful about today? - I have good friends, I have good family, I have so many things that many people do not have so I feel grateful about that. Speak about it in the class.

**Web Stuff:** Children can enjoy this story on gratitude on youtube:

<https://www.youtube.com/watch?v=wTuYPVw4kC4>

## Chapter-6

### Bruce and the Spider

**Pre - Lesson:** Children engage in the Warm Up. Discuss about kings and queens. Ask questions like: Name a few kings and queens from history. Where do the kings and queens live? Ask the children read about the facts given in the box.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. The name of the king of Scotland was Bruce. 2. C; B. 1. afraid, 2. hope; C. 1. hiding; D. Bruce must be worried and hopeless about losing the war for the sixth time.

**I Can Answer:** 1. Spider starts to weave her web. 2. a. shed, b. given, c. fail, d. England; 3. a. scared, confused, b. Not to give up.

**I Can Understand:** 1. Spider, 2. "Poor thing! You, too, know what it is to fail." 3. hopeless

**Word Smart:** A. 1. were, 2. we're, 3. were, 4. we're, 5. we're; B. (answers may vary) Children will practice spellings; C. (answers may vary) Children will tell if they think the story is fiction or non-fiction-Fiction because it is not practical,

Non-fiction because it is a popular story in history; D. The spider did not give up on making her web inspired Bruce to fight the battle for the seventh time.

**I Can Write:** (answers may vary) Children will write their experience which made them not give up and try again.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write down the lesson they could learn from an ant-it teaches us to be strong despite our limitations, it teaches us to never give up and keep trying harder.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: We learn a lot from school, but even out of school we have a lot of things that we can learn life lessons from. What is one lesson you have learned out of school? Speak about it in class.

**Web Stuff:** Children can enjoy this song on youtube:

<https://www.youtube.com/watch?v=hh0ixeNEIF4>

## Chapter-7

### Witty Birbal

**Pre - Lesson:** Children engage in the Warm Up. Discuss about various problems and their simple solutions. Ask questions like: Have they ever been into a difficult situation then how did they manage to come out of it? Name some people who help them with solutions when they face problems. Ask the children to think of some creative solutions to come out if they have fallen into a mud pit.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. Yes, Birbal was clever because

he found a solution to the problem and outwitted the man who tried to trick the farmer. 2. The man did not allow the farmer to fetch water from the well. B. 1. Birbal, 2. well, 3. immediately, 4. sad; C. b.

**I Can Answer:** A. He described everything to the Emperor and asked for justice. B. The Emperor thought that Birbal was very witty and he will be able to solve this case. C. 1. a. Farmer, b. Farmer, c. Man, d. Emperor; 2. A person who can think of a clever and wise solution to a problem is called 'witty'. (answers may vary) Children will make sentence using the word, 'witty' ---Henry was witty enough to get out of the problem. Shreya was a witty enough to find a solution to her problem.

**I Can Understand:** A. (answers may vary) Children will write down the characters of the story and one line each about them--Birbal, Emperor, farmer and the man are the characters of the story. B. Birbal solved the problem. C. a. let, water, b. sold, c. sold, water, d. not allowed.

**Word Smart:** A. 1. boxes, 2. churches, 3. cups, 4. trucks, 5. frocks, 6. trains, 7. tomatoes, 8. taxes, 9. branches, 10. mugs; B. (answers may vary) Children will practice spellings; C. (answers may vary) Children will describe how did Birbal solve the case-- Birbal outwitted the man by asking him to either pay rent to the farmer or take the water out of the well which he sold to the farmer.

**I Can Write:** (answers may vary) Children will write down as to what is required to be witty and wise-we need to be have presence of mind, we should be observant, we should be clever and intelligent.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write down their views if they think if one is wise, he can be proud?---No, we should never be proud. Yes, we deserve it.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Can you think of problem solvers in history? How was Gandhiji a problem solver?-he gave a solution for non-violence, he gave a solution for freedom from Britishers. Speak about it in class.

Web Stuff: Children can enjoy this another Birbal story on youtube:

<https://www.youtube.com/watch?v=VAbC39pk0HU>



## Chapter-8

**The Sheep (Poem)**

**Pre - Lesson:** Children engage in the Warm Up. Discuss about sheeps. Ask questions like: How many kinds of sheep have you seen? What are your favourite features of the sheeps? Ask the children to look at the different kinds of sheep. Talk about how they are different and similar.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. Sleep, eating grass, eating white daisies; B. Why do you lie in field from morning till the evening? C. Yes, the sheep is lazy because she sleeps all the day. D. why lie, white night, do you, nay pray.

**I Can Answer:** A. "Nay, my little master, nay. Do not serve me so, I pray"; B. 1. Eating daisies, 2. night, 3. Everything something, 4. kind use; C. 1. "Don't you see the wool that grows on my back, to make you clothes?" 2. We need wool for our winter clothes.

**I Can Understand:** A. The sheep provides us with wool; B. Scanty-small or insufficient in quantity or amount. (answers may vary) Children will make sentences use the word, 'scanty' --- The farmers paid whatever they could out of their scanty wages for their families. Rain in the lower zones of our city is scanty. C. 1. lazy, 2. Daisy, 3. wool, 4. bare

**Word Smart:** A. Masculine-tiger, bull, brother; Feminine- aunt, mother; Neutral- table, fan;

Common- child, teacher, parent; B. (answers may vary) Children will practice spellings;

**I Can Write:** (answers may vary) Children will write down how does a sheep help or contribute to humans in their own words-sheep provide us with wool which helps us make our winter clothes.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write down if they think every animal has something to contribute to human lives by giving examples- Yes, cows give us milk, eggs from chicken.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like:

Look up the Internet and find out how we get wool from sheep. If possible, watch a youtube video. Speak about it in class.

Web Stuff: Children can enjoy these sheep facts on youtube:

<https://www.youtube.com/watch?v=mlkdEYCtmA8>



## Chapter-9

**Christmas Cheer**

**Pre - Lesson:** Children engage in the Warm Up. Discuss about Christmas. Ask questions like: Do they believe in sharing? What things can they share? Ask the children to circle the things they can share.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. hard, sour-tempered, selfish, stingy, unhappy; 2. He was never a joyous or a happy person. He hated people who lived happily and comfortably. B. He was never merry or comfortable, or happy, and he hated other people to be so. C. His house was very gloomy. No he was not poor. D. A person who only thinks of making money.

**I Can Answer:** 1. Mr. Scrooge locked himself in his gloomy house with a bad temper. He went to bed and when he slept he had some wonderful and unpleasant dreams. 2. a. happy, b. Christmas, c. merry; 3. a. (a) unhappy, (b) clerk, b. He was a clerk. He had six children.

**I Can Understand:** 1. His name was Tim. He was weak, little crippled, gentle, patient and loving. 2. He dreamt that he was in the clerk's poor home and Tiny Tim was dead because the dream spirit told Mr. Scrooge that he kept the poor clerk poor. 3. Tim was a weak and little crippled. He was a gentle, patient and loving child with a sweet face. 4. Yes, Mr. Cratchet was a loving father. He took good care of his family.

**Word Smart:** A. 1. have, 2. was, 3. Do, 4. be, 5. had, 6. do; B. (answers may vary) Children will practice spellings; C. The theme of the story is that, we should be kind and be happy and make others happy too. D. He carry the little boy out on his shoulder to see the shops and people. He also took him to the church for the first time.

**I Can Write:** (answers may vary) Children will write about the turning point in the story--We see a big change in the story after Mr. Scrooge dreamed about being at Bob's house. He dreamt that the little boy had died because of him. This changed his heart and he became a changed man after that.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write things they know about Mr. Scrooge---Even though Mr. Scrooge was not a very happy person or very kind, yet he showed kindness after having a dream. His behavior completely changed and he showed kindness towards Bob Cratchet by raising his salary, shaking hands with him and talking with kindness.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Do you think people can

change because of the dreams they have? -Yes, they change their attitude accordingly. No, they just focus on it and get better. Speak about it in class.

**Web Stuff:** Children can enjoy this Christmas story on youtube:

<https://www.youtube.com/watch?v=z12HVhwqnMs>

## Chapter-10

### The Story of Aladdin and the Magic Lamp

**Pre - Lesson:** Children engage in the Warm Up. Discuss about miracle. Ask questions like: Do they believe in prince/princess? Do you believe in magic? Ask the children to write three qualities they need to be a prince or princess.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. money, 2. D; B. 1. Aladdin, 2. a stranger; C. 2; D. He wanted to go home.

**I Can Answer:** A. The merchant wanted Aladdin to go into the cave and bring the lamp out and give it to him. B. Because he wanted to get the magic lamp for himself. C. 1. Powder, 2. Poor, 3. Lamp; D. 1. desert. Because he didn't want Aladdin to come back into the palace to live. 2. He wanted the genie to move the magician to a different place from where he could not ever return as he was evil and so that he could not harm anyone anymore.

**I Can Understand:** A. 1. Wonders, 2. Master, 3. Trust; B. To get the magic lamp out from the cave and by rubbing it a genie would come and fulfill all his wishes.

**Word Smart:** A. 1. quickly, 2. Angrily, 3. Happily, 4. Cleverly; B. (answers may vary) Children will practice spellings; C. Maybe to a faraway country from where he would not be able to come back.

**I Can Write:** 1. I would ask to be a prince/princess living in a palace with lots of servants to do all the work. 2. I would ask for to go to Disney Land where I would enjoy all the rides.

3. I would wish for lots of beautiful clothes which I would wear and go to every party on being invited.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write what would have happened to Aladdin if he had given up the lamp to the merchant before getting out of the cave? Would the merchant have let him go home with the gold he found?--If Aladdin had handed over the lamp to the merchant, he would have left Aladdin alone in the cave. He would not have allowed Aladdin to go home with the gold which he had found.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Did Aladdin want to be rich to make his mother happy or just himself? Speak about it in class.

Web Stuff: Children can enjoy this story on youtube:

<https://www.youtube.com/watch?v=aJfyqSsa6FE>

**Chapter-11**

**The History of Popcorn**

**Pre - Lesson:** Children engage in the Warm Up. Discuss their favourite movie. Ask questions like: What do they like eating/ snacking while watching a movie? Why are popcorns so popular? Why do they like popcorns? Ask the children to solve the riddle.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. No, it was probably barley. B. oats, pulses, rice, barley, wheat, corn; C. 1. starchy, 2. Popcorn. D. They used it as ceremonial head dresses, necklaces and ornaments on their gods' statues.

**I Can Answer:** A. The United States of America is the biggest producer of the popcorn. B. Once the popcorn kernels have dried they are ready to pop.

**I Can Understand:** A. (a) munching, (b) graveyard, (c) burst.

**Word Smart: A.**

Simple Present Tense	Present Continuous Tense
1. I play tennis.	1. She is staying with her parents.
2. I heat water.	2. I am writing a letter.
3. He drinks water everyday.	3. He is drinking juice.

**B.** (answers may vary) Children will practice spellings; C. butter, salt and pepper, salt caramel, cheese

**I Can Write:** A. Popcorn has become world famous because people enjoy munching them.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write their thoughts if they think the popcorn was discovered by accident--Yes, it must have been discovered by accident as it is believed that the first person made popcorn when a kernel of corn heated up by the sun to such a degree that it actually popped.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: How can you make popcorn at home? Talk about the method in the class. Write it below in four steps.

Web Stuff: Children can enjoy this lesson about popcorn on youtube:

<https://www.youtube.com/watch?v=aJfyqSsa6FE>

## Chapter-12

## The Poor Little Toe

**Pre - Lesson:** Children engage in the Warm Up. Discuss human body. Ask questions like: What do they think is the most important body part of the human body? How many bones are there in a human body? Ask the children to circle the most important body part of the human body and write reasons for it.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. tired. 2. wait/ lame/walk, walk, walk; B. All the body parts are complaining about themselves. C. The knee said that when a person becomes lame, he will have to keep walking. D. 1. seldom, 2. wail, 3. woe.

**I Can Answer:** A. Then a voice, faint and low, of the poor little toe spoke out in the dark with a wail. B. toe; C. D. sore/pain.

**I Can Understand:** A. That even though it is being over looked it is the important part of the body which helps the body to move forward while walking. B. "But I carry all the weight of the body, small or great." It is true that the little toe is indeed the most important part of the body as it helps the body to move and saves it from falling off. C. poor, humble, snubbed, rubbed.

**Word Smart:** A. 1. 1. this, 2. Those, 3. That, 4. This, 5. These, 6. These; 2. (answers may vary) Children will practice spellings, 3. (answers may vary) Children will write another title for this poem---Importance of toe.

**I Can Write:** (answers may vary) Children will write why do they think the poet wrote this poem and what did you learn from this poem?--- The poet wrote this poem to bring out the message of the importance of each body part. Without the presence of all of them it would be difficult for the body to function normally.No one is less important or least. We are all important to live together as we need each other.

**I Can Read:** Ask children to read aloud.

**HOTS:** Small things also have great value. Sometimes with the absence of a small thing our work gets stuck and we are not able to finish what we want to.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Do you think that all body parts are important for the body to function well? - Yes, all the body parts help us to function our body properly. Speak about it in the class.

**Web Stuff:** Children can enjoy this story on youtube:

<https://www.youtube.com/watch?v=C2kbd4d7SyM>

## Chapter-13

## Mother Bear's Call

**Pre - Lesson:** Children engage in the Warm Up. Discuss about their favourite animals. Ask questions like: Have they seen a bear in their real life? What features do they find in a bear attractive? What does a bear generally do? Ask the children to circle the right pictures of the things a bear would eat from the given box.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. Maria was spying the children who were holding a basket in their hands and coming. 2. c. a basket; B. 1. cub, 2. tugging; C. baby bear

**I Can Answer:** A. "Will you bring in a lion tomorrow?" B. 1. cub, 2. window, 3. human; C. 1. alone in the shed, 2. They all ran to the window to look outside. The twins hid behind the curtains, their mother and Old Uncle ran down the back along with Pincher to the shed to open the door for the cub to escape out and reach his mother.

**I Can Understand:** A. a-4, b-1, c-3, d-2; B. "Of course he won't be any trouble" 3. a. Old Uncle, b. Essie, c. baby bear.

**Word Smart:** A. 1. The twins were trying to find Bruin. 2. The cub wanted to be with his mother. 3. Children did not hear him. B. (answers may vary) Children will practice spellings; C. No, old uncle was not happy to see the cub. D. She was calling out for her cub, and also she must be angry at the people for taking away her cub.

**I Can Write:** (answers may vary) Children will write their thoughts--Dear Mother bear, we have your cub with us and we are taking great care of him. He is very happy here and so are we. We love playing with him. He amuses us with such funny tricks like, rolling over his belly and making funny sounds. He loves playing with a big ball we have given him.

**I Can Read:** Ask children to read aloud.

**HOTS:** (answers may vary) Children will write their thoughts of how did they think Pincher knew

that the cub's name was Bruin and do they think if he was making that up--- Pincher had probably named the cub Bruin as he had been in the woods before and seen the cub with his mother.

**I Can Do:** Children will choose any word from the text and write it down, as well as draw pictures which SHOW the meaning of the word.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Do you think it was a right thing to give the cub back to the mother bear? Was it a good thing to take the cub away from mother bear in the first place? -No, animals also have feelings, everyone should think about them also. Speak about it in the class.

**Web Stuff:** Children can enjoy these bear facts on youtube:

<https://www.youtube.com/watch?v=zkkGfFiA8Uc>



## Chapter-1

## From the Railway Carriage (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss speed and how it affects how we see things, specially on a train.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. C, 3. B, 4. A, 5. C

**I Can Answer:** A. No. We know it is not running in the city because of the scenery that can only be viewed in the country side (like meadows, cattle, mill and river) and not in the city. B. Faster than fairies, faster than witches C. The poet seems have to have a love and nostalgia for trains. He seems captivated by the speed and the scenery that a train ride has to offer. Children circle love, fun, enjoyment, adventure.

**D.** Open ended The Joys of a Train, Train Treat, etc. Make sure children understand the main point when giving a title.

**E.** Open ended All lines have a sense of musical interest to it. Make sure children understand that the rhythmic sound of the train adds movement and music to the poem.

**I Can Understand:**

1. Bridges, houses, hedges, ditches, hill, plain, stations, child, tramp, cart, mill and river are all bits of the scenery that the poet catches.
2. The expression means very fast/ quickly.
3. The speed of the rain is so fast that these visual treats last only a second and then are gone in front of your eyes.
4. Underline a and b.
5. Faster, Child, Road

**Word Smart:** A. 1. pale, 2. blue, 3. tails, 4. knight, 5. mane

The 2 homonyms are: through/threw, plain/plane.

- B. Students are to practice these spellings in pairs.
- C. Open ended. Make sure that students are

able to bring out the exact meaning of the word in the sentence.

**I Can Write:** (answers may vary) A submarine would be interesting as I would get to see the animal and landscapes below the water. I could feel a little scared at first but the adventure and excitement would be more!

**HOTS:** Open ended. If I was the poet, I would also mention more of nature and maybe include more smells. I would have mentioned the musical rhythm of the train.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which show the meaning of the word.

**Life Connect:** Good observers are good self learners. They can be good poets and even better human beings. Discuss with children how they could be more observative of the world around them.

**Web Stuff:** Understand more of the poem through this video on you tube:

[https://www.youtube.com/watch?v=466cF1d5V\\_Q](https://www.youtube.com/watch?v=466cF1d5V_Q)

## Chapter-2

## Awakened

**Pre - Lesson:** Children engage in the Warm Up. Discuss how tea is grown and enjoyed in several countries.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. B, 3. B, 4. B, 5. B.

**I Can Answer:** A. No. He did not like it because it tasted bitter. B. 1. doctor, 2. tea- leaves 3. angry, 4. China

**C.** The problem was that the tea leaves were bitter if chewed and the solution was that the accidental dropping of tea leaves in the hot water turned something bitter into a calming drink that the Emperor liked.

**D.** "This tasted wonderful!", he shouted in excitement

**E.** He could have taken a nap or exercised.

**I Can Understand:** A. Other things that can smell wonderful is perfume, flowers, tasty food.

**B.** Tea -leaves, hot water

**C.** 1. false, 2. false, 3. false, 4. false

**D.** No. I think if this accidental event would not have happened, the Emperor may have ended up cutting the doctor's head as he was unable to chew the bitter tea leaves.

**E.** As per the story, the doctor was clever and emperor was happy with him in the end.

**Word Smart:** A. wonderful, emperor, offered, excitement, beautiful

**B.** a. ain, b. ai, c. ea, d. e, e. ei, f. ie

**C.** The Emperor found out that the tea could taste good when some tea leaves fell in the hot water by mistake and gave off a soothing fragrance.

**I Can Write:** Because the drink tastes good with a nice smell and it'll also help the emperor to stay awake.

**HOTS:** Open ended. I think it would be coffee as it has more caffeine.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. I could have solved the problem by grinding and mixing the tea leaves in the Emperor's food so that he could not taste its bitterness.

**Web Stuff:** Understand more about the history of tea through this video on you tube: <https://www.youtube.com/watch?v=LALVvc1sS20>

### Chapter-3

## The Princess and the Frog

**Pre - Lesson:** Children engage in the Warm Up. Discuss they believe in magic or enjoy fantasy. Ask them to provide reasons.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. (a) The princess speaks these words to her father, (b) She is disgusted and annoyed at the thought of spending time with the frog.

2. The frog is speaking to the princess.

3a. Yes, he did. b. The speaker came to the princess because she had promised that she would spend time with him, c. The princess shoos him away.

4a. The king is speaking these lines, b. The speaker reminds the princess that a promise should always be kept, c. She does obey the king, but grudgingly.

5. Children tick b and d.

**I Can Answer:** A. The princess wore a golden gown with priceless gems studded on it. She was very self engrossed and got easily disgusted. B.A frog came to the princess' rescue. He appeared on a lily pad, just as the princess' ball fell into the pond.

**C.** The King behaves justly and kindly with the frog.

**D.** The frog told her that an evil witch had put a spell on him as he was actually a prince.

**E.** As soon as the princess had a change of heart towards the frog and picked him up in kindness, the frog's spell broke.

**I Can Understand:**

**A.** When the princess was rude to the frog, he started crying. The sadness of the frog brought about the princess' change of heart.

**B.** After knowing the frog's reality, the princess became his friend and either were lonely no more.

**C.** The title makes use of the two main characters in the story - the princess and the frog; thus introducing the readers to them.

**D.** This line means that the princess started enjoying the frog's company, even before he changed into a prince.

**E.** Yes, she did.

**Word Smart:**

**A.** 1. Supper, 2. witch 3. plopped 4. frustrated.

- B.** 1. al 2. ly, 3. ly 4. er, 5. ment 6. ful  
**C.** 1. frog 2. unhappy 3. happy 4. promise  
 5. bed time story.

**I Can Write:** (answers may vary--make sure children understand the question well)

**HOTS:** Open ended. I think it is easier to be friends with animals as they do not expect anything back. Humans can be more treacherous and selfish sometimes.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. Ask in what practical ways children can be kind to animals.

**Web Stuff:** Understand more about being kind on you tube:

<https://www.youtube.com/watch?v=H98Rfljxmsc>

#### Chapter-4

### The First Tooth (poem)

**Pre - Lesson:** Children engage in the Warm Up. Children discuss relationships with siblings and how sometimes there can be jealousy amongst them.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. c, 2. b, 3. a, 4. a, 5. c

**I Can Answer:**

- A. The speaker thinks that the baby is much more preferred, even though his actions and movements are way more inferior to his.  
 B. At the time in the poem, the baby is getting more attention because he is sporting his first tooth.  
 C. The speaker seems to feel resentment towards the baby along with a twinge of jealousy. He longs for more attention from his parents.  
 D. The speaker thinks that his accomplishments of walking and teething are hailed as more special than his dancing and more complicated moves.

**I Can Understand:**

- A. Yes, the title suits the poem because the first tooth is the inspiration as well as the main contention in the poem.  
 B. No. It's just that babies need more of their parents' attention than their older siblings.  
 C. Open ended--The Jealous Sibling

**Word Smart:**

- A. 1. joy, 2. small, 3. day.  
 B. 1. tiny, 2. joy, 3. longest, 4. advancing  
 C. open ended  
 1. Parents take care of their infant children.  
 2. Twins can sometimes mean double trouble!  
 3. The cheeky child tried to walk like me.  
 4. Infants have tiny teeth.

**I Can Write:** (answers may vary) I would treat my baby sibling with a lot of care. I would have understood if my parents gave him/her more care. I would have tried to help with the chores as well.

**HOTS:** Open ended. It seems that the poet is writing from first hand experience or he at least can feel that way as he too has a sibling.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. Make sure children express why they got surprised.

**Web Stuff:** Children understand how teeth grow through this video on you tube:

<https://www.youtube.com/watch?v=LALV Vc1sS20>

#### Chapter-5

### The Bargain

**Pre - Lesson:** Children engage in the Warm Up. Children discuss the role of luck in good fortune.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. a, 2. d, 3. c, 4. a

**I Can Answer:**

- A. No, Rama does not have a lot of money. Rama was the speaker.
2. The speaker (Rama) is speaking.
3. Rama is saying to the king.
4. The agreement was the exchange of the 500 beatings by giving 250 to the shop owner and 250 to the watchman.

**I Can Understand:**

- A. Everyone thought Rama was stupid because he felt the animals were communicating with him.
- B. It means that even though Rama behaved foolishly, he made some money at the end of it.
- C. Rama ended up tricking them, but he was unaware of it.

**Word Smart:**

- A. (i) already (ii) believe
- B. 1. he wanted the shopkeeper to give him the money he spent. 2. be recompensed by the shopkeeper. 3. to throw Rama out. 4. good bargain

**I Can Write:** (answers may vary) Rama seems to be simpleton who sees the world as a child. He seems to feel that animals communicate with him. At the same time, he acts foolishly as in an adult world. He seems to have a childish approach to situations and problems.

**HOTS:** Open ended. Rama's sensitivity to nature and animals is justified by how he feels the universe is in conversation with him. He seems to understand the frogs and dogs.

**I Can Do:** Children can choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. Children are to discuss ways of being economical in simple ways. They are also to discuss how they can help defend and preserve animals who may be vulnerable to abuse, like animal adoption centers.

Web Stuff: Children learn about animal kindness and sensitivity:

<https://www.youtube.com/watch?v=1TETSmOnYQI>

## Chapter-6

### A Contest

**Pre - Lesson:** Children engage in the Warm Up. Children discuss the feelings of being in a contest - jealousy, nervousness. Talk about the importance of being a good sport person.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. b, 2. b, 3. d, 4. a, 5. a

**I Can Answer:**

- A. 1. The efforts of the wind were futile. His effort was to blow away the man's coat by blowing harder. 2. The sun most patiently shone hard on him such that the man felt too hot and removed his coat on his own.
- B. a. false, b. false c. false d. true

**I Can Understand:**

1. This story is non fiction because the wind and sun talk to each other which cannot happen in the real life.
2. "Unable to bear the rising heat, the man finally took his coat off and moved to a nearby tree to rest for a while under its cool shade."
3. "The efforts of the wind had been useless".
4. Yes, the sun was wiser because he used intelligence more than power and strength.

**Word Smart:**

- A. a. coat, b. winner, c. great, d. spend
- B. Open ended--suggestions given.  
WIND - impatient, forceful, powerful, over confident  
SUN - intelligent, wise, confident, patient.
- B. a. finally b. spot c. exhausted d. energy.

**I Can Write:** (answers may vary) If I was the wind, I would have felt quite foolish because the Sun's technique and approach to solving the problem would have shown me my overconfidence.

**I Can Read:** a. sun will shine b. fog will go  
c. wind will blow d. sky will change colour

**HOTS:** Open ended. I don't think the man deserved to be so troubled. The contest seemed needless as the man's plight happened only because the wind and the sun had an argument about who was stronger.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. Children are to discuss how wars start. They bring misery, death and destruction because of differences in opinion or ego battles.

Web Stuff: Children learn about the Sun:

<https://www.youtube.com/watch?v=HFT7ATLQQx8>

## Chapter-7

### My Treasures

**Pre - Lesson:** Children engage in the Warm Up. Children discuss the feelings involved in a treasure hunt - anticipation and excitement and the feelings on finding one - curiosity.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. a, 2. b, 3. d, 4. b, 5. c

**I Can Answer:**

- The poet has gathered the tin soldiers in Autumn.
- The whistle was made by the poet and nursie in the woods.
- The poet seems to be very attached to his nursie. He deems everything that nursie and he made or discovered or kept as 'treasures' as most precious.

**I Can Understand:**

- I agree with the title because it shows the main idea of the poem - the poet's childhood treasures.
- I think these are like treasures for the poet because he holds all of these special to him because they are his childhood memories and

nursie is part of it.

- It seems that the poet's father was logical and would not give in to agreeing to his child's fantasy.

**Word Smart:**

1. king, thing 2. blade, made 3. own, alone 4. cold, gold
- Open ended** - Make sure students make sentences which bring out the clear meaning of the word.
1. nuts 2. whistle 3. gold 4. chisel

**I Can Write:** (answers may vary - make sure children write correctly about something they like to collect.

**HOTS:** Open ended. Memories / Childhood Lane

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. Children are to discuss how they can collect treasures. Discuss how treasures don't have to do with gold coins or money or memories or simple things that belong to people we love.

Web Stuff: Children learn a moral story:

<https://www.youtube.com/watch?v=HJrQb-MWRCA>

## Chapter-8

### Monkey Took the Cake

**Pre - Lesson:** Children engage in the Warm Up. Children discuss the importance of sharing and not being selfish. Discuss the value of it.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. a, 2. b, 3. c, 4. b, 5. a

**I Can Answer:**

1. to fight over the cake 2. decision. 3. would be 4. cake pieces 5. cats.
- In order to fool the cats and have his share, he had to cut it into several pieces.
- No, he could not settle the matter related to

the cake because that was never his intention. His intention was always to eat the whole cake.

8. Yes. They were foolish because they could have easily resolved the matter between themselves.

**I Can Understand:**

- A. The monkey was meaning to say that the cake was his fee for being the 'case settler' between them.
- B. I dislike the monkey because he was sly and cunning.
- C. Labour means hard work. Open ended answer--make sure students make a sentence which brings out the meaning clearly.
- D. We learn to solve differences soon and not be blinded by greed.
- E. (i) Monkeys are naughty creatures.  
(ii) Monkeys look is quite similar to humans.  
(iii) Monkeys can eat nuts, leaves, fruits, flowers and seeds etc.

**Word Smart:**

- A. 1. friendly 2. sadly 3. largely 4. beautifully 5. alarmingly 6. bitterly 7. heavily 8. wisely
- B. things, hair, soap, meat, shoes
- C. 1. larger 2. heavier 3. rejected 4. same

**I Can Write:** (answers may vary) The moral of the story is to learn and solve your own differences and act wisely.

**HOTS:** Open ended. Dogs are loyal, ants are hardworking, the fox is sly.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. Children are to discuss how monkeys are similar to humans and have similar emotions like love and community.

**Web Stuff:** Children enjoy this story on wisdom:

<https://www.youtube.com/watch?v=r8EOAIW-lxg>



**Chapter-9**

**The Little Fight**

**Pre - Lesson:** Children engage in the Warm Up. Children discuss about whatever they know about Russia. Make sure children can locate Russia on a world map.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1. T, 2. F, 3. T, 4. F, 5. F, 6. F

B. 1. a, 2. a, 3. a, 4. c

**I Can Answer:**

- A. The fight started with something small (one of the girls accidentally ruining her friend's dress) and ended up really huge because of the adults' intervention.
- B. Some good manners would be: be polite to others, help others in need, do not speak with your mouth full raise your hands in class, honor and respect your elders, etc.
- C. I do not think that the parents were wise because they were not following good manners and showing behaviour as they wanted their children to show.
- D. No. It was a minor matter which could have been solved by washing the dress.

**I Can Understand:**

- A. The mothers added fuel to the fire by making the fight worse instead of calmly resolving the matter. No, there not correct because they did not model the right behaviour to their children.
- B. It was a snowball effect. It started with one adult which ended up in many men and women getting involved in the fight. It worsened the situation and made the problem even worse.
- C. Akulya's grandmother helped solve the matter by pointing out to the adults as to how the two girls forgot the fight and were already playing.
- D. The two girls started floating paper boats in the water. This showed that they put the quarrel behind them and played together as friends again.

- E. We learn that one should be wise in solving differences.

**Word Smart:**

- A. softly, stopped, dirty, older  
 B. 1. Russia, 2. walking, 3. bigger, bigger, 4. quarrel  
 C. 1. glad 2. tone 3. needed

**I Can Write:** (answers may vary - make sure kids can narrate the problem clearly, the experience and the solution.)

**HOTS:** Open ended.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. Children can discuss that change is sometimes possible after a fight because one can see how futile it is along with a waste of time.

**Web Stuff:** Children enjoy this moral story:  
[https://www.youtube.com/watch?v=VTa5w\\_fN-3w](https://www.youtube.com/watch?v=VTa5w_fN-3w)

**Chapter-10**

**My Books**

**Pre - Lesson:** Children engage in the Warm Up. Children discuss about the importance of reading- what kind of books they like- different genres like fantasy, adventure, etc. Make sure they write the title of their favourite book.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:** A. 1- F, 2 -F, 3 - T, 4 - T, 5 - F

- B. 1. books, 2. reading, 3. fairies  
 C. 1. quaint 2. city 3. adventuring

**I Can Answer:**

- A. The poem is about the joy of reading and how the poet loves books.  
 B. The poet likes books about it seems to make him travel to fantastical land and leads him on adventures. He calls a book his best friend.  
 C. The poet calls the books a 'home' because

all of his imaginative beings and mystical lands 'live' within the book.

- D. The poet meets new friends by reading his books and engaging with it.  
 E. The books help the poet to go off on adventures by sheer imagination and fantasy.

**I Can Understand:**

- A. Open ended answers - My Best Friend, Fantasy Lands  
 B. A B C B; A A B B; A B C B; A A  
 C. Open ended. Please make sure the student describes the characters, setting, plot and resolution of the story.  
 D. Some of the feelings that the poet experiences are: love of books, excited by his imagination, he feels welcomed and excited, he feels he has a friend and experiences the joy of fantastical adventure.

**Word Smart:**

- A. 1. like 2. love 3. slave 4. small  
 B. 1. c, 2. d, 3. b, 4. a  
 C. cruelty, fifty, positivity.  
 D. (i) Patriot (ii) Doctor

**I Can Write:** (answers may vary - make sure kids write about going green and saving the environment by not polluting it.)

**HOTS:** Open ended.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. Children can discuss the last book they read and the impact it had on their lives.

**Web Stuff:** Children learn about the top 10 selling books in history:

<https://www.youtube.com/watch?v=gyK9USrvDQ>

**Chapter-11**

**The Pride of India**

**Pre - Lesson:** Children engage in the Warm Up. Children discuss the importance of dreaming and of hard work hand in hand.

**Answers:** I Can See and Read: Make sure the children can read and pronounce correctly.

**I Know It:**

He was awarded India's highest award, the Bharat Ratna and Padma Bhushan.

**I Can Answer:**

- A. Dr. A.P.J Abdul Kalam Azad was also known as the "Missile Man".
- B. Dr. Kalam always attributed all his success to his mother's wisdom and knowledge. She also encouraged him by buying him a small lamp so he could study at night.
- C. Dr. Abdul Kalam's father was a fisherman.
- D. He used to sell newspapers to save for his school fees.

**I Can Understand:**

- A. 1 - F, 2 - F, 3 - F, 4 - T
- B. 1b, 2c, 3c, 4b, 5c

**Word Smart:**

- A. 1. c, 2. c

**I Can Write:** (answers may vary make sure kids bring about the equal importance of both-also values of determination and sacrifice)

**HOTS:** Open ended.

Because Dr. Kalam belonged to a poor family, knew the importance of working hard to get anything in life. He learnt therefore the value of hard work and dreaming big as he realized the sacrifice and determination, being born in a fisherman's house.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. Children discuss who inspired them most and what values they find admirable in them.

**Web Stuff:** Children learn more about the Missile Man:

<https://www.youtube.com/watch?v=-belHnGgk9E>



## The Unlucky Weaver

**Pre - Lesson:** Children engage in the Warm Up. Children discuss if there is a difference between happiness and satisfaction. Is one always happy when one is satisfied?

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:**

- A. 1. rich 2. inferior 3. everywhere 4. excellent 5. save 6. pardon 7. give.
- B. 1. b, 2. c, 3. c

**I Can Understand :**

- A. Tick (✓) all except 3 and 6.

**I Can Answers :**

- A. The weaver decided to go to the city so as to make more money.
- B. The weaver could not reach his city both times because he lost his money on the way home and he did not want to disappoint his wife.
- C. His gold coins got lost because Destiny took it away from him, even though he had earned it.
- D. Destiny asked him because he wanted the weaver to realize that despite his misfortunes, his happiness did not lie in money.
- E. The message of the story is to be content with what you have and not be greedy beyond your means.

**Word Smart:** open ended answers

- A. 1. The mansion was exquisite in its carvings and architecture.
- 2. The rich and the poor must live in harmony.
- 3. The fabric in this shop feels superior in quality to the fabric in the other shop.
- 4. Keep persisting and in the end, you will be successful.
- 5. The situation of the refugees makes me sad.

- B. 1. unsuccessful, 2. wanted, 3. low, 4. punish  
 C. Open ended answer. Possible titles: Destiny and Action, The Fatal End of Greed

**I Can Write:** open ended.

I learnt from the story that destiny and action are always at play in a man's life. Also, true happiness is not guaranteed by wealth, but knowing that you have just enough to be thankful for grateful for the small yet important things of life.

**HOTS:** Open ended.

Somil seemed to have such an extraordinary talent for weaving cloth that it seemed unparalleled in the land. He was a person who wanted to please his wife and family. He was also a hard worker. Even though he was looking to make money, he was wise enough to learn his lesson quickly.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. Children discuss what they understand by cloth weaving.

Weaving is the process of making textiles by interlacing fiber threads. Examples of Indian cotton textiles date back 5,000 years ago. References to hiranya, or cloth made of gold, can be found in the ancient Vedas texts. Weaving centers in India made saris for royalty in the 12th and 13th centuries.

**Web Stuff:** Children learn about carpet weaving in India.

<https://www.youtube.com/watch?v=P6xISOJlnZE>

## Chapter-13

### How the Leopard Got Its Spots

**Pre - Lesson:** Children engage in the Warm Up. Children tick only the giraffe and cheetah.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:**

- A. 1. The leopard's job in the desert was to terrorize and hunt other animals.  
 2. c  
 B. 3 and 4

**I Can Answer:**

- A. Giraffe and Zebra found a forest and ran into it and hid there.  
 B. 1. stripes, 2. visible, 3. black, 4. spots  
 C. The man had the idea to camouflage both the leopard and himself by putting crushed blackberries all over himself and the leopard so they would not be visible at dark and could hunt at night.

**I Can Understand:**

- A. 3,2,1,4  
 B. The man changed the way he looked so that he could be invisible at night and hunt the animals.  
 C. The man and the leopard were able to make themselves invisible and hunt the other animals again.  
 D. a. visible, b. year, c. confuse.

**Word Smart:**

- A. 1. We will go hunting today.  
 2. There is a spider next to you.  
 3. Why do you never play with us ?  
 4. Wow ! I am starting to look like a joker.  
 B. Children practice spellings

**I Can Write:** open ended.

The man and the leopard became friends. They became partners in crime. And even though the man's 'blueberries' got washed off, the leopard got stuck with them.

**HOTS:** Open ended.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. Children discuss what they understand by camouflage.

Chameleons have to be the most visual stunning lizards. Some species have it all - horns, pincers, the ability to change colors,

eyes that can look in different directions, a tongue twice the length of its body and a curly tail.

Web Stuff: Children learn about animal disguises.

<https://www.youtube.com/watch?v=xxnlrl4LTzQ>



## Chapter-14

### A Time to Talk

**Pre - Lesson:** Children engage in the Warm Up. Children talk about their best friends and ways in which they spend time with them.

**Answers: I Can See and Read:** Make sure the children can read and pronounce correctly.

**I Know It:**

1. b, 2. d, 3. c, 4. c, 5. b

**I Can Answer:**

- A.1. It refers to the poet's friend. A meaning walk means a walk which has slowed down for a purpose - primarily to visit his friend, the poet
2. The poet does not want to contemplate all the work yet undone or consider time wasted when its about friendship. He talks about a hoe because he has been working in the field.
3. The poet does not want to shout out to his friend from the spot he is standing and working. . He wants to spare the time out to talk to his friend.
4. The poet wants to show through this action that he wants to give up work for just awhile so he can spend time with his friend. His hoe is 5 feet tall.
5. The poet is going to meet his friend at the wall. "Friendly visit' means a visit not with work in mind, but just a time to catch up.

**I Can Understand:**

- A. The theme of the poem is friendship, even if it means laying down some time for your friend.
- B. The poet leaves his work to meet his friend because he values their friendship above work.
- C. The poet seems to value relationships over work. He is sentimental and sacrificial too.
- D. "Friendship", "True Treasures"

**Word Smart:**

- A. 1. mellow ground  
2. Plod over to the stone wall
- B. a. stand, b. friend, c. long.
- C. Open ended answers - make sure children make sentences that bring out the meaning clearly.

**I Can Write:** open ended.

Make sure the children are able to narrate any such incident.

**HOTS:**The person seems to value friendship over work. He is relaxed and is able to mentally put aside work and spend some time with a friend.

**I Can Do:** Children choose any word from the text and write it down, as well as draw a picture which SHOW the meaning of the word.

**Life Connect:** Open ended. Children discuss the importance of friendship and how they make and break their identity.

Web Stuff: Children learn this moral story:  
<https://www.youtube.com/watch?v=a-R4xBXs1A0>



# **ENGLISH READER**

**TEACHERS' MANUAL**

**6 to 8**

**Pre - Lesson:** Children engage in the Warm Up. Discuss and ask questions like: Have you ever imagined what would you do if you had a lot of money, more than ten thousand rupees? Will you buy something, or do something else with that money?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. C, 2. C, 3. C, 4. C, 5. A

**I Can Answer:**

1. No, not with just hundred dollars. Some animals are very costly and even cost more than a hundred dollars.
2. Because she loves animals and wishes that she could buy all the animals. She is willing to spend every penny on all the animals which she desires to buy or have.
3. The poet loves animals very much. She would run to the animal store and buy the animals that are there. This shows that she is too eager to have animals of her own. She is not choosy about some animals but loves them all no matter how they look.
4. An animal lover
5. I'd hurry as fast as my legs would go.  
Straight to the animal store.

**I Can Understand:** Open ended answers.

1. The poem talks about a store which is full of animals. Just like garment store, departmental store, medical store, where things are available according to their said names. Therefore, being an animal store, only animals were there which could be bought.
2. Hound, Cockers, Cairns, parrot and monkey.
3. Cockers and Cairns are the names of dog breeds. The poet desires any breed to become a pet for her which she can call her own.
4. The poet just wants to buy an animal no matter how much it would cost. Price didn't matter to her and she wouldn't waste time and energy in asking for each one's price but would directly pay no matter what the cost would be.
5. For to be my very own.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. 1. mat, 2. doll, 3. right, 4. owl, 5. sing, more, store  
B. 1. When I got good marks, 2. When my toy broke, 3. When my friend hit me  
D. If I had a hundred dollars to spend,  
Or maybe a little more.

**I Can Write:** It is not good that animals should roam around on the street. It is not safe for them and also for those who are driving on the road. I feel sad but angry too. Why should they be left wandering on the streets? Once when I was going with my father in his car, we came across a street where many cows were left on the road to wander on their own. Some of them even sat in the middle of the busy road. Nothing seemed to affect them, not even the noise of the speeding

vehicles. Just as we were approaching them, a truck coming from the opposite direction almost hit one of the cows sitting on the road. Thankfully the driver applied sudden brakes and saved the cow from getting crushed. But I was very upset and scared to see such animals being left off by their careless masters.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

A. Lane No. 2, Stuti Vihar

Amritsar

2.2.2020

Dear Ravi,

I got the opportunity to go to London along with my parents last month. I was very excited as this was going to be my first trip and first time on an airplane. I did all my packing myself. I slept on time at night because we had to leave for the airport very early in the morning. When we reached London, I was amazed to see such beautiful buildings and towers there. The city is very beautiful. We also went to some museums there. The art and paintings were also very beautiful. Then I asked my parents to take me to a toy shop where I could buy a nice game for myself. We also went to the zoo and there were so many animals. There were all kinds of animals there. Some of them I was seeing for the first time.

I wish we could go again. I really enjoyed this trip.

Sincerely,

Kamal

B. House No. 5, Phase 1

Lane 8, Narender Nagar

Delhi

6.1.2020

Dear Dadaji and Dadiji,

I am writing to you to let you know that I have received the ipod you gifted me. Thank you to you both for giving me such a beautiful gift. I love my ipod very much. After I finish my homework and studies, I take my ipod and search so many things that are there. I can also read so many useful articles that are there. It helps me in my studies as I can get more information on the subject that I'm reading. You have given me a very beautiful gift. Thank you once again.

Sincerely,

Parul

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Die. Sentence:** Many animals perished in Australia due to fire in jungles.
- B. **Attract strong attention and interest. Sentence:** The painting in the museum was so fascinating that many people wanted to buy it.
- C. **Height. Sentence:** The Himalayan Mountains are situated at a very high altitude.
- D. **Enough. Sentence:** We had ample time to reach the station to catch the train.
- E. **Pain. Sentence:** The mother bear was in much agony as she had lost her cub.

**HOTS :** Open ended answer.

If I was the poet, I would definitely buy a German Shepherd, golden retriever, Labrador, a parrot, rabbits and a horse.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Think about so many stray dogs and cats that live without good home or good food. Try adopting one today and provide them a home to stay!

Web Stuff: Children can enjoy this story about a caterpillar on you tube:

<https://www.youtube.com/watch?v=tYa6OLQHrEc&t=16s>



## Chapter-2

## The Blue Jackal

**Pre - Lesson:** Children engage in the Warm Up. Discuss and ask questions like: Have you ever seen people working in a dye factory?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. A, 3. A, 4. B, 5. B

**I Can Answer:**

1. Zaru went looking for food as he was starving. He went inside a village where he saw only humans selling eatables. But Zaru knew that as an animal himself he could not communicate with humans because they wouldn't understand him and so he could not find anything to eat there.
2. Zaru was chased by the dogs as he was going to grab a chicken from the chicken shop. A group of dogs came howling at him and chased him away.
3. When Zaru was being chased by the dogs for trying to steal chicken from the chicken shop, he was being chased by some dogs. He ran from one street to another and kept running when he reached to open yard which belonged to a washer man. There he saw many large tubs lying around in front of his house. Zaru quickly jumped into one of them and waited quietly for the dogs to go away. The dogs could not find him and went away. But when he came out of that tub, he had turned blue as the tub was full of blue dye.
4. Zaru was very witty and sly and knew exactly how to make a fool of all the animals. When he had turned blue he told the animals that he was sent by the Almighty God of the jungle and made him the king to rule over them all.
5. Zaru had always used his wittiness and fooled the animals of the jungle. He would use his sly ways and make one of them his prey. Towards the end all the animals decided that Zaru be killed so that his wicked ways could be put to an end.

**I Can Understand:**

1. The jackal had turned blue when he jumped into one of the large tubs of the washer man to escape the attack of the dogs who were chasing him for trying to steal a chicken from a chicken shop. When he came out, he noticed that he had turned blue because of the blue dye which was in that tub.
2. Open ended answer. No, it is not good to fool others for our own benefit because they can get hurt or sometimes get into trouble. We should not try to take advantage of other people just to fulfill our needs and desires.

3. Zaru had gone to the village looking for something to eat. But after what happened with him in the village because of which he kept running to escape the fury of the dogs, he was left starving as he could not get anything to eat. All the while he was hiding and trying to save himself from the dogs and so he was left starving.
4. Zaru did not know that he had turned blue by jumping into the tub of blue dye. When the dogs and other animals saw, they did not recognize him and thought that he was a ghost. Zaru noticed that and said to himself that all the animals are running away from him as if they have seen a ghost.
5. Zaru is a very cunning jackal. He always cheated and fooled all the other animals in the jungle. He could not be trusted and always looked for ways to make some animal his prey. He was very sly.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. 1. computer, 2. river, 3. dragon, 4. wolf, 5. owl  
3 metaphors: zoo, a racing car, a bottomless pit
- B. 1. extremely lightweight. 2. holding anger for a long time then erupting 3. to succumb to doing something foolish or irresponsible.
- C. 1. was a snake, 2. howling dogs, 3. creating a zoo out of a market

**I Can Write:** Open ended answer.

No, lying and fooling others is definitely not a good thing because others can get hurt and also put them into some kind of trouble. In return even we wouldn't want anyone to fool or lie to us. We should always be honest and never lie to someone.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

### St. Mary School, Dehradun

#### NOTICE

22nd Sept, 2020

This is to inform high school that there will be an inter school competition on 1st Feb. held in Happy Valley School, Chandigarh, which includes singing, dancing, acting and drama.

Classes - 9 - 12

Date of departure - January 31, 2020

Date of arrival - February 2, 2020

Those interested may kindly deposit Rs. 3500 per head which includes boarding and lodging. You are interested to do so by 30th of January, 2020.

Sumit

School Captain

**Dictionary Skills:** Open ended answers.

- A. **Move. Sentence:** The cows refused to budge from the road and kept sitting there the whole day.
- B. **Raise. Sentence:** The national flag was hoisted in our school on 26th January, 2020.
- C. **To mock at someone. Sentence:** It is not good to ridicule someone in front of others.
- D. **Bring to life. Sentence:** The doctors had a hard time reviving the injured man.

E. **Earlier. Sentence:** We invited the former Principal to come and give the welcome speech.

**HOTS:** Open ended answers.

If Zaru hadnot howled, probably the animals would not have been able to recognize him then, but maybe at some other time or some time later he would have been recognized by the other animals.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like : Why should never lie or try to fool someone for your own benefit?

Web Stuff: Children can enjoy these jackal facts on you tube:

<https://www.youtube.com/watch?v=Ckhnuo11zFg>



## Chapter-3

## The Magic Pitcher

**Pre - Lesson:** Children engage in the Warm Up. Discuss and ask questions like: Imagine you have a magical box. It would provide you anything you wish for. But you have only three wishes. What do you think you will ask?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly

**I Know It:** 1. A, 2. A, 3. B, 4. A, 5. B

**I Can Answer:**

1. Subha was a kind and hardworking man. He was a woodcutter. He decided to go in the deep forest to get some more and better wood to sell.
2. Subha had gone away for many days now to the forest and had not returned. There he had met some fairies who were fulfilling all his needs and Subha was enjoying that life and completely forgot about his family whom he had left behind. In the meanwhile his wife began to worry for him. She thought maybe he has been caught by some wild beast.
3. The pitcher was magical as it provided any kind of food that Subha would ask for.
4. No, it was not right for Subha to have asked for the pitcher. Subha was much attracted towards the magical pitcher as it would provide him with any kind of food that he would ask for. When he was going to go back to his family, the fairies asked what he wished for as his parting gift. He asked for the magic pitcher. The fairies became sad because it was their only source of food. No, it was not right for Subha to have asked for the pitcher.
5. Open ended answer.

Subha had now become wealthy. He could ask for any amount of food he desired and give to his family by using the magic pitcher. But one day as he was too drunk with wine, he came out with the pitcher on his head to prove that he was not stealing food, he lost his balance, and the pitcher fell off his head and broke. This way he lost everything and was brought back into his old condition.

I Can Understand: Open ended answer.

1. Subha Dutta is a family man. He is a very hardworking and caring father and husband. He loves his family very much. He did not hesitate to leave his family behind and risk his own life by going into the deep jungles. This shows he could go to any extent to provide for his family.

2. While Subha was gone for a very long time, his children must have carried on the work their father had taught them. They must finished their education and gone into good business by now. They must have built a big beautiful house all by themselves as their father had taught many traits by using wood.
3. Subha: "Please may I have the pitcher which I may take back home?"  
Fairies: "Oh no! This is all that we have for ourselves!"  
Subha: "But you promised that you would grant me my last wish."  
Fairies: "Yes, that's true. Why don't you take something else and leave the pitcher for us?"  
Subha: "No, but you promised me that you would grant me my wish, and now you must."  
Fairies: "Okay, go ahead, take it then."
4. The family was not very wealthy; rather they lacked food in their house. But when Subha came back with the magic pitcher, it fulfilled all their desire of any kind of food they asked for. And so, from now on they wouldn't have to worry about staying hungry ever.
5. Subha's wife may have not liked the idea of having the magic pitcher in their house. She must be fearing that it can get stolen by a thief or anyone who knows about it.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. fairies, magic pitcher

B.1. **Magic:** There was a magic show in our school today.

2. **Woodcutter:** The woodcutter went into the woods to cut some trees.

3. **Fairies:** There were many fairies in the movie I saw yesterday.

C. I was just walking in the garden one morning when suddenly some beautiful fairies appeared before me. At first I got scared but after sometime I began enjoying their presence. They were showing me all sorts of tricks. They even asked me what I wanted. I asked them if I could have some beautiful dresses and shoes for myself. They said they would and within seconds everything that I had asked for appeared before me. I did not want to go away from there but I remembered that I had to be home soon and said to my friends.

**I Can Write:** Open ended answer.

Fairies are a type of mythical beings or legendary creatures in the European folklore, said to be a form of spirit. They are said to have magical powers. I think they are very tiny creatures with beautiful wings and keep flying all the time from one place to another.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

What freedom to be out of a cage! I was fed up being kept in the cage all the time. Sometimes I would be so angry that I would start yelling on top of my voice. But one day some children from a school came to see me. I felt very happy as I know how much children love and get amused on seeing me. Once a little boy got lost in the same zoo where I was. His parents were frantically looking everywhere for him but they could not find him. I knew where he was and decided to make him my friend. I went to him and started playing with him. He also began playing with me and we both became good friends. When his parents found him at last they ran towards him to grab him as they got scared seeing me with their son. But when the parents came near the boy

refused to leave me and go to him. They were very surprised to see this and pleaded their son to leave me and go join them, but the boy did not listen. At last, with a heavy heart, I let him go and join his family.

We should not judge a book by its cover. Things are not always the way we see or think. I have discovered that we should also trust others sometimes and should not judge or condemn just because of the way they look or behave.

Dictionary Skills: Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Colour. Sentence:** The water is the deepest hue of aquamarine.  
 B. A large container like a barrel made of wood, metal or plastic and used for storing liquids.  
**Sentence:** The wine is stored in oak casks.  
 C. **Keep. Sentence:** The policeman retained his license as he had broken the rule.  
 D. **Single-handed. Sentence:** He managed to cross the river solo.  
 E. **Unwilling. Sentence:** I was loath to leave my house.

**HOTS:** Open ended answers.

Yes Subha had lost the pitcher because of greed. He thought he would become wealthier by using the pitcher but due to his greed and folly he lost it.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Why have more things, more land, and so many trees cut down? What can you do to save the environment?

Web Stuff: Children learn about the importance of trees on you tube:

[https://www.youtube.com/watch?v=PQwuog7\\_wmg](https://www.youtube.com/watch?v=PQwuog7_wmg)



## Chapter-4

## The Painting that Went for a Walk

**Pre - Lesson:** Children engage in the Warm Up. Discuss and ask questions like: Have you ever seen a movie where non-living things came to life and started speaking with the hero of the movie? Imagine the walls and toys of your room one night start speaking to you. What do you think they will say?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. B, 3. A, 4. C, 5. A

**I Can Answer:**

1. The king was bathing because for many years no one had dusted the painting in which he was. He wanted to be clean and smell nice just like the people who came by to see the paintings.
2. The scepter was growing in size.
3. The king was sad because every day he would see passersby passing through and smelling nice. He felt dirty and wanted to get clean.
4. The king requested the little boy to ask his parents to clean him up once in a while.
5. The little boy is the hero of the story.

I Can Understand: Open ended answers.

1. If I was in the little boy's place and had seen the missing king standing in front of me I would have been shocked and surprised.
2. No, whatever happened in the play cannot happen in real life as the paintings are non living things. Whatever images are there in a painting cannot ever come into life.
3. The magic world of paintings.
4. Although the boy was listening keenly at what the king was saying and asking him to promise him to do something, the boy had already thought in his mind that he would never tell his parents about this incident, rather he would himself take care of the painting.
5. He didn't want to tell his parents about the painting because he didn't want any such incident to happen ever again in the castle.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers

- A. **Little boy:** "King, what are you doing here in the garden all by yourself?"

**King:** "I was tired of just standing there in the middle of the room. I wanted to get out and get some fresh air."

**Little boy:** "Oh alright. But be sure to get back on time before the doors are closed for the night."

**King:** "Don't worry little boy. I promise you that I'll be back on time."

- B. The narrator is talking to the reader of this story.  
C. 4

**I Can Write:** Open ended answer.

If the boy had told his parents about the painting, his parents would have probably not believed him. The boy would then make all efforts to convince them to believe him.

The boy decided to tell his parents about what had happened. He knew his parents wouldn't believe him; still he went home and told them what had occurred with him. His parents refused to believe him and told that probably he was just imagining things and told him never to wander off alone in the castle.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

1. F, 2. F, 3. F, 4. F, 5. O, 6. F, 7. F, 8. F, 9. F, 10. F

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **A period of ten years. Sentence:** The Indian team won the match after almost a decade.  
B. **Scanty. Sentence:** The village is sparsely populated.  
C. **Act in accordance with a wish or command. Sentence:** We have to comply with the rules set for us by the manager.  
D. **Push roughly. Sentence:** The bus was so crowded that I had to jostle through to get in.  
E. **Stand or table. Sentence:** We had set up the stall for the speaker to address the public.

**HOTS:** Open ended answers.

It is important to take bath every day as it keeps our body clean and free of germs. We stay healthy by keeping our body. We feel active and fresh. It also protects our body from catching any kind infection or disease.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Have you seen your mummy keep your house clean everyday? Have you ever tried helping her? Make sure you do today, and everyday!

Web Stuff: Children enjoy this short story on you tube:

<https://www.youtube.com/watch?v=gIN8NkNO0GA&t=1s>

**Chapter-5****Over the River and Through the Wood**

**Pre - Lesson:** Children engage in the Warm Up. Discuss about jungles, forests, and ecosystem. Ask questions like : How do you feel when you visit your grandparents' house during vacations?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. A, 3. B, 4. B, 5. A

**I Can Answer:**

1. It is winter time as there is mention of sleigh and white and drifted snow.
2. The poet is not stopping for doll or top as its Thanksgiving Day and she is going to her grandfather's house.
3. The poet is super excited as she is going to her grandfather's house and her grandmother is preparing pie for her.
4. The occasion of Thanksgiving Day is mentioned in the poem.
5. The poet and her brother.

**I Can Understand:**

1. The tone of the poem is very joyful and hopeful.
2. The rhyme scheme of the poem is ABCB ADED.
3. There is great celebration of Thanksgiving going on at the poet's grandfather's house. Grandmother has prepared pudding for everyone. There is also pumpkin pie. There is so much excitement and happiness in the house.
4. Because the poet can't wait any longer to reach her grandfather's house that it seems that instead of reaching quickly they are going slower and she can't wait any longer to be there.
5. The grandmother is very excited when she sees the children coming to her house. She had been doing all the preparations for the children. She had made pie and pudding for everyone.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. "Over the river, and through the wood" These lines have been repeated as they tell us that the poet is on her way crossing the river and going through the wood to reach her grandfather's house.
- B. 1. could, 2. should, 3. would, 4. hood, 5. good
- C. wood

**I Can Write:** Open ended answer.

It was my birthday on Friday. I had invited all my friends. I was very excited that day. I was looking forward to having all my friends and begin the big celebration. My parents had made

great preparations. They had the room decorated, bought the birthday cake and many more delicacies. My mother made some homemade sweets. In the evening my friends started coming. One by one they all arrived. First, we had some interesting games, and then we sang lots of songs. Some kids liked telling jokes and so we all had a hearty laugh at each joke. It was such a joyous time. Then it was time to cut the cake. It was a doll shaped cake which I liked very much. Then all my friends gave me presents. We ate and had fun together. It was a very wonderful day for me.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

I personally disagree.

**Reason 1:** School is the place where we learn so much. It is one of the most important learning institutions where we are taught everything about life.

**Reason 2:** School helps us to build our career.

**Reason 3:** School gives recognition for what we will be the future.

**In Conclusion:** Finally, I want to say that school is another home for a child where he/she begins his/her life and learns all the basic things which are useful for the future.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Lacking in quantity or quality. Sentence:** The poor farmer's family lived on meager means.
- B. **Top. Sentence:** The climbers climbed the highest Himalayan summit.
- C. **Move in a slow, heavy, awkward way. Sentence:** The lion after being injured lumbered back to his cage.
- D. **Raise levels of physiological or nervous activity. Sentence:** The doctors had to give special medicines to stimulate her system.
- E. **A fertile spot in a desert, where water is found. Sentence:** The Island was like an oasis for the tourists.

**HOTS:** Open ended answer.

I am always excited about going to my grandparents' house. When my mom tells me one day before that we are going their house, I do all the preparations in the night and wait for the morning to come. We take a bus to get to my grandparents' house. The bus drops us right in front of their house and run with all my might to reach the door where my grandfather would be waiting to receive me. As soon as I enter the house, I can smell delicious food which I know my grandmother has prepared for me. I enjoy being with both of them. My grandparents share lots of goodies with me. I play with them. I go outside with my grandfather and play some games with him. My grandmother tells me stories and lots of interesting things which fascinates me a lot.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What are you thankful for today? Share it in your class.

Web Stuff: Children enjoy this grandparents' day song you tube:

<https://www.youtube.com/watch?v=o-xz1scdRfY>



**Chapter-6****The Bremen Town Musicians**

**Pre - Lesson :** Children engage in the Warm Up. Discuss about jungles, forests, and ecosystem. Ask questions like: How do you feel when you visit your grandparents' house during vacations?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. A, 3. B, 4. A, 5. B

**I Can Answer :**

1. With time, the donkey was losing his strength and becoming unfit for the work he had been doing for a man of carrying corn sacks to the mill for many years. His master finally decided to let him go. When the donkey was going he decided to go to Bremen and become a town-musician. He must have thought that this would be the easier way to earn something for survival.
2. As the donkey was on his way, he met a big hound who was gasping on the road. He asked what happened to him and he said that his master was going to kill him as he had become very old. So the donkey asked to join him to go to Bremen where they could both be the town-musicians.
3. All the animals were heading to Bremen where they would together be the town-musicians. On the way through the jungle they saw a house where robbers were. They decided to chase away the robbers and take over the house as there was so much to eat and good resting place for them. But they all made themselves comfortable there and did not reach the place that they had headed to.
4. The cat said that she was getting old and her teeth were about to fall and is unable to catch mice any more. Hence, her mistress wanted to drown her and so she ran from there.
5. As the animals were on their way to Bremen, they stopped to rest for the night in the middle of the forest they were crossing. The cock who was resting on the top of the tree saw light at a house nearby. They decided to go there and see if could be a better place for them to rest. When they reached there they saw some robbers in the house drinking and eating. They decided to drive away the thieves. So the donkey stood on his fore-feet by the window, the hound jumped and stood on the donkey's back, the cat climbed on the dog and finally the cock flew and landed on the cat's head. So according to their plan, they together began making music, the donkey cried out loud, the hound barked loudly, the cat mewed on top of her voice, and the cock began to crow horribly. The thieves got scared and thought that it must be a ghost and ran away. But one of the robbers came again to check, he was scratched by the cat, the dog bit him on his leg, and the donkey kicked him. All the robbers finally fled from the scene thinking the house indeed had some witch.

**I Can Understand:** Open ended answers.

1. If the animals would've failed to scare away the robbers, the robbers would have attacked them and probably killed them too.
2. Yes, the owners of all these animals were wrong in abandoning them. It is not good to abandon those animals which have been domesticated as life for them outside becomes very difficult. They suffer from diseases, can get injured and even die.
3. The donkey seems to be a go-getter. He does not give up on himself rather thinks of doing something else in life. He also proves to be a good leader who has convinced other animals to join him and made a good team.
4. One of the robbers said that they shouldn't run like cowards, rather they should go back and

check what the reality is. They were thinking it is a ghost but this thief wanted to check again and make sure that it wasn't any ghost.

5. When the second thief went back into the house to check, he mistook the glowing eyes of the cat for a witch in the candle light. The cat thought he was going to attack him so she jumped right on his face and scratched him. As he tried running out, the dog jumped and bit his leg. He ran over the donkey who was sleeping, and the donkey kicked him with its hind foot.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. 1. hissed, 2. barking, 3. buzzed  
 B. 1. bray, 2. mew, 3. bark, 4. crow  
 C. 1. donkey, 2. dog, 3. hippo, 4. cat

**I Can Write:** Open ended answers.

When I saw all the animals standing outside the robbers' house, I wondered what they were all doing there. So, I decided to go near and find out for myself. I tried to peep through the window to see what they were all interested in seeing. Oh! There were some robbers in the house and enjoying themselves. I saw that they were all seated at the table and enjoying all the good meals and drinking. They were enjoying a lot. Then I wanted to see what these animals would do, so I waited for some more time. Suddenly, they all began making horrible noise which scared the robbers in the house to run out. Since the light was very dim they could not understand what all that noise was about. But, all the animals together successfully chased away the robbers.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently happy go lucky; button missing and a samosa stain; friends, president; walks with a limp, twinkle in his eyes; sporting.

Tim is a kind person. For his mother, he is the apple of her eye. He is swift in his task and doesn't wander off without any reason. He is very friendly and is often called as the leader among his friends. With clean and sparkling white shirt, he sets off to school. He loves playing and by the evening his clothes have mud stains all over.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers

- A. **Give orders to. Sentence:** The boss dictates over all the workers in the office.  
 B. **Fit to eat. Sentence:** The berries on the tree were edible and so we decided to pluck them.  
 C. **Long for. Sentence:** She yearned to see her son soon.  
 D. **Become dry and shriveled. Sentence:** The grass and all the plants withered away in hot summer.  
 E. **Able to see. Sentence:** The Mountains were hardly visible due to the thick fog in the morning.

**HOTS:** Open ended answer.

The robbers were too scared. They thought there was a ghost in the house. When one of the robbers took courage and went back into the house, he was attacked by all the animals and chased away.

**Life Connect:**

**Make sure students understand the Life Connect. Ask questions like:** Who is your favourite character from the story?

Web Stuff: Children watch talented child musicians on you tube:  
<https://www.youtube.com/watch?v=sR6QdQ-7S9g>



## Chapter-7

## The Colourful Vegetables

**Pre - Lesson :** Children engage in the Warm Up. Discuss and ask questions like: Do you like eating vegetables? Which vegetable do you like and which one do you not like? Do you think it is good to eat vegetables?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. B, 3. A, 4. A, 5. A

**I Can Answer:**

1. Green vegetables are good and tasty, and are full of nutrients. They are the best source of iron which is necessary for our body. They help in keeping our memory sharp and active and our blood healthy and red. Some of the green vegetables are spinach, bottle gourd, cucumber, bitter gourd, capsicum, salad leaves, coriander, etc.
2. Yellow vegetables like yellow capsicum, corn, Indian gooseberry and many such vegetables have manganese.
3. Red vegetables are rich in antioxidants like fibre, vitamin C, manganese and vitamin A. These nutrients help to fight flue or allergies in the body.
4. Foods which have potassium help prevent cramps and other such problems in the body.
5. Iron is very important for our body. They help in keeping our memory sharp and active. They also help blood to stay healthy and red, so that we don't grow tired.

**I Can Understand:**

1. Beetroot, red cabbage, red bell pepper, radish, red leaf lettuce.
2. We should eat vegetables at twice a day. They are healthy foods and give us many nutrients and vitamins to stay healthy and active.
3. Colours add life to life. Colours also keep us healthy. Green coloured foods give us iron which is needed to stay healthy and active. Red ones are rich in antioxidants like fiber, vitamin C, manganese and vitamin A. Orange foods are filled with vitamin C which is important to keep allergies away. Yellow ones include potassium, manganese, vitamin A and much more, which help in good digestion and prevent from getting cramps and other such problems in the body.
4. All the yellow vegetables like yellow capsicum, corn, Indian gooseberry, and tomatoes.
5. The other name of Indian Gooseberry is called Amla. It is an enriched with vitamin C and A. These help in digestion. It supports liver function and flushes out toxins from the body. It is also rich in iron, calcium, phosphorous and can be taken as a nutritional drink.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. spinach - iron  
 tomatoes - vitamin A  
 Indian Gooseberry - potassium
- B. 1. forget 2. problem 3. add

## C. 3. nutritious

**I Can Write:** Open ended answer.

Colourful fruits are not appealing to the eyes but also good to eat. They provide all the necessary nutrients and vitamins that our body requires to function properly. If we don't eat the colourful fruits available all year round, our body will have many deficiencies and we can fall sick all the time. These fruits help the body to fight diseases and keep harmful germs away.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

- A. **Killer Whales:** Killer whales, also called orcas, hunt everything from fish to walruses - seals, sea lions, penguins, squid, sea turtles, sharks and even other kinds of whales are all on their menu. Depending on the season and where they are, their diet varies - some eat plenty of fish and squid, others feast mostly on seals and penguins. But wherever they are in any of the world's oceans, average-sized killer whales may eat about 227 kilograms of food a day!

A cosmopolitan species, they can be found in each of the world's oceans in a variety of marine environments, from Arctic and Antarctic regions to tropical seas, absent only from the Baltic and Black seas, and some areas of the Arctic Ocean. Killer whales have around 45 teeth (each around 7.6 centimeters long), which are shaped for ripping and tearing prey. Instead of chewing their food, they take one big gulp - and believe it or not, these brilliant beasts can swallow small seals and sea lions whole! Bigger prey is ripped into chunks before being eaten.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Asleep. Sentence:** Lizards are dormant throughout winters.
- B. **Remarkable. Sentence:** His work of painting was notable.
- C. **Remove forcibly from power. Sentence:** The bodyguard of the king overthrew him from his throne.
- D. **Experience. Sentence:** We encountered weird species of monkeys in the forest.
- E. **Unmanageable. Sentence:** The elephant was so unwieldy that it had to be sent back in the jungle.

**HOTS:** Open ended answer.

Red fruits and vegetables are coloured by a natural plant pigment called lycopene. Lycopene is a powerful antioxidant that can help reduce the risk of cancer and keep our heart healthy. The plant pigment anthocyanin is what gives blue/purple fruits and vegetables their distinctive colour.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What should you eat every day to be ready to play always?

Web Stuff: Children learn how vegetables are healthy on you tube:

<https://www.youtube.com/watch?v=gV9386Jv21c>



**Chapter-8****The Black Beauty**

**Pre - Lesson:** Children engage in the Warm Up. Discuss and ask questions like: Imagine your best friend is being troubled by some bullies. Will you jump in to defend them? Now imagine any animal being ill-treated like that. Will you help it too?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. C, 3. A, 4. A, 5. A

**I Can Answer:**

1. He noticed that some horses were not being treated well. They were being used to pull carriages and some even whipped them so hard. He saw that those horses were depressed. Seeing the mistreatment given to the other horses Beauty doubted about humans.
2. The family of Squire Gordon treated Beauty well. They cared and loved him. He met Ginger the horse and Merrylegs the pony who was very kind hearted. Beauty enjoyed the company of his friends.
3. Gordon had to move to a warmer place as Mrs. Gordon had fallen sick due to cold and was advised by the doctor to move to a warmer place.
4. One day as John got drunk while enjoying with his friends at a bar, he jumped on Beauty, pulled his rope too hard and kicked him so hard that Beauty lost her balance and they both fell down. Beauty fell on John which killed him instantly. This scared Beauty for the rest of his life.
5. Beauty was give for auction to be sold to other owners. One day as Beauty was standing in the market to be auctioned, he saw the kind farmer who was the friend of Farmer Grey. He quickly went ahead and bought Beauty and brought him home along with him.

**I Can Understand :** Open ended answer.

1. The horse was rightly named as Beauty. He was not only beautiful to look at, but was also very kind. He was treated the best at the house of his master and cared deeply. Beauty didn't like seeing other horses being mistreated by their masters and was sad to see that. He felt angry and doubted if the humans were actually kind.
2. Some horses were treated very badly by their owners. The owners made them to pull carriages, whipped them with all their strength and used to carry heavy loads of luggage, and they were not allowed to stop to catch a breath.
3. One day, as Beauty was walking on the street outside the Birtwick Park, there he saw that other horses were treated very badly by their owners. Seeing this he thought that 'everything's not as lovely as I thought.'
4. Beauty had met two other horses who became his good friends. They were kind hearted and cared for him. They loved each other's company and always stayed together. Beauty loved being with her new friends.
5. After the incident when John gets killed due to Beauty falling over him, Beauty was in great shock. He was very sad and depressed. He tried very hard to wake John up but of no use, he had already died. Beauty somehow managed to put John's body over him and took him. All this caused great fear in Beauty who knew that he had lost his owner because of him.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. 1. Beauty could clearly see that all these horses were depressed  
 2. said Beauty, with a ray of hope shining in his heart.  
 3. Beauty stared at John's lifeless body  
 B. 1. depressed, 2. cautiously, 3. whisper  
 C. 3

**I Can Write:** Open ended answer.

When Beauty found out that he would be sent to the local market to be auctioned he felt depressed. He did not want to go away and be sold to someone else who might even mistreat him. He was very sad and felt low. He stopped eating and refused to talk to anyone. He simply wanted to run away to a far off place where he could live a free life and enjoy the company of other free animals.

**I Can Read :** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills :** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

**Dictionary Skills :** Open ended answers.

- A. **Length of time. Sentence :** The duration of board exam is fixed.  
 B. **Walk with short steps in a clumsy swaying motion. Sentence:** The baby had just learned to walk and enjoyed waddling all over the house.  
 C. **A person who tends to be hopeful and confident. Sentence:** My brother is very optimistic about his future.  
 D. **Journey. Sentence :** The ship is ready to go on a long voyage.  
 E. **Out of date. Sentence :** The old gliders are an obsolete thing now.

**HOTS:** Open ended answers.

No, it was not Beauty's fault to have been shifted to a lower rank from being a royal horse. He was not being treated well and suffered at the cruel hands of the people.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: How should we treat animals who are thirsty or hungry? How should we treat all animals?

Web Stuff: Children learn facts on horses on you tube:

<https://www.youtube.com/watch?v=Hxm56tAENx0>



## Chapter-9

## The Unseen Playmate

**Pre - Lesson :** Children engage in the Warm Up. Discuss and ask questions like : Have you ever played house or your Barbies by yourself? Do you have an imaginary friend when you play with them, or did you have one in past? Share about that friend with your current friends.

**Answers: I Can Pronounce:** Make sure the children can read and pronounce.

**I Know It:** 1. B, 2. C, 3. B, 4. A, 5. A

**I Can Answer:** 1. The character spoken about in the poem is an imaginary creature that cannot be seen. Nobody has heard him or seen him but he is present everywhere. Since he cannot be

- seen, the children who play about are not able to see him or hear him being around.
2. He loves to be little and hates to be big because he lives in caves which have been dug.
  3. Yes the children are happy that their imaginary friend is around while they are playing. When the children are happy or lonely, their imaginary friend comes out of the wood. He sings along when children tinkle the musical glass.
  4. No, the playmate doesn't actually exist, it is just an imagination since he cannot be seen or heard being around when the children are playing or even sleeping.
  5. The invisible playmate comes out of the woods when the children are playing outside.

**I Can Understand :**

1. AABB CCDD
2. But he's sure to be present, abroad or at home
3. Since he is an imaginary creature, so no one can ever hear him or see him. Even his picture cannot be drawn as he's imaginary and invisible.
4. The invisible playmate waits for the children to come and play so that he could also come and be around and enjoy the company of the children. He goes everywhere the children go. When they sing or dance, he too does the same. And when they go to bed, he's there too and takes care of all their belongings which are in their room.
5. The playmate loves the company of the children. He enjoys doing everything that the children do and wants to be a part of it all.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. 1. In comes the playmate that never was seen.
2. His is a picture you never could draw.
3. That sides with the Frenchmen and never can win
- B. 1. seen, 2. grass, 3. himself
- C. 3. invisible friend

**I Can Write:** Open ended answer.

I look forward to Saturdays or any holiday and wait to invited my friend over to my house to play with me. My friend's name is Geeta. She is very friendly and loving too. She is gentle and loves to share her things too with me and others. I like being in her company and play with her. I have many indoor games which we both play together. Her favourite game is snake and ladder, and it is mine too. We both enjoy playing this game very much and keep teasing each other about getting bitten by the snake that's there on the board. We also play carom, chess and word puzzle.

**I Can Read :** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills :** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

1. **Passed with good marks. Situation :** excited boy jumping up and down after receiving the exam result.
2. **Unexpected. Situation:** The Queen appeared before the public in a busy street.
3. **To be amused. Situation :** I've heard the funniest joke today.

4. **It means to understand the part that is missing. Sentence:** If you want to understand Alex's statements, you need to first fill in the blanks to his words.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Developed place. Sentence:** We live in an urban city where there is more development.
- B. **Process of becoming worse: Sentence:** His condition deteriorated after he was given the wrong medication.
- C. **The affectionate feeling of the past. Sentence:** I was nostalgic when I went back to see my birthplace.
- D. **To put sum of money into a bank. Sentence:** My father had gone to the bank to deposit the money.
- E. Plan and direct the course of a ship, aircraft or other means of transportation, by using instruments or maps. Sentence: It was very difficult for the ship captain to navigate through the storm.  
Web Stuff: Children can enjoy some horse facts on you tube:  
<https://www.youtube.com/watch?v=Hxm56tAENx0>



## Chapter-10

## The Brighter One

**Pre - Lesson:** Children engage in the Warm Up. Discuss about Have you ever thought how big our universe is? How many planets do you think exist in our galaxy alone? How far do you think is the sun from us? Let's see what happened to this strange rock that went to roam around in space.

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It :** 1. A, 2. B 3. A 4. C 5. A

**I Can Answer :**

- The little rock decided to leave the blue planet because clouds swirled on the big bright blue ball which looked like a planet.
- When planets cry, it rains heavily. They are surrounded by clouds that cause it to rain.
- The little rock was confused as she didn't know where to go next. She thought that if each planet she visited was more beautiful than the one before, how will she decided where to go, and which one will be the best to stay.
- She flew around the big bright blue planet, and then she saw a huge planet filled with water but no land. Then she found a planet which looked completely like beaches but there was no sand. She then came across a planet that was very strange but was not sure what it was. Then she found another planet which had dense forests made of huge green grass filled with guavas and grapes.
- It said that the little rock was no more the same rock like it was before. It had grown brighter and bold. It said told her that she had become a shooting star and that because of her the blue planet could shine. It told the little rock that when she was wondering which to go, all the planets hoped that she would go near them and brighten them too.

**I Can Understand:**

1. The little rock was little more special than the other rocks in the universe. She was a happy and kind rock which would fly near a big blue planet. She would glow and shine like a brilliant green when light fell on her surface.
2. And so the shooting star finally understood everything, who was no longer just a rock.
3. When the little rock flew past the big blue planet, it brightened up the blue planet with its light and so made the blue planet to shine.
4. When the little rock was flying back to the big blue planet which she had circled once, she found that it wasn't the way she seen before when she had left from there. It was glowing like never before. It was much bluer than before and undoubtedly more beautiful. This made her to halt for a moment.
5. Not all the planets described in the passage are for real. Like, the planet which looked like beaches with no sand cannot be for real. The green planet with dense forests filled guavas and grapes also can't be for real. But the huge planet filled with water and no land can be true.

**Word Smart :** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. 1. gigantic green grass  
2. big blue planet
- B. 1, 3
- C. 2. grumpily

**I Can Write:** Open ended answer.

For a long time I wanted to go on my own and explore the space where I had been living for so many years. So I decided to set off on my own. Since it was my first time and never seen around, I did not know what all those round figures were. So I flew past some of them just to have a closer look at each one of them. I knew I won't be able to go each one of them since they were so many in numbers. I went to the first one I came across. I looked at it very carefully. It was a very beautiful orange coloured planet. It had a beautiful shine to it. I also saw a few more, some were purple in colour which also very beautiful. Then I decided to go a little further. At a distance I saw a big ball which was rotating on its own. I found this very interesting.

**I Can Read :** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills :** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

- |                       |  |
|-----------------------|--|
| 1. light as a feather | After her sickness she had become very weak.                           |
| 2. As cold as ice     | It was so cold yet they served us tea which was very cold.             |
| 3. Cool as cucumber   | Even though the child was throwing tantrums the mother stayed calm.    |
| 4. Innocent as a lamb | The thief after stealing pretended as if he did not do anything wrong. |
| 5. Tall as a giraffe  | Her son is the tallest in the family.                                  |
| 6. Brave as a lion    | She fought bravely and won the battle.                                 |
| 7. Thin as a rake     | She hardly eats anything and so she is so thin.                        |

8. As dry as a bone                      For a long I did not drink any water and so my throat was so dry.  
 9. alike as two peas in a pod      She has two children who are twins.  
 10. As big as an elephant          They have built a very big house.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers

- A. **Unclear. Sentence:** The diagrams in the book were quite obscure.  
 B. **Hopelessness. Sentence:** We should not despair but keep persevering.  
 C. **Fate. Sentence:** The man believed greatly on his own destiny.  
 D. **Bad luck. Sentence:** It was misfortune that we lost the match.  
 E. **Line up. Sentence:** The two planks need to align with each other in order to get the right figure.

**HOTS:**

Yes, I've seen shooting star many times. When I'd see a shooting star I would wish that all the world would become one and that everyone would live together and that it would be a big happy world to live in.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Discuss with your classmates about how big you think the universe is.

Web Stuff: Children can enjoy some space facts on you tube:

<https://www.youtube.com/watch?v=libKVRa01L8>



## Chapter-11                      Tales from Shakespeare - Romeo Juliet

**Pre - Lesson :** Children engage in the Warm Up. Discuss about: There is a saying, everything is fair in love and war. But sometimes, this quote is used in wrong sense as well, like the love for a country can lead some to go in war with other countries, leading to so many lives lost. Do you think love means to take someone else's happiness and be selfish about your own?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. C, 3. B, 4. A, 5. B

**I Can Answer:**

- Romeo did not want any enmity to exist between the two families. He was angry that the servants from the two families had a fight. Since he did not like them all fighting he made them to apologise with each other.
- Prince Escalus said that, if he found any of the two families getting into any kind of fight, they would be sentenced to the worst of punishment that the city had ever witnessed.
- One day the two servants from the two families were trying to provoke each other by teasing each other. They began calling out names and speaking slyly against their families. Romeo did not want that such a kind of enmity should exist between the two families. He stopped the two servants from fighting with each other and made them to apologise to each.
- Juliet is a shy girl who is standing in a corner while party is going on in her house. Although she is friendly and ignorant of the danger that she is while being with Juliet who belongs to the rival family. She also falls in love with Juliet. She puts her own life into danger by drinking the special

drink which would put her to sleep for some time just so she could save Juliet's life.

5. Romeo thought that Juliet was dead who was actually asleep after drinking the special drink and so he killed himself. Since they were in deep love for each other Juliet, after gaining consciousness found that Juliet killed himself, she too kills herself.

**I Can Understand:** Open ended answers.

1. Capulets and Montagues were two very important and powerful families. They had a lot of differences for each other. They were said to be the worst enemies. The families did not have any contempt for anyone else except for each other. Even their house servants were great enemies to each other.
2. I don't think Romeo thinking of killing himself was the right thing to do. No I don't agree with him. He should have found out at least how Juliet died or who killed her and upon getting the fact he probably would also have live along with her.
3. The two families realized that both, Romeo and Juliet were true lovers and because of their differences they had lost them. And so they decided to end their enmity only because of the true love between Romeo and Juliet, whose love was pure and eternal.
4. 14th January, 2020

Wednesday

Time: 7:20 PM

Dear Diary, Today, as I was going to the market, I saw two people fighting. I enquired who they were, I was told that they were the servants of the two rival families, Capulets and Montagues. I heard them abusing and accusing each other and using harsh words against each. They were yelling on each and saying all sorts evil things about each other's families. For some time I stood there watching them fight, but I could not stand anymore and forward to calm them down. They still wouldn't leave each other's collar but held them apart from each other and told them to stop fighting. Immediately they left each other's collars and stood apart still frowning at each other. But at last the fight stopped and they went away to their own master's homes.

Love

Karen

5. Romeo and Juliet did not do the right thing about marrying in secret as this land them into greater danger since their families were enemies of each other. They had put their lives in danger but they did not any choice and married in secret.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. 1. enemy, 2. agreed, 3. banish
- B. 1. Love

**I Can Write:** Open ended answer.

Love means showing affection to the other person we love. No, it is not right to go against the instructions of our parents. We must always honour our parents and not do any such thing which would bring shame and hurt to them and the family.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

1. The classroom was crazy and wild.
2. In life, there are high points and low points. Sometimes it can be scary, sometimes it can be fun.
3. His words were very sharp and hurting.
4. Being lazy
5. Twins
6. White and soft
7. Shining like diamonds
8. Doesn't sleep at night

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Put an end to. Sentence:** The Principal abolished the new rule for the school.
- B. **Stroll. Sentence:** The little boy sauntered into the room and was crying.
- C. **King. Sentence:** They elected the new monarch to the throne.
- D. **Claw. Sentence:** The talon of the bird was bleeding due to the injury.
- E. **Highest point. Sentence:** The three climbers to reach the summit in few hours.

**HOTS:** Open ended answer.

Yes, I have visited one historical monument of India. It's called Red Fort. It is in Delhi, the capital of India. It served as the main residence of the Mughal Emperors. Every year on the Independence Day of India, the Prime Minister hoists the Indian flag at the main gate of the fort and delivers a nationally broadcast speech from there.

Make sure students understand the Life Connect. Ask questions like: Everyone should have love for each other. This way there will always be peace, and no more wars that destroys everything. Do you agree?

Web Stuff: Children watch a 'Romeo and Juliet' puppet show on you tube:

<https://www.youtube.com/watch?v=gVu22vEJDJY>



## Chapter-12

## The Dog

**Pre - Lesson:** Children engage in the Warm Up. Discuss and ask questions like: Dogs are usually the first choice of every person, when it comes to keeping them as pets. But cats are not a bad choice too. Which one would you prefer?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. B, 3. C, 4. B, 5. B

**I Can Answer:**

1. Dogs are black, white or brown in colour. They sometimes act like a clown doing funny things. They enjoy being in the company of humans. They learn everything that their master teaches them be it begging, fetching or carrying something. They wag their tail when they happy and love to be patted and treated with love.
2. Cats have a different nature than that of a dog. Cats do not learn any tricks like dogs do. They don't respond to any instructions if taught to them and do not seem to understand anything. That's

why they have been called poor.

3. Humans think dogs understand because dogs respond to their instructions well. Dogs also learn all that is taught to them and respond well to it.
4. A cat would sometimes condescend as it does not act friendly like a dog. It does not learn anything taught to her just as dogs learn whatever they are taught and they listen too.
5. A dog is called everybody's friend because it loves to stay with people. It can be trained well. It follows all the instructions given to it. It stays faithful and understands the human's instructions too.

**I Can Understand:**

1. I don't think the speaker is defending dogs or cats. He is only putting facts about the two creatures. He has given a description about the nature of the dogs and the cats. There is some comparison given but not defending them.
2. The cat probably feels that it has not been given any justice even though they are also domesticated by many people. They also live in houses along with dogs. But since they do not respond as dogs do, they just lie around being lazy. The cat feels that dogs are given all the importance and praised more than them.
3. When the dog does some errand or obeys his master, his master praises him and says that he's a good boy. But since cats do not respond in that manner but seem to be fussing about, so they are asked not to make any fuss.

4. AABC DDEE

5. They say "Good Dog" to him. To us  
They say "Poor Puss," and make no fuss.

Word Smart: Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. Why Dogs are "good" and Cats are "poor"

I fail to understand, I'm sure.

To Someone very Good and Just,

- |               |            |
|---------------|------------|
| B. <b>Dog</b> | <b>Cat</b> |
| 1. spotted    | well-bred  |
| 2. fetch      | puss       |
| 3. wags       | poor       |

C. Man's best friend

**I Can Write:** Open ended answer

My favourite animal is the dog. The dog is a pet animal. Dogs are many types. Some are small while some are really huge. Some of them have lots of fur on their bodies. The dogs are of many different colours too. The dog is a very useful animal. It is very faithful. The dog can swim in water. It loves its master very much and is very obedient. It can learn different tricks and make everyone laugh too. They are also watchdogs who watch over our house and protect us.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

1. on, 2. up, 3. down, 4. again, 5. up, 6. out, 7. down, 8. off

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Dull. Sentence:** The Chinese food we had was too bland.
- B. **Insult. Sentence:** I did not like the way his brother taunted me.
- C. **Inactive. Sentence:** A slug is the most sluggish creature.
- D. **Cut off. Sentence:** His hand was severed in the machine while cutting a log.
- E. **Move. Sentence:** The cow refused to budge from the road.

**HOTS:** Open ended answers.

No, I have never owned a pet. I would like to have a dog as a pet as they are very playful. I like to train them and make them do different tricks. They are very loving animals and we should take good care of them.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Dogs and cats are special in their own way. They are extremely alert and smart. Always appreciate this gift of nature, and be kind to them.

Web Stuff: Children can enjoy some dog facts on you tube:

<https://www.youtube.com/watch?v=b43PbeSekDo>



## Chapter-13

## Can Plants Eat Meat?

**Pre - Lesson:** Children engage in the Warm Up. Discuss and ask questions like: Our environment is beautiful because of what grows in them, not what is placed artificially among them. The trees and plants around us, add to the beauty that we see everyday. Talk about the importance of plants in your class.

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. C, 2. C, 3. C, 4. C, 5. A

**Critical Questions:**

1. Venus Flytrap has to feed on meat and flesh because it is a carnivorous plant and need to feed on meat for survival. It cannot survive on the nutrients from the soil.
2. Since Venus Flytrap is a carnivorous plant, it might not be a great idea to grown it at home. But if someone has to grow, they must be grown in an area that has very little nitrogen. They do not receive enough nutrients from the soil they grow in, which is why, because of their nature, they attract their prey and eat them up, just like animals!
3. Insects like beetles, ants, worms, woodlice, grasshoppers, flies and various other kinds of insects often get trapped in the trap laid by this carnivorous plant. After trapping its prey, the plant then lets out a liquid that starts killing the insect, helping the plant to digest the insect inside to eat. This way, the plant gains its missing nutrients from the insect's body. Venus Flytrap takes these nutrients which it is not able to gain from the waterlogged soil it grows in.
4. Insects like beetles, ants, worms, woodlice, grasshoppers, flies and various other kinds of insects often get trapped in the trap laid by this carnivorous plant.

5. The leaves are clam-shaped and look very much like a flower. The look of the flower attracts the insects to mingle around it. Seeing the reddish look, that has a sweet smell, and the stiff hair inside the petals, the insects are tempted to walk inside the trap laid by the flower.

**I Can Understand:** Open ended.

1. Like every organism is important to be a part of the food chain, venus flytrap is also important for the environment. The carnivorous plant helps eliminate certain organisms that contribute to healthier environment.
2. Since it is a carnivorous plant, it is possible for a venus flytrap to probably harm a human being too.
3. This line explains the mechanism or the working of the venus flytrap. Just like how the insects get attracted to flowers, the appearance of the venus flytrap is like a flower that deceives the insects to think of it like a normal flower and sit on it.
4. Venus Flytraps can be grown even at homes, anywhere in the world. These plants just need pots with soil and water, without nitrogen and calcium in it. Now that's tricky to set!
5. The process of digesting an insect is very long. But once an insect gets trapped inside the venus flytrap, it traps the insect in such a way that it cannot get out.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. 1. he, 2. they, 3. he; B. 1. in, 2. over, 3. off; C. Carnivorous Plants

**I Can Write:** Open ended.

If I had a carnivorous plant of my own, it would look just like a sunflower. The colour and appearance would be just like a sunflower. But the petals would have bristles like teeth. Every time a fly or any insect would sit on it, it would immediately grab it and close all the petals, digesting it inside.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. teachers will help when needed.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **A snowstorm. Sentence:** Blizzards without snow, are especially dangerous to man and beast.
- B. **Very small and unimportant. Sentence:** He suffered a minor heart attack.
- C. **A jet or spray. Sentence:** Cynthia Byrne explained, in nervous little spurts, how she had heard the news of her husband's disappearance.
- D. **To be careful with money. Sentence:** He was thrifty and anxious to leave to his son a full treasury.
- E. **Bright or rich. Sentence:** He gave a vivid description of the scene.

**HOTS:** Open ended.

If I ever saw a venus fytrap, it would look like a normal flower. But if an insect would sit on it, I think it would change its color and grab it immediately.

**Life Connect:**

Make sure students understand the Life Connect. Discuss: Every plant is special in its own way. Never pluck flowers from anywhere, as some insects like bees use it for their food.

Web Stuff: Children learn about carnivorous plants on you tube:

<https://www.youtube.com/watch?v=4yvUjw2-jI>



## Chapter-14

## Jungle Boy

**Pre - Lesson:** Children engage in the Warm Up. Discuss about jungles, forests, and ecosystem. Ask questions like: How important is jungles for human kind? How do you imagine life in a jungle? Have you been to a jungle or a forest before? How important it is to preserve jungle life? Do you remember any recent case about any jungles being destroyed and its effect on all life?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. C, 2. A, 3. B, 4. B, 5. C

### Critical Questions:

1. Mowgli lived in a jungle, where all the animals lived. He lived among them, and had a nature that was similar to them. The reason behind this is because he was raised by wolves. That is why Mowgli.
2. Mowgli was just a small baby when he was found in the bushes, by Mother Wolf. She immediately fell in love with the big black eyes of little baby Mowgli. She decided to protect him and raise him, just like her own cubs.
3. One day, when Mowgli was swinging on the trees with monkeys, Bhaloo came running. 'Mowgli, you need to run. Sher Khan will be coming to your cave tomorrow.' Sher Khan was a ferocious tiger who wanted to eat Mowgli.
4. Mowgli had a plan to get rid of Sher Khan due to his violent and disturbing nature. So he called in all of jungle to join him in his plan. He called seven wild bulls with the sharpest and longest horns. He asked the bulls to slowly walk around the mountain, while Sher Khan was in his own world down below. Then at Mowgli's signal, the bulls ran down the mountain, charging behind Sher Khan. Shocked to suddenly find so many bulls running behind him, Sher Khan couldn't outrun them and dies in the incident.
5. The story teaches us to be brave and face our problems, or people who are unfair. It teaches us the beautiful relationship that a family holds. It does not matter if they are related to you in blood or not, but we can love and accept people in our life and make them our family, if they are showing love to us too.

### I Can Understand:

1. Mowgli was raised by a pack of wolves, a panther and a bear who became his family. Since the animals had never seen a human before, they were not threatened by Mowgli, instead showed the kind side of their nature by raising a human child. The kind, pure nature of the animals around him helped Mowgli become a good person who always cared for others.
2. As the story tells us, the animals raised Mowgli as their own kind. They considered him a part of their pack, a part of their kind. They loved him and Mowgli loved them too. He would always do something or the other for their welfare, and animals knew that very well. Therefore, when time came to stand together for Mowgli's protection from Sher Khan, they protected him.
3. Mowgli had a plan to get rid of Sher Khan due to his violent and disturbing nature. So he called in all of jungle to join him in his plan. He called seven wild bulls with the sharpest and longest

horns. He asked the bulls to slowly walk around the mountain, while Sher Khan was in his own world down below. Then at Mowgli's signal, the bulls ran down the mountain, charging behind Sher Khan. Shocked to suddenly find so many bulls running behind him, Sher Khan couldn't outrun them and dies in the incident.

4. When Mowgli had shared the plan about getting rid of Sher Khan, he instructed the animals involved to strictly follow his timing, his direction and his signal. By this line he meant that the animals must wait for his signal and act immediately, since he knew what time would be perfect for the course of action. It was a dangerous plan, because if they missed Mowgli's signal or timing, Sher Khan would get alert and might attack them instead.
5. Open ended answer.

If I were in place of Mowgli, I would ask all the animals, who are physically strong, to charge behind Sher Khan. this way even if Sher Khan would have tried attacking back just in case he got alert, they would be more in number and strength than him, therefore easily defeat him.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. 1. tiger, 2. dogs, 3. no, 4. yes, 5. last month; B. 1. C, 2. A, 3. A, 4. B, 5. C

**I Can Write:** If I were in place of Mowgli, I would summon all the animals, instead of just bulls. I would instruct only the physically strong and mighty to take rounds on the mountain top, where below they could see Sher Khan, but I would ask all the weaker animals, to be together far away from jungle, if in case Sher Khan attacks. Then At my signal, I would ask the animals making round at the mountain top to rush behind Sher Khan and let Sher Khan meet his final fate.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. teachers will help when needed.

1. An autobiography means information about someone's life.
2. The book is about Nelson Mandela.
3. The main idea of the story is to tell about his life and good deeds.
4. Nelson Mandela.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **preconceived opinion that is not based on reason. Sentence:** The police do not want to prejudice an investigation.
- B. **a fire or light set up in a high. Sentence:** The lighthouse is a beacon for ships lost in the night.
- C. **create or prepare methodically. Sentence:** The principal has formulated new rules in school.
- D. **to put on trial. Sentence:** Mary wanted to see the thief get prosecuted for the wrongs he did.
- E. **Useless or unsuccessful. Sentence:** The player was futile during the last few seconds of scoring a goal.

**HOTS:** This is a fictional story. It is not possible for animals to raise humans as the chances are they will react as their nature, as man-eaters.

**Life Connect:**

**Make sure students understand the Life Connect. Ask questions like:** If you a student in your class troubling you, how would you react?--- be brave, face him or her, as the reason behind the behavior, try to be that person's friend.

Web Stuff: Children can watch Baby Mowgli on you tube:  
<https://www.youtube.com/watch?v=wU0jrfKreDU>



## Chapter-15

## Busy (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss and ask questions like: Have you ever seen an ant? Have you seen them carry small things like little food particles on their backs? They work very hard, and never stop.

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. A, 3. A, 4. A, 5. B

**Critical Questions:**

1. The poet is teaching his child about ants because he wants his child to learn the value of hard work from the lives of ants, who work hard day and night.
2. The ant is adamant because she has no time to stop and play. She uses her time wisely to work hard and gather food for herself and her family so they don't have to worry in winters.
3. The ant has no time to gallivant because she has to work day and night to gather food for herself and her family. It is a big task for ants to gather food as they can carry very little food and need to come back and forth to collect more.
4. A dog and a cat are mentioned in the poem to tell how the ant has no time to play or do any such activity for fun like dogs and cats do.
5. The ant has to scurry from morn to night gathering food is a big task for them, as they can carry very little food and need to come back and forth to collect more.

**I Can Understand:** Open ended.

1. I learned to work hard for myself from ants as I read this poem.
2. No I don't think ants should stop playing like dogs and cats because that would make it difficult for them to gather food on time.
3. These lines mean that ants are so hardworking that they don't stop or sleep until they have completed their task.
4. It means that as the ant works so hard, she is working hard to gather food for long time. That is why whatever she collects, she keeps it for herself.
5. Yes I think we should be like ant as it will help us be responsible and never out of needs for ourselves.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. 1. afloat, faint, boat, bull, afraid, bull; B. 1. wet, 2. red, 3. large; C. 3

**I Can Write:** Open ended.

I remember my first day at school. I had recently changed cities to join this new school. I was very nervous as I thought I won't be able to make friends, and not be able to understand anything the teacher would teach. But when I entered the class, all the students were so friendly to me that I made many friends on the first day itself, and whatever I could not understand in my class, my teacher helped me. It was a wonderful day.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

1. fun and exciting, 2. fast and speedy, 3. glad and happy, 4. smart and intelligent, 5. stop and cease, 6. above and over, 7. closed and shut, 8. mom and mother; B1. relax, 2. sick, 3. below, 4. yell, 5. difficult, 6. quick, 7. odd, 8. carpet, 9. bad, 10. bag

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **whatever you can see. Sentence:** Raj's vision was getting spoiled due to excessive mobile use.
- B. **A path, or rough. Sentence:** The pilot brought the plane back on course.
- C. **To change. Sentence:** Hopefully that would convert to chores done on time without prompting.
- D. **To ruin or spoil. Sentence:** He never hesitated, nor did he hurry and make a bungle of it.
- E. **To remove. Sentence:** He was suspended from the team for missing too many practices.

**HOTS:** We cannot see ants in the winter as they hibernate during winters, which means they sleep throughout winters in order to survive the cold of the winters.

**Life Connect:**

Make sure students understand the Life Connect. Discuss: Ants are beautiful beings. Be careful not to destroy a colony when you see one. If you see an ant farm outside your house, keep it away from the house, instead of destroying them.

Web Stuff: Children can enjoy some ant facts on you tube:

[https://www.youtube.com/watch?v=A\\_hEZNxG\\_H8](https://www.youtube.com/watch?v=A_hEZNxG_H8)



## Chapter-16

## The Story of the Wheel

**Pre - Lesson:** Children engage in the Warm Up. Discuss and ask questions like: Have you ever wondered if the tires of your car were square? Do you think it would still move? Why do you think they have to always be in round shape?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. B, 3. A, 4. C, 5. B

**Critical Questions:**

1. There were many things created before the wheel, like forks- which was thought of originating from forked sticks, boats, ropes, sewing needles etc.
2. In 3500 B. C., wheel was first discovered, in Mesopotamia, serving its purpose at a potter's hand. The wheel helped the potter to create amazing utensils and artistic items with clay wheeling speedily around it, and the potter moulding it into any shape it wanted to. This was 300 years before the man even thought of using the wheel for chariots and wars.
3. Wheelbarrow was created by Greek people, which could have been the first transporting use of the wheel.
4. Middle Eastern people weren't very impressed with the invention of wheel. Their explanation was as clear as mud. They did not find much attraction in the invention of wheel, as they considered

Camels to be a better way of transportation. They did not use wheels for transportation yet, but surely used it for other purposes such as milling, pottery and irrigation.

5. George Washington Gale Ferris, Jr., was asked to design something like the 984-foot Eifel Tower, to give a competition to the French people. But Ferris had something else in his mind, and he ended up designing and inventing a huge Ferris wheel, with its wheel having 250 feet diameter, and the most amazing thing, it could carry 2,160 people at a time!

**I Can Understand:**

1. When the wind turns the blades of a windmill, it spins a turbine inside a small generator to produce electricity, just like a coal generating station.
2. Wheel was used for wars to ride chariots and other modes of transportation, which were pulled by horses and other animals.
3. This line means that with time mankind has found many discoveries using wheel for different purpose, but even if these inventions keep getting harder to understand, there will always remain one thing common and that is wheel.
4. Open ended.

Yes I believe that wheel was an original invention of man because no concept like wheel existed before its invention.

5. The wheel was used for milling, pottery, irrigation and Ferris Wheel.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. 1. as clear as mud, 2. as tough as nails, 3. as old as time. B. 1. conical, 2. square, 3. circle, 4. rectangular, 5. cylindrical; C. 1. toys, 2. clock, 3. pump

**I Can Write:** Open ended.

When I go on a ride in a car, I like to go away from my home city to another city. We roam around, go to amusement parks, zoo, garden, restaurants, and so many other places. Then we come back home.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

Memorize the antonyms above and quiz a friend.

1. neat, 2. quiet, 3. full, 4. standing, 5. tall, 6. comfortable, 7. out, 8. never, 9. young, 10. fast, 11. responsible, 12. asleep

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **To be careful. Sentence:** He was thrifty to leave to his son a full treasury.
- B. **A soldier. Sentence:** He rushed to help his comrade.
- C. **To succeed or come before. Sentence:** Mutual respect prevails among students and teachers here.
- D. **To give work to someone. Sentence:** Our teacher assigned each one of us homework for the weekend.
- E. **Responsibility or job. Sentence:** The governor remitted the remainder of her life sentence.

**HOTS:** Open ended.

Yes I believe cars have contributed to the air pollution due to the harmful gases and smoke that comes out of cars.

**Life Connect:**

Make sure students understand the Life Connect. Discuss: If you are given a wheel, what would you like to create with it? Try the activity in class.

Web Stuff: Children learn about the invention of the wheel on you tube:

<https://www.youtube.com/watch?v=XzG1aPw7YBc>



## Chapter-17

## The Twins (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss and ask questions like: Have you ever seen twins? Do you have twins as your friends? Have you ever got confused between them?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. C, 3. B, 4. C, 5. B

**Critical Questions:**

1. The poet is talking about the confusion people always had between him and his twin brother. From their birth, everyone confused him with his brother. From the nurse, to his bride to even the people who were supposed to bury him, but instead bury his brother.
2. When the poet and his brother was born, the nurse had mixed both of them up as she washed them. So it is not understood if it was the fate's decree or rather nurse's whim that both of their christening took place for each other.
3. The poet's intended wife married his brother because of the resemblance, they looked exactly like each and no one could ever differentiate them, not even his intended bride.
4. The poet's brother John is called a fool in the poem because he seems to not have much wisdom like the poet does. And many of John's mistakes fall upon the poet for punishment.
5. The people came to bury John because the poet and his brother John were always confused for each other as they were identical twins. That's why when the poet dies, people mistook his brother John for him and buried him instead.

**I Can Understand:**

1. The tone of the poet is humorous. The poem is written like a funny tale, narrating the funny incidents that take place between him and his brother John, as they are identical twins.
2. Open ended answer.  
There surely is a lot of confusion around identical twins, as they resemble very much like each other. But as the poet has narrated, few of these incidents are true and few like marriage and burial, that is not possible.
3. The identical twins, the poet and his brother John, were confused for each other all the time. These lines in the poem tells us that they were so much confused for each other, that when time came for christening, they got christened in place of each other.
4. The poem is meant to make people laugh with silly narrations and incidents that take place between the poet and his brother. That is why when he says that when he died, his brother was buried in his place, is not true.

5. The poem tells us different places where the poet and his brother were confused for each other. Few to mention are: their voice, the nurses mixing them, they got christened for each other, getting punishment or be considered as a fool in school, marriage where the poet's intended bride married his brother, and in the poet's death his brother is buried in his place.

**Word Smart:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. 1. The silly clown slipped on a banana peel during his trick. 2. My brother laughed so hard at my joke that he spilled his tea on himself. B. 1. dead, 2. fool, 3. bride; C. The Funny Twin Story

**I Can Write:** Open ended.

When I entered in my class one morning, I sat with my back facing to the window. There was something going on that was visible from the window and I couldn't see it. So when I tried to look behind me to see what was going on, I did not realize that I had tilted too far and I fell from my seat. The whole class laughed, but what was funnier, I laughed harder than them.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. teachers will help when needed.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **To take revenge or do something bad in return of something bad done to you. Sentence:** Forgive your enemy, do not avenge yourself except by doing him good.
- B. **A person who never breaks law or rules or sit up straight. Sentence:** Helen sat upright in her chair.
- C. **To tell about what would happen in future. Sentence:** She had a foreboding of danger.
- D. **Gloomy or dull. Sentence:** Cultivation does not begin till the limits of this dismal region are passed.
- E. **The quality of being open and honest. Sentence:** You must treat this matter with great candor.

**HOTS:** This is a fictional poem only meant to be laughed at. The incidents mentioned are not true.

**Life Connect:**

Make sure students understand the Life Connect. Discuss: Appreciate your siblings. They are your best friends in the world, as they know everything about you and live with you.

Web Stuff: Children learn some facts o twins on you tube:

[https://www.youtube.com/watch?v=vQ\\_du5X\\_oxM](https://www.youtube.com/watch?v=vQ_du5X_oxM)



## Class-VII

### Chapter-1

### The Crocodile (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss about animals. Ask questions like: How important are jungles for animals? How many types of water animals do you know? Have you been to a jungle or a forest before? How important it is to maintain ecosystem?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. C, 3. A, 4. C, 5. C

**Critical Questions:**

1. No, the animals were not really busy. They all knew why the crocodile is inviting them over. They knew if they accepted his invitation, the crocodile would eat them up. Not only was the crocodile being clever, all the animals he was inviting were also clever and each one saved their life.
2. The crocodile thought the goat to be ill-bred because the goat had eaten the invitation note which the crocodile had written for the goat. He thought that the goat always liked chewing on anything that it could eat and so out of hunger probably it ate up the note which the crocodile had written for the goat.
3. The crocodile was very clever. He invited only those animals which were smaller than him as it would be easy for him to attack them and eat them up. The crocodile cannot go much higher which makes it difficult for him to attack any animal which is bigger than him. Inviting small animals would be easier for him to attack and eat them up.
4. The clever crocodile. I would give this title since the crocodile was not only hungry but clever too. He had to be very smart in order to capture those animals he would want to eat. He used all the clever ways to entice all the other animals and so calling him 'the clever crocodile' would be right.
5. After trying inviting all the different animals, they all refused the invitation of the crocodile. This led to frustration and the crocodile thought that all these animals did not trust him and so he will have to starve without getting to eat any of those animals he had invited.

**I Can Understand:**

1. A. Writing a small note. B. Apologizing for refusing the invitation. C. Unable to help themselves. D. Ran as fast as they could.
2. No the fox was not actually dining with the bird. The fox too was being clever just like the crocodile whose motives the fox understood. And, so to escape the danger before him, the fox told the crocodile that he was going to have a meal with the bird which actually was not true.
3. Yes, the crocodile is also lazy as he doesn't want to move from his place and go to looking for food. He wanted that all these animals would accept his invitation and come to him so that he could make them his meal. This way he wouldn't have to go around hunting and make his task of hunting easier. This shows that the crocodile was being lazy and didn't want to work hard.
4. The most foolish were the eels, since just like the crocodile who lives in water, the eels too live in water. Eels had no other place to escape except to go back into the same water in which the crocodile also lived. The crocodile can always catch them easily and eat them.
5. Fled, and, went for their heels. These two are the repeated actions in the poem. They are

important to the poem as they show how these animals escaped from the crocodile whose motive was to eat them.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.  
B. Egg - shell, Night - dress, Snap - shot, Head - light, Pop - corn, Thunder - storm, Grass - hopper, Half - way, Day - time, Friend - ship, Home - sick, Back - pack, Hand - shake, Hay - stack.

**I Can Write:** 1. 10; 2. 'sweet birds sang'; 'she sells sea shells on the sea shore'; 'Peter picked a peck of pickled peppers'.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

- A. Tagore Hostel

Model School

Kolkata

Date: July 1st, 2019

Dear Mother,

Hope you are doing well. I am enjoying my stay here. I have made many friends and we all stay together and do many things together.

I want to tell you what I do everyday. In the morning after getting ready for school, I run to the mess to have breakfast. After that I join my friends and we go out to catch the school bus which takes us to the school. We have morning assembly which our Principal presides over. She gives us some important instructions which we are expected to follow without fail. Then we are sent to our respected classrooms. Each day the first period is English. Our English teacher is very good. She teaches very well. After the sixth period there is a lunch break. Along with my friends, I go out to have my lunch. Then when the bell rings we all come back to our classrooms and continue with our studies. After school we take the bus and come back to our hostel. I quickly change my clothes and freshen up. In the evening we finish our school work and then go for some refreshments in the mess. After that I join my friends to play outside for sometime. Then we have dinner by 7:00. I quickly prepare my school bag for the next day. Then I study some more and then go to sleep by 9:00.

Sincerely,

Smita

- B. 235, C Block

Paschim Vihar

New Delhi-16

Date: August 15th, 2018

Dear Ravi,

How are you? I am very sorry to hear that the school sports team did not take you this year. Please don't get discouraged. There's always a next time. Work hard and don't give up. Next time, I'm sure you will be selected into the team. You are good sports boy and you have the capabilities to be a part of the sports team. Keep working hard and keep pursuing. The best is yet to come.

Sincerely,

Suri

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. **Abandon:** to leave, desert

**Sentence:** The boy had clearly abandoned all pretense of trying to succeed.

B. **Eclipse:** blocking, covering

**Sentence:** I saw the solar eclipse last year by using the telescope.

C. **Objective:** goal, aim

**Sentence:** The objective of the meeting was to bring all the students together in order to achieve better results.

D. **Accommodate:** house, put up

**Sentence:** It was very difficult to accommodate so many guests in one hall as there were very few chairs.

E. **Eerie:** strange and frightening

**Sentence:** There was something eerie about that building.

**HOTS:**

Yes, the crocodile was starving and that's the reason he was inviting all the animals so that he could eat them and make them his meal. He was being clever by telling each one of them that his motive was not what they were thinking.

**Life Connect:**

Make sure students understand the Life Connect. Sometimes, we think of ourselves better than the others. Make sure you remain humble!

Web Stuff: Children can enjoy this crocodile poem on you tube:

<https://www.youtube.com/watch?v=dpnyXVwR7kA>



## Chapter-2

## The Greedy Bird

**Pre - Lesson:** Children engage in the Warm Up. Discuss about birds. Ask questions like: How important are birds for the ecosystem? What are the different kind of birds they know about? Why is it bad to be greedy and selfish?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. C, 3. A, 4. A, 5. B

**Critical Questions:**

1. Because the owl gave the right instructions to all the birds about collecting food from places safe for them. The owl also divided the collected food equally among all the birds and made sure that none of them went hungry.
2. Yes the owl was wise. He told the birds to fly on the higher areas where they would be able to view food from above and that they would be kept safe from going on the road, where any vehicle could hit them and they would be hurt.
3. Yes the bird greedy as well as proud. The bird thought she is the cleverest by picking food from the street. She did not want to share that food with any other bird and cleverly told the owl not to allow any bird to go there. She also thought that she would not have to collect the food and take

it back to where all the food was being collected and that she could enjoy the rest of her life eating all for herself.

4. If the greedy bird had realized her mistake, she would have been saved from getting hurt and lived a better life. Probably, by seeing her hard work, the owl could have made her in charge over all the other birds, for her honesty and hard work.
5. **A. Characters:** All the birds made a great team. They were like minded, hardworking and honest. None of them was selfish or tried to play any trick with anyone. They were good planners and wise. The greedy bird, however chose a different path and ended up in a sorry way.
- B. **Setting :** The setting is beautiful. A dense jungle near a lake.
- C. **Conflict:** The greedy bird came across a road that would lead from some farm areas to the village nearby. She saw many bullock-carts carrying huge lots of grains. This way, some grain was also falling on the road. Despite the queen's rule, she picked up the grains from the road. She convinced the queen very cleverly not to allow any other birds to fly over that place as that could be dangerous.

**I Can Understand:**

1. If I was the author, I would have changed the event of the greedy bird to a greedy fox, who was making plans of catching these birds one day to make them his meal. So, instead of one of the birds being greedy, a fox would have been placed instead as the fox is meant to be the sly and greedy one among the animals.
2. The terrible end of the greedy bird could have been avoided if the bird had been able to fly away on time.
3. It is a fiction since the story has imaginary events and characters in it.
4. The bird is not only greedy but also selfish. She is only thinking about herself. She is being self-content.
5. **Greedy bird to the owl:** "I was thinking, it would be better if everyone looked for grains in the far east where there is plenty of grain instead of going towards the city!"  
**The owl:** "No, never! I don't want any of my friends to go that far. It is not safe."  
**Greedy bird:** "Why not! I have been there before and it is alright."  
**The owl:** "I said, no! Never!"

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. The bride blushed and her cheeks became as red as rose.
2. Her kid is very naughty and also as funny as a monkey.
3. In spite of watering my plants everyday, during drought, the soil becomes as dry as a bone.
4. The boy tried to trick his sports master thinking he was as cunning as a fox, but still he lost.
5. During exams time, we all become as busy as a bee and don't get any time to play.
6. The villager could not fight the wrestler as he was as strong as an ox.

**I Can Write:**

Dear Weenie,

I am writing today to tell of the dangers of being greedy and disobedient. I used to be so for many years, but an experience in my life has taught me a good lesson and ever since then, I have stopped being greedy as well disobedient.

When you are greedy, you become a selfish person and this way no one wants to be friends. You become alone and this leads to frustration. I realized that I didn't want to lead such a kind of life. You lose friends and sometimes family too. Your parents become sad and also your brothers and sisters. In school, no one wants to talk to you and everyone chooses to stay away from you. I don't think leading such a life can bring happiness. So I urge you too to stop being greedy and obey your elders and your life will be much better and you will be a happy person.

Sincerely,

Susie

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

1. Carman,  
15th May,  
film show, Cultural Centre, we have been asked to add more information to what is being taught in school.  
20th May, 21st May, Mr. Rakesh Sharma  
Swati Jain  
Captain
  2. M.M. Public School  
Punjab  
22nd January, 2020  
This is to inform all the students and staff of the school that the school is organizing an inter school debate competition at Talkatora Stadium. This is because this place is bigger and has all the necessary amenities and can house a huge number of people.  
Classes-9-11  
Date of departure- 2nd February, 2020  
Date of arrival- 3rd February, 2020  
The students or staff who desire to participate can submit their names and details to Miss Shobha Bhaskar.  
Ashutosh Singh  
School Captain  
**Dictionary Skills:** Open ended answers.  
Teachers are to make sure that students bring out the meaning clearly in their answers.
- A. **Abundant:** in large quantities, plentiful  
**Sentence:** There was abundant evidence to prove that the thief was none other than the watchman himself.
  - B. **Economy:** wealth, financial state  
**Sentence:** The economy worldwide has been affected due to the ongoing wars between Iran and Iraq.
  - C. **Obstacle:** hurdle  
**Sentence:** The main obstacle to achieving the goal is poverty.

**D. Access:** entrance

**Sentence:** The manager had the access to all the information pertaining to board exams in our school.

**E. Omniscient:** knowing everything

**Sentence:** God is omniscient because He knows everything.

**HOTS:** Dog is a wise animal as it learns skills very quickly, recognizing danger and saves his master from it.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: if there is a difference between being wise and intelligence? What would you prefer more to be wise or intelligent?

Web Stuff: Children can learn about different bird sounds on you tube:

<https://www.youtube.com/watch?v=mfFldO-B8vE>



## Chapter-3

## King Kajata

**Pre - Lesson:** Children engage in the Warm Up. Discuss kings and queens and the palaces they used to live in. Ask questions like: How important is history for us? Have you been to any palace before? Do you think kings and queens were important at that time? Do you believe in monsters of that time?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. C, 2. C, 3. C, 4. C, 5. A

**Critical Questions:**

1. When the king went to the well to drink water, he saw a chalice and tried grabbing it. He tried many times to catch hold of it but it kept going away from him. Then suddenly a ferocious looking monster appeared who caught hold of the king's beard and made the king to promise him by giving his son to him who was to be born in the palace.
2. The monster probably knew that the king had no children and after waiting for so many years finally he was going to have a child who was the most precious thing for him. The king wanting to be released off the monster's grip made the quick promise just to be freed.
3. Hyacinthia helped the Prince because the Prince had returned her dress and done the favour. In return to this favour she helped the Prince and also she loved the Prince very much and did not want to lose him.
4. No, it would not have been the right thing as she had returned the favour by helping the Prince. The Prince reached his palace and to his parents safely only because of Hyacinthia and it wouldn't have been right if the Prince would have forgotten her forever.
5. **Characters:** Prince Milan is a young, smart and a brave man. He was courageous and faced the monster bravely. The monster was cruel and clever. Hyacinthia was very helpful, kind and in love with the Prince.

**Setting:** The setting is of a king's palace and then of a lake and an underwater world with palace.

**Conflict:** When Prince Milan got to know about father's debt. He fulfilled all the challenges of the monster and ran away with his daughter but after kissing the child, he forgot about Hyacinthia.

Hyacinthia returns after years and Prince Milan recalls everything and they get married.

**I Can Understand:**

1. If I was the author, I would have changed the event of the monster to a beautiful fairy or a gin who would fulfill the king's desire of having a child as an heir.
2. Hyacinthia could have tied a red string around the Prince's wrist which have reminded him of her.
3. This story is fiction as the characters and the events are imaginary. For example: appearing of the monster, the floating chalice, the ducks turning into lovely maidens who lived inside the water, magical gold and marble palace, the maiden turning into a blue flower then changing back into a woman.
4. When the Prince cut the pie prepared for him by Hyacinthia, out came two birds. When the Prince heard these words, he was remembered of Hyacinthia whom he had forgotten and went searching for her.
5. **Hyacinthia:** "Prince, do you remember me?"  
**Prince:** "Of course not, who are you?"  
**Hyacinthia:** "I am the one who saved you from my evil father who wanted to kill you!"  
**Prince:** "Oh yes! I remember now."

**Word Smart:** Open ended answers

- A. Teachers are to make sure that students bring out the meaning clearly in their answers
- B. 1. bow, sow, crow; 2. Mail, pale, sail; 3. Able, cable, enable; 4. Frown, brown, drown; 5. Around, abound, confound; 6. Pale, male, sale

**I Can Write:**

One day as I was going with other friends to a fare, I saw a handsome Prince. I wanted to meet him and ask his name but did not have the courage to do so. So I told one of my friends that I wanted to go and meet this handsome Prince but don't have the courage. Also, I thought that I was not dressed so well to go in front of such a handsome Prince. Just as I was going to buy myself an ice-cream, someone patted on my back. I turned around to see the handsome Prince standing right there. I was so surprised that the ice-cream which I had bought fell down and messed my dress too. The Prince did not care about that but asked me if I would like to go on a ride with him. I did not think much but nodded my head.

It was a memorable time and I enjoyed the ride with this Prince. It was getting dark and I had to be back home on time so sadly I had to bid adieu to the Prince who was kind enough to drop me home safely.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

I did not expect this to happen so suddenly. This is like a dream come true. I had been waiting for this day and at last it was here. I know it is not easy going for this competition as there are many better competitors who come and exhibit their talents. When I went to the centre where the competition was to be held, all I could think of was, 'I hope I win.' during the competition, one of the judges came up to me and praised me for the way I was doing my job. This uplifted my spirits and I was able to give such a fine finish to what I had prepared. During the competition, an interesting thing happened. We were to go through three rounds. My first round went very well

and the judges were very impressed. When we were asked to wait outside for the next round, I was called back inside. I was scared but to my surprise, the judges told me that I wouldn't have to go through the second round but go directly to the third round. My joy had no bounds! I later realized that it is not just knowledge of what we do but also how we present our work which matters the most.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. **Anguish:** pain

**Sentence:** The child shut her eyes in anguish when she was being treated.

B. **Evolve:** develop

**Sentence:** The school has evolved into a huge educational institution.

C. **Poverty:** deprivation

**Sentence:** Thousands of families in our country are living in abject poverty.

D. **Exaggerate:** overstress

**Sentence:** The King has the habit of exaggerating his problems to his subjects to gain sympathy.

E. **Improvise:** create or perform spontaneously or without or preparation.

**Sentence:** We were asked to improvise on the music which was recorded earlier.

**HOTS:**

Because she did not have the evil nature of her father. She was born with different qualities and was a good person herself. Maybe the beautiful world around her, made her to think that there is no reason to be evil or bad but to be good and helpful.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: if there is a difference between being tricking someone and playing a prank on someone---yes.

Web Stuff: Children learn about castles on you tube:

<https://www.youtube.com/watch?v=AesgRREuCQI>



## Chapter-4

## Caught Red Handed

**Pre - Lesson:** Children engage in the Warm Up. Discuss about some good characteristics one person should have. Ask questions like : What good qualities a person should have? Have you changed yourself for good after getting inspired from somebody else's good qualities? How important it is to be witty and intelligent?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. C, 2. A, 3. A, 4. A, 5.B

**Critical Questions:**

1. Birbal was known as the smartest, wittiest and the most intelligent person. He had good presence of mind and always came up with sharp answers. Birbal had the ability to solve any kind of problem within no time. Nothing was too hard for him.
2. The merchant was actually going to Birbal to help him solve his problem. On the way he met Tansen who stopped him and asked what his problem was. In reply the merchant said that it was

because of Tansen that he was going to Birbal for the solution but it was he who stopped him to go and this enraged Tansen who felt insulted.

3. Tansen was looking for ways to trap Birbal in such a way that would fail him and fall in the eyes of the king. He knew it was not possible to solve the problem in one day as there were thirty servants.
4. Birbal came up with a smart plan of catching the thief. He gave each servant a stick and told them that it was a magical stick which would grow two inches by morning, and whoever is the thief would be caught red handed.
5. No matter, we cannot hide our mistakes. One day truth comes out and reveals our folly.

**I Can Understand:**

1. No, because Tansen was jealous of Birbal and looking for ways to put him down. Whatever he was doing it was to take his revenge on Birbal and shame him.
2. Although the king knew how smart Birbal is, he agreed to give him one day as he was sure that Birbal will come out with a solution no matter how much time is given to him. Birbal was very witty and quick with solutions.
3. The thief was scared that he would be caught if the stick grew longer by morning so he cut the stick thinking that by morning it would grow back to the same size as before.
4. After listening to the details given by the merchant regarding the theft, Birbal came up with a good idea which just popped in his mind like a bulb.
5. Just like Birbal, I too would have come up with some idea as to how to catch the thief red handed. I would also do something similar. I would give each servant ten coins and tell them that these are magical coins which would increase by two coins making them twelve. So the real thief would take out two so that by morning it would come back to ten, which wouldn't happen otherwise, and the real thief would be caught red handed.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers
- B. 1. c, 2. b, 3. a, 4. a, 5. b.

**I Can Write:** The court consisted of a beautiful throne where King Akbar sat. He is surrounded by soldiers. His advisors and other ministers are sitting in a row on his left side. Birbal is seated on his right hand side as he is his favourite. There are more soldiers standing near the entrance of the court room. Many servants are there who are serving the King with delicacies, and drinks. There is a large basket of fruits, golden plates full of dry fruits.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

1. **Fact:** There are other towns as well which are quite green and safe too.  
**Opinion:** My home town is the safest and the greenest town.
2. **Fact:** There are many houses which are bigger and more beautiful.  
**Opinion:** My house is the biggest is most beautiful.
3. **Fact:** Eating carrot everyday is good for our eyes.  
**Opinion:** Eating carrot everyday will give you orange complexion.
4. **Fact:** Rain is good for cultivation

**Opinion:** Taking rain bath will heal all your health problems.

5. **Fact:** Dogs are human's best friend.

**Opinion:** Dogs can understand human language.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Commentary:** expression of opinion or explaining about an event or situation

**Sentence:** During the cricket match, some of the world's prestigious and retired cricketers give commentary.

- B. **Retaliate:** strike back

**Sentence:** We should not retaliate when someone tries to provoke us.

- C. **Inept:** unskillful

**Sentence:** His application was rejected as it showed that he was inept.

- D. **Sanctuary:** nature reserve

**Sentence:** Rann of Kutch is India's largest wildlife sanctuary.

- E. **Significant:** noteworthy

**Sentence:** There has been a significant rise in tourism in the past ten years.

**HOTS:**

Akbar had nine advisors who were known as his nine jewels or navratnas. They acted as Akbar's advisors and top officials in his court. These nine advisors consisted of artists, musicians, writers, finance ministers, warriors, and poets.

**Life Connect:**

Make sure students understand the Life Connect. Discuss how jealousy can be a very tricky and bad thing. It benefits no one. Always be happy with what you have, because you deserve it.

Web Stuff: Children can enjoy another Akbar and Birbal story on you tube:

<https://www.youtube.com/watch?v=SpXoZdZuF4Q>



## Chapter-5

## The Little Peach (Poem)

**Pre - Lesson :** Children engage in the Warm Up. Discuss about fruits and vegetables. Ask questions like: How important are fruits and vegetables for human kind? How do they benefit us? Do you believe we can get a healthy lifestyle by adding fruits and vegetables in our diet?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. E, 2. F, 3. E, 4. F, 5. D

**Critical Questions:**

1. The poem is describing about the peach as to how it is growing. It's talking about its colour and how the sun and the dew have their effect on it. Also, when the two children see the peach on the tree they throw a stick at it to get it to eat.
2. The poem can be said to be fantastical as the peach which is just a fruit has an interesting description given to it. While hanging on the tree the peach spots two children from above passing by. Then the souls of both the brother and sister have been planted as flowers.

3. The children while passing through the orchard spotted the peach on the tree. They threw a stick at the peach in order that it would fall down and they would get it.
4. The poem would have been a happy one if the demise of the two children had not been mentioned.
5. In a way, the peach is the villain since it caused the death of the two siblings when they ate it.

**I Can Understand:**

1. I would have changed the event of the two siblings getting sick and dying. Rather, after eating the fruit, they would have been changed into Prince and Princess.
2. The peach is emerald in colour. It looks very tempting while on the tree. Although the actual colour of a peach is yellow-orange but here it has been described as emerald, a very attractive colour. It is growing well under the sun and getting wet by the dew.
3. It is a fiction as the events and people described in the poem are imaginary. The peach is a fruit and it says in the poem that the peach is looking down at the children who are passing by, which is a fiction. Then it says that, John and Sue have been planted, which is again a fiction.
4. The poet is using rhyming scheme that helps build up a poetic essence to the poem.
5. While I was there on my tree enjoying the afternoon sunrays falling on me, I saw John and Sue riding on their bicycle. They parked their bicycles under the tree and began playing with pebbles and flowers. I was so excited to see them both playing under my shade. They were screaming with joy as they were running around the tree playing hide and seek. Sometimes they would just sit down to catch a breath. Then they would try and pluck a fruit from my tree.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. Sony/television/Diwali, 2. Disneyland, 3. puppy/Skip, 4. Kajal/football, 5. Susie/bike/weekend, 6. Jantar Mantar/family, 7. family/Mussorie/summer, 8. Dadi/Kedarnath/June, 9. cat/Rad, 10. friends/Yaani/concert.

**I Can Write:**

1. Why did you choose Peach of all the fruits?
2. Why is the colour of the peach emerald in the poem?
3. Why did you mention about the two children being dead?

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

**My Stand:** No

Schools should not give homework since the children already study so much while in school. They should be taught so well that there should not be any need for extra work given to be done at home. The study timing in school is enough for the children to cover their subjects and there should be extra period given so that the children can finish any unfinished work. All revision must be done in the class along with all the children.

**Reason 1:** I agree that schools should not give homework because the children should have some time for themselves after they go home.

**Reason 2:** If the children get busy doing their homework, they would never have the time to do anything else, like, participating in other recreational activities, etc.

**Reason 3:** I agree because children will only do what the teacher has asked them to do in the

homework and will not any extra studies.

In conclusion, I would say that, in order to cultivate other qualities in children, homework is not the way, rather children should be encouraged to develop other skills which will help them in their future.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Onset:** beginning, arrival

**Sentence:** October is the month which brings the onset of winter season.

- B. **Accumulate:** gather

**Sentence:** His aim in life is to accumulate a huge fortune.

- C. **Efficient:** systematic, well ordered

**Sentence:** The Principal's secretary is very efficient in her work.

- D. **Optimist:** hopeful and confident

**Sentence:** I am very optimistic about my future.

- E. **Adapt:** adjust

**Sentence:** Children adapted well in the new environment.

**HOTS:**

I did like the poem in the first half part where it's talking about peach and the two children coming and playing under the shade of the tree, and the peach looking down at them. But I do not like it after what happens to the children on eating the fruit which made them sick and they had to die.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What is your mission as a child on this earth? -to save environment, to make discoveries and inventions.

Web Stuff: Children learn some facts about peaches on you tube:

<https://www.youtube.com/watch?v=-7dwCgp7DQ>



## Chapter-6

## Mystery of the Worn Out Shoes

**Pre - Lesson:** Children engage in the Warm Up. Discuss about kings, queens and their children. Ask questions like: How important for us is to know about kings and queens? Why were they at wars with other states?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. B, 3. B, 4. C, 5. B

**Critical Questions:** 1. He declared out a decree.

'Whoever is successful in finding out what the princesses are doing every night shall have the honour of choosing one of them as his wife. He will be declared next in line to the throne and be the king of this kingdom. But, if he fails to solve the puzzle, he shall be put to death after three days.'

2. Because every time the princesses would give something to drink to any prince or man who came to find out the truth which would make them sleepy, and in while they slept, the princesses would disappear.

3. The old woman told the soldier to not drink anything the princesses might offer him. She gave him a cloak of invisibility to follow them and pretend that he is sleeping. She told him to stay vigilant.
4. When the soldier was given something to drink by one of the princesses, he pretended that he was asleep, but when the time came for the princesses to disappear during the night, the soldier followed them and observed everything quietly. This way he was able to find out the truth about the princesses.
5. That no matter, we cannot always fool our parents. We should not cheat them in any way but should stay truthful always.

**I Can Understand:**

1. The princesses would disappear to another fantasy world for the dance every night.
2. He could have peeped through a small hole to see what was going on during the night.
3. Because every night he would tuck his daughters in their beds himself. So he was confused how the shoes could be so worn out when they were not seen going out during the night, and this became the matter of concern for the king.
4. The princesses were clever. They would give drink which would cause anyone to fall asleep who would drink it. When this prince drank it, he fell into deep sleep and missed seeing the princesses disappear. And as the king had said that he would to death anyone who is not able to find out where the princesses disappeared during the night. Thus, this prince also was punished and put to death.
5. The significance of twelve princes in the story is to show the desires of the princesses, for whom they were running away every night to be in a magical land. There were somehow the reason of the whole incident taking place, also for not marrying or choosing any other groom for themselves.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers
- B. 1. 1. Harry Potter - uses magic, 2. Sherlock Holmes- - more of an observant nature. 2. Children will write which fairy tale reminds them of and will give reasons-Cinderella, little red riding hood. 3. Children will write which story fairy tale they can compare their life with.

**I Can Write:**

I was on my way back home when I saw some princesses disappearing into the magical land. Being curious I followed them to see where they were going. I camouflaged myself with green leaves. The princesses could not recognize me as I was able to hide behind the trees and bushes. I kept following them till they came to a cave. At first I was worried and quite scared to as to where they were going. Just in case there was a lion or leopard inside the cave which could attack these princesses and kill them. But no, as soon as I entered that cave just behind the princesses, I could not believe what I was seeing. The path lead to a beautiful city with roads made of glass; the trees were laden with golden and silver apples and many other fruit trees. The people there were making merry. Some were playing harp and some were dancing around. It was such a wonderful place to be! I wish I could live there forever but then I had to be back as I was heading home and my family was waiting for me.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

Mother Teresa was a humanitarian. This means she did things to help out other people. Her entire life was fully devoted to helping the poor, the sick, the needy, and the helpless. She was born in 1910 in what is now known as the Republic of Macedonia. She came from a comfortable family that were deeply religious and devoted to the Roman Catholic Church, and very committed to helping those less fortunate.

I am an ardent animal lover. I love to keep them as pet at home. In fact, I have two dogs and a cat at home. I look after them just as a mother would look after her children. For me, they are like my children. When they fall sick I immediately consult their doctor and administer the needed medication because I always want them to be fit. I belong to a middle class family where serving those in need is the highlight. My family has never shown any disapproval towards animals too and this made it even easier for me to have pets. I did not go after the expensive and proper breed dogs or cats, rather I preferred to pick them from the street where they would be roaming around homeless. I am completely devoted towards caring these abandoned animals who don't have any home.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Compact:** tightly packed

**Sentence:** My house is quite compact as there's almost everything built inside.

- B. **Inevitable:** unavoidable

**Sentence:** The bill after eating at the restaurant is an inevitable thing.

- C. **Retrieve:** get back

**Sentence:** After the cyclone, the sea water retrieved back.

- D. **Influence:** impact

**Sentence:** Mobile phones have a great influence on the minds of children.

- E. **Solar:** relating to or determined by the sun

**Sentence:** My father installed the solar heater on the rooftop of our house so that we could have hot water all year round without having to use electricity.

**HOTS:** Open ended answers.

If I was the prince who had to solve the mystery, I wouldn't have told the truth to the king as I would go along with the princesses to the magical world and enjoy being there.

**Life Connect:**

Make sure students understand the Life Connect. Discuss about how they should never lie to their parents, because they love you and care about you. Lying can put you and your family in danger!

Web Stuff: Children learn about fiction and non fiction on you tube:

<https://www.youtube.com/watch?v=5CW2BMIZO4w>



## Chapter-7

## The Three Questions

**Pre - Lesson:** Children engage in the Warm Up. Discuss about jungles, forests, and ecosystem. Ask questions like: How important is jungles for human kind? How do you imagine life in a

jungle? Have you been to a jungle or a forest before? How important it is to preserve jungle life? Do you remember any recent case about any jungles being destroyed and its effect on all life?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. C, 2. B, 3. C, 4. A, 5. B

**Critical Questions:**

1. (1) How many total number of stars are there in the sky above?  
(2) Where can one find the centre of the Earth?  
(3) And, How many total number of men and women are there in this world?"
2. That the courtier will leave the court, his position as well as the kingdom forever.
3. The king of was intrigued by the challenge the courtier was going to give to Birbal to prove if Birbal was as smart as the king thought he was.
4. Because the hairs on the sheep are countless and so are the stars.
5. Birbal took an iron rod and drew a couple of lines on the floor and said that one can find the centre of the Earth right over here.

**I Can Understand:**

1. This is because, the courtier wanted to make Birbal fail and fall from the king's eyes since Birbal was the king's favourite. He was smart and witty and had solution for every problem.
2. The king was baffled to hear the kind of questions being asked to Birbal as well as the silence of Birbal.
3. At first Birbal stood in silence thinking about the solution to the questions being asked. Then after some thoughts he began answering each question with so much ease.
4. Birbal said that although it was a difficult task to tell the number of men and women in the world, but since the courtier did not belong to either sect, it would not be possible to give the right number.
5. Birbal is considered as the wisest of all the king's advisors. He always had a presence of mind and came up with sharp answers. The king was impressed by him because of these qualities in him. For Birbal, no problem was too hard to be solved. He was clever and very witty.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers
- B. 1. Bubble, 2. strut, jangling, 3. splat, 4. purring, 5. gurgled

**I Can Write:** Birbal is a very wise and witty person. The king is very fortunate to have a person like Birbal in his court who gives correct solutions to any problem that comes up. He is a good thinker and always comes with quick answers. Birbal is wise because he always gives right answer to any question asked of him. He always outsmarts others. So just like Birbal, I too must be wise in my thinking and in whatever I do.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

- A. **Ram Nath Kovind:** He was born on 1 October 1945 in Paraunkh village in the Kanpur Dehat district of Uttar Pradesh, as the youngest of five brothers and two sisters. His father Maikulal Kovind ran a small shop. Kovind was born in a mud hut, which eventually collapsed. He was only five when his mother died of burns when their thatched dwelling caught fire. Kovind later

donated the land to the community. Kovind was born into the Kori caste, considered underprivileged even among the Dalits, once known as "untouchables".

After his elementary school education, he had to walk each day to Kanpur village, 8 km away, to attend junior school, as nobody in the village had a bicycle. He holds a bachelor's degree in commerce and an LLB from DAV College (affiliated with Kanpur University).

He is an Indian politician currently serving as the 14th President of India, in office since 25 July 2017. Previously he had served as the Governor of Bihar from 2015 to 2017 and was a Member of Parliament, Rajya Sabha from 1994 to 2006.

- B. **Nelson Mandela:** He was born in 18 July 1918 to the Thembu royal family in Mvezo, British South Africa. He studied law at the University of Fort Hare and the University of Witwatersrand before working as a lawyer in Johannesburg. There he became involved in anti-colonial and African nationalist politics, joining the ANC in 1943 and co-founding its Youth League in 1944. He served as President of South Africa from 1994 to 1999. He was the country's first black head of state and the first elected in a fully representative democratic election.
- C. **Sachin Tendulkar:** He was born on 24 April 1973 in Mumbai. He is an Indian former international cricketer and a former captain of the Indian national team. He is widely regarded as one of the greatest batsmen in the history of cricket. He is the highest run scorer of all time in International cricket.

Tendulkar received the Arjuna Award in 1994 for his outstanding sporting achievement, the Rajiv Gandhi Khel Ratna award in 1997, India's highest sporting honour, and the Padma Shri and Padma Vibhushan awards in 1999 and 2008, respectively, India's fourth and second highest civilian awards. After a few hours of his final match on 16 November 2013, the Prime Minister's Office announced the decision to award him the Bharat Ratna, India's highest civilian award. He is the youngest recipient to date and the first ever sports person to receive the award.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Innovation:** change  
**Sentence:** Technology has brought a huge innovation in the life of man.
- B. **Consequence:** result  
**Sentence:** The consequence of continued use of strong medicine can be dangerous.
- C. **Liberate:** set free  
**Sentence:** The prisoners were liberated from the prison when they were proved innocent.
- D. **Cultivate:** grow  
**Sentence:** We should cultivate good values in children.
- E. **Majority:** large number  
**Sentence:** Majority of students in the school have passed with first division.

**HOTS :**

Stars can be compared with the grains of sand on a beach as they are also countless.

**Life Connect:**

Make sure students understand the Life Connect. Discuss in your class, why studying is important.

**Ask questions like:** what benefits do we get from studying?-we become knowledgeable and can pursue our careers.

Web Stuff: Children learn exercises to make them smarter on you tube:

<https://www.youtube.com/watch?v=sPRpVL58IKE>



## Chapter-8

## Pinocchio

**Pre - Lesson:** Children engage in the Warm Up. Discuss about lying and telling truth in situations which can be difficult. Ask questions like: Do you think it is important to tell truth to your parents when you have done something wrong? Why do you think people lie? Have you ever lied? Narrate an incident when you had an option to lie but did not to do.

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. B, 3. A, 4. A, 5. A

### Critical Questions:

1. One day Gepetto made a puppet shaped like a little boy. He always wished that he had a boy to call him his own as a son. So one day he went to his window and made a wish that if he could have one wish, he would wish for a child to call his own. While making this wish he saw a blue shooting star pass out in the sky. Later that star turned into a blue fairy had heard Gepetto's wish.
2. He had sold his coat to buy Pinocchio books for his school.
3. The fox took Pinocchio to a fair where he could have more fun and do whatever he desired.
4. When Pinocchio was captured by the puppeteer he was very sad. But when the fairy came to him and asked him what happened, he told a lie instead. So his nose grew longer the more lies he told.
5. The fairy rewarded Pinocchio for his bravery and touched her wand on his head which turned him into a human boy.

### I Can Understand:

1. The fairy kept the cricket to Pinocchio to be his friend and help him to make wise decisions. Yes he needed him as Pinocchio did not take the right decision by listening to the sly fox.
2. Because fox is a very sly animal and cleverly he tempted Pinocchio that he could take him to a better place where he could have more fun and do whatever he wished to do.
3. Pinocchio got scared and so he lied. He did not want to admit his mistake in fear that he could be punished more.
4. Pinocchio and his father were trapped inside the whale's belly. At first Pinocchio did not know that his father was inside the whale but when he saw him he became very happy. Then together they made plan about how to get out of the whale's belly. So they tickled the whale's belly and in the process the whale sneezed and out they both came and were saved.
5. Gepetto is a hard working man. He makes his living by making beautiful clocks. But he lives a lonely life and one day wishes that he had a son to call his own. Gepetto is very creative and imaginative too. He makes a puppet in the shape of a boy. When this puppet turns into a boy he loves him like a loving father. One day when this puppet boy does not return home from school, Gepetto goes searching for him frantically and even lands into a whale's belly. But at the end he saves himself and the puppet boy too.

**Word Smart:** Open ended answers.

A. Teachers are to make sure that students bring out the meaning clearly in their answers

- B. 1. A. knocking                      B. miss  
 2. A. menacingly                    B. moaned  
 3. A. danced                            B. sparkled  
 4. A. kissed                             B. good  
 5. A. howled                            B. went

**I Can Write:** There are many people like Gepetto who work very hard to meet their needs. They are creative and make beautiful things to be sold in the market. Like Gepetto, I too must work hard to achieve good results and be the best in all I do. I should focus on my own work and make it the best. Hard work begets good reward. So to be successful in life we should work hard and be sincere in our work.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently that asks them to memorize the meanings of the words given in the exercise. Teachers will help when needed.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. **Legislation:** law making

**Sentence:** The country passed a new legislation this week.

B. **Strive:** try hard

**Sentence:** Only if we strive in our work will we receive good reward.

C. **Cumulative:** increasing

**Sentence:** The cumulative effect of drought of two years has affected the crops.

D. **Declare:** announce

**Sentence:** The king declared that whoever will find his daughter can marry his daughter.

E. **Excel:** be very good

**Sentence:** The boy has excelled in all the subjects.

**HOTS:** Open ended answers.

Pinocchio knew that his father had sold his coat in order to buy books for him and so he wanted to do well in his school to repay his father's kindness and sacrifice.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: what is the importance of always telling the truth?-it is a bad habit, we should always be truthful.

Web Stuff: Children learn the importance of truth on you tube:

<https://www.youtube.com/watch?v=N8IWQ0cCJmg>



## Chapter-9

## Godfrey Gordon Gustavas Gore (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss about fiction and non-fiction stories and poems. Ask questions like: What is the difference between fiction and non-fiction? What is

their favourite fiction poems or stories? What is their favourite non-fiction poems or stories? What is the difference between good and bad habits?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. C, 3. B, 4. C, 5. B.

**Critical Questions :**

1. In spite of the strong and chilly wind blowing the boy did not shut the door. And since it was very cold his parents had tooth ache and their throats became sore.
2. Open ended answers.  
Children will write if they think the poem is fiction or non-fiction--This is poem is fiction. The reason is that there are many obedient children who listen to their parents and shut the door. This poem cannot be generalized for all the children.
3. When he walked forth the folks would roar,  
"Godfrey Gordon Gustavus Gore,  
Why don't you think to shut the door?"
4. His father would beg, his mother implore.  
We really do wish you would shut the door.  
Their hands they wrung, their hair they tore.
5. Yes, Gordon started shutting the door after he came to know that his parents were going to send him off to Singapore where he didn't want to go.

**I Can Understand :**

1. The repeated lines show emphasis. That everyone was sick and tired of Gordon's careless behavior.
2. Gordon is seen as a careless boy who gives no heed to instructions given to him by his parents repeatedly. He doesn't seem to be much bothered about the consequences of leaving the door open even though it is cold and windy outside. He seems to be in his own world and doesn't care much about his responsibilities.
3. In the beginning the parents repeatedly check Gordon to shut the door so that they can be saved from the chilly wind outside. But a time comes when they are almost giving up on him and see that they need to take a strong step in order to correct Gordon, they become harsh by preparing to ship him to Singapore.
4. These lines show frustration of Gordon's parents who repeatedly told him to shut the door which he wouldn't in spite of being told so many times. His ignorance and disobedience had led them to the extent of pleading with their hands and pulling their own hair but of no avail.
5. Dear Mother,  
I have wanted to share a problem with you regarding Gordon. Although he listens but most of the time he becomes so careless that no matter what, he tends to forget to close the door after him. He is so playful and always seems to be in some kind of hurry to run out. I have told him so many times that he should shut the door after him whether he is entering the house or leaving, but he doesn't pay any heed to my instructions. Please tell how to handle this situation and teach Gordon to shut the door every time he enters the house or leaves the house.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers

- B.
1. warm - descriptive
  2. longest - quantitative
  3. three, one - quantitative
  4. seven, one - quantitative
  5. This - demonstrative
  6. Those - demonstrative
  7. That - demonstrative
  8. These - demonstrative
  9. little - quantitative
  10. much - quantitative
  11. Some - quantitative
  12. Any - quantitative
  13. No - quantitative
  14. more - quantitative
  15. less, more - quantitative
  16. sixth, tenth, one hundred and eighth- quantitative
  17. safe - descriptive

**I Can Write:** I remember once when my parents got really frustrated with me. I had the habit of playing with the basketball in the house as soon as I came back from school. This became my habit. My mother would tell me and even scold at times to not play with the ball inside the house as it disturbed her and even our neighbours who lived downstairs. Then one day out of frustration, my mother punctured my ball so that I could not play with it or even if I played, it would not make any loud sound.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

1. **A grey area-** Something that is not clearly defined and needs careful judgment.  
**Situation:** The blueprint of the building under construction required close examination
  2. **Call it a day-** Decide or agree to stop doing something.  
**Situation:** labourers deciding to stop the work for the day after working the whole day.
  3. **Fill in the blanks-** to figure something out  
**Situation:** The children have damaged the board and the teacher is trying to find out who did it.
  4. **Have mixed feelings:** Feeling both pleased and not pleased about something at the same time.  
**Situation:** Leaving home for the first time to go live in a hostel.  
**Dictionary Skills:** Open ended answers.  
Teachers are to make sure that students bring out the meaning clearly in their answers.
- A. **Elaborate:** detailed  
**Sentence:** There was an elaborate description of the painting in the hall.
- B. **Originate:** arise  
**Sentence:** This River originated from the Himalayas in the North.

C. **Adhere:** hold fast

**Sentence:** The paint will not adhere to the surface as it's too wet.

D. **Agony:** pain

**Sentence:** The girl was in terrible agony when she broke her leg.

**HOTS :**

Yes, bad habits can make us unsafe just as Gordon had, who never shut the door after him. We can be affected by the outside weather, thief can get into the house easily, and if there are small children in the house it can be very unsafe for them.

**Life Connect:**

Make sure students understand the Life Connect. Discuss some bad habits that children may have. Ask questions like: What bad habits do you have?---do not listen to elders, no dining manners.

Web Stuff: Children see a child reciting this poem on you tube:

<https://www.youtube.com/watch?v=P4DSmRj3eaw>



## Chapter-10

## The Faithful Mongoose

**Pre - Lesson:** Children engage in the Warm Up. Discuss about jungles, forests, and ecosystem. Ask questions like: How important is jungles for human kind? How do you imagine life in a jungle? Have you been to a jungle or a forest before? How important it is to preserve jungle life? Do you remember any recent case about any jungles being destroyed and its effect on all life?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. C, 2. C, 3. A, 4. C, 5. A

**Critical Questions:** 1. Their son.

2. One day as the farmer was returning home from the fields, he heard some rattle behind the bushes he was crossing by.
3. He picked up the wounded mongoose and brought it home. He then nursed its wounds with ointment and water.
4. Because his child did not have any friends to play with.
5. When she came back home after fetching water, she saw some blood in mongoose's mouth. She thought probably the mongoose has harmed her child and so in fit of fury she killed the mongoose.

**I Can Understand:**

1. When the farmer found the wounded mongoose he brought it home so that he could tend to his wounds. Since he and his wife have only one child so he decided to keep the mongoose as a pet for his child who did not have anyone to play with.
2. The mongoose grew fond of the family and specially the little child. He used to play with the child everyday and stayed close to him. Just as the child's parents stayed close to the child and looked after him, the mongoose also did the same.
4. When the farmer's wife returned the mongoose ran out to meet her. The mongoose was happy to see the farmer's wife. He knew he had done a brave thing by saving the little child from the snake. He thought that the farmer's wife will be happy to know this and in return reward him with a pat.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers
- B. 1. A. Without pain, there is no gain.  
B. I mistook, intention
2. A. He drove all night.  
B. I plan for the snow to blow.
3. A. A stitch in time saves nine.  
B. Did you meet the deadline?
- Q4: A: Don't give up until you win!  
B: I kept my eye on the prize.
- Q5: A: Sounds like fun in the sun.  
B: The milk has expired.

**I Can Write:**

We should do careful thinking before we do anything. We must take necessary precautions and do some thorough thinking before doing something. Some people have an impulsive nature. They don't think before doing a task. They act rashly and then later they repent. We must take precaution before doing anything. We must check all possibilities before we make a final decision about anything otherwise we can be sorry later.

**Language Skills**

**My Simile**

1. as sick as dog
2. As slippery as an eel
3. As smooth as a baby's bottom
4. As solid as the ground we stand on
5. As stiff as a board
6. As strong as an ox
7. As sturdy as an oak
8. As tall as a giraffe
9. As useless as a chocolate teapot
10. As white as snow

**The Situation**

- The girl was very sick after eating the outside food.
- The thief got away easily from the clutches of police.
- When I touched the wall it was very smooth.
- The contract made between the two parties was very firm.
- When the rescuers rescued the skier from the snow he was completely stiff.
- The wrestler was too strong to be defeated.
- The tall tower stands on a rock solid ground.
- Their eldest son is too tall.
- This pen is of no more use now.
- The snowflakes looked so white and soft.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

**A. Preliminary:** introductory

**Sentences:** We had the preliminary matches in our school last week.

- B. **Beneficial:** favourable

**Sentences:** Eating plenty of fruits and vegetables is beneficial for our health.

- C. **Provoke:** give rise to  
**Sentence:** The argument provoked the boys to fight with each other.
- D. **Boycott:** refuse to take part in  
**Sentence:** The ministers decided to boycott the session of the Parliament when they disagreed on something.
- E. **Arid:** dry  
**Sentence:** This city has been lying arid for many years.  
**HOTS:** There are many occasions when animals are often mistreated by their own masters. They should be treated well if they are being domesticated. If anyone is caught mistreating their pets or even any animal on the street, they should be corrected for it, and in severe cases they should be fined heavily.  
**Life Connect:**  
 Make sure students understand the Life Connect. Be kind to animals, as they are very innocent animals and cannot talk to express their feelings like we can! Ask questions like: why should we be kind to animals?-because they are innocent, we should love them.  
 Web Stuff: Children learn these facts on mongoose on you tube:  
<https://www.youtube.com/watch?v=jRzFs39gNOs>



## Chapter-11

## My Imaginary World

**Pre - Lesson:** Children engage in the Warm Up. Discuss about jungles, forests, and gardens. What is their favourite park or garden? What do they love about green parks the most? How can they increase the number of trees in their city? What is it important to preserve greenery in any country?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. C, 2. B, 3. A, 4. B, 5. B

**Critical Questions:**

1. The author is a fun loving and nature loving person. She has given a very good and lively explanation of nature and everything that he is seeing around her. Her imaginations are very realistic and take one to another world of fantasy while reading. She has brought life to every part of nature and given a beautiful picture of the world around her.
2. I enter the magical world under the grapevines. Peeping through a small opening I observe the world outside.
3. A spy who is trying to get all the information by observing the activities around her.
4. The author has hidden away from the outside world in a place from where she is able to see all the activities going on around her. Even from her little hide out, she is able to hear all the sounds and see everything without being notices by anyone else. And she is enjoying the fragrance of the flowers and the nature where she is.
5. **Characters:** the author -who is a spectator to the outside world, away from it but still able to view its sights, hear its sounds and enjoy its smells. She acts as a spy trying to uncover information by observing this family's activities. Grandmother - She is old but takes care of the author and brings her ice cream that she loves.

**Setting-** garden filled with grapevines.

**Conflict-** There is no conflict in the story

**I Can Understand:**

1. Yes the passage is aptly titled, since it is the author's imagination which she has explained so well. She says that she has entered a magical world, which is her imagination. From there she goes to describe all that she is experiencing in her imaginations.
2. Damp musty dirt and the sweet odor of rotting grapes.
3. No her family doesn't know of her whereabouts. Her granny is hanging out clothes, her brother is playing with her cousin and her grandpa is walking at a distance on the rocks as she can hear his shoes hitting the rocks. Then her granny yells out for ice-cream and she says she quickly slips out through the small hole in the grapevines where she had earlier entered.
4. Her granny rings the bell to call everyone to have ice-cream. So while the author is in her enchanted world she comes out from the enchanted world which she has made of her own into the real world.
5. No, the author was not really invisible but she had gone into an imaginative world herself to enjoy. It is so much fun to be in an imaginable world and enjoy everything that she imagines but as she says, nothing is better than ice -cream made at home not even being in a world of imagination.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers
- B. 1. She likes painting. 2. I can't bear listening to loud music. 3. He enjoys playing tennis. 4. Are you good at dancing? 5. She is crazy about reading poems. 6. I can't help laughing when I watch funny cartoons. 7. You should give up smoking.

**I Can Write:** Open ended answers.

My house is near the sea. Every evening I go for a walk with my parents by the sea shore to enjoy the cool and clean breeze. The air around is smells so fresh. Sometimes I just close my eyes and picture myself as a bird soaring into this air which takes me around to enjoy the beautiful sight below. The sea is so blue and so calm. There are some sea gulls flying around and making cheerful sounds. They seem to be enjoying flying too. By the sea shore is a fisherman who has caught some fresh sea fish. He is frying them and selling. So, once in a while I go there to enjoy his fried fish. They taste so good! It is so wonderful to be living near the sea and enjoy being at the sea shore.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

1. It means that the sweet dish which Mark had prepared did not come out well and tasted bad.
2. That all human beings are players, who play their assigned roles in everyday life.
3. It means that he is not ready to forgive.
4. It means that laughter is pure and comes from the soul.
5. The book points out that everyone uses their imagination, and the way most people use it is to think about something.
6. That he takes little or no exercise and watches a lot of television.
7. It means that the teenager can eat a very large amount of food. That he's always hungry.

8. It means that the person is getting too excited and interested.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

1. **Parody:** imitation

**Sentence:** The film was the parody of a horror fiction story.

2. **Equivalent:** equal

**My Sentence -** He had to pay the equivalent of her loss.

3. **Ambition:** goal

**My Sentence -** The man had great ambitions for his children.

4. **Erupt:** explode

**My Sentence -** People had to be evacuated since there was a volcano eruption suddenly.

5. **Persecute:** oppress

**My Sentence -** The freedom fighters were relentlessly persecuted by the British.

**HOTS:** Open ended.

Imagination takes us to another world which is not a realistic world. It shows us those things which cannot be seen in the real world around us. There is more fantasy and unreal things which don't even exist in the actual world.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What is your wildest imagination?---to jump on the fluffy clouds up above the sky, to become a robot.

Web Stuff: Children can learn the 'imagination song' on you tube:

<https://www.youtube.com/watch?v=08epsWG7LkU>



## Chapter-12

## The Railway Children

**Pre - Lesson:** Children engage in the Warm Up. Discuss about railways and trains. Ask questions like: Have you ever travelled on trains? Where were you traveling to? How was your experience?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. B, 3. A, 4. C, 5. A

**Critical Questions:**

- Five. Father, mother, one girl and two boys.
- Roberta is the eldest of the three children.
- Peter is very resourceful and intelligent.
- They heard some shouting and rustling from inside the house.
- They had met an old man who was actually a very important person in the country. One day, the children brought home a wounded boy and nursed him. He was this old man's grandson. Bobbie told everything to the old man about what had happened with her father. The old man then helped get his father released and that's how they met their father at the end.

**I Can Understand:**

- She probably didn't want her children to know the truth as he had written against the government. She also must have feared that her children might not go around spreading this and making matters worse for the rest of them to live.

2. Many years had passed since their father had gone and not returned. They had to move out to another place and they gradually began making new friends.
3. Once when they were waving at a train, an old man from the opposite side saw them and began waving at them. The children were quite surprised to see a stranger waving at them in such a friendly manner. But when he came up to them, they began talking and became great friends after that.
4. The old man had helped the family by getting their father released. Their father was brought there and was at the station where they all met.
5. I would have tried to contact the local authorities who could help the family meeting their father once again.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers
- B. 1. B, 2. A, C, 3. B, 4. A, B, C, 5. B, C, 6. is, 7. C

**I Can Write:**

Monday, 31st January 2011

Time: 10:00AM

Dear Diary,

When I came to know that my father has been taken away by the police to be put in jail, I was devastated. At first, I did not know what the reason was. I tried to find out but no one had the answer. I spent nights crying and praying for my father to be home soon. If he is innocent then why was he being taken to jail? I had so many questions in my mind then but no answers. Every day I tried meeting some local authorities to help me get my father released. But of no use. Then after much persuasion my mother told me the truth. She said that some people were against my father for not being a part of their ideologies and they were always arguing with each other. Then one day they gave a wrong report about my father and had him arrested. But finally I met a kind officer who promised to help my father get released from the jail.

My hopes were once again refreshed and finally father was home.

Ravi Malhotra

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

1. came back, 2. Met, 3. Wait, 4. took place, 5. Cancelled, 6. catch up, 7. made up, 8. put on, 9. helped, 10. is disgusting.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Anticipate:** expect

**My Sentence** - I was anticipating a better arrangement than this.

- B. **Exclude:** keep out

**My Sentence** - Children were excluded in the invitation.

- C. **Precise:** exact

**My Sentence** - He gave the precise time of the tournament.

D. **Prejudice:** dislike

**My Sentence** - The two friends have prejudice for each other.

E. **Factor:** element, ingredient

**My Sentence** - His skill was a factor in achieving so much in life.

**HOTS:** Because she didn't want them to get disturbed or saddened by the reality.

**Life Connect:**

Make sure students understand the Life Connect. Having friends is the best thing in the world. Your friends are unique, and unlike any other person in the world. Value them! Ask questions like : Do you help your friends when they need you?--- yes, we should always do that.

Web Stuff: Children can hear the whole story on you tube:

<https://www.youtube.com/watch?v=uugzY9WCN90>



## Chapter-13

## The Dream Fairy

**Pre - Lesson:** Children engage in the Warm Up. Discuss about fairies and magical beings. Ask questions like: Do believe in fairies? Do you believe such kind of magical features exist? Why or why not?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. A, 3. C, 4. B, 5. C.

**Critical Questions:**

1. a little fairy, fairy fish, flowers that never fade, talking birds, dwarfs, fairy hills, fairy dales.
2. Moon, child, bed, fountains, trees, bow, branches, arbours, flowers, flies, sun, worms, and birds.
3. The fairy has blue eyes, brown hair. Her wings have silver spots on them. She has a little silver wand in her hand.
4. These lines are talking about what a child is dreaming when he sleeps at night. He is dreaming of nice things like, a fountain which is full of fairy fish. The trees have delicious looking fruits on them. And when a wish is made the branches are tied with a bow.
5. Fish, trees, and fruit.

**I Can Understand:** 1. Fantasy World

2. My favourite lines are: "And talking birds with gifted tongues

For singing songs and telling tales,

And pretty dwarfs to show the way

Through the fairy hills and fairy dales."

These lines are talking about things which are not really real but if the birds could talk it would be interesting to know what they say. The little dwarfs are like guides who are taking you through hills and dales.

3. The poet is trying to show an imaginative world which every child likes to imagine and probably wishes that this fantasy world could be true. It takes you to another world full of life and laughter.
4. The poem brings a smile on our face and lightens our spirit. It actually changes a gloomy mood into a pleasant one.

5. Monday, 15th January, 2020

Time: 11:00 AM

Dear Diary,

As always I was just fluttering around to see with whom I could share my day with. Just as I was flying by I saw two kids sleeping in their room. This looks like it's going to be another busy night for me. I know exactly what children like and it was the right opportunity to bring more fun and laughter in their life. So, I decided to create a fantasy world for them. With the golden wand in my hand, I circled it around them while they were asleep. And immediately a fantasy world was there right. I could see how surprised they were at first but then they forgot where they were and started playing around. It made me so happy seeing those smiles on their faces. They ran up and down the swings and slides. Played hide and seek in the little cave. The little girl began plucking different flowers; the little boy was chasing butterflies. There were lots of berries on the trees which the kids loved plucking. So the whole night I kept taking them in different parts of the world in their dreams.

Aurora

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers  
 B. 1. slowly, surely, 2. Rapidly, 3. soundly, 4. lightly, 5. rapidly, 6. gracefully, 7. neatly, 8. patiently, hopefully

**I Can Write:** Last night I dreamt I was in a different world full of fairies and little dwarfs. The place was full of goodies like chocolates, ice-cream, candies and so on. In one corner there was a magician who was showing his tricks to little children gathered there. There were also little hills and I was running up and down enjoying every moment. Then there was the ice-cream parlour. I ran there and ate different kinds of ice-creams but I like the cone the best. You could eat any amount, there was no body to stop you. It was so much fun.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

- A. 1. baffle, confuse, 2. fair, just, 3. beautiful, pretty, 4. honest, sincere, 5. sad, upbeat, 6. important, required, 7. kind, considerate, 8. lazy, idle  
 B. 1. **intelligent:** The boy who comes first in my class is very intelligent.  
 2. **lucky:** I was lucky to have taken the different route today.  
 3. **old:** My grandfather is very old now.  
 4. **rich:** Mr Ambani is a very rich man of our country.  
 5. **true:** Is it true that he actually jumped over the wall?  
 6. **strong:** My teeth are very strong because I brush my teeth twice each day.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Hoax:** joke  
**My Sentence -** The drills in school today was actually a hoax.  
 B. **Campaign:** operation  
**My Sentence -** The government did a campaign on girl child awareness.

C. **Refuge:** shelter

**My Sentence** - At the time of emergency, we had to take refuge in the cave.

D. **Chronological:** in order

**My Sentence** - We were seated in the hall in the chronological order.

E. **Ignite:** explode

**My Sentence** - They lit the fire and the whole area ignited into a huge ball of fire.

**HOTS:** Open ended.

Yes dreams do affect us. Sometimes when we wake up after having a very bad dream, our day goes bad as the same thing keeps coming back into our memory. Sometimes they scare us. But sometimes when we have a good dream, then we are more cheerful and wish that what we have dreamt, may come true.

**Life Connect:**

Make sure students understand the Life Connect. Bad dreams are called nightmares. They are not real! Ask questions like: If they ever had a nightmare and how they dealt with it?--- I saw falling off the mountain, I overcame that fear.

Web Stuff: Children can see this fairy story on you tube:

<https://www.youtube.com/watch?v=lliYgLGhBMs>



## Chapter-14

## Birds in Battle (Poem) (by Sandie Lee Muncaster)

**Pre - Lesson:** Children engage in the Warm Up. Discuss about superheroes. Ask questions like: Who are their favourite superheroes? What qualities of these superheroes attract them the most? Do they know about migrating birds?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. C, 3. B, 4. A, 5. B.

**Critical Questions:**

1. Pigeons. They were highly regarded and valued. During World War I and II, they were used to carry messages when other communications failed. In fact, they've been credited for saving thousands of soldier's lives.
2. Homing pigeons were used to carry messages when other communications failed during the war. They've been credited for saving thousands of soldier's lives.
3. The 'Lost Battalion,' part of New York's 77th Division, had been cut off from the rest of the troops.  
They were trapped and surrounded by the enemy. To make matters worse, they were being fired upon by their own American Artillery who didn't realize they were there.
4. The first message read..."Many wounded. We cannot evacuate." The second message was.."Men suffering. Can support be sent...?" Unfortunately, both these pigeons were shot down before they could deliver.
5. Some people consider them true companions, while most view them as 'winged rats.'  
They were used to carry messages from place to place.

**I Can Understand:**

1. According to the passage above, it was one of the pigeons who actually saved the lives of so many soldiers. The pigeon carried the message to be delivered which it did with its own life in danger. And in this way, it became the real life hero for the soldiers in war.
2. During World War I & II, there was no other animal that could be risked and used for sending secret messages. The pigeons were easy to train and domesticate too. During the war, the pigeons were the only means that could fly to the right destination and deliver the messages of SOS. And so, the pigeons were highly regarded and valued.
3. The palm branch is a symbol of victory, triumph, peace and eternal life. The wounded pigeon was given palm leaf medal for its victory and triumph and bravery too.
4. Magnetite is a material which was first used in the compasses made before. It was discovered that this magnetite was also found on the upper part of the pigeon's beak which helped it to find the right directions while flying in the air and reach the right destination.
5. Open ended answers.

Children will write down how they would have used the bird to carry messages-I would tie the bird's leg with a small message I would want to send. I would keep a small message written on inedible thing in the bird's beak.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers
- B. 1. B, 2. C, 3. C

**I Can Write:** Cher Ami was one of the most famous pigeon among the others during the World War I & II. When the American troop was trapped, they needed to send out messages to the American Army Base who were firing upon their own American Artillery which they didn't realize. Out of the three pigeons that these soldiers had, they were left with only Cher Ami who was their last hope. After writing simple messages they release Cher Ami who flew into the sky. But as soon as it was spotted in the air, barrages of shots were fired towards it. Cher Ami had been trained to return to his coop but not to dodge bullets. But it was struck and came plummeting to the ground. The all of a sudden, Cher Ami regained strength and began flying high up in the sky and flew 25 miles back to safety. But later when it was found, it was lying on his side with blood all over. He was blinded in one eye and had a quarter size hole in his breast bone. His leg was shattered and hung by mere tendons. Even though Cher Ami was in pain he was determined to save the soldiers and that day he became a hero. He was conferred a palm leaf medal for his services. He died of wounds on June 13th 1919. The National Museum in Washington has preserved Cher Ami with his medal beside him.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

/v/	/f/
Vaccination	formal
Visa	fashionable
Volcano	Philippines

/r/	/l/
Relieved	lottery
Written	lights
Relaxed	love

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. **Predicament:** difficult situation

**My Sentence** - After releasing a rule for all the students, the Principal was in predicament as many walked out.

B. **Expanse:** area

**My Sentence** - Taj Mahal is made on a large expanse of land.

C. **Predict:** forecast

**My Sentence** - The weatherman predicted that it would rain today.

D. **Former:** past

**My Sentence** - I was very happy to meet my former teacher.

E. **Anxious:** concerned

**My Sentence** - The parents were anxious to know where their child was.

**HOTS:** No, it was not right to use the pigeons in was. They are a vulnerable being and can be harmed or killed easily. They are innocent and harmless creatures.

**Life Connect:**

Make sure students understand the Life Connect. Pigeons are intelligent birds. In summers, they too can get very thirsty. Make sure you put some water out for birds during this time in a shallow bowl.

Web Stuff: Children can learn some pigeon facts on you tube:

<https://www.youtube.com/watch?v=DnR3wDqankA>



## Chapter-15

## Monty's Big Decision

**Pre - Lesson:** Children engage in the Warm Up. Discuss about politics and voting. Ask questions like: How important are political parties to the country? Do you feel voting is a necessity? What is the importance of voting? Why do you think we should know about all the political parties before voting?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. C, 3. B, 4. B, 5. C.

**Critical Questions:**

1. The story is fiction since there are animals who are talking and explaining to Monty about who voting is done.
2. It is called Monty's Big Decision because voting was a big task for Monty. He had to first know and understand all the terms that were being used about voting. Then voting for the right candidate was a big thing for him.
3. When Monty was told that he needed to learn about parties, he went to Badger's birthday party

instead. Then, when Henry the squirrel told him about platforms, he confused it with the town stage instead. Fred, the bear told him what platforms are and that he needed to know about polls which he misunderstood for the electric pole.

4. Before anyone casts their vote, they need to know which candidate to vote for by knowing which party he/she belongs to. They can know what that candidate has planned to do for the country, which they can know through Platforms. They can get information about the candidate they are voting for through polls.
5. A. **Character:** Monty is a boy who has to vote for the first time. He is curious and at the same time naïve. He does not know about the politics. He strives hard to gather information so that he votes for the best political party.
- B. **Setting:** There are different settings in the story-home, garden, political stage.
- C. **Conflict:** When Monty realizes that he has to vote but he does not know whom to vote.

**I Can Understand:**

1. Voting tells us that it is our responsibility towards our country to cast our vote, to select the right candidate and to know what that candidate is going to do for the benefit of the country through his platform. It tells us that it is our civic duty to cast our vote.
2. Although Monty's parents told him how important voting was and that it was his civic duty to do, they did not help him understand what voting is. So he had to take the help of others to understand what voting is all about.
3. Henry, the squirrel said that Political parties are an important part of deciding who to vote for. He also said that one needs to know all about platforms which tell what each person wants to do as President. Then one can decide and cast their vote.
4. When Monty went to the political parties and listened to the candidates speak about their platforms, he was able to understand about casting vote, and this finally made him happy at the end that he was now ready to vote.
5. Civic Responsibility is defined as the 'responsibility of a citizen.' It consists of actions and attitudes associated with democratic governance and social participation. Civic means relating to or belonging to a city, a citizen, or citizenship, municipal or civil society. Responsibility refers to the state or quality of being responsible or something for which one is responsible such as a duty, obligation or burden.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers
- B.
  1. The police have arrested the thieves.
  2. We were enthralled by the marvelous performance delivered by the children
  3. They have invited him to their party.
  4. Your order has been shipped by us.
  5. The poem was being beautifully recited by the girl.
  6. The party was enjoyed by the guests.
  7. Everyone was impressed with the polite manners of the child.
  8. The first prize was won by a girl from Chennai.
  9. The latest book of the writer is liked by the readers.
  10. The walls are being painted by them.

11. The car mechanic has fixed the car.
12. Their invitation was accepted by her with pleasure.

**I Can Write:** The best decision I ever made was when I was still studying and wanted to move to a place where I could pursue my dream of being a great painter. I think if I hadn't made that decision at such a young age I might have been afraid to do it later on in life. Today, I am known for my beautiful paintings all over the world.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. They will pick a book and read it well and fill the information given in the exercise. Teachers will help when needed.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. **Elude:** Avoid

**My Sentence** - The major accident was eluded just on time due to the driver's presence of mind.

B. **Painstaking:** careful

**My Sentence** - The project has been done painstakingly by all the students.

C. **Allegiance:** faithfulness

**My Sentence** - The two parties show allegiance towards each other which is commendable.

D. **Encounter:** experience

**My Sentence** - The encounter with the tiger in the jungle is something I can never forget in my life.

E. **Paraphrase:** express the meaning of, reword

**My Sentence** - this book has been paraphrased for the reader to understand it better.

**HOTS:** There is no popular vote involved in elective monarchies, as the elective body usually consists of a small number of eligible people.

**Life Connect:** Make sure students understand the Life Connect. To make good decisions, make sure you know facts and not opinions. Ask questions like: Do you think it is important to know facts before making decisions? -yes, it helps us to make correct decision.

Web Stuff: Children learn why voting is important on you tube:

<https://www.youtube.com/watch?v=GrG7zBUDiqQ>



## Chapter-16

## Dorothy in Magical Land

**Pre - Lesson:** Children engage in the Warm Up. Discuss about farms and forests. Ask questions like: What do they know about cyclonic winds? Have they ever visited a farm? Have they seen any movie or read a book of wizards and magic?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. B, 3. B, 4. C, 5. A.

**Critical Questions :** 1. On the farm.

2. Because of the strong cyclonic winds which scared him off.
3. in a very strange and fantastical land.

4. A beautiful lady came behind and startled her. The lady told her to go visit the Wizard of Oz who was a very powerful man who would help her surely.
5. The Scarecrow wanted brains, and so he was given. The Tin Woodman wanted a heart, and he received that as well. The Cowardly Lion wanted to be brave and become the King of the Beasts, and for his courage while fighting for Dorothy against the monkeys, the Wizard granted him the gift.

**I Can Understand:**

1. Dorothy was having a very fine day, like any other day. She loved playing with her dog Toto. Dorothy was so lost in playing that she did not hear a cyclone approaching.
2. The cyclone took Dorothy and Toto, along with the house high up in the winds. Hours passed by, they didn't seem to be coming down. She sensed that the cyclone had passed away, but her house wasn't where it used to be. She came out with Toto and saw that she was in a very strange and fantastical land.
3. The Witch of the North was a nice lady. She helped Dorothy when she came to know that Dorothy was lost. She also gave Dorothy a pair of magical silver shoes which would protect her from every evil.
4. When Dorothy discovered where she was after the cyclone had taken her and her dog along with her house in the air, she didn't know what to do and so she dozed off.
5. I was in my bed reading a story book since it was raining outside so I was playing in the house when suddenly there was loud roar. When I peeped outside my window, all I saw was great winds blowing away the big trees and cars and some houses with it. I did not realize that by then even I was blown away with the house in that strong wind. At first I thought I was dreaming, but I soon realized that it was for real and I got worried. Anyhow, I decided to stay in my bed as before and waited for the house come down to where it was earlier. Suddenly I saw a beautiful looking fairy flying outside my window. She came to me and assured me that I would be safe and that nothing would happen to me. She gave me a magical necklace which would protect me from any kind of evil that may befall me. Then that fairy took me to another world of fantasy where I made some friends. They too wanted to be back in their homes and soon our wishes were granted and we were back to our homes, safe and sound.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers
- B. Time Adjuncts (Adverbs of Time)
  - > yesterday
  - > morning
 Adverbs of Manner
  - > carefully
  - > like a demon
 Adverbs of Place
  - > Here
  - > wherever
 Adverbs of Frequency
  - > often
  - > Every Tuesday

**I Can Write:** Dorothy is a loving and caring little girl who loves playing with her pet dog, Toto. She is a brave girl because even though she is flown away up in the air she knew she couldn't do anything, so goes back to sleep with her pet in her arms. When she wakes up she sees a friendly Witch who helps her out. She is also brave because she saves herself and all her friends from the evil witch.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

1. d, 2. b, 3. d, 4. A, 5. D, 6. b, 7. c, 8. c, 9. a, 10. b

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

A. **Apparel:** clothing

**My Sentence** - My mother just opened a shop of apparels in the market.

B. **Exploit:** make use of

**My Sentence** - The workers are wrongfully exploited by their manager.

C. **Appeal:** request urgently

**My Sentence** - The police appealed to all the people to keep calm.

D. **Extinct:** vanished, lost

**My Sentence** - Dinosaurs are now extinct species.

E. **Fuse:** combine

**My Sentence** - The Indian and Western music was beautifully fused.

**HOTS:** The lion didn't seem to be a coward for the way he had fought for Dorothy. Maybe he wanted the gift from the wizard for being courageous.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: what is the difference between being brave and being proud?--- being brave is always a good thing but being proud can also become negative sometimes.

Web Stuff: Children can hear the whole story on you tube:

<https://www.youtube.com/watch?v=F03Up9ZXbJs>



## Chapter-17

## My Shadow (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss about laziness and being active. Ask questions like: Do you think it is bad to be lazy? Why should one person be active?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. A, 3. A, 4. B, 5. C.

**Critical Questions:**

1. It means that just as the boy is being lazy and staying at home and falling asleep in his bed, so is his shadow which is doing just the same.
2. My friend 'Shadow'

3. 'For he sometimes shoots up taller like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all  
He hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way'
4. The poem is a non-fiction because shadows are for real. They are our own reflections which move along with our own movements.
5. The poet is indirectly calling it the light and shadow principles. Since any opaque object absorbs the light, produces a shadow in space to its rear.

**I Can Understand:** 1. him, he, he's

2. Because it doesn't part from the boy but sticks always close to him, without leaving his side.
3. Because just like the boy who is being lazy and sleeping, his shadow too is doing just the same.
4. Just as the shadow was behind the boy, any opaque object absorbs the light, produces a shadow in space to its rear. Since it was morning and the sun was rising, the boy's shadow was falling behind him according to this principle.
5. The poet's shadow can only make a fool of him because his own shadow can do that with him and no one else.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers
- B. 1. A, 2. C, 3. A, 4. B, 5. C, 6. C, 7. B, 8. A

**I Can Write:** Me: "Hi, why are you hiding behind me? Are you Shy?"

**Shadow:** "No, I'm not shy."

**Me:** "Then why are you hiding behind me?"

**Shadow:** " I just wish to stay here and watch every one."

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

25th January, 2020

1. Paris
2. Bad news
3. Floods and cyclone
4. Two days ago
5. About the people.
6. In a small town.
7. Sudden change in climate
8. Natural disaster
9. To be aware and be prepared in case of emergency.
10. Sad and scared

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Ample:** sufficient

**My Sentence -** We have ample water for the journey.

B. **Esteem:** respect

**My Sentence** - There were many esteemed guests in the function at our school today.

C. **Plummet:** fall headlong

**My Sentence** - The glider plummeted in mid-air and crashed into the sea.

D. **Possess:** own

**My Sentence** - The guard asked if we possessed any harmful items in our bags.

E. **Hazardous:** danger

**My Sentence** - It is hazardous to play with electrical wires.

**HOTS:** When we are sleeping we cannot see the shadow. When the sun is just above our head, our shadows are merely visible.

**Life Connect:**

Make sure students understand the Life Connect. Do a shadow puppet play. Go online to find out how.

Web Stuff: Children learn how to make shadow puppets on you tube:

<https://www.youtube.com/watch?v=1nat-7b8cWE>



## Class-VIII

### Chapter-1

### Mr. Nobody (Poem)

**Pre - Lesson :** Children engage in the Warm Up. Discuss about imaginations, pranks and mischiefs ever performed by them or others. Ask questions like: Have you ever had an imaginary friend when you were very young? Have you ever blamed that imaginary friend for the wrong or mistake you actually committed?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. C, 3. B, 4. B, 5. A

**Critical Questions:**

1. The idiom used in the poem is 'as quiet as a mouse'. This has been used to describe the nature of the person being discussed and mentioned in the poem, to describe that he makes no sound in his presence and does all the mischiefs like a mouse.
2. The damages done because of Mr. Nobody are plates broken, books torn, buttons pulled off from shirt, pins scattered around, oiling is left on, fingermarks on the doors. blinds left unclosed, curtains faded, ink is all spilled and boots are lying around the house.
3. Blinds are never left unclosed because Mr. Nobody leaves them open all the time as part of his mischief.
4. Open ended answers.  
If I were to give title to this poem, I would call it 'Mischiefs by Nobody', because the poem describes mischiefs being performed by an invisible name.
5. The poem shows how the poet is blaming a person who is invisible for all the damage and mischiefs around the house like tearing out books, leaving the door open, buttons pulled off from shirt and scattered pins around the house.

**I Can Understand:**

1. A. It means we all believe that an invisible man, despite no one can see him, believe he did all the mischief around the house. B. That Mr. Nobody leaves the door open. C. The mistakes no one ever made. 2. Open ended answer. No there is no old man who is doing all the mischief. The poet is simply blaming an invisible man to not get any punishment. 3. Open ended answer. No I don't think there is any Mr. Nobody. It's just an imagination. 4. According to the poem, it was an invisible man who did all the mischief for his own pleasure. 5. Through the various things done in the poem like plates broken, books torn, buttons pulled off from shirt, pins scattered around, oiling is left on, fingermarks on the doors. blinds left unclosed, curtains faded, ink is all spilled and boots are lying around the house, were all actually done by a cat.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. rear-view, 2. life-insurance, 3. middle-aged, 4. guidelines, 5. great-granddaughter

**I Can Write:** Becky's beagle barked and bayed, becoming bothersome for Billy.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Children are to read instructions carefully and follow it diligently to solve the exercise. Teachers will help when needed.

A. C 120, Lajpat Nagar,  
New Delhi -110076

20th June 2007

The Editor,  
The Times of India,  
New Delhi.

**Sub:** Complain about unhygienic condition near my locality

Respected sir,

I am Nisha from Karol bagh. My locality is damaged by unhygienic conditions and people can't walk peacefully in the streets. It is becoming worse day by day. Children and babies even adults are being affected by diseases like cancer, etc.,. The garbage is not regularly cleaned and the drainage is not regulated properly.

So, I request you to take this complaint seriously and take action against it.

Yours sincerely,

Nisha Chauhan

B. C 120, Lajpat Nagar,  
New Delhi -110076

20th June 2007

The principal  
ABC school  
New Delhi

Respected Ma'am,

**Subject:** Request to organize an educational trip

We the students of senior classes would like to request you to organize an educational trip to Jaipur. Such an educational trip would help us in imparting knowledge about history, like Jaipur, the pink city is known for its majestic past and splendid places. This educational trip would help us deepen our knowledge and that it is also related to a current lesson in our social studies subject.

We are looking forward to this trip before final examinations. Hope that you will give us such opportunity with your kind consideration.

Yours faithfully,

Ankit Rawat

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Step down from. Sentence:** Our captain abdicated his position for charity.
- B. **Association or meaning. Sentence:** The apple was a connotation was gravity because of Newton.
- C. **Very respectful and memorable. Sentence:** Kobe Bryant is a legendary basketball player.

D. **Very important and compulsory. Sentence:** The exams are mandatory to get the degree from the college.

E. **Successive or following. Sentence:** The ritual was consecutive to the dinner at thanksgiving.

**HOTS:** No there wasn't an actual invisible man in the house. It was the cat doing all the mischief.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: Do you blame others for your mistakes? Have you ever done that before? How do you think you should be?

Web Stuff: Children watch a funny story on you tube:

<https://www.youtube.com/watch?v=DvNR3Zkf5Q8>



## Chapter-2

## The Musical Donkey

**Pre - Lesson:** Children engage in the Warm Up. Discuss about animals and their habits. Ask questions like: Have you ever made your partner fall in trouble alone, while you were also part of the plan? Do you stand in with your friend, if you both committed mistakes?

**Answers:** I Can Pronounce: Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. B, 3. A, 4. A, 5. A

**Critical Questions:**

1. The donkey found a new friend who was a wanderer, searching for food to survive.
2. The jackal was actually very sly little animal. He encourage the donkey to sing because he knew he would get caught and he could eat all the food himself.
3. The donkey would enjoy the beautiful night, in freedom, eating grass, enjoying the night sky, and driven with curiosity, wouldn't stay limited to where his master allowed him, but would rather wander to nearby farms to eat the vegetables freshly grown in the fields.
4. If the donkey would've realized the jackal's tricks, he would have been alerted before and the donkey would've been safe. But he wouldn't have forgiven the jackal as he would want to protect himself from now on.
5. The characters of the story are the washerman, his donkey and a jackal. The story is set when the donkey gets curious to discover more to eat, and he meets a jackal. The climax of the story is, the jackal makes the donkey fall in trouble by encouraging him to sing, thus keeping all the food for himself.

**I Can Understand:** Open ended answers. 1. If I were the author, I would change the ending, making the donkey realize that the jackal was doing tricks to make him fall in trouble, and save himself wisely and quickly. 2. The jackal was very sly and shy. He tricked the donkey on purpose, meaning he was greedy and selfish. 3. This story is fiction. The reason behind it is because the animals can speak as well as sing. They are doing things and actions like human beings. 4. The dialogue describes that the jackal was greedy and had no regrets in tricking the donkey to sing and fall in trouble on purpose. 5. The donkey must have felt betrayed, angry and in despair to find his friend do that to him and now he cannot escape his fate.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.

- B. 1. Angela sings like an angel. 2. His face turned in shock like a dead skunk. 3. Ron turned away from the incident like the other side of the pillow.

**I Can Write:**

Hi Shambu,

Hope this letter finds you in good health. I recently met a foolish animal. He easily gets into my words to do anything. So I have planned to use him for my own reason. He loves to sing at any time. I will take him to a farm, first get all food at one side, then make him sing so he falls in trouble while I take all the food for myself.

I hope my plan goes as I think it should.

Regards,

Shanu the Jackal

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:**

Delhi International School, New Delhi

NOTICE

20th February, 2020

This is to inform all the students and staff of the school that the school is organizing an educational trip in Ahmedabad. This is because of the new rules came in for school, to have a class educational trip for better learning.

Classes - 6 - 8

Date of departure - 2nd March, 2020

Date of arrival - 4th March, 2020

The students or staff who desire to participate can submit their names and details to Aniket Yadav.

Mohan Lal

Monitor

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Rough or harsh. Sentence:** The bristles of the brush had become abrasive.
- B. **Successive or following. Sentence:** The ritual was consecutive to the dinner at thanksgiving.
- C. **Link or connection. Sentence:** The law for registering for citizenship had a liaison with the immigrant law.
- D. **Not relevant or important. Sentence:** The drinks for the court were irrelevant.
- E. **Character assassination. Sentence:** The words of the woman committed libel against the tribes of the jungle.

**HOTS:** No I don't think what happened to the donkey was right. It is never good to hurt someone on purpose.

**Life Connect:**

Make sure students understand the Life Connect. Discuss in class of there is a difference between being sly and wise.--- being wise means having knowledge between what is right and wrong, being sly means using your wisdom to do something for selfish reasons.

Web Stuff: Children learn about the personality of a donkey on you tube:  
<https://www.youtube.com/watch?v=f3BjzsG5UZ0>



## Chapter-2

## What is a Rafflesia?

**Pre - Lesson:** Children engage in the Warm Up. Discuss about earth, flowers and its importance to mankind. Ask questions like: Which is your favourite flower? How do flowers get their food and nutrition? Do you know which is the biggest flower in the world?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. C, 3. B, 4. A, 5. B

### Critical Questions:

1. Rafflesia are very weird kind of flowers. They weigh upto 12 kgs, which makes them the heaviest and largest flower specie in the world. They produce its flower in 9 months, as its seeding and flowering process is very slow. It has a deadly smell like a dead meat, mainly because it uses it to attract flies, thus given the name Corpse flower.
2. The Rafflesia attracts its prey through its smell and its very bright reddish colour with white spots, making it attractive in every way for its prey to come close enough to sit.
3. When we look at the flower, we see that it is reddish in color with white marks on all five petals. And when it fully blooms, it stays visible for only 7 days maximum.
4. Rafflesia doesn't need chlorophyll like other flowers to survive, but flies, who further lay eggs thinking of it as rotten flesh that pollinates the Rafflesia when they fall inside.
5. For the flower to blossom to the maximum level, the fly has to go to the male blossom before it goes to the female blossom.

**I Can Understand:** Open ended answers. 1. Rafflesia is called a 'Corpse Flower' because of its smell. It has a rotten dead meat smell that can make a person even faint. It is to attract its prey. 2. No I don't think having a Rafflesia in my garden would be nice, because of its strong odour and its ways of survival and appearance. 3. Yes I think humans are very much careless towards nature. There are many cases where we hear and read that humans are cutting down the ecosystem for their own needs, which has resulted in many rare species become extinct now. 4. It means that there are many things and kinds of life that seem beautiful and are very different and rare, existing in innumerable variety. Therefore in order to preserve such precious life, we must protect it and not destroy it. 5. We can preserve it by leaving that part of area where such kind of species exist, by themselves. We must not interfere the natural course of nature. We must help grow more such species and nurture it everyday for it to increase in number.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. A, 2. A, 3. C, 4. A, 5. B, 6. A, 7. C, 8. B, 9. Gosh, 10. A

### I Can Write:

Dear Diary,

Today I took a walk in the nearest garden from my classroom. I saw so many flowers of different kinds and colours. Some had a soothing and fresh smell, some did not have any smell, yet they

looked very pretty. I took a part of one of the flowers I was curious about to my science teacher, who helped me learn about it.

It was a fun day!

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:**

I recently participated in the inter-school debate competition. It was about the new law that was passed in our country about immigrants from another country. I chose to speak against the law, which means against the notion. It was tough for me as there were many challenges that I had to face along the way during my preparation as well as when I was on stage to give my speech for debate.

First I had to research and study about the topic thoroughly, as I could not go wrong in my facts no matter whoever wins. Then I had to practice in front of so many people, as I do have stage fright. So I practiced in front of mirror. Then I had to prepare for the rebuttal because that is the final challenge of any debate.

Thus as I followed my preparation diligently, keeping in mind all the challenges that I would face, which I did, I'm glad I made it through successfully and won the debate competition.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **To be sad or hurt in emotions. Sentence:** The lady was antagonizing the loss she faced in her shop during the riots.
- B. **Variety or in many kinds. Sentence:** The culture of India is highly diverse in all forms.
- C. **To believe or understand to be true. Sentence:** The children perceived the story as real and took the moral lesson by heart.
- D. **Worthy or right for the position. Sentence:** Jemimah was eligible for the position of the captain of the school because of her all-round performance.
- E. **To make an assumption to be true. Sentence:** It was her prediction that the tornado would hit the town tonight.

**HOTS:** 1. It is the largest flower in the world. 2. It survives on pollen through the eggs of the flies that sit on it.

**Life Connect:**

Make sure students understand the Life Connect. Discuss that cutting down trees is causing the weathers to change rapidly and bring lots of disasters. Let us plant more trees to prevent this from happening.

Web Stuff: Children learn about the rafflesia on you tube:

<https://www.youtube.com/watch?v=qguz4Zr1EaA>



## Chapter-4

## Pedro's Magic Apples

**Pre - Lesson:** Children engage in the Warm Up. Discuss about family and care. Ask questions like: Have you ever cared for a sick family member before? What did you do to care for them? Did they get well?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. C, 3. B, 4. B, 5. A

**Critical Questions:**

1. Pedro's uncle was very sick. His uncle, Tio Elisio, had returned from the harvesting fields of Texas bringing with him the coughing sickness.
2. Rumor had it that magic apples grew in the orchards of the Copper Canyon; apples with the power to heal. The Tarahumara Indians owned the orchards, but Pedro had heard the apples were there for the taking. Mama had sent him to find them.
3. When Pedro looked down from the apple tree, he saw a Tarahumara Indian standing below. Pedro explained to the protector of the orchards that he had come to take the apples for his sick uncle, he believed the apples had magic in them which would heal his uncle.
4. Tarahumara Indian won the race between him and Pedro. Pedro was shocked to see that he had lost in the race, as he was the fastest runner in his village. But Tarahumara Indians were known to be the fastest, like an arrow that has left its bow.
5. Pedro had to give up something in exchange of the apples he wanted to take home. Since he had no money, he had to give something to the Indian. None of the things Pedro offered in exchange were accepted by the Indian. But when he offered the pocket watch gifted to him by his uncle, it got accepted immediately. When Pedro came home and told his uncle about the watch, his uncle appreciated his efforts and will to give up something so precious for the people he loved, and promised him that this act would always be remembered by him.

**I Can Understand:** Open ended answers. 1. If I had to write this story, I would mentioned about a free health check-up for those who are sick and cannot afford health treatment on time. 2. No I don't think in that time period, Pedro could've done something better than he already did. 3. The story does have a moral in it. It is about sacrifice that is counted the precious amongst all for the sake of love and care for the beloved ones. The part of the story that proves this thought is the following: "Pedro, what you've done is return my gift a hundredfold. You gave away your most valuable possession, to make me whole again. I will treasure the memory of your sacrifice always." 4. In the story, Pedro goes in search of special apples, in possession of Tarahumara Indians, believed to have magical healing powers. So when Pedro brought the apples home, he was very delighted to tell his uncle about it. 5. "Oh little one, where do you think you're going," asked the giant to Pedro.

"Please let me go. My uncle is very sick and I need to rush to him with these magical apples immediately, in order to save him," replied Pedro.

The giant seeing the boy's condition lets him go.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. C, 2. A, 3. B, 4. B, 5. A and B, 6. B, 7. B, 8.

**I Can Write:**

Dear Diary,

Today I took a walk in the nearest garden from my classroom. I saw so many flowers of different kinds and colours. Some had a soothing and fresh smell, some did not have any smell, yet they looked very pretty. I took a part of one of the flowers I was curious about to my science teacher, who helped me learn about it.

It was a fun day !

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

1. **Fact:** My country's name is India. **Opinion :** My country is very large.
2. **Fact:** I have one younger sibling. **Opinion :** My sibling is very naughty.
3. **Fact:** Burgers come under the category of fast food. **Opinion :** Burgers are very tasty.
4. **Fact:** Autumn comes in the month of October. **Opinion :** Autumns are the most lovely time of the year.
5. **Fact:** My brother's marriage was with her childhood friend. **Opinion:** My brother is very happy in his marriage.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **To appreciate something. Sentence:** The principal acknowledged our efforts for studying sincerely for the exams.
- B. **Link or connection. Sentence:** The law for registering for citizenship had a liaison with the immigrant law.
- C. **To get too devoted or attached to something. Sentence:** Rakesh was an addict of abuse drugs that cost him his life.
- D. **Different or contradicting to. Sentence:** The black is in great contrast to the white colour.
- E. **Very important and compulsory. Sentence:** The exams are mandatory to get the degree from the college.

**HOTS:** Open ended answers.

Pedro was very much worried for his uncle and wanted him to get well immediately and with a guarantee. Maybe he did not trust a doctor could treat his uncle immediately as much as the magic apples could.

**Life Connect:**

Make sure students understand the Life Connect. Discuss about caring and kindness and how you don't need money to show someone that you care for them, but your behaviour and attitude towards them can also fulfil that purpose.

Web Stuff: Children can enjoy some apple facts on you tube:

[https://www.youtube.com/watch?v=SFZk945I\\_HE](https://www.youtube.com/watch?v=SFZk945I_HE)



## Chapter-5

## Paper Boats (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss about imagination, paper boats or toys they made for themselves. Ask questions like: Have you ever made and played with paper boats? Have you ever made an imaginary story about your paper boats? Have you ever made a toy for yourself or someone else?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. A, 3. A, 4. A, 5. C

**Critical Questions:**

1. The poet has written his name and the name of his village on the paper boats hoping that someone

in the strange land will find them and know who he is. He wants his paper boats to go on a mysterious adventure, and bring back someone or something memorable.

2. The poet has loaded his boats with shiuli flowers from his garden, hoping that these blooms of the dawn would be carried safely to the imaginary land in the night.
3. The poet is expecting the boats to travel afar when he sets them on sail. He hopes that fairies of the sleep would carry his boat far away, with the wind that is send by someone from above.
4. The poem is titled Paper Boats because the poet has described about the paper boats he made, and how he loves playing with them, think of them in different kinds of scenarios and imagine that it would carry his flowers and fairies in a far away land.
5. The poet hopes and imagines that his paper boats would sail away in far away land. That is why he write his name and the name of his village on it so that someone in that land would find it and know about him.

**I Can Understand:** Open ended answers.

1. The poet one day makes few paper boats and decides to write his name and the name of his village on it. At night, he takes these paper boats and sets them sail, filling his boats with shiuli flowers from his garden. "Now my boats would go far away, in some land that I have never known, and if someone finds them, they will get these flowers like a gift and now about me through what I have written on the boats. I just hope it sails really far and bring back something good." So when he goes to sleep at night, he sees something strange happening. He sees that someone from the skies is blowing his boats to float away, and is surprised to see fairies sail his boats as they float away. He is now very happy.
2. The paper boats are hand made toys of the poet. That is why he is very happy and finds them to be very precious. He imagines stories about them, like going on adventures or fairies riding on it.
3. Open ended answers.  
No I don't think there is any moral to the poem. It is just to amuse and broaden imagination of a child.
4. The poet is surprised to see that the wind is blowing in such a manner, as if it is trying to get in race with his boats. Therefore he thinks it must be someone he doesn't know who is trying to do this mischief.
5. The poem has used irregular rhyme. The effect it has on the poem is that it helps the reader read the poem like a story, and get its meaning out in a musical manner.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. B, 2. C, 3. A, 4. Ice, 5. Peace

**I Can Write:** open ended.

If I could ask three questions to the poet, they would be the following:

1. When did you make the paper boats?
2. Did anyone come back to visit you after sending the paper boats?

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

I strongly give my yes to the notion. I believe the schools must take students on educational trips. The reasons I believe would support my stand is:

**Reason 1:** The educational trips help children have an experiential learning.

**Reason 2:** Educational trips help children remember what they study for a longer time.

**Reason 3:** Educational trips help have a healthy social relationship with every individual, which helps a child grow with a positive mindset about his surroundings.

Lastly I would like to conclude by saying educational trips are very important for students for better grades in their performance and the school must do this diligently.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Good enough. Sentence:** I think this much amount of milk is adequate to make coffee.
- B. **Abundant or plentiful. Sentence:** Martha had continued to take copious notes on each and every case.
- C. **Lessen or diminish. Sentence:** Good information on a product can mitigate this problem.
- D. **Make someone caution or rebuke. Sentence:** Mommy puts Sammy down while gently admonishing her to be more careful.
- E. **Linger or delay. Sentence:** Come home immediately after school, and don't dawdle.

**HOTS:** Open ended answers.

I like this poem because it has very creative description of a child's imagination and it mentions about fairies riding the paper boats, which is interesting.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions like: What do you want to choose as your career when you finish twelfth?--- I want to be a pilot.

Web Stuff: Children learn how to make paper boats on you tube:

<https://www.youtube.com/watch?v=gEYfHp-uk0c>



## Chapter-6

## The Hundred Dresses

**Pre - Lesson:** Children engage in the Warm Up. Discuss about poverty and richness. Ask questions like: Have you ever helped a student who is deprived of money? How have you helped him? Why did you think you should help him or her?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. C, 3. C, 4. B, 5. B

**Critical Questions:**

1. Maddie and Peggy were discussing about Wanda, and how she had never missed a class before. But she did not come that day when they were discussing while looking at the bench behind, which used to be her seat.
2. Wanda was a Polish-American girl. She wasn't as privileged or rich like the other girls in her class. She always wore the same clothes every day to school. So no one would ever be good or friendly with her, which is why she was always isolated.
3. Wanda said she had hundred dresses and sixty pairs of shoes because she did not want anyone to think she was poor, and did not have as many clothes like other children in her class did.
4. Maddie was shocked to hear the results of the drawing competition because it was Wanda who won the competition instead of her.

## 5. Open ended.

I learned that we should not bully someone who may be less powerful or privileged than us. It can hurt that person very emotionally. We must always be friendly with everyone, and not make anyone feel they are not worthy.

**I Can Understand:** Open ended answers.

1. Maddie and Peggy found Wanda to be very amusing and thought it would be fun for them to make fun of her, as well as get popular among other children for their actions.
2. Maddie is a spoiled rich girl who thought bullying and putting others down was her way of keeping her dignity and importance in front of others. That is why she always made fun of Wanda.
3. Wanda had a funny name as she was Polish-American. She always wore the same dress to school everyday and was very quiet. That's why no one wanted to be friends with her.
4. The competition results, which Wanda had won, surprised all. The teacher could not figure out why Wanda drew hundred dresses. But Maddie knew why Wanda drew one hundred dresses. This is because she had earlier claimed to have that many dresses, but never said she had them in tangible way or in form of drawings.
5. Maddie and Peggy went to visit Wanda.

"Hi Wanda! It's me Maddie and Peggy. We came to see how you were doing," said Maddie.

"Hi! It is so nice of you to visit me. But may I ask why have you come?" asked Wanda.

"We actually came to apologise for our behavior for being rude to you always. Can you forgive us? And can we be friends?" asked Peggy.

"This is wonderful. Of course I forgive you and would love to be friends with you both," said Wanda happily.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B 1. I would refer it to Cinderella, as she was also alone and underprivileged. 2. I loved Jungle book, as it had adventures in it to read. 3. I love Jungle book because it talks about animals and hum relationships.

**I Can Write:** open ended.

Dear diary,

I am very sad today. Maddie and Peggy won't stop making fun of me. I think they are bullying me. I don't understand why they are doing so. I guess they don't understand what it means to be alone or have no friends or many relatives to share your feelings with. I am not rich like them. I don't like wearing the same clothes everyday, but this is all I can afford. I have decided to play a small trick with them, so they stop troubling me for a while. Let's see how that goes.

Wanda

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

A mouse saw a lion dozing. He ran up the lion's tail and climbed on to his back. As he was sliding down the lion's long nose, the king of the jungle opened his eyes wide.

The mouse trembled as the lion held him in his paw. He knew the lion was angry with him. He joined his hands in salutation and pleaded, "O King of the jungle, please forgive me for my mischief."

The lion was in a good mood. He gently put the mouse down. "Thank you, friend" shouted the mouse as he ran away. The lion was amused to hear the tiny mouse call him a friend.

A few days later, the mouse came across the lion again. This time, the lion was unable to move. He was stuck in a net which some hunters had thrown. The hunters had gone to the village to get a cart to transport the animal. "They want to sell me to a circus," said the lion looking sad.

"Just a minute, friend, I'll be back in a moment with help," said the mouse and ran.

In no time, the mouse was back with an army of mice. Quickly, they cut the net with their sharp teeth.

Just then, the hunters came back with a cart. The lion was ready for them. He roared loudly and the hunters fled.

The lion turned to the mouse. "Thank you, friend. Thanks to you, I'm free," he said.

**Dictionary Skills :** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Confuse or puzzle. Sentence:** Alex stared down at her with a bewildered expression.
- B. **To forgive or pardon. Sentence:** In her quest to find the information needed to exonerate Viki, Karen took the stand.
- C. **To be on time. Sentence:** Maggie was always punctual for all her basketball practices.
- D. **A saying by someone and stated as it is. Sentence:** Gandhiji's quotes are famous all around the world, as he always spoke about peace.
- E. **To be partial. Sentence:** The teacher was always bias with Hari, even when he stated the wrong facts.

**HOTS:** Open ended answers.

Wanda always felt too weak and shy to answer back, as she thought she wasn't well to do like other children in her class.

**Life Connect:**

Make sure students understand the Life Connect. Discuss how Bullying can hurt some people very deeply. They might lose the fun of living, because they don't feel loved. If there's anyone in your class who feels lonely, or is new, or is troubled, make them feel they belong by being their friend. You will surely feel good.

Web Stuff: Children learn about clothes around the world on you tube:

[https://www.youtube.com/watch?v=zjbygXKC\\_L0](https://www.youtube.com/watch?v=zjbygXKC_L0)



## Chapter-7

## New Beginning In Time

**Pre - Lesson:** Children engage in the Warm Up. Discuss about buildings and ancient monuments. Ask questions like : Have you ever seen an old building? What did it look like, describe the appearance. What was your experience roaming inside it?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. C, 2. A, 3. C, 4. A, 5. A

**Critical Questions:** 1. Open ended.

Yes I think the title suits the story as it talks about history with the building visited with the new season, like a connotation for time is approaching.

2. The writer feels that it's close to the spring because the snow is melting and vines are growing on the building.
3. The writer's favourite path was inside the woods. As she finds peace and quiet, and an interesting building to explore.
4. The house was weird, old and dusty. The placements and scratches on the wall still remain everywhere, showing that a family lived a long time back.
5. The writer is traveling and finds this old building like house. It is so old that vines are growing at the back wall, which means no one lives inside it and is very old. That is why she wonders how it would've been if someone was living inside the house.

**I Can Understand:** Open ended answers.

1. The story is set in some strange land and place where it snow and it is spring time nearly approaching. The place also has old buildings and houses nearby, which means not many people live around that place.
2. Yes I think the title suits the story as it talks about history with the building visited with the new season, like a connotation for time is approaching.
3. The building might have been a hundred years old because of its worn out condition.
4. The writer finds that the room visited might be a kitchen because it has more markings and evidence to call it as kitchen as compared to other rooms. That is why it is thought to have an identity, unlike other rooms.
5. I would feel very scared and spooky to roam a so-called haunted house. I would feel as if someone is always following me, and might catch me if I don't run out of the house.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. ah, ouch, 2. whoosh, swish, 3. splash, gurgle, 4. thud, bang, 5. meow, moo.

**I Can Write:** open ended.

I learned that old buildings are an interesting spot to learn about history and how life might have looked like in earlier times. I think it is good to explore places like these to know about history, but these places should not be visited alone. It is always good to have an elder or an adult accompanying you. As these places are very spooky and might not be that safe to visit.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

- A. **M. C. Kom:** Mangte Chungneijang Mary Kom (born 1 March 1983) is an Indian Olympic boxer and incumbent Member of Parliament, Rajya Sabha. She is the only woman to become World Amateur Boxing champion for a record six times, the only woman boxer to have won a medal in each one of the first seven World Championships, and the only boxer (male or female) to win eight World Championship medals. Nicknamed Magnificent Mary, she is the only Indian woman boxer to have qualified for the 2012 Summer Olympics, competing in the flyweight (51 kg) category and winning the bronze medal. She had also been ranked as No. 1 AIBA World Women's Ranking Light Flyweight category. She became the first Indian woman boxer to get a Gold Medal in the Asian Games in 2014 at Incheon, South Korea and is the first Indian woman boxer to win gold at the 2018 Commonwealth Games. She is also the only boxer to become Asian Amateur Boxing Champion for record five times.

On 25 April 2016, the President of India nominated Kom as a member of the Rajya Sabha, the

upper house of the Indian parliament. In March 2017, the Ministry of Youth Affairs and Sports, Government of India, appointed Mary Kom along with Akhil Kumar as national observers for boxing.

- B. **P. T. Usha:** Pilavullakandi Thekkeparambil Usha (born 27 June 1964) is a retired Indian track and field athlete. She has been associated with Indian athletics since 1979. She is often called the "queen of Indian track and field". At the senior inter-state meet in Bangalore in 1981, Usha clocked 11.8 seconds in the 100 m and 24.6 seconds in the 200 m setting national records in both. At the 1982 New Delhi Asian Games, she won silver medals in 100 m and 200 m, clocking 11.95 s and 25.32 s. At the 1983 Open National Championships in Jamshedpur, she broke the 200 m national record again clocking 23.9 s, and with 53.6 s, set a new national record in 400 m. At the Asian Championships in Kuwait City the same year, she won gold in 400 m.
- C. **Indira Gandhi:** Indira Priyadarshini Gandhi (19 November 1917 - 31 October 1984) was an Indian politician and a central figure of the Indian National Congress. She was the first and, to date, the only female Prime Minister of India. Indira Gandhi was the daughter of Jawaharlal Nehru, the first prime minister of India. She served as Prime Minister from January 1966 to March 1977 and again from January 1980 until her assassination in October 1984, making her the second longest-serving Indian Prime Minister, after her father.

Gandhi served as her father's personal assistant and hostess during his tenure as Prime Minister between 1947 and 1964. She was elected President of the Indian National Congress in 1959. Upon her father's death in 1964 she was appointed as a member of the Rajya Sabha (upper house) and became a member of Lal Bahadur Shastri's cabinet as Minister of Information and Broadcasting. In the Congress Party's parliamentary leadership election held in early 1966 (upon the death of Shastri), she defeated her rival Morarji Desai to become leader, and thus succeeded Shastri as Prime Minister of India.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Get irritated or angry. Sentence :** If I talk about the problem with him it just agitates him even more.
- B. **A manner or conduct. Sentence:** I was extremely nervous for my first lesson; but, Anne's calm demeanor immediately put me at ease.
- C. **To ignore. Sentence:** In later years he was negligent in dress and loose in bearing.
- D. **To claim or declare. Sentence:** The mayor is alleged to have accepted bribes.
- E. **Horrible or hateful. Sentence:** Nevertheless they were able to overthrow the chancellor, who was specially obnoxious to them.

**HOTS:** Open ended answers.

I would say that the new infrastructures of today can be damaged easily, and even break as compared to the old infrastructure. I say this because this is what is happening more that often.

**Life Connect:**

Make sure students understand the Life Connect. Discuss in your class the importance of summer.

Web Stuff: Children learn about monuments of the world on you tube:

<https://www.youtube.com/watch?v=b4qkrzr7xvs>



## Chapter-8      The Migration of the Grey Squirrels (Poem)

**Pre - Lesson :** Children engage in the Warm Up. Discuss about animals and squirrels. Ask questions like: Have you ever seen squirrels build their houses? How do you think they build it? Do you think they stay together or separated in isolation?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. C, 2. A, 3. A, 4. C, 5. B.

**Critical Questions:**

1. The squirrels were going up the hills, into the forests of pines to escape the pigs that were troubling them and taking away their food.
2. It means that the squirrels always faced many challenges and animals troubling them wherever they went. And so their journey to always keep traveling for a new home has never ended for ages, but they all have one consent, to find a home safe for all.
3. The squirrels came together and got a plank or planks of wood to make a boundary to protect all.
4. The pigs, hawks, eagles and owls scared the squirrels by taking away their food, destroying their home or always pursuing them.
5. The squirrels were crying for joy when they finally returned to a home that was safe for them.

**I Can Understand:** Open ended answers.

1. The main theme of the poem surrounds the squirrels who are on a quest to find themselves a home safe for themselves.
2. The squirrels were struggling of being attacked by various animals and getting their homes and lives get destroyed.
3. The squirrels are compared to soldiers who won't stop till they have won their battles.
4. It means that the poet enjoyed watching the brave little squirrels who never stopped and worked together for their own welfare.
5. The poet is talking about how the squirrels fought back and won their battle against the animals who were troubling them by destroying their homes or pursuing them to trouble them.

**Word Smart:** Open ended answers.

A. Teachers are to make sure that students bring out the meaning clearly in their answers.

B. 1. A, 2. B, 3. A, 4. A, 5. A

**I Can Write:** open ended.

I learned that just like squirrels, if we stick together with our loved ones, who have the same mindset like ours and are fighting for the same cause, we will always win. No matter how strong the opponent is, if we never give up and keep going, we will never fail. The victory may fall in our hands sooner or later than expected, but it surely is guaranteed.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

Memorize the meanings of these words. In pairs of 2, quiz the different suffix and the word associated with it with a partner.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **To give a personality or character to something or someone. Sentence:** I would characterize this as a positive change for our company.
- B. **Not different. Sentence:** I was strong, active, and indifferent to consequences.
- C. **Independent or self-governing. Sentence:** "Our sovereign the Emperor will be here in a moment," said Raja.
- D. **In an order, can be numerical or alphabetical. Sentence:** The chief events are in chronological order.
- E. **Diligent or busy. Sentence:** He said she was very industrious and happy.

**HOTS:** Open ended answers.

The emotions that evoked when I read the poem was happiness and joy in learning about the victory of the squirrels.

**Life Connect:**

Make sure students understand the Life Connect. Discuss in your class, the importance of always telling the truth.

Web Stuff: Children learn about grey squirrels on you tube:

<https://www.youtube.com/watch?v=90GXWQP67Us>



## Chapter-9

## The Bogey-Beast

**Pre - Lesson:** Children engage in the Warm Up. Discuss about magic and magicians. Ask questions like : Have you ever seen a magician do tricks? Have you ever had something that was magical ? What would you do if you had an Aladdin's lamp with a genie?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. A, 3. B, 4. B, 5. B.

**Critical Questions:**

1. The story is titled 'Bogey-Beast' because the story is about the naughty mischievous boy who looked like a beast and tricked the woman to think everything in her imagination, including the thought that she could get rich some day.
2. The woman lived in a little bit of a cottage and earned a scant living by running errands for her neighbours, getting a bite here, a sup there, as reward for her services.
3. The woman saw a big black pot when she was trotting along the road. She saw and thought of taking it home, as she could not see its owner anywhere. So when she was carrying it, she looked inside and first thought of it to be full of gold. She dreamt about how rich she is going to be. But when she looked again, she saw it full of silver, then full of iron, then into a bog rock. But she was never sad or disappointed. She only thought of all this as part of her good luck to get a magical pot like this, until she finally saw a bogey-beast jump out of it.
4. The woman's reaction to see a naughty mischievous boy jump out of her shawl gave her a startle, but she laughed it away.
5. The woman at seeing all these things like gold, silver and iron only thought how rich she had become, richer than she anyway was, which is very poor.

**I Can Understand :** Open ended answers.

1. No I think the title suits the story. The story is titled 'Bogey-Beast' because the story is about the naughty mischievous boy who looked like a beast and tricked the woman to think everything in her imagination, including the thought that she could get rich some day.
2. The old woman was cheerful because she always appreciated everything she got. It may be just small givings in exchange of her services, or a big black pot. But she knew this is better than the condition she already lives in, which is poor.
3. No I don't think the woman did the right thing picking up the pot, because its owner could have come anytime to pick it and this would mean she stole it, which is wrong. But also because the pot was messing with her head, making her think of all impossible things, and receiving none of it.
4. The woman was grateful with anything she got, because she thought it would bring her money in any form, which is better than her poverty situation.
5. I would have used it to get a lot of money and get rich.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. A, 2. A, 3. C, 4. B, 5. A, 6. B, 7. B, 8. A, 9. B, 10. A

**I Can Write:** open ended.

When I was on a hiking with my father, I saw a very weird kind of nest. I knew it was a nest because then I immediately saw some very weird birds. My father said they were migratory birds, who must have decided to build home here. Since I had never seen them before, it was a very strange experience for me.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

1. A, 2. B, 3. A, 4. A, 5. B

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **To remove. Sentence:** They were admonished and then asked to leave the room.
- B. **Linger or delay. Sentence:** Come home immediately after school, and don't dawdle.
- C. **To speak from behind the scene, to guide through the story with a voice. Sentence:** Rita narrated the story, which made everyone think they were a part of the story.
- D. **Association or relationship. Sentence:** The gang requires all members to tattoo their necks with slogans, which proclaims their affiliation loudly and clearly.
- E. **To remove or erase. Sentence:** It is simpler and more respectable to omit it.

**HOTS:** Open ended answers.

I think the story is a fantasy as unlike myth, there is historical evidence for the story to exist in real time or place.

**Life Connect:**

Make sure students understand the Life Connect. Discuss some dreams you might've had in your sleep, where you felt you were in real world.

Web Stuff: Children learn about the top ten magicians of all times on you tube:

<https://www.youtube.com/watch?v=tcLPvnoZEII>



## Chapter-10

## Pegasus- the Winged Horse

**Pre - Lesson:** Children engage in the Warm Up. Discuss about a city named Corinth. Ask questions like : Have you heard of the city named Corinth ? Where do you think it was located, or is located ? Do you know any stories about that place?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. B, 3. A, 4. B, 5. C.

### Critical Questions:

1. Corinth was a city known for its magnificent architecture and majestic kings. With many stories and myths and legends about this place, people have made Corinth and Greece as part of their everyday talk.
2. Bellerophon set off on his travels so early in his life because he was trying to find his strongest weapon, Pegasus to help him win all his battles.
3. King Iobate's idea was to get Bellerophon killed by a monster with a tail like a dragon, body like a goat, and head like a lion.
4. With his perseverance, Bellerophon was able to get hold of what he was looking for. Sitting by the well early one morning, he saw a white coloured figure approach the well for some water. This was surely too early for anyone to notice in this city, that is why no one had seen it. Bellerophon couldn't still believe his eyes. It was Pegasus standing right in front of him. He walked slowly towards Pegasus, who was surely looking at him, with his hands stretching towards Pegasus. Pegasus surprisingly did not move, and Bellerophon was now very close to it. Pegasus slowly smelled Bellerophon's hand, while he patted him with his other hand. Grabbing the moment, Bellerophon climbed on the horse's back, who did not retaliate. It was like Pegasus had accepted Bellerophon as his master.
5. This is because nobody had the patience and perseverance like Bellerophon had. That is why he was the only one who stayed and captured Pegasus.

**I Can Understand :** Open ended answers.

1. Bellerophon did not see anyone equal to his strength. That is why he wanted to fight a worthy opponent who could match his strength.
2. King Proteus was jealous of Bellerophon's might and strength. that is why he sought to kill him.
3. Bellerophon was a mighty soldier, who was very strong, brave and wise. When no one else had the strength or patience to capture Pegasus, Bellerophon acted the opposite and kept his perseverance, capturing Pegasus when no one else could.
4. Bellerophon knew if he held on to his patience a bit longer than he already had, h would not scare the animal away and capture Pegasus, which he did.
5. Pegasus was a white horse that could fly. So when Bellerophon must've used Pegasus to fight the monster, he would have struck the monster repeatedly and escaped on time every time the monster would try to retaliate. In this way, he would have along with Pegasus put the monster down.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. A, 2. B, 3. A, 4. B, 5. A

**I Can Write:** open ended.

From the story of Bellerophon's bravery and wisdom and his adventure of capturing Pegasus when no one else could, I learned that one must not give up on our dreams to achieve something that is important for us. Like Bellerophon, always be alert of your surroundings, hold to patience and perseverance, and just like him we will reach our destiny and be victorious.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

1. He was sick as a dog for two weeks.
2. Beware of that peddler, for he is slippery as an eel.
3. I love how your face feels after you shave-it's as smooth as a baby's bottom!
4. This contract is as solid as the ground we stand on.
5. When you start to do yoga, you can gain flexibility very quickly - even if you are as stiff as a board at your first session.
6. His father's doctor examined him, saying he was strong as an ox.
7. The machine is as sturdy as an oak.
8. A person or object may be known to be as tall as a giraffe if they are extremely tall.
9. When there are no roads, the car is as useless as a chocolate teapot.
10. Her face was as white as snow, and her hair as black as ink, and her lips as red as the blood on her gravestone.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **To stay away from. Sentence:** Her face was as white as snow, and her hair as black as ink, and her lips as red as the blood on her gravestone.
- B. **Enthusiastic or excitement. Sentence:** His poems, novels and comedies are full of wit and exuberant vitality.
- C. **To give up. Sentence:** She was forced to relinquish control of the project.
- D. **A very large New World vulture with a bare head. Sentence:** Several other condors were seen in this area, but were a little more distant.
- E. **Difficult or tough. Sentence:** He does have a formidable temper, you know.

**HOTS:** Open ended answers.

Yes I think animals are mistreated these days. We must stop this from happening by keeping them in conservatories or adopting them as pets, so they can live a healthy life they deserve.

**Life Connect:**

Make sure students understand the Life Connect. Discuss about being kind to animals, as they are very innocent animals and cannot talk to express their feelings like we can!

Web Stuff: Children watch the whole story on you tube:

<https://www.youtube.com/watch?v=LygtaxOxGuo>



**Chapter-11****A Friend In The Garden (Poem)**

**Pre - Lesson:** Children engage in the Warm Up. Discuss about toads and frogs. Ask questions like: Have you ever seen or pet a toad? How do you think they live? Can you describe their habitat? Do you think they are important for human life too?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. A, 3. B, 4. C, 5. A

**Critical Questions:**

1. The poem talks about a toad, who is not violent but rather friendly in nature. It does not disrupt anything in the garden, but just likes to sit in the garden with other people. That is why this title justifies the poem.
2. The poet says that the creature employs himself the most useful as he does chores like a gardener, tries to catch his prey stealthily, likes to be petted for some time, likes to roam around the garden.
3. The toad is an unusual creature. If a person can dare they can pet him, and will be surprised to see hi does not attack.
4. The poet says that the creature is doing chores like a gardener, tries to catch his prey stealthily, likes to be petted for some time, likes to roam around the garden.
5. The toad is being described like a cat, in comparison to its nature he is patient to slowly capture his prey, just like a cat does.

**I Can Understand:** Open ended answers.

1. The poem talks about a toad, who is not violent but rather friendly in nature. It does not disrupt anything in the garden, but just likes to sit in the garden with other people.
2. The toad is an unusual creature. If a person can dare they can pet him, and will be surprised to see hi does not attack. That is why it can be considered as a pet, who roams around the house like it's his own.
3. The toads help eat all the worms that can destroy plants, and help loosen the soil, making it fertile to grown all kinds of seeds. Thus it can be useful to a gardener.
4. The toad is an unusual creature. If a person can dare they can pet him, and will be surprised to see hi does not attack.
5. My pet is a dog. She is very obedient to whatever I ask her to do, and does not disrupt the order or things inside the house. She is very playful and lovable and is very protective of the house.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. She likes swimming. 2. Playing football is fun. 3. Acting is merely the art of keeping a large group of people from coughing. 4. Generosity is giving more than you can, and pride is taking less than you need.

1. reading, 2. laughing, 3. shopping, 4. talking, 5. something

**I Can Write:**

Soak the seeds in water for about 36 hours and allow to dry for another 24 hours.

Fill a bucket with 6 inches of a mixture of soil and compost.

Add about 5 inches of water to cover the soil.

Evenly spread the seeds in the bucket and place in a warm, sunny area.

Periodically add more water to maintain a constant 5-inch depth as the plants grow.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

1. Our inner compass is what helps to keep us on the right path, helping us to make the right decisions in alignment with our conscience.
2. It means all religions, arts, and sciences are part of the same philosophy and study.
3. A very cold and unfeeling nature, as in you'll get no sympathy from that person.
4. It means a true friend will never say anything bad about you on your back.
5. It means that love is like a poisonous experience we willingly like to take part in.
6. It means we can start again when we have properly laid the base and foundation of the work.
7. It means a schedule that helps get a person back to the schedule they followed earlier.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **To appoint. Sentence:** Money from the sale of the house was allocated to each of the children.
- B. **To be completed destroyed or saddened. Sentence:** The disease has devastated the area's oak tree population.
- C. **To remove or erase. Sentence:** It is simpler and more respectable to omit it.
- D. **Revision or improvement. Sentence:** The government were defeated on an amendment in committee, and thereupon resigned.
- E. **To eat or destroy. Sentence:** The lions devoured their prey.

**HOTS:** Open ended answers.

I think toads, like every other life is important in the world, because it helps the food chain remain normal and multiplying for the welfare of the planet.

**Life Connect:**

Make sure students understand the Life Connect. Ask questions: What is your wildest imagination?

Web Stuff: Children learn about toad facts on you tube:

<https://www.youtube.com/watch?v=Kmg3zNUKFmA>



## Chapter-12

## Raj in Russia

**Pre - Lesson :** Children engage in the Warm Up. Discuss about other countries apart from their own. Ask questions like : Have you ever visited another country ? Which country have you been to ? What did you like about that country ? How different was it from your own country, or how different can you think other countries can be as compared to your own country ?

**Answers:** I Can Pronounce: Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. B, 3. A, 4. B, 5. C.

**Critical Questions:**

1. Raj was worried he and his grandfather might stay in the airport for too long, that would result them in missing their flight.
2. Raj traveled to Moscow, the capital of Russia. From there he traveled to Red Square, wandering through the enormous Kremlin fortress, then to the huge St. Basil's Cathedral in the city of St. Petersburg, the second largest city in Russia.

3. Russia is a beautiful country. It is a huge country with many fortresses, ancient history and beautiful cathedrals that mark its historical heritage.
4. Tzar were the people who served under an emperor of Russia before 1917 named Tsar Nicholas the second. They were the people appointed by government for advising and coordinating various rules made for the country, and that if people are following it.
5. It surely was difficult for Raj to stay up that long, but he trusted and obeyed his grandpa. At last, they were in their seats now. This is surely going to be like an adventure, new place, new people and lots of new adventures. Although the journey was of six hours, Raj enjoyed every bit of it. To see nimbus up so close was so new for him. He could see the world from up top, like they were just little ants below him. As they reached for Moscow airport, the plane tilted on its side to make it come to a position to land. Raj watched in bewilderment. To see such a beautiful city, and get a glimpse of the beauty of the country was surely a blessing.

**I Can Understand :** Open ended answers.

1. Russia is a beautiful country. It is a huge country with many fortresses, ancient history and beautiful cathedrals that mark its historical heritage.
2. Security checks at the airport are important for the safety of the people inside the airport and the places or countries they are traveling to.
3. Raj's grandfather was a very learned man, as we can read he knows a lot about Russia and teaches about it to Raj with great patience, love and care.
4. Raj was very excited to travel outside his country to another country that he had never seen before. Which is why he wasn't calm and wasn't able to rest for their travel.
5. Yes, I think Raj's grandfather's explanation about Russia's government is correct as he has simply stated all the information like facts that cannot be changed.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. B, 2. C, 3. B, 4. C, 5. A, 6. is, 7. A

**I Can Write:**

Dear Diary,

Today I came back from my trip from Russia with my grandfather. I am so glad that I had my grandfather accompany me for the trip. He knows so much about Russia. The cities, the architecture and the history is so interesting and beautiful about this strange country Russia. I could hardly pronounce the name of the president itself. The places are huge, and so are the monuments. But overall my visit was lovely.

Raj

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

1. came back, 2. came across, 3. stop this, 4. happened to be, 5. canceled out, 6. keep up, 7. weaved up, 8. wore up, 9. beaten up, 10. is too strong

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **To possess. Sentence:** The old word has acquired a new meaning.
- B. **Enthusiastic or excitement. Sentence:** His poems, novels and comedies are full of wit and exuberant vitality.

- C. **Irritable or cranky. Sentence:** Sebastian was a sickly, peevish child.
- D. **Harsh or unpleasant. Sentence:** The acrid smell of cigarette ashes burned her nose and brought tears to her eyes.
- E. **A fight or argument. Sentence:** Because of a family feud, he never spoke to his wife's parents for years.

**HOTS:** Open ended answers.

The Russian honorific "czar"-sometimes spelled "tsar"-derives from none other than Julius Caesar, who predated the Russian Empire by 1,500 years. Equivalent to a king or an emperor, the czar was the autocratic, all-powerful ruler of Russia, an institution that lasted from the mid-16th to the early 20th centuries.

**Life Connect:**

Make sure students understand the Life Connect. Discuss in class the last trip you took with your family, to which city and how was your experience.

Web Stuff: Children learn some fun facts about Russia on you tube:

<https://www.youtube.com/watch?v=bRWpg7A51pI>



## Chapter-13

## The Image Of The Lost Soul (Saki)

**Pre - Lesson:** Children engage in the Warm Up. Discuss about various cultures of other countries, music and its relevance. Ask questions like: How does music help sooth a soul? What is the importance of music in stories or life?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. B, 3. A, 4. C, 5. A.

**Critical Questions:**

1. Some called the low and down figure in the cathedral as demon, but the old wise bird called it the lost soul.
2. The blue pigeons were not very pleased or happy to see the new visitor. They always made him leave the place wherever he sat.
3. The bird thought of the figure as lonely, but safe. Soon it grew close to the figure, falling in love with its protector, because it was the only place the bird found refuge and safety.
4. The people trapped the new visitor because of its ability to sing melodiously, which they thought would be better for another place than that figure or statue.
5. The environment had changed from being pleasant to unpleasant, sad, hopelessness, hunger, longing and most of all, as if like a cry of help.

**I Can Understand:** Open ended answers.

1. If I were the author of the story, I wouldn't let the bird get kidnapped, or maybe would have set the bird free to return to its refuge for the rest of the days, growing its own new family in there.
2. The 'Lost Soul' was meant to be dark, lonely and stone hearted. But with the new visitor, the figure had grown hopeful and happier.
3. The blue pigeons were not very wise, and quick to judge. They never let the new visitor sit peacefully anywhere, always driving it away. They had easily declared the old sad figure as a demon, without knowing the deeper meaning behind it.

4. It means from a long time, the bird had sung beautifully and dutifully everyday. But now it was gone due to the winters, that might have killed her easily.
5. If I had been the lost soul, I would greatly rejoice and celebrate the presence of the visitor inside of me. It would give me hope to live a better life. But with the visitor gone, I would get hopeless and sad, loneliness would definitely kill me.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. slowly, 2. rapidly, 3. soundly, 4. lightly, 5. rapidly, 6. gracefully, 7. neatly, 8. patiently and hopefully

**I Can Write:**

The story made me feel a mixed of emotions. At first it made me feel hopeful, and then it made me feel very sad as the story proceeds towards the bird's death, ultimately leading to the statue breaking in sadness.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

- A. 1. baffle and confuse, 2. fair and just, 3. beautiful and pretty, 4. honest and sincere, 5. happy and upbeat, 6. important and required, 7. kind and considerate, 8. lazy and idle; B1. Rajesh is an intelligent child. 2. Rose was very lucky to escape the accident. 3. Mr. Meer is very old. 4. The emperor was very rich. 5. The Bible has everything true and factual. 6. The ox was very strong.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Capable or able. Sentence:** His capabilities as a soldier have been generally recognized by competent authorities.
- B. **Enrage or madden. Sentence:** The woman was uncontrollable, and this thought infuriated him further.
- C. **Approximate or near to. Sentence:** Dean took a deep breath and crept a few tentative steps into the darkness.
- D. **Ending or completion. Sentence:** The x-rays were conclusive and indicated a bad infection in the lower lobe of one lung.
- E. **People or a population. Sentence:** Rice cultivation and fishing occupy practically all the inhabitants of the district.

**HOTS:** Open ended answers.

The pigeon portrayed in the story is very unwise and careless in their actions.

**Life Connect:**

Make sure students understand the Life Connect. Discuss life of birds and how in summer one must leave a bowl of water and some grains for the helpless birds.

Web Stuff: Children watch another famous story by Saki on you tube:

<https://www.youtube.com/watch?v=jU9NmM-1sAQ>



## Chapter-14 Great, Wide, Beautiful, Wonderful World (Poem)

**Pre - Lesson:** Children engage in the Warm Up. Discuss about earth and human beings. Ask questions like: Do you think earth is dying because of the mistakes of human beings? How would you compare the life of humans to that of the earth?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. C, 3. C, 4. A, 5. B.

### Critical Questions:

1. The poet is describing the world as a big, wide and wonderful place, where everything is too big to fathom. The trees shake with the wind that seems to talk to itself.
2. The poet calls the earth friendly because it provides it everything the poet needs, from food to wind to a place to stay.
3. The poet calls the earth just a dot, because it does not possess feelings like the poet or a human does.
4. The poet compares the world with earth in the use of different elements. The world has winds and trees and natural things, just like earth does.
5. These lines indicate that even though the earth is too big to understand or hold, it still cannot feel emotions like a human can.

**I Can Understand:** Open ended answers.

1. Yes I think the earth is really wonderful as it has so many things that make it beautiful like grass, trees and winds and so much more to add to its beauty, and so much space for a human to live comfortably.
2. There are still some parts of the earth left untouched and not destroyed by humans that can make us say we are still living in a wonderful world.
3. The poet was so much in awe that it felt small and inferior in front of the earth. In order to make him feel his worth, he says that even though the earth might have everything great in it, but it cannot love or think like humans can, which is very important.
4. The poet is explaining the earth is so wonderful with so many things inside it like the wheat fields, rivers, cities, gardens and thousands of people living in it.
5. I can make my city more beautiful by adding more trees, planting more plants, keeping my environment clean by not throwing any garbage around.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.

### I Can Write:

The earth is filled with many things like the trees, continents, animals, rivers, cities and people living in it. The earth is physical land where all these things reside. The world is a connotation for the earth in philosophical sense, where life resides in happiness and sorrow, depending differently on each day and the condition of the earth.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

/t/: tithe, tension, titans, timeless; /s/: signs, century, signature, tsunamis, centaur; /r/: relieved, written, relaxed; /l/: lottery, lights, love

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Cheat or deceive. Sentence:** She was bamboozled into telling them her credit card number.
- B. **Educated guess. Sentence:** We need to estimate how much paint we'll need for the job.
- C. **Very important. Sentence:** Among other prominent buildings are the court house, the post office and the city hall.
- D. **Aggressive or ready to get in argument. Sentence:** She had him at bay and he was going to pay for his belligerent behavior.
- E. **To make a calculated guess. Sentence:** He stopped to evaluate the gilded ornaments.

**HOTS:** Open ended answers.

Yes I think the world, which means the people living inside it are responsible for the earth dying. This is because they are misusing the earth for its own purpose.

**Life Connect:**

Make sure students understand the Life Connect. Discuss that if we want our mother land to be preserved and beautiful like it is today, we must take care of it as responsible owners of this Earth.

Web Stuff: Children learn about some amazing places around the world on you tube:

<https://www.youtube.com/watch?v=iv0PcGqxQck>



## Chapter-15

## Memoirs of a Yellow Dog

**Pre - Lesson:** Children engage in the Warm Up. Discuss about humans and animals. Ask questions like : Have you ever had a dog as a pet ? Do you think er should be kind to all animals?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. C, 2. A, 3. B, 4. B, 5. A.

**Critical Questions:**

1. The yellow pup's first memory was the box it came in and being received by an old lady, who had decided to adopt it.
2. The mistress was upset because she had gotten very old and was not in the condition to care for her dog anymore. So with a heavy heart she had decided to give up her puppy to a well-established family.
3. Two of the policemen kept her away from making the puppy enter the Madison Garden to acquire a prize for the competition meant for Siberian bloodhound.
4. The little puppy told the St. Bernard, "Why are you always so sour about everything? Sitting like a half-dead trimmed lobster. Brace up and bid adieu to all the blues!"
5. The mistress gave the yellow pup a name tag, because he was about to get adopted by a new family.

**I Can Understand:** Open ended answers.

1. Since the story is about a yellow pup, from his perspective and about his memories with his mistress and friends, the title of the story justifies with it.
2. The pup complained about the St. Bernard because he found it to be amusing and annoying.

3. The yellow pup found the nature of humans very amusing and weird. He always found their actions to be un-predictive and beyond his understanding.
4. Here the yellow pup was enjoying the new gift given to him by his mistress. But while he was being loved by his mistress, he sensed that his mistress was very sad and was about to share sad news with him.
5. If I were in the yellow pup's place, I would have been deeply sad to leave my mistress' side and might not accept living with a new family so easily.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. bakes, 2. ate, 3. live, 4. believed, 5. left, 6. adopted, 7. ate, 8. gave

**I Can Write:**

If I adopted a puppy, I would care for it and nurture it just like a dog needs. Love and care is what a dog needs, and that is how I would care for my do. I would give him a bath, a feed him time to time and take him to walks and play with him all day.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

Title : Matilda

Author : Roald Dahl

Date of publication : 1988

**Characters:** Matilda Wormwood, Miss Honey, Miss Trunchbull, Mr. Wormwood, Lavender, Bruce Bogtrotter, Michael Wormwood, Mrs. Phelps, Fred, Hortensia, Amamnda Thripp, Nigel Hicks, Prudence, Rupert, Eric Ink, Magnus, Wilfred, Mr. Trilby, Miss Plimsoll

**Setting :** Matilda takes place in an English village, and more specifically, at Matilda's home, school, and briefly, at Miss Honey's cottage in the country.

**Plot:** The story of Matilda Wormwood, is set in an English village, where a gifted girl is forced to put up with a crude, distant father and mother. Worse, Agatha Trunchbull, the evil principal at Matilda's school, is a terrifyingly strict bully. However, when Matilda realizes she has the power of telekinesis, she begins to defend her friends from Trunchbull's wrath and fight back against her unkind parents.

**Endorsement :** By reading this book, children will find a turning point in their understanding about the world, which opens their curiosity to enter the world of literature and science.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Make (something) less intense. Sentence:** In an hour or so the storm would abate and they could leave.
- B. **A symbol or a logo. Sentence:** It was a national emblem, the test of religion and patriotism.
- C. **Horrible or hateful. Sentence:** Nevertheless they were able to overthrow the chancellor, who was specially obnoxious to them.
- D. **Bear or suffer. Sentence:** He endured five years as a prisoner of war.
- E. **Giving a speech or addressing a crowd. Sentence:** He was asked to deliver an oration at the meeting.

**HOTS:** Open ended answers.

Yes I think it was right of the mistress to give her dog away to a well to do family so that it would not suffer when she would not be able to provide him everything he needs, or after her sudden death.

**Life Connect:**

Make sure students understand the Life Connect. Discuss about how it important to make good decisions, make sure you know facts and not opinions.

Web Stuff: Children learn how to write a memoir on you tube:

<https://www.youtube.com/watch?v=JSlen-udJ5A>



## Chapter-16

## Adventures of the Sea (taken from Swiss Family Robinson)

**Pre- Lesson:** Children engage in the Warm Up. Ask questions like: Do you know the names of the seas in the world? Have you been by any sea side? What have you observed over there?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. A, 2. B, 3. A, 4. B, 5. A

**Critical Questions:**

1. The family was going in a ship to Port Jackson, Australia. By evening, the temperature degraded and the sky turned black with the onset of thunderstorm. The ship began to dwindle in the sea and all the people on board the ship began to panic.
2. The family decided to be at the tropical island as they had been in a storm on the sea and had disembarked themselves and all their belongings till they were at last rescued by the rescuers.
3. The family spent the days looking for things to fill their bellies as well as means of survival. They would go around picking things which were useful for them. They found a good amount of firearms, hammocks, logs and cooking utensils.
4. Fritz rescued a young British girl named Jennifer Rose as she had been shipwrecked near their place.
5. A British ship rescued everyone from the island. They were searching for Jennifer and in the process rescued them all.

**I Can Understand:** Open ended answers.

1. The story has been rightly titled as 'Adventures of the sea' because the family did have a real adventure. They were in a storm while on the sea and landed up in an island. There they involved themselves in various activities in order to survive which at the same time became a fun time for the children. They made camps and did many different things to survive.
2. William is a good writer as at the end, he handed over a journal which he had written regarding their survival and the adventure they had while being at the island, to the captain of the ship.
3. The family had found a good amount of firearms, hammocks, logs and cooking utensils. These were enough for them to survive.
4. While the family was at the island, they knew they had to find ways to survive there by looking for things essential for them to stay alive. So they spent the rest of the days looking and searching for things which would help them to meet their needs.

5. A real home is a place where you can live with your loved ones. A family is most essential which gives security and the reason to live.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.  
B. 1. yesterday, morning, 2. carefully, like a demon, 3. completely, wherever, 4. often, every Tuesday

**I Can Write:** Dorothy is a very caring mother. She is protective at the same time very poised. She makes sure that the family stays together.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

1. This is my book.
2. Where is your father working ?
3. His friend passed the exams with good marks.
4. Her mother makes very good food.
5. It's our duty to take care of the environment.

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Home. Sentence:** This is where the King and the Queen abode.  
B. **Follow. Sentence:** The fever was ensued by the infection in the body.  
C. **Traditional. Sentence:** The family is very orthodox about their beliefs.  
D. **Overcome. Sentence:** I was overwhelmed by the surprise gift I received from my friends.  
E. **Captivate. Sentence:** The girl was so enthralled by the movie that she forgot she had to be home early.

**HOTS:** Open ended answers.

I think the family would've been happier on the island as they had found all they needed to survive. They were enjoying the adventurous life there and learning new skills every day.

**Life Connect:**

Make sure students understand the Life Connect

Discuss about questions like: Discuss in class the importance of helping a person in need.

Web Stuff: Children can enjoy some sea facts on you tube:

[https://www.youtube.com/watch?v=FSHFpVaJW\\_A](https://www.youtube.com/watch?v=FSHFpVaJW_A)



## Chapter-17

## Milk for the Cat

**Pre- Lesson:** Children engage in the Warm Up. Discuss the nature of a cat. Ask questions like: How can you differentiate a domestic cat from wild cats?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. C, 2. A, 3. A, 4. B, 5. C

**Critical Questions:**

1. At five o'clock tea is brought, all the curtains have been carefully drawn, a little black cat who has bright green eyes suddenly begins purring.

2. At first the cat has casual looks and stays normal but when milk has been placed in front of her to drink, on seeing the milk she focuses her eyes on it as she is going to go straight to it and drink it.
3. For the cat, milk which is white in colour, is like a world with no limits. She can go on and on drinking it forever as it's the best thing for a cat.
4. The cat is always eager for milk no matter what the time is. Here, the cat is preparing herself to approach the saucer in which milk has been placed for her to drink. She gives a stiff, hard look at it as she's going to drink it. She stamps her claws, lifts her ears, twists her tail and begins to move. Then suddenly she begins to purr in one breath. She nestles herself over the saucer of milk, lets her chin bury in it while her tail is hanging loose and knees bent. Then she curls her tongue and drinks up to the last drop.
5. When the cat comes near the saucer of milk, she settles herself comfortably over the saucer with the shining rim, and her chin seems to be buried in the milk which is like a creamy sea.

**I Can Understand :** Open ended answers.

1. Since cat's favourite thing is milk, and if it is a domesticated one, it knows exactly what time her master will give her milk and she is present at the same time when milk is served to her. This way she is never late for milk.
2. The cat is quite communicative. It expresses herself in various ways and is able to convey herself quite clearly. They are very cautious beings. Each cat is unique but has different levels of habits and routines.
3. The poet probably owns one cat and is able to observe every action of the cat that is there. This way he knows what time the cat comes to drink milk and is able to observe each and every action when the cat is drinking milk.
4. These lines describe how milk which has been kept in a saucer looks. It looks like moon which comes out of the clouds in the sky above.
5. I have a dog as a pet. He is very active and intelligent too. He knows exactly when the milkman comes in the morning and prepares himself to receive some in his bowl. He begins to dance around the room and gets very excited on seeing milk which is about to be put in his bowl. As soon as the milk is put in his bowl, at first he'll sit down and raise his one paw to say a thank you. Then when he gets the signal to go ahead and drink, he breathlessly licks up all the milk. At the end he wipes his bowl clean and makes sure that not a single drop is left behind.

**Word Smart :** Open ended answers.

A. Teachers are to make sure that students bring out the meaning clearly in their answers.

B. 1. himself, 2. itself, 3. itself, 4. yourself, 5. himself

**I Can Write: Me :** "Oh Kitty, where have you been all day?"

**Kitty:** "Purrrr! I was just loitering around."

**Me:** "OK. Now come and have some milk I kept for you in your bowl."

**Kitty:** "Oh, thank you so much. I love milk."

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

31st Jan. 2020

- |   |              |                |               |
|---|--------------|----------------|---------------|
| 1. China  | 2. Bad news  | 3. Coronavirus | 4. 4 days ago |
| 5. Chinese people   | 6. China     |                |               |
| 7. Due to bats most likely which carry this kind of virus |              | 8. Health      |               |
| 9. To take necessary precautions                          | 10. Shocking |                |               |

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Decisive or indisputable. Sentence:** The x-rays were conclusive and showed bad infection in one lung.
- B. **Begin. Sentence:** The children initiated the social work which was appreciated by the villagers.
- C. **Betrayal. Sentence:** The servants betrayed their master and robbed him of all his belongings.
- D. **Agree. Sentence:** The two ministers concurred with each other on common grounds.
- E. **Position of giving a good view. Sentence:** We were given the chance to present our viewpoint on the ongoing changes in the campus.

**HOTS:** Open ended answers.

Recently I saw a cat sitting on our wall. I quietly sat down to observe all his actions. I observed that this cat specially looked more observant and intelligent than any other cat that I've seen before. She first chose a place from where she could not be easily seen and camouflaged herself under the bushes. She seemed to be quite alert and knew exactly what she wanted and how to go about it.

**Life Connect:**

Make sure students understand the Life Connect

**Discuss about questions like:** Have you ever kept a pet? Tell us about it in ten minutes.

Web Stuff: Children can enjoy these cat facts on you tube:

<https://www.youtube.com/watch?v=qE1WGKi6Ta4>



## Chapter-18

## From the Diary of C V Raman

**Pre- Lesson:** Children engage in the Warm Up. Discuss and ask questions like: Who was C V Raman? Do you know why he was famous?

**Answers: I Can Pronounce:** Make sure the children can read and pronounce correctly.

**I Know It:** 1. B, 2. C, 3. B, 4. A, 5. B.

**Critical Questions :**

1. It is about the scattering of light discovered by physicist and Nobel laureate, Sir Chandrasekhara Venkata Raman.
2. Raman was born on 7 November, 1888 in Tiruchirappalli, Tamil Nadu.
3. The colour of the sky is blue due to the phenomenon called 'Rayleigh scattering'.
4. The quantum theory came about while Raman and his team discovered a colour change which was accompanied by polarization never seen before. The inelastic scattering at its core brought about the quantum theory.
5. Raman was honoured with India's highest civilian award, the Bharat Ratna award.

**I Can Understand:** Open ended answers.

1. Non-fiction since the text talks about the real person and all other events and people mentioned are real.
2. Raman had extraordinary capabilities and was a great achiever. The 'Raman Effect' talks about the scattering of light by C V Raman.
3. There was a debate about why is the colour of the sea blue which was observed by Raman one day while he was on the deck of a ship in the Mediterranean Sea. Raleigh explained why the colour was blue. He said that it was just a reflection of the sky. And so it was called 'Rayleigh Scattering'.
4. This was C V Raman's belief. Raman did not give up on what he set his mind to and thus, he achieved much. In the same manner, he encourages others that if a person devotes himself fully towards his work which he has to do then he can surely succeed.
5. Just as Raman did not give up on his discoveries and kept looking for answers till he got success, we should also not give up till we succeed.

**Word Smart:** Open ended answers.

- A. Teachers are to make sure that students bring out the meaning clearly in their answers.
- B. 1. C, 2. A, 3. A, 4. B, 5. C

**I Can Write :** In future, I want to be a doctor as I would like to treat all those who are sick. I love to serve others and it is my dream to serve those who need help. When I see sick people around, I feel like helping them. Sometimes, with my father's help I take them to the nearest hospital where they could be treated. When I'll become a doctor, I will build my own hospital where I'll have all the facilities for the treatments needed for the sick.

**I Can Read:** Children will read out the text loud and clear, with clear diction, in front of the class.

**Language Skills:** Open ended answers.

1. Autobiography is about the life story of a person. It gives an account of one's life.
2. The book talks about Gandhiji.
3. The main idea is to let the reader know how India achieved its freedom.
4. M. K. Gandhi

**Dictionary Skills:** Open ended answers.

Teachers are to make sure that students bring out the meaning clearly in their answers.

- A. **Hostile. Sentence:** The mood at the board meeting yesterday was belligerent.
- B. **Deceitful. Sentence:** The politicians are quite devious in their ways.
- C. **Forecast. Sentence:** There was a prediction that it would snow today.
- D. **Very puzzled. Sentence:** I am quite bewildered at the behaviour of the teacher.
- E. **Declare innocent. Sentence:** The prisoners were finally exonerated by the Judge.

**HOTS:** Open ended answers.

Diligent

**Life Connect:**

Make sure students understand the Life Connect

Discuss about questions like: Discuss in your class which celebrity inspires you the most.

Web Stuff: Children learn about C V Raman on you tube:

<https://www.youtube.com/watch?v=OsqSIK0LsDM>

